

***English 101, Fall 2011***  
***Green River Community College***



**Instructor Information**

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**Course Materials**

- *I Know Why the Caged Bird Sings* by Maya Angelou
- *A Writer's Reference* by Diana Hacker (6<sup>th</sup> edition)
- Readings that are posted on the course site

**Course Description**

In this course, you will learn how to critically read a variety of types of texts and respond to those reading through writing. You will also learn about aspects of composing that will help you strengthen your writing for your college career and beyond. For example, you will learn how to use a process to build an essay, a process that may include such things as brainstorming, outlining, drafting, revising, and editing. You will also learn about key elements of the college-level essay such as thesis, support, development, organization, and editing. Finally, you will learn some basics about doing research and incorporating that research into your writing.

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. Therefore I ask that all work for this course be completed in Standard Written English, that which is detailed in your handbook.

## Course and Campus-wide Outcomes

The following are the things that we will work to accomplish over the course of the quarter. The assignments (noted later) will provide specific information as to how exactly we will achieve these goals.

- ***Improve written communication skills:*** You will learn how to use the writing process, including prewriting, drafting, revision, and editing in order to create significant and clear thesis statements; develop ideas in your writing; demonstrate a clear sense of purpose, unity, and focus in your writing; organize your thoughts clearly in written form; demonstrate appropriate use of Standard Written English in your writing, which includes standard grammar and diction.

***Demonstrated By:*** All papers for this class, seminar.

- ***Improve reading and interpretation skills:*** You will learn to identify the main ideas of the texts we read as well as identify and write about themes within those works. You will learn how close reading and rhetorical analysis can inform and enhance your written essays both in content and in structure.

***Demonstrated By:*** Summary/Response Assignments, All papers for this class, Seminar Discussion

- ***Develop critical thinking skills:*** You will learn how to compare and contrast ideas across texts, critically interrogate texts, and apply ideas from the readings to your own life.

***Demonstrated By:*** Seminar Discussion, All papers for this class, some homework assignments.

- ***Learn how to give and take constructive critique of writing in progress:*** By critiquing your peers' papers, and therefore applying what you are learning about writing in order to assess another person's work, you increase your own ability to fully understand the elements of good writing. This process is aimed at helping you help others to improve their papers, but it also helps you become a better writer by making you more self-conscious of what good writing is.

***Demonstrated By:*** Peer Review.

- ***Learn how to use multiple sources in your writing:*** You will learn how to integrate and properly cite sources in your papers.

***Demonstrated By:*** Integrating and Referencing Sources in your Papers, seminars, and homework assignments.

- ***Practice student responsibility:*** As outlined in my letter to you, I expect that you will take active responsibility for your learning in this course.

***Demonstrated By:*** Participation in class seminars, peer review, and other discussions; submitting assignments on time.

- ***Review sentence structure, mechanics, and punctuation:*** You will be expected to learn certain grammar rules and apply these to your writing.

***Demonstrated By:*** Responses to instructor's editing comments in papers.

## **Course Assignments:**

- 1) One Documented Position Essay (4-6 pages)
- 2) One in-class essay exam (3-5 pages)
- 3) Research Paper (4-6 Pages)
- 4) Seminar Discussions (2)
- 5) Participation Assignments

**Documented Position Essay:** This paper is aimed at getting you comfortable with writing a college-level essay in which you take a position on a topic, imbed quotes from the assigned readings into your paper to support that position, and apply what you learn about essay structure to develop a well organized and clear essay.

**In class essay exam:** This paper is designed to introduce you to essay exam writing. For this essay, you will be asked to write in a timed situation to a specific prompt, imbed quotes from the assigned readings into your essay, and apply what you know about strong essay structure to your paper.

**Research Paper:** This paper will ask you to not only write a paper on a focused topic but also conduct research about that topic and then imbed that research into your writing. For this paper, you will choose a career of choice, conduct research on it, and write a well structured and clear essay in which you share with your readers what you will need to do to reach this career goal.

**Seminar Discussions:** Seminars are a method of group discussion that encourages active engagement with the text being discussed. They are designed to help participants practice close reading and careful use of support for claims as well as prepare to write a paper on the topics discussed. Assessment criteria for the seminar will be shared in detail later, but will primarily be based on the depth of your answers as well as your ability to integrate concrete supporting evidence into your written contributions. *No late seminar discussions accepted. This is a time sensitive discussion that needs to be honored on the dates assigned.*

**Participation:** Throughout the course, you will be assigned participation assignments. Each one will be graded upon its timely submission, completeness, and level of detail/depth. *Note: Some participation assignments will not be accepted if submitted late. For example, peer review is time sensitive as are your paper outlines. Be careful to submit assignments on time.*

\* **Late Work:** I expect you to submit your work on time and in a complete and properly formatted manner. If you submit late work or work that I can't open or read due to formatting, I will deduct 1/2 grade for each day it is late. In some cases that are noted above for certain assignments, I may not be able to accept late work at all.

## Grading:

- 1) One Documented Position Paper = **200 points (20%)**
- 2) One Essay Exam = **100 points (10%)**
- 3) One Research Paper = **200 points (20%)**
- 4) Seminar Discussions (2 total) = **50 pts each (100 pts total) (10%)**
- 5) Participation Assignments = **400 pts (40%)**

\* **Note:** There is one extra participation assignments in the schedule for a total of 21 assignments. You may choose to do this as extra credit towards your participation grade, or you may complete these to earn make up points for other missing participation assignments. *There will be no additional extra credit opportunities in this class.*

**1000 points total**

### *Grading Scale (This is taken directly from the college catalogue)*

99-100 = 4.0		83 = 2.8		71 = 1.6
97-98 = 3.9	<b>A</b>	82 = 2.7	<b>B-</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	<b>A-</b>	79 = 2.4		67 = 1.2
90 = 3.5		78 = 2.3	<b>C+</b>	66 = 1.1
89 = 3.4		77 = 2.2		65 = 1.0
88 = 3.3	<b>B+</b>	76 = 2.1		64 = .9
87 = 3.2		75 = 2.0	<b>C</b>	63 = .8
86 = 3.1		74 = 1.9		62 = .7
85 = 3.0	<b>B</b>	73 = 1.8		61 and below = failing
84 = 2.9		72 = 1.7	<b>C-</b>	

### **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.

## **Course Policies and Rules:**

### **Class Behavior:**

- Do the readings and be prepared.
- Follow the weekly course schedule and make sure to get work submitted on time. (Note the late paper policy. You don't want to be caught unaware and have your grade suffer because of late submissions.)
- Remember that some of you may be in different time zones. If this is the case, be advised that the due dates go by Pacific Time because this is the time zone in which the instructor is located.
- Behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communication to avoid personal attacks, harsh criticisms, and objectionable language.
- If you have any questions or concerns about your progress in this course, please e-mail me immediately. There are few problems that can't be worked around if addressed in a timely manner, but it is necessary that you initiate a discussion with me about the issue at hand in order for any action to result.

**Netiquette:** The underlying goal of this course is to provide students with a solid foundation of knowledge and critical thinking skills needed in making well informed decisions. Classroom rules are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of all. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning or create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will not be tolerated, and will be referred for disciplinary action. Discussion Board posts in particular are to be treated as learning opportunities and should always be constructive in nature. This goes for ones' own posts as well as responses to your classmate's posts. All comments must be respectful and must not include inappropriate language or offensive words or phrases.

**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 I suspect that you have plagiarized, I 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. In addition, all plagiarism cases will be reported to the campus intervention team and will be part of your record at GRCC.

**ADA:** 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 I should know about, please notify me during the first week of class. You can reach me by phone at 253-833-9111, extension 4206. Or, you can schedule an office appointment to meet me in HS 45 during my posted office hours or at another mutually determined time. If this location is not convenient for you, I will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.