

“Outside the Matrix: Examining Our Perceptions”
English 100 Reading 104
Green River Community College
Winter 2010



Instructor Information

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Course Information

Course: English 100/Reading 104

Credit hours: 10

Room: RLC 131

Angel Logon: (English 100)

<http://greenriver.angellearning.com/>

Ning Address:

<http://grccenglish100wn2010.ning.com/>

*To read is to empower
To empower is to write
To write is to influence
To Influence is to change
To change is to live.*

--Jane Evershed

Texts / Materials



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- Rereading America 7th Edition by Columbo, Cullen, and Lisle
 - The Write Stuff by Marcie Sims
 - College-level dictionary.
 - Larger 3-ring binder or folder in which to keep all work for class.
 - Computer access

Course Description



In day-to-day life, there are many things we do that we don't pause to examine or analyze. These things, or "cultural myths," can become so enmeshed in our cultural practices that while they bind us together, they can also blind us to the underlying beliefs upon which they are built. These cultural myths can then become things we see as vital to our lives but as shown in the recent film The Matrix are often illusions posing as reality. This course will engage students in the process of looking behind these common beliefs – these cultural myths – as they read and write about the assumptions that drive these beliefs.

Note: You will learn effective use of *Standard Written English*; the language used most in colleges, the workplace, books, newspapers, and magazines. It is the language agreed upon by professional American society. You may not speak Standard Written English at home; you may speak a completely different language or one of many American dialects. All of these are equally correct, and are in no way inferior to Standard English. However, for success in college and business, a neutral, widely accessible language must be adopted for your ideas to reach as wide an audience as possible. Our insistence upon use of Standard Written English should not be interpreted as discrimination against your own native language or dialect.

Course / Campus-Wide Learning Outcomes



Course Outcomes: These outcomes are the goals specific to this class.

- ***Improve written communication skills by writing, revising, and editing written assignments to illustrate improved style and content***
Demonstrated by: All assigned essays
- ***Learn how to organize and write expository essays and paragraphs***
Demonstrated by: All assigned essays
- ***Learn how to use the writing process***
Demonstrated by: Process of writing and revising essays
- ***Learn how to give and take constructive critique of writing in progress***
Demonstrated by: Peer response letters and other peer response activities assigned in class
- ***Review sentence structure, mechanics, punctuation, spelling, and vocabulary***
Demonstrated by: Grammar quizzes, and grammar homework, and vocabulary and paraphrase activities
- ***Learn to improve comprehension of college texts***
Demonstrated by: Reading responses, class/small group discussions, summary, essays, Ning discussions
- ***Learn active reading strategies and techniques***
Demonstrated by: Annotating, note taking, graphic organizing, summarizing, Ning discussions
- ***Learn to increase reading speed and accuracy.***
Demonstrated by: Practice reading a variety of texts and using reading techniques
- ***Enhance critical reading skills.***
Demonstrated by: Synthesizing and analyzing readings in group discussions, written essays and responses, and other class assignments, Ning discussions
- ***Use Technology to Enhance Learning***

Demonstrated by: Using technology to gather research for Group Presentation, Use of Grammar Tools program, Use of Skills Bank program, Typing all papers, Ning discussions

- **Learn how to Give Presentations**
Demonstrated by: Capstone Group Presentation

Campus Wide Outcomes: *Green River Community College has identified ability areas that we believe encompass knowledge and are the most important skills, behaviors, attitudes, and values that students will need in order to be successful in and after leaving the college. This course will address two of the four campus-wide ability areas – those of **student responsibility and written communication.***

- **Contribute appropriately in collaborative tasks with an understanding of the commitment involved in any group activity (Student Responsibility Outcome):**
Demonstrated by: Group Presentation.
- **Attend class regularly, and be ready to learn and actively participate (Student Responsibility Outcome):**
Demonstrated by: Attending class regularly (note the grades assigned for # of absences in assignments section below), completing all homework.
- **Know and follow the stated classroom behavior, academic expectations, policies, and procedures outlined in the course syllabus. Know the resources available to you as a student and seek help from those resources as needed.**
Demonstrated by: Student participation in class as well as compliance with the expectations during class.
- **Student submits all work on time, according to the due dates in the assignment schedule.**
Demonstrated by: Student will get a grade reduction on assignments submitted late.
- **Student improves written communication as outlined in the course content objectives**
Demonstrated by: Expository Essays, Ning discussions

Course Assignments: Writing



Writing Assignments:

- 1) Writing Portfolio: This will include the following written assignments that you have revised to be at a passing level or higher.
 - Comparison contrast Essay
 - Revised In-class Essay Exam (argumentative essay)
 - Analysis Paper
- 2) Ning Discussions

Portfolio: In order to pass English 100, you will need to submit a final writing portfolio that includes a Reflective Writer’s Memo and three papers that you drafted, revised, and polished over the course of the quarter. We will work through the writing process in class in order to draft each paper. You will then get instructor and peer feedback on this draft. Finally, you will have the remainder of the quarter to continue to work on revisions to this draft. You are free to continue to revise until you feel the paper is of high enough quality to submit with your portfolio. The portfolio overall should reflect B or higher level work. The instructor will share with you descriptions and examples of student work that illustrates this level of quality. The instructor will ask you to use these descriptions and examples to determine when each of your papers is “portfolio ready.” The following are descriptions of each of the pieces you will submit in your portfolio.

- **Reflective Writer’s Memo:** This will be a personal reflective essay in which you write about the strengths and weaknesses of your papers in your portfolio. You will also reflect on what you learned through revising the papers for your portfolio. You will write this last as we near the end of the quarter.
- **Comparison Contrast Paper:** You will choose two authors that we study in the first unit on education. Then you will compare or contrast the views of these authors on education.
- **Expository Essay Exam Revised:** At the end of our unit that examines government, you will have a timed essay exam. This will give you practice writing an argumentative essay in a timed situation. You will then have the opportunity to revise this essay further for your portfolio.
- **Analysis Paper:** At the end of our unit on gender, you will select some form of media (advertisement, song, video game, sports show, movie, etc.) and use ideas from our readings to analyze this media text.

Requirements for all papers: All papers need to be typed and double spaced (no hand written papers will be accepted) using a 12 point font with one inch margins.

Late paper policy: In order to be eligible for instructor and peer feedback on all writing assignments, you need to have with you at the start of class of the day it is due your first draft. Late first drafts may not receive any feedback. Late portfolios will not be accepted unless otherwise arranged with the instructor.

Ning Discussions: In order to extend the in-class discussions of the readings and encourage you to explore connections between these readings and other online resources, you will participate in a series of Ning discussions. We will brainstorm topics for each Ning discussion in class, and then you will have a few days to complete the discussion. Each discussion will consist of two parts, an initial posting and a response to at least one other student in the class.

Initial Post: Each response should be at least 300 words, respond to a prompt we brainstormed in class, and incorporate outside information you research on the Internet in regards to the topic.

Response to Others: Respond to at least one other person in class who posted his/her ideas to the Ning. Your response should be at least 150 words in length and should respond to the ideas of your peers (not the quality of their writing). You might agree, disagree, or add to their ideas with additional research or you found on the Internet. The point here is to *discuss* on the Ning, thus extending the in-class discussion of the text.

Course Assignments: Reading

Reading Assignments:

- 1) Attendance/Participation
- 2) Assignments (maps, diagrams, Cornell Notes, summary, reading responses, in-class assignments, and other assignments that require the reader to synthesize ideas from the assigned texts and activities)
- 3) Group Presentation

Note: If you are absent for an in-class group assignment which requires that you participate in a group with your classmates, you will not be able to make it up on your own. If the in-class assignment is one that does not necessarily require group interaction, you *may* be allowed to make it up on your own.

Attendance: Regular attendance is vital to your success in this class. For this reason, attendance will be part of your grade. Attendance will be taken daily. The following shows the grade you will receive for attendance (not for the whole class): 1-2 days missed = A, 3-4 days missed = B, 5-6 days missed = C, 7-8 days missed = D, over 8 days missed = F

Assignments: There will be various and frequent assignments that will help you improve as a reader. These will include things like the following:

- ***In class assignments:*** Some of the assignments and/or activities will be done in class, either individually or collaboratively, so watch carefully for these in your weekly calendars to make sure you aren't absent and miss out. (See above)
- ***Note Taking/Graphic Organizers:*** You will be learning various note taking, mapping styles, etc. in order to help you organize the readings visually, check your comprehension, check your ability to differentiate between main points/theses and relevant support as well as provide you a tool for use with prewriting.
- ***Paraphrase of Assigned Passages:*** You will be asked to paraphrase assigned passages in assigned readings throughout the quarter. This will assess how well you understand specific passages of text.
- ***Reading Responses:*** These assignments will ask you to demonstrate both your comprehension of the authors' ideas and your ability to connect the ideas to your own experience or to other texts.

Group Presentation: Your final presentation will help you prepare for your final paper. For this presentation you will choose one topic we covered over the course of the quarter and do more in-depth research on this. You will then present this to the class, so we can all learn more about the ideas we explored in the class.

Grading



You will receive two grades for this course, one for English 100 and another for Reading 104.

English 100: English 100 is “Pass/No Pass.” You need to demonstrate above a “B” average on the following to earn a Passing grade for this class. A “B” average is a 3.0 or higher.

- **Portfolio = 75%** You need to get a passing level (B or higher) in all work in your portfolio in order to pass this class. When the instructor returns your draft of each written assignment you will get comments and a rubric. The rubric will tell you where different components of your paper assess. Your paper is ready for the portfolio when all components of your paper are at the B level on the rubric or higher.
- **Ning Discussion = 25%** You need to get a passing level in the majority of your Ning discussions. The instructor will give you a grade sheet for each Ning discussion that provides you will feedback on the quality of your postings. This will help you improve over the course of the quarter.

Reading 104: The following is the break down of points for Reading 104. This is not a “Pass/No Pass” class. What you earn as a cumulative grade in this class is what will be recorded on your report card/transcripts.

- 1) Attendance = **10%**
- 2) All other assignments, including Cornell Notes, Summary, In-class Assignments and Homework = **75%**
- 3) Final Presentation = **15%**

Total = 100%

Note: There will be no extra credit opportunities in this class. Your grade will be strictly based on the above.

Grading Scale (from pg. 37 of college catalog)

99-100 = 4.0		83 = 2.8		71 = 1.6
97-98 = 3.9	A	82 = 2.7	B-	70 = 1.5
95-96 = 3.8		81 = 2.6		69 = 1.4
93-94 = 3.7		80 = 2.5		68 = 1.3
91-92 = 3.6	A-	79 = 2.4		67 = 1.2
90 = 3.5		78 = 2.3	C+	66 = 1.1
89 = 3.4		77 = 2.2		65 = 1.0
88 = 3.3	B+	76 = 2.1		64 = .9
87 = 3.2		75 = 2.0	C	63 = .8
86 = 3.1		74 = 1.9		62 = .7
85 = 3.0	B	73 = 1.8		61 and below = failing
84 = 2.9		72 = 1.7	C-	

What constitutes an “A”? While specific grading criteria will be shared for each individual assignment, the following is a general guide to what is expected at the “A” “B” “C” “D” levels.

“A”	“A” work excels the expectations for the assignment. It goes above and beyond in clarity, content, organization, and presentation.
“B”	“B” work is above average. It goes beyond meeting the assignment, but doesn’t go as far as “A” level work. “B” work may excel in some areas, but not in the majority of areas designated by the assignment.
“C”	“C” work meets the expectations of the assignment. It shows competency, but does not go above and beyond the assignment in any significant way.
“D”	Below passing means that the work failed to meet the assignment’s requirements.

Rules and Policies For This Class



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- **Plagiarism:** Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that not only is dishonest; it robs you of the most important product of education---the actual learning. Should we suspect that you have plagiarized, we will talk with you one-on-one and ask you to prove that the work in question is your own. If you are found guilty of academic dishonesty, you will automatically fail that assignment. If you are caught plagiarizing again in the same quarter, you will fail this class.

You should know that it is also possible to plagiarize yourself! If you submit work already completed for one course as original work for another course, you are plagiarizing. However, if you wish to substantially revise or re-think a piece of writing you have already done, you may do so, as long as your discuss with us *beforehand* your ideas for re-working the piece.
 - **Attendance and Punctuality:** Should you miss class, it is your responsibility to make up all the work done that day as well as get the notes for that class period from a peer in the class. In order to have the opportunity to make up a quiz, it is necessary for you to contact the instructor(s) ahead of the quiz date. You will not be able to make up quizzes after the fact if you have not previously contacted the instructor(s). Furthermore, if the quiz has already been returned to the other students in the class, you will not be permitted a make up for this quiz. Finally, we also appreciate it if you leave a message on voice mail or e-mail letting us know of your absence.

We will start the class as close to on time as possible. If you are late and class has already begun, it is your responsibility to get on board with what the class is doing without disturbing the class to ask questions.
 - **An Invitation:** If you have any questions or concerns about your progress in this course, please arrange a time to speak with us immediately. There are few problems that can't be worked around, but it is necessary that you initiate a discussion with us about the issue at hand in order for any action to result.
 - **Special Note:** If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office, which would qualify you for special accommodations, or if you have emergency medical information or special needs we should know about, please notify

us during the first week of class. You can reach us by phone at 253-833-9111, extension 4206 (Julie) or 4200 (Lisa). Or, you can schedule an office appointment to meet us in HS 45 (Julie) or RLC 162 (Lisa), during our posted office hours or at another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let us know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

Participation

Sometimes people think “participation” only means coming to class and talking. However, participation means more than just “being” in class. In order to appropriately participate in this course, follow these guidelines.

Preparation

Do	Don't
<ul style="list-style-type: none">• Complete homework before class• Have necessary materials [textbook, paper, sharpened pencils, etc.] at the <u>start</u> of class• Arrive early and review notes from the previous day	<ul style="list-style-type: none">• Do homework (for this or the next day) during class• Arrive late and disrupt class by asking what is happening• Have to borrow materials from classmates

Behavior

Do	Don't
<ul style="list-style-type: none">• Pay attention and focus on the day's lesson• Volunteer answers• Ask questions appropriately• Maintain a balance of speaking and listening during discussions [especially in small groups]• Make constructive comments• Help make a friendly/learning atmosphere in class	<ul style="list-style-type: none">• Talk when others are answering• Take the discussion off the main topic• Do non class related things like homework for other classes or catching up on your sleep.• Dominate discussions• Attack others verbally• Engage in “Horseplay”

Body Language

Do	Don't
<ul style="list-style-type: none">• Look at the speaker during the lecture/discussion• Nod or shake your head to show understanding/agreement• Use facial expressions to show understanding/agreement	<ul style="list-style-type: none">• Look out the window or read when others are speaking• Put your head down on your desk when others are speaking.

Contract of Understanding: English 100 and Reading 104

Directions: Below are a number of items that are essential to your success in this class. Please read each one and if you feel you can commit to fulfilling each item during this quarter, sign below and return to us by Friday of week #1. If you don't feel that you can commit to the following, we suggest you drop this class and take it at another time.

1. I understand that daily attendance is essential to my success in this class. I further understand that if I am unable to commit to attend regularly this quarter I will drop this class and take it during another quarter when I can meet the requirements for attendance.
2. I understand that I need to prepare fully for each class session. This includes reading the assigned readings for each day and completing all homework, as well as being prepared to make contributions to discussions. This also includes preparing drafts of papers and having them ready when they are due. (**Note: this translates into roughly 1 1/2 hours of homework for every hour in class.**)
3. **Late Work: (Writing)** I understand the late paper policy. Specifically, I know that if I submit a paper late I may lose the right to get comments on that paper from the instructor. **Late Work: (Reading)** I understand the policy regarding late homework assignments for Reading 104. I understand that all work must be submitted when due. If I have a *verifiable* emergency, I can contact Lisa before the assignment is due and possibly make arrangements to turn it in upon my return to class. I further understand that the instructor has the right to refuse to accept late assignments at her discretion.
4. I understand that there will be writing workshops and group conferences that will require me to share my papers with others in the class and provide careful written and oral feedback to my peers on their papers. I commit to sharing my work with others and giving detailed and careful feedback to my peers on their work.
I further understand that it is very important to keep up with the readings so I can contribute meaningfully to the learning community. I am making a commitment to myself and my peers to do my part to ensure that the learning community has the benefit of my input. I will participate in seminar discussions by making an extra effort to speak if I am a quiet person, or if I am talkative, I will monitor myself and encourage others to join the discussion.
5. I understand that I need to bring my textbooks and my writing journal to class with me every day.
6. I understand that the instructors in this course are committed to assisting me in learning the course material and in successfully completing course requirements. I further understand that it is my responsibility to contact the instructors when I need help or guidance in meeting course requirements. (Note: If you are unavailable during our office hours, please let us know. We will make every attempt to arrange an appointment with you at a time that works into your schedule.)
7. I understand that I must be respectful of each member of this classroom community. If I disagree with statements made, I will use forms of communication acceptable for an academic environment to express my disagreement with or to challenge the *ideas*, not the person.
8. I have read the course syllabus carefully and agree to its provisions.

Sign your name

Date

English 100/Reading 104

Unit x Unit Breakdown

Directions: The following is an overview of the thematic units we will cover this quarter as well as the outcomes and assignments that will go with each unit. You will be given more detailed assignment schedules weekly that will provide specifics about what you should do for homework each night as well as what you can expect to do in class each day. In addition, these homework schedules will be posted to the Angel course site.

Opening:

- The Matrix
- Plato's "Allegory of the Cave"

Unit #1 Theme: *Outside the Matrix: Looking at the Educational System in Which We Participate*

- "What is the Matrix's construction of education?": Horace Mann, Plato's idea of what education should be like in the western world.
- "Exposing the Matrix's construction of Education": Gatto, Anyon, *Grains of Sand* (film)

Unit #1 Outcomes:

- **Write Comparison Contrast Paper:** Learn about how to structure this type of an essay.
- **Review paragraph structure:** As we write the comparison contrast essay, we'll review the structure of the introduction and conclusion paragraph as well as the body paragraph.
- **Introduction to quotation marks:** You will learn how to use quotation marks and use this knowledge in your comparison contrast paper.
- **Learn Active Reading Strategies:** This will be ongoing throughout the quarter and will include such things as reading responses, mapping, note taking, etc.

Unit #1 Assignments:

- **Write a Comparison Contrast Paper**
- **Venn Diagram**
- **Mapping**
- **Annotating**
- **Comparison Contrast Chart**
- **Reading Response Assignments**
- **Ning Discussion**
- **Reading Quizzes**
- **Various small writing assignments on paraphrase and analysis**

Unit #2 Theme: *Outside the Matrix: Looking at the United State’s Concept of “The Land of the Free”*

- “What is the Matrix’s construction of “the land of the free”? (Bill of Rights, Declaration of Independence, Universal Bill of Rights, D’Souza)
- “Exposing the Matrix’s construction of “The Land of the Free” (Thoreau, Hertsgaard, Wolf, Press, Harris)
- Various films (*Rendition, Eagle Eye*, etc.)

Unit #2 Outcomes:

- **Essay Exam (Argumentative):** You will learn strategies for taking timed writing exams. You will then get the opportunity to revise your timed writing exam for your portfolio.
- **Learn Active Reading Strategies:** This will be ongoing throughout the quarter and will include such things as reading responses, mapping, note taking, etc.

Unit #2 Assignments:

- Write a timed essay exam
- Reading Response Assignments
- Ning Discussion
- Reading Quizzes
- In-class reading assignments
- Various small writing assignments on imbedding quotes and paraphrases

Unit 3 Theme: *Outside the Matrix: Looking at Race and Class*

- “What is the Matrix’s Construction of Race and Class and Exposing the Matrix’s Construction of Race and Class”: *Note, the readings in this unit each individually address the matrix and expose this matrix.* (Class: Mantsios, Kendall, McKibben. Race: Terkel, Parillo, Wachtel, Morales)

Unit #3 Outcomes:

- Learn to write a summary
- Learn to build Cornell Notes
- **Learn Active Reading Strategies:** This will be ongoing throughout the quarter and will include such things as reading responses, mapping, note taking, etc.

Unit #3 Assignments:

- Write a summary
- Write Cornell Notes
- Ning Discussion
- Reading Quizzes
- In-class reading assignments

Unit 4 Theme: Outside the Matrix: Looking at the Construction of Gender

- “What is the Matrix’s Construction of Gender”: (Devor, Kincaid, Santorum)
- “Exposing the Matrix’s Construction of Gender”: (Kilbourne-film, Tough guys- film, Assault on Gay America- film and Truth About Hate- film, Rudacille, Mansfield, Gender in Sports – film, Wolfson, Ha Jin, Haydar)

Unit #4 Outcomes:

- **Write an analytical essay**
- **Learn Active Reading Strategies:** This will be ongoing throughout the quarter and will include such things as reading responses, mapping, note taking, etc.

Unit #3 Assignments:

- **Write an analytical essay**
- **Reading Response Assignments**
- **Writing Discussion**
- **Reading Quizzes**
- **In-class reading assignments**

Capstone Unit: *Further Exploration and Study*

- This final capstone unit will ask students to more deeply study and explore one of the topics we read about over the quarter and then share that with the class through a group presentation.

Capstone Assignments:

- ***Group Presentation:*** You will form groups and each select a topic related to what we studied this quarter. Once in your group, you will find additional information about this topic and create a group presentation about this topic. Each presentation will include a lecture portion and some sort of activity in which the students in the class engages with the material through a discussion or game.
- ***Portfolio:*** Your portfolio is due on the first day of the group presentations.