



SKYLINE COLLEGE ENGLISH DEPARTMENT FACULTY HANDBOOK

Everything you need to know about policy and best practices to create
English courses that work!

Summer 2013

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PART I – LOGISTICS

ENGLISH DEPARTMENT MISSION STATEMENT

The diverse range of courses offered by the English program -- basic, developmental, and transfer-level composition, literature, creative writing, and supplemental writing assistance -- provides opportunities for students to sharpen and enhance their reading, writing and critical thinking skills in order to attain their educational, career, and personal goals. Through its core courses, the student-centered program provides a gateway into other college curricula and meets the vast and ever changing needs of the growing global economy. As well, the English curricula emphasizes lifelong learning and social responsibility so that students develop a sense of themselves and gain new social awareness through considering views from different cultural, ethnic, gender, socio-economic, political, and religious backgrounds. By providing a wide range of courses, infusing the curriculum with multiple cultural and political perspectives, and incorporating co-curricular multicultural activities as part of the instruction, the English program responds to the needs and goals of Skyline College's diverse student population.

GENERAL INFORMATION

- **Dean and Staff Assistant:** The Language Arts Division office is in Room 8112. Faculty mailboxes and adjunct office are in adjoining Room 8114. Mary Gutierrez is the dean of Language Arts at: gutierrezm@smccd.edu; 650-738-4343. Division assistant is Kenya Ruiz at: ruizk@smccd.edu; 650-738-4202.
- **Useful Websites:** The Skyline College Webpage is: <http://www.skylinecollege.edu/>. The English Department webpage is: <http://www.skylinecollege.edu/english/index.php> .
- **Useful phone number information:** For those who work off campus, use the full Skyline phone number. All Skyline phone numbers start with 650-738 + the four-digit extension of the person you are trying to reach. If you are calling on campus, use only the extension number.
- **Email and Phone:** All faculty must have a San Mateo Community College district email and phone number in order to receive messages from both students and the district. The dean is responsible for distributing a district phone number and address to each instructor; however, you may go through Division Assistant Kenya Ruiz. To forward school email to home email, click on this link for instructions: <http://my.smccd.edu/tutorials.php>.
- **Security:** Campus security number is 650-738-4199. For serious emergencies, call 911.
- **Key:** For a room key, please see Division Assistant Kenya Ruiz.

- **Mailbox:** If you teach during the day, a mailbox will be provided in the Division Office, Room 8114. If you only teach at night, then your mailbox is in Room 2226.
- **Parking:** To get a parking permit, request and complete the form from the Division Office. Division Assistant Kenya will process your parking permit and place it in your mail box.
- **Instructor Attendance:** If you have to be absent from a class, email your students and inform them of any work you want done in the meantime. If you teach day classes, also inform the Division Office at (650) 738-4202. Saturday and evening instructors should contact evening office assistant Karla Mendez at (650) 738-4206. When you call, identify the class level, the time, the classroom and any assignment you want completed before the next class meeting so that a notice can be posted. *Important: the “class cancelled” notice is an official format used at Skyline College. Please do not post absence notices other than the one used by the College.* If you plan to be absent more than a session or two, please speak with the dean to jointly ascertain if a substitute should be called in. An Absence Affidavit will be placed in your mailbox soon after. Please complete this form and return it to the Division Office as quickly as possible. Full time employees are entitled to five leave-of-absence days per semester. Adjunct faculty earn sick leave as follows:

| | |
|-------------------|--|
| MWF class: | 3 days for the semester |
| TTH class: | 2 days for the semester |
| Evening (1 day): | 1 day for the semester |
| Evening (2 days): | 2 days for the semester |
| Summer classes: | 1 day as long as your class is at least 7 weeks long |

- **Office hours:** All instructors must hold office hours for their students. In accordance with the AFT contract, full-time faculty must be present a minimum of two hours each required service day. Adjunct faculty must meet with students 1 hour per week per every 3 unit class. Adjuncts may meet students in Room 8114 or another available on-campus meeting space such as the library.
- **Jury Duty:** Day instructors who are called to jury service during normal work time will be paid by the District. While you are on jury duty, please sign the payment waiver designed for state employees.
- **Copy Machine/Central Duplicating:** Copies are limited to 300 per class but the copy machine should be used for emergencies only. Send large orders to Katie Beverly at Central Duplicating at 650-738-4133. To get copies made at Central Duplicating, fill out one of the forms which are near the copy machine in room 8114. Attach the form to the master copy, and put it in Kenya’s mailbox for a signature and delivery. Or you may fill out a “skygap” form which Kenya can send to you through email, then send the form, along with an electronic copy of your handout, to Katie Beverly. Allow 2 days for processing. Also be aware that the copy machine can scan material as a pdf directly to

your email.

- **Smart Classrooms:** All of our classrooms are equipped with hook ups for document readers and laptops which allow you to project material onto the screen. The classrooms at Pacific Heights have media carts. Call Media Services at x 4142 for issues regarding smart classroom equipment.

DISTRICT WEBPAGE PORTAL TOUR

The district webpage is <http://www.smccd.edu/accounts/portal/>. Click on the different links for the various services.

- **Websmart:** This link will give you class lists, attendance forms, gradesheets, and add codes. You can also send email to whole classes at once or to individuals.
- **WebAccess:** This link serves as a website for your students. On WebAccess you can post assignments, quizzes, progress reports, and develop discussion groups. To start using WebAccess, you can download podcasts and instructional materials at: <https://smccd.mrooms.net/course/view.php?id=6271>
- **Information Technology Services (IT):** This link puts you in contact with the IT department where you can place work orders for Skyline technology requests. Work orders can include trouble shooting glitches to installing new software. For access to your email off campus, click on the “login” link. IT contacts are Richard Goltz at 650-738-7030 and David Jorgenson at 650-738-7010.
- **Facilities Help Center:** This link allows you to put in a work order concerning the facilities such as a stopped clock, malfunctioning toilets, etc.

CLASS LEVELS AND BRIEF DESCRIPTION

The core courses are as follows:

- *ENGL 828 Basic Composition and Reading* is for students whose scores on the placement test fall below the ENGL 846 cut off score. This class is not transferable and, for those who test into ENGL 828, a pre-requisite to ENGL 846. 5 units.
- *ENGL 846 Reading and Writing Connections* is our Developmental writing class. This class is for students who placed below the ENGL 100 cut off score. Those who pass ENGL 846 matriculate into ENGL 100. 5 units.

- *ENGL 846 Reading and Writing Connections – Community in Practice* is our accelerated developmental class. In acceleration, materials from ENGL 100 are used but scaffolded at the ENGL 846 level. Students who test at the high end of ENGL 828 are eligible to enroll in ENGL 846. The goal is to eliminate an “exit point” and ensure more students succeed. As well, the accelerated class includes a Supplemental Instructor who assists in the classroom and holds a mandatory workshop held one day a week for ENGL 828 students. The acceleration class just went through a pilot and our goal now is to use the accelerated curriculum in all our ENGL 846 classes. 5 units.
- *ENGL 100 Composition* is a transfer course. Students need to take ENGL 100 to complete their AA degree so they can transfer into a CSU or UC. ENGL 100 is a pre-requisite for ENGL 110. ENGL 100 classes also have an Information Literacy requirement which is fulfilled in conjunction with the library. See the section “Useful Support Services for the English Department” for more information regarding how to set up library appointments. 3 units.
- ENGL 110 Composition, Literature and Critical Thinking is also a transfer course for CSU and UC. This class completes the English transfer cycle. 3 units.

Other transfer course offerings – all 3 units:

- *ENGL 165 – Critical Thinking:* This class is the same level as ENGL 110 with an emphasis on non-fiction. Some institutions require students to take this class. Other students take the class to fulfill particular requirements for the AA degree, as well as the CSU and IGETC critical thinking areas. For specifics, consult the Skyline College Catalog under “Transfer Planning.” On the hard copy, this section is the last pages or so. The online catalog has a separate link.
- *ENGL 161/162 – Creative Writing* This class can be taken for two semesters.
- *Literature:* (Lit 101 - Contemporary Literature; LIT 111 - Short Story; LIT 116 - Introduction to World Literature; LIT 191 - Children’s Literature; LIT 225 - Mirrors of Today: Contemporary Poetry; LIT 251 - Women in Literature; LIT 265 - Asian American Literature; LIT 266 - Black Literature; LIT 267 - Filipino American Literature; LIT 267 - Filipino American Literature; LIT 370 - Readings in Literature of the Latino in the U.S.; LIT 373 -Latin American Literature in Translation; LIT 416 - Modern European Lit in Translation; LIT 432 – Folklore).

Learning Communities

Learning Communities employ an integrated curriculum in which two or more classes, often in different departments, are taken together by the same group of students. Learning Communities connect students to each other, to their instructors, to the college and to the services which facilitate student learning. A Learning Community focuses on a particular

student demographic such as ethnicity or interest. Learning Communities at Skyline College include: *African-American Success Through Excellence and Persistence (ASTEP)*, *First Year Experience (FYE)*, *Honors Transfer Program*, *Kababayan Program (Filipino)*, *Puente (Latino/a)*, *Women in Transition (WIT)*, and the *Scholar Athlete Program*. For more information on these and other specialized programs, go to:

<http://www.skylinecollege.edu/learningcommunities/index.php>

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| USEFUL SUPPORT SERVICES FOR THE ENGLISH DEPARTMENT |
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- **The Learning Center:** The Learning Center’s flexible learning environment provides academic support for students in most Skyline courses through supplemental instruction, peer tutoring, workshops, and computer-assisted learning. For more information: <http://www.skylinecollege.edu/learningcenter/index.php>
- **Disabilities Resource Center (DRC):** Skyline College offers services to students with learning disabilities, psychological disabilities, and long or short term physical disabilities. Through the DRC, students may be eligible for accommodations both in class and for testing. Students can only be granted accommodation if they present to the instructor a DRC Form. For more information: <http://www.skylinecollege.edu/disabilityresources/index.php>.
- **Library/Informational Literacy:** One of the ENGL 100 Student Learning Outcomes requires an Information Literacy component to the course, which includes a research paper. The Information Literacy sessions, taught by a librarian, are designed to instruct students on how to select and evaluate sources. To fulfill the requirement, instructors must bring their classes to the library for two back-to-back sessions during the research paper unit. Instructors must make appointments with the librarians as soon the ENGL 100 course is planned. In fact, it is highly recommended that you set your appointment at the beginning of the semester. It is also helpful to give the librarians Dennis Wolbers and Eric Brenner, a copy of your assignment sheet. *This information literacy component is mandatory. If students cannot come to the session, they must complete an online tutorial. Talk to the librarian presenting your session for more details.* To reserve your appointment for the Information Literacy demo for your classes, follow the link: <http://www.skylinecollege.edu/library/informationliteracy.php>
The link on the left hand bar “Faculty Services” will direct you to the library reservation form: <http://www.skylinecollege.edu/library/facultyservices.php>
- **Library/ Other Services:** Instructors of ENGL 846 and ENGL 110 sometimes take their classes in for a “tour” of the electronic sources related to particular project. To do so, reserve the room and schedule with the librarian . The “Faculty Services” link on the library’s website will direct you to the library reservation form: <http://www.skylinecollege.edu/library/facultyservices.php>
As well, send the librarian doing your session a copy of the assignment sheet.

- **Microcomputer Lab:** The Microcomputer Lab is a group of computer classrooms in the basement of Building 2. These classrooms are available on a semester long or on an as-needed basis. To reserve computer classroom for a particular day throughout the semester, including the final exam, fill out the microcomputer lab form. Instructional Aid Ana Castro emails reservation forms at the end of the previous semester or the beginning of the next. If you don't receive one (or lose it in your email), contact her at (650) 738-4171 or castroa@smccd.net. The rooms fill up fast so the sooner the forms are filled out, the better.
- **The Skyline College Transfer Center:** The Transfer Center provides comprehensive transfer services, resources, and events designed to facilitate a student's transition from Skyline College to a four-year college or university. The Link: <http://www.skylinecollege.edu/transfercenter/index.php>
- **The Career Services Center:** Career Services offers a wide variety of services and activities to assist students with specific career needs. <http://www.skylinecollege.edu/careercenter/index.php>
- **Sparkpoint:** Sparkpoint is a one stop financial education and financial coaching service center. Sparkpoint provides financial advice like creating budgets, free income tax workshops and a foodbank. <http://www.skylinecollege.edu/sparkpoint/>.

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| FACULTY ADVOCACY |
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- **AFT 1493:** AFT 1493 is our union and represents all instructors and classified staff. The AFT 1493 website is: <http://www.aft1493.org/> The link to the contract is: <http://aft1493.org/contract-a-salaries/complete-contract.html>
- **Mentor list:** All adjuncts are paired up with full-time faculty member to serve as their mentor. The purpose is to provide all adjunct faculty a contact to whom they can ask questions and share ideas. At the beginning of every semester, the previous semester's mentor list is emailed to faculty asking for any changes. At that time, the list is revised per faculty feedback and preferences. New adjuncts are added to the list and given a mentor. That being said, many part-timers and full-timers form mentor relationships on their own and this is totally welcome.
- **Seniority List:** The adjunct seniority list is posted in the workroom Rm. 8114. The list reflects when the instructor was hired, not their ability to compete for a full-time job. Job openings are posted through the Human Services Website: Website: <http://www.smccd.edu/accounts/smccd/departments/humanresources/>

PART II - BEST PRACTICES AND COURSE WORK

Below is information regarding best practices in classroom management, writing and reading. The link provided will lead you to the *Basic Skills Handbook: Constructing a Framework for Success: A Holistic Approach to Basic Skills*. The hard copy document is huge. Luckily the website breaks the handbook out into titled chapters for easy use: <http://www.cccbsi.org/basic-skills-handbook>

CLASSROOM MANAGEMENT

- **Attendance Lists:** Download your class list from WebSmart just before you meet your class for the first time. You will have a list of students, plus a waiting list. Call roll to see who is present. Twenty-six students is the maximum for ENGL 846, ENGL 100 and ENGL 110. Thirty-five students is the maximum for ENGL 828. You may add a few more to account for possible attrition, but keep your additions to a manageable size (around 5-8 extra students). When you add new students, give priority to those at the top of the waiting list, provided they are present. If you have more students than can fit in your class, suggest that they look in WebSmart, but that they can check back the next day to see if students have dropped. Do not keep students “hanging” for days on end because most classes fill within the first day or two. Advise students to find classes as quick as possible. For the first week, you will be asked to fill out an attendance sheet and place the sheet into the dean’s mail box in Room 8112
- **Withdraw policies:** There are two main census dates, one the 4th week of the semester and the other 15th week. For the first week, students who have not appeared should be dropped through WebSmart. During the semester, a student can be withdrawn for a no-show but it is best to contact the student first through email. If a student is doing poorly in the class but attending, you may broach the student about their performance, however, keep in mind that students can “rally” at the end. Some, students not performing well may want to stay in the class to gain knowledge for when they retake the class.
- **Affective Domain:** Affective domain is a pedagogical tool for instructors to better insure student success. Affective domain asks instructors to be mindful of students struggling in classes, as many of them do. When students aren’t successful in classes, the core issue is not always that they can’t handle the course content; instead many are intimidated by the tasks required. Attending the affective domain means: 1) establishing and maintaining positive teacher/student relationships, 2) providing class time for students to process content and practice skills (especially in developmental classes), 3) creating regular opportunities for students’ metacognitive reflection, 4) offering incentives and insisting on accountability for coming to class and doing the work, 5) intrusively intervening when students show signs of struggle or disengagement, 6)

maintaining a growth mindset where students are encouraged to think of the big picture regarding their growth, and not just the assignment at hand.

- **Organize Thyself:** Instructors should maintain an organized class and follow a clearly stated policy as to due dates, late papers, absences in order to be fair to all students. All policies should be presented in the course syllabus.
- **Modeling:** Be approachable and professional and set appropriate boundaries. Be a role model for how you want students to behave.

PEDAGOGY - GENERAL

- **Maintaining Standards:** Courses must adhere to the level in which they are designed. Instructors must follow the course outline and choose materials appropriate to the level. See course outlines links in this document for suggestions.
- **Success and Retention:** Instructors should do as much as they can to ensure students meet the learning outcomes as mandated by the department. Skillful scaffolding of lessons, and policy design which both sets standards, yet allows students to improve are examples of what instructors can do to improve success rates. For example, a rewrite policy stated on the syllabus can give struggling students an additional chance of meeting the learning outcomes. Retention should come from students sticking with the class because they feel they will pass. However, passing unprepared students to the next level just to improve retention rates can hinder their growth as scholars and discourage them from pursuing their goals at the next level.
- **Teaching Techniques:** Though lecture is part of teaching, active learning, guided discovery learning, group learning, contextualized learning, questioning, are all proven pedagogical methods. In your classes, make sure that lecture is balanced with opportunities for group work. It is up to instructors to keep abreast of current developments in education. Faculty in this department are more than willing to mentor each other.
- **Professional Development:** All instructors, including adjuncts, are encouraged to attend conferences and participate in activities in order to improve their teaching. Professional development funds are available to defray some of the cost. To access the forms, go to: <http://www.skylinecollege.edu/professionaldevelopment/index.php>

PEDAGOGY – WRITING

- **Text Based Writing Assignments:** Writing Assignments in English classes must be text-based; in other words, essays on based on readings. These requirements are part of the transfer mandate set by UC Berkeley. The ENGL 828 and ENGL 846 course outlines require the study of one book length non-fiction text. The ENGL 100 course outline requires the study of two book length texts, one of which must be nonfiction. The ENGL 110 course outline also requires the study of two book length texts in the literary genres which include novels, plays and short story or poetry collections by one author.
- **Paper Load:** The course outline mandates a 6,000 word count for ENGL 828 and ENGL 846, and a 8,000 word count for ENGL 100 and ENGL 110. To fulfill this mandate, students should write several papers instead of one long one. Papers can start at 3 pages, but should move quickly into 4 -6 pages. Most instructors assign 4-5 out of class essays, plus two in-class essays as a midterm and a final.
- **Effective Analysis:** Where once writing instruction revolved around a student's ability to understand and write various rhetorical modes (narrative, comparison-contrast, argumentation, description and process essays), *now* writing instruction emphasizes argumentation and analysis of the assigned reading material. The five paragraph essay, taught in many high schools, does not belong in a college class.
- **Writing Process:** The writing process includes prework, organization, drafting and revision. Students must go through these processes in order to become good writers. The writing process is "recursive," which means that it does not start at one point, move to the next, then the next, etc. Instead, when we write, we begin at one point, say prewriting, then move to drafting then perhaps we realize the need to brainstorm or research more information, so we move back to prewriting again. Diagramming the composing process for students, and demonstrating this process with actual texts, helps students to become more comfortable with their own writing. Assure students that no writers, no matter how experienced, approach writing in a linear fashion. The more experienced writers get, the more time they spend polishing their paper.
- **Drafts:** Provide opportunities for students to draft papers before grading. Contrary to what many students believe, the finished writing product is not the first thing that is produced on the page. It is advised also, that students have some opportunity to rewrite a paper for a better grade, but details should be left at the discretion of the instructor. State the rewrite policies in your syllabus.
- **Grammar:** There is a lot of debate as to how much grammar should matter in assessing papers. Our feeling is, it matters a lot. In working with grammar, there are several things to consider: 1) Sometimes the grammar is unclear because the student isn't clear about his/her ideas. 2) Sometimes the grammar is unclear because the paper has organizational problems. If those two items are addressed, often a lot of the grammar issues go away. However if they don't, its best to focus on the grammar which addresses

sentence clarity (like simple; compound; complex sentences). Also, grammar instruction should be presented in conjunction with the essay project, so that students connect grammar to their writing process, and not as a separate entity. In grading, marking every single error on the paper is not productive, as it uses a lot of instructor time and is often overwhelming for the student. In fact, a lot of errors can be corrected if the student proofreads carefully. That being said, attention to grammar is important, as writing in the outside world is judged on its clarity.

PEDAGOGY – READING

- **Choice of Books:** As all assignments are text based, we can't emphasize reading enough! Keeping this in mind, assign books which are challenging and yet appropriate to the level of the class. After all, we want students to enjoy reading. Look at the course outlines later in this document for suggestions.
- **Awareness of Other Booklists:** We recommend that instructors get familiar with assigned books of other instructors. One reason is that we can discover great texts for our own classes. However, if you are teaching a lower class, and the book is being used in a higher class, do not use the same book, as we want students to experience as many different texts as possible, taught at the appropriate level.
- **Reading Strategies:** Pre-transfer classes require some instruction of reading strategies. These may include: Previewing, predicting, generated questions, activating schema, determining purpose for reading, monitoring comprehension, reviewing and summarizing, and reflecting.
- **Aim High:** Select readings which students can practice and improve their critical thinking skills.

ASSESSMENT

- **Hand Back Papers in Timely Manner:** Students should receive timely and *meaningful* assessment of their progress. Major papers must be handed back within two weeks and include a grade and constructive comments so that students have the information they need to do better on their next assignment.
- **Rubric and Grading:** The department has developed a composition rubric for ENGL 828/846/100 and a literary rubric for ENGL 110 and literature courses. Rubrics should be used in grading to ensure consistency in evaluation. Though some variation is allowed, the grades should be based on the skills presented by the rubric and course outline. (See material on rubrics below).

- Assessment:** Each semester a different composition course and all literature courses are assessed by instructors in the department. The exam and the reading for a given assessment are chosen and developed by a sub-committee of English instructors. The exams are given to a sampling of the classes at that level (around 5 classes) around the end of the semester. Once students have taken the exams, instructors for those classes gather to norm the test with the department rubric. We encourage as many as possible to participate as it is a good way to gauge your own assessment with that of other faculty members. In addition, we pay adjuncts who participate in the norming and subsequent discussion of the assessment results. The assessment process is not set in stone when we can identify concrete ways to improve it.

| ENGLISH/ READING/ LITERATURE THREE- YEAR ASSESSMENT CALENDAR | | |
|--|----------------------------|----------------------------|
| FA 13/ SP14 | FA 14/ SP15 | FA 15/ SP16 |
| ENG 846 (FA) | ENG 100 (FA) | ENG 110 (FA) |
| ENG 165 (SP) | ENG 103, 203 (FA) | ENG 828 (SP) |
| ENG 161/ 162 (SP) | ENG 104 (SP) | ENG 819 (SU) |
| Literature Courses (FA/ SP) | ENG 204 (SP) | Literature Courses(FA/ SP) |
| | Literature Courses(FA/ SP) | |

- Instructor Evaluations:** In accordance with the AFT contract, instructors must be evaluated every three years. The procedures are very specific. In the case of adjunct professors, the dean arranges for a full-timer to observe a part-timer. In the case of full – time professors, classroom observations and evaluations are done by a peer evaluation committee. In all cases, the evaluator contacts the evaluatee in order to set up a date which is convenient for both. The evaluatee should select a day when he/she will be presenting their classroom skills. So for example, a peer group day, or a day where movie is being shown, would not work in this case. The evaluatee must have a portfolio to give the evaluator, along with any other relevant classroom materials. After the class is observed, both evaluator and evaluatee *must* meet to discuss the evaluation and address questions regarding pedagogy. After this meeting, all observation forms must be completed and then signed by the evaluatee. The evaluatee has the option to respond to

comments on the observation materials. The materials then go to the dean for signature and processing. The AFT contract regarding evaluation procedures can be found at: <http://aft1493.org/evaluation-procedures.html>

RUBRICS

The following pages contain the rubrics for ENGL 828/846/100 and a separate rubric for ENGL 110 and literature courses. The one-page rubric is used to give student feedback. The longer rubric articulates the differences between the different levels from “needs work” to “excellent.” These rubrics must be shared with students for more transparency in the grading process. The short form can be filled out on the computer and provides students with a breakdown of their evaluation.

Instructor feedback for: (student name)

The Components of a Successful Composition Essay

| Criteria | Needs Work | Adequate | Good | Excellent |
|---|-----------------------|------------------------|------------------------|------------------------|
| Assignment Fulfillment Does the essay respond to all parts of the assignment and effectively fulfill all the requirements? Is the essay an analysis of/argument about the text(s)? | | | | |
| Thesis/Controlling Idea Is the thesis a controlling idea for the essay? Is it clear and arguable? Does it have a clear "so what?" stating a larger significance? Is the thesis a response to and an analysis of the text(s)? | | | | |
| Organization/Coherence/Focus Is the introduction quick to capture reader interest and strongly orient the reader? Is there a logical order of ideas with clear transitions? Are there strong topic sentences? Does the writer stay on topic within each paragraph? Does the conclusion lead to larger implications and/or significance? Is the overall essay unified around one clear argument? | | | | |
| Development/Support Are the arguments fair, reasonable, and logical? Is the evidence in the body paragraphs consistently focused on a clear supporting point? Are body paragraphs fully developed, insightful, and convincing? Is there a balance of textual support and the student's own analysis? | | | | |
| Use of Text Are relevant quotes, paraphrases and concepts from the text skillfully integrated to support and illustrate ideas? Do they demonstrate sophisticated use of the text(s)? | | | | |
| Documentation Skills Are the sources cited within the essay and in the Works Cited done correctly according to MLA format? | | | | |
| Sentence Style Do the sentences flow well? Does the writer join sentences to show relationships between ideas? Is there sentence variety? | | | | |
| Grammar Is the essay proofread paying attention to grammar, punctuation, and spelling? | 4 or more errors/page | 3 or fewer errors/page | 2 or fewer errors/page | 1 or fewer errors/page |

Comments:

Overall Holistic Essay Grade:

Skyline Composition Essay Rubric

| | Needs Work | Adequate | Good | Excellent |
|---------------------------------------|--|--|---|--|
| Assignment Fulfillment | Essay does not respond to the assignment and/or fails to fulfill the requirements. Essay does not analyze the text(s). | Essay responds to the assignment but fails to fulfill some of the requirements. Essay partially analyzes the text(s). | Essay responds to the assignment and fulfills all of the requirements. Essay analyzes the text(s). | Essay responds to the assignment and effectively fulfills all requirements. Essay thoroughly analyzes the text(s) in a meaningful and complex way. |
| Literary Analysis | Essay does not include literary analysis or criticism. Essay neglects to evaluate or analyze literary theme(s) or techniques. | Essay uses simple but inconsistent literary analysis and criticism. Essay provides basic level evaluation and analysis of literary theme(s) and techniques. | Essay provides probing literary analysis and criticism. Essay provides a thorough evaluation and analysis of literary theme(s) and techniques. | Essay applies thought-provoking and complex literary analysis and criticism. Essay engages in a sophisticated and original evaluation and analysis of literary theme(s) and techniques. |
| Thesis | Thesis is missing, unfocused or vague or the thesis does not respond to the text(s). | Operating as a controlling idea for the essay, the thesis makes an argument about the text(s) but is simplistic and/or formulaic. | Operating as a controlling idea for the essay, the thesis makes a focused, direct, and thought-provoking argument about the text(s). | Operating as a controlling idea for the essay, the thesis makes complex, enlightening argument about the text(s). |
| Organization/ Coherence/ Focus | Essay has no clearly defined or apparent organization. Introduction fails to engage or orient the reader; body paragraphs lack focus or cohesion; there are no topic sentences; conclusion is abrupt or not evident. The essay is not unified around one clear argument. | The sequence of ideas is functional but may have abrupt or illogical shifts. Introduction attempts to engage and orient the reader; body paragraphs are focused but lack cohesion; topics sentences are functional; conclusion reiterates the purpose and major points of the essay but is formulaic. The essay is loosely unified around one clear argument but there are gaps. | The sequence of ideas and transitions are effective. Introduction engages and orients the reader; body paragraphs are focused and cohesive; topic sentences are strong; conclusion illuminates the central idea and explores the larger implications and/or significance. The essay is unified around one clear argument. | The sequence of ideas and transitions are seamless and fluid. Introduction is quick to capture reader interest and strongly orients the reader; body paragraphs are clearly focused and cohesive; conclusion illuminates the central idea and provides sophisticated, thought-provoking, and convincing analysis into the larger implications and/or significance. The |

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|----------------------------------|--|--|---|---|
| | | | | essay is tightly unified around one clear argument. |
| Development & Support | Body paragraphs contain illogical reasoning. Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis. | Body paragraphs contain some well-reasoned points but are sometimes illogical or contradictory. Body paragraphs offer some level of evidence and analysis which at times may be too general. | Body paragraphs are mostly fair, reasonable and logical. Body paragraphs offer focused, convincing and somewhat original analysis of relevant evidence. | Body paragraphs are consistently fair, reasonable and logical. Body paragraphs offer focused, richly developed, sophisticated, original, and convincing analysis of relevant evidence. |
| Use of Text | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are missing or inadequate. Neglects to or weakly integrates quotes and paraphrases to support and illustrate ideas. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are adequate. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are skillfully integrated. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are not only selected and skillfully integrated but demonstrate deep use of the texts. |
| Documentation Skills | Sources are not properly cited according to MLA format. | Sources are properly cited using MLA format with occasional lapses in usage. | Sources are cited using MLA format with very few lapses in usage. | Sources are properly cited using MLA format correctly. |
| Sentence Style | Sentences are either overly simplistic or confusingly worded. Sentences are not joined logically to show relationships between ideas. There is a lack of sentence variety. | Sentences are solid but sometimes choppy. Sentences could be joined more logically to show relationships between ideas. There is minimal sentence variety. | Sentences are clear and direct. Sentences are joined logically to show relationships between ideas. Sentences demonstrate syntactical maturity through varied sentence structure. | Sentences are fluid and graceful. Sentences are joined logically to show relationships between ideas. Sentences effectively demonstrate syntactical maturity through varied sentence structure. |
| Grammar | Essay has frequent errors in grammar, usage and spelling. | Essay has some errors in grammar, usage and spelling. | Essay has occasional errors in grammar, usage and spelling. | Essay has few, if any, grammatical or proofreading errors. |
| Overall Holistic Score | | | | |

The Components of a Successful Literature Essay

| Criteria | Needs Work | Adequate | Good | Excellent |
|---|-----------------------|------------------------|------------------------|------------------------|
| Assignment Fulfillment Does the essay respond to all parts of the assignment and effectively fulfill all the requirements? Is the essay an analysis of/argument about the text(s)? | | | | |
| Literary Analysis Has the essay included literary analysis and criticism? Has the essay effectively evaluated and analyzed literary theme(s) and techniques? | | | | |
| Thesis/Controlling Idea Is the thesis a controlling idea for the essay? Is it clear and arguable? Does it have a clear “so what?” stating a larger significance? Is the thesis a response to and an analysis of the text(s)? | | | | |
| Organization/Coherence/Focus Is the introduction quick to capture reader interest and strongly orient the reader? Is there a logical order of ideas with clear transitions? Are there strong topic sentences? Does the writer stay on topic within each paragraph? Does the conclusion lead to larger implications and/or significance? Is the overall essay unified around one clear argument? | | | | |
| Development/Support Are the arguments fair, reasonable, and logical? Is the evidence in the body paragraphs consistently focused on a clear supporting point? Are body paragraphs fully developed, insightful, and convincing? Is there a balance of textual support and the student’s own analysis? | | | | |
| Use of Text Are relevant quotes, paraphrases and concepts from the text skillfully integrated to support and illustrate ideas? Do they demonstrate sophisticated use of the text(s)? | | | | |
| Documentation Skills Are the sources cited within the essay and in the Works Cited done correctly according to MLA format? | | | | |
| Sentence Style Do the sentences flow well? Does the writer join sentences to show relationships between ideas? Is there sentence variety? | | | | |
| Grammar Is the essay proofread paying attention to grammar, punctuation, and spelling? | 4 or more errors/page | 3 or fewer errors/page | 2 or fewer errors/page | 1 or fewer errors/page |

Comments:

Overall Holistic Essay Grade:

Skyline College Literature Essay Rubric

| | Needs Work | Adequate | Good | Excellent |
|---------------------------------------|--|--|---|---|
| Assignment Fulfillment | Essay does not respond to the assignment and/or fails to fulfill the requirements. Essay does not analyze the text(s). | Essay responds to the assignment but fails to fulfill some of the requirements. Essay partially analyzes the text(s). | Essay responds to the assignment and fulfills all of the requirements. Essay analyzes the text(s). | Essay responds to the assignment and effectively fulfills all requirements. Essay thoroughly analyzes the text(s) in a meaningful and complex way. |
| Literary Analysis | Essay does not include literary analysis or criticism. Essay neglects to evaluate or analyze literary theme(s) or techniques. | Essay uses simple but inconsistent literary analysis and criticism. Essay provides basic level evaluation and analysis of literary theme(s) and techniques. | Essay provides probing literary analysis and criticism. Essay provides a thorough evaluation and analysis of literary theme(s) and techniques. | Essay applies thought-provoking and complex literary analysis and criticism. Essay engages in a sophisticated and original evaluation and analysis of literary theme(s) and techniques. |
| Thesis | Thesis is missing, unfocused or vague or the thesis does not respond to the text(s). | Operating as a controlling idea for the essay, the thesis makes an argument about the text(s) but is simplistic and/or formulaic. | Operating as a controlling idea for the essay, the thesis makes a focused, direct, and thought-provoking argument about the text(s). | Operating as a controlling idea for the essay, the thesis makes complex, enlightening argument about the text(s). |
| Organization/ Coherence/ Focus | Essay has no clearly defined or apparent organization. Introduction fails to engage or orient the reader; body paragraphs lack focus or cohesion; there are no topic sentences; conclusion is abrupt or not evident. The essay is not unified around one clear argument. | The sequence of ideas is functional but may have abrupt or illogical shifts. Introduction attempts to engage and orient the reader; body paragraphs are focused but lack cohesion; topics sentences are functional; conclusion reiterates the purpose and major points of the essay but is formulaic. The essay is loosely unified around one clear argument but there are gaps. | The sequence of ideas and transitions are effective. Introduction engages and orients the reader; body paragraphs are focused and cohesive; topic sentences are strong; conclusion illuminates the central idea and explores the larger implications and/or significance. The essay is unified around one clear argument. | The sequence of ideas and transitions are seamless and fluid. Introduction is quick to capture reader interest and strongly orients the reader; body paragraphs are clearly focused and cohesive; conclusion illuminates the central idea and provides sophisticated, thought-provoking, and convincing analysis into the larger implications and/or significance. The essay is tightly |

| | | | | |
|----------------------------------|--|--|---|---|
| | | | | unified around one clear argument. |
| Development & Support | Body paragraphs contain illogical reasoning. Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis. | Body paragraphs contain some well-reasoned points but are sometimes illogical or contradictory. Body paragraphs offer some level of evidence and analysis which at times may be too general. | Body paragraphs are mostly fair, reasonable and logical. Body paragraphs offer focused, convincing and somewhat original analysis of relevant evidence. | Body paragraphs are consistently fair, reasonable and logical. Body paragraphs offer focused, richly developed, sophisticated, original, and convincing analysis of relevant evidence. |
| Use of Text | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are missing or inadequate. Neglects to or weakly integrates quotes and paraphrases to support and illustrate ideas. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are adequate. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are skillfully integrated. | Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are not only selected and skillfully integrated but demonstrate deep use of the texts. |
| Documentation Skills | Sources are not properly cited according to MLA format. | Sources are properly cited using MLA format with occasional lapses in usage. | Sources are cited using MLA format with very few lapses in usage. | Sources are properly cited using MLA format correctly. |
| Sentence Style | Sentences are either overly simplistic or confusingly worded. Sentences are not joined logically to show relationships between ideas. There is a lack of sentence variety. | Sentences are solid but sometimes choppy. Sentences could be joined more logically to show relationships between ideas. There is minimal sentence variety. | Sentences are clear and direct. Sentences are joined logically to show relationships between ideas. Sentences demonstrate syntactical maturity through varied sentence structure. | Sentences are fluid and graceful. Sentences are joined logically to show relationships between ideas. Sentences effectively demonstrate syntactical maturity through varied sentence structure. |
| Grammar | Essay has frequent errors in grammar, usage and spelling. | Essay has some errors in grammar, usage and spelling. | Essay has occasional errors in grammar, usage and spelling. | Essay has few, if any, grammatical or proofreading errors. |
| Overall Holistic Score | | | | |

PART III – SYLLABI

SYLLABUS ESSENTIALS

- **Syllabus:** All instructors must have a comprehensive syllabus. This syllabus is like a contract which both the instructor and students must follow. It's important that the syllabus be clear and polished as it should reflect the quality of the work in the class and the expectations and standards of the instructor.
- **Student Learning Outcomes:** Student Learning Outcomes (SLOs) were developed by the English Department are part of our course outline. SLOs must be included in the syllabus. The purpose of SLOS is to ensure all instructors are teaching the material appropriate to the level. SLOs are also used in our accreditation process where we look at ways to improve our teaching.

SYLLABUS TEMPLATE

COURSE SYLLABUS Semester and Year

Course Number CRN and Course Title

Class Meeting Days/Times/Room:

Professor:

Office Location:

Office Phone:

E-mail:

Web Address:

Office hours:

Required Textbooks and Materials:

(Use [Curricunet](http://www.curricunet.com) to find current course information for prereqs, description, outcomes, methods and requirements at <http://www.curricunet.com/SMCCCD/>)

Course Prerequisites:

Course Description:

Student Learning Outcomes:

At the end of the semester, students will be able to:

Instructional Methods:

Course Requirements:

Grading Standards: (such as rubrics)

Semester Grades: (Provide assignments and percentages or point totals so that students can determine their grades at any point in the semester.)

Revision Policy:

Make up Policy:

Attendance: (your attendance policy should help a student transition to a collegiate attendance standard. State the benefit of excellent attendance, convey an acceptable number of absences, and explain what responsibilities a student has when s/he misses class.)

Academic Integrity: The work you submit/present must be your own. All paraphrases and quotations must be cited appropriately. The Skyline College Student Handbook has a complete statement defining cheating and plagiarism, available online. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways:

1. You may be given an F on the assignment;
2. You may be referred to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College.

Please note, if you have any questions about appropriate ways to cite sources or if you are unsure how to incorporate your own ideas with ideas you read, please ask.

Available Support Services: The Learning Center (Building 5) provides support for writing, reading, math, and other subjects. Sign up for LSKL 800 for general tutoring, or for LSKL 853 for reading and writing support through the Writing & Reading Lab in the Learning Center. Librarians, on the 2nd floor of building 5, can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center in Building 2.

Academic Adjustments for Students with Disabilities: In coordination with the Disability Resource Center office, reasonable accommodation will be provided for eligible students with disabilities. For more assistance, please contact the DRC Bldg 5, Room 5132 or call 650-738-4228.

Class Conduct Policy: Please state a conduct policy that helps students understand the relationship between classroom conduct and academic success. At a minimum convey that students are responsible for adhering to the Code of Student Conduct outlined in the Skyline College Catalog and the Skyline Student Handbook, available online. Students who engage in disruptive behavior—conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college.

Expected Preparation for Class: Students must come to class with the required assigned texts/textbook(s) each class period, and they must come prepared with all work completed, as assigned. Students should plan to spend a minimum of two hours outside of class for each hour spent in class to learn and make satisfactory progress in the class .

Means of Communication: To avoid missing important messages from your instructors and from the college/District, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication.

How to Forward Your my.smccd.edu Email to Another Email Address:

Your teacher, and Skyline College, will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you will miss important news. If you don't want to check your **my.smccd.edu** account, and you would rather use an email account such as hotmail, yahoo, gmail, or another, please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. IMPORTANT: Open your **my.smccd.edu** email.
5. Click "Settings" at the top of the page.
6. Click the "Forwarding and POP/IMAP" tab.
7. Under Forwarding, click the "Forward a copy of incoming mail" button.
8. Enter the email address you want to forward your email to
9. Click "Save Changes."

Class Schedule: (subject to change)

Listed below are the dates for assignments.

Finals Schedule:

All Holidays

Classes begin

Last day to ADD a semester-length course

Last day to DROP a semester length course w/eligibility for a partial refund

Last day to DROP a semester length course without a "W" on your transcript

Census Day (Semester Length Classes)

Last Day to apply for a degree or certificate

Last day to withdraw from semester length classes

Final exams- All Classes

PART IV -MODEL UNITS AND ASSIGNMENTS

COURSE OUTLINES AND CURRICUNET

All course outlines are kept and updated on CurriCUNET which is on the Curriculum Committee website at: <http://www.skylinecollege.edu/curriculumcommittee/forms.php>. Those with a Skyline College user name (first section of email address) and password can open the course outlines in a variety of formats. If you are teaching the course for the first time, or, if you need a refresher, it's good to take a look at the course outline for your particular class. The information on the course outline is followed by a book list of appropriate texts. Follow the link here to the curriCUNET:

<http://www.curricunet.com/smccd/>

SAMPLE SYLLABI AND LESSON

The following section will include sample syllabi and assignment projects from our core courses: ENGL 828, ENGL 846, ENGL 846 (Accelerated), ENGL 100 and ENGL 110. The material comes from professors who teach these courses on a regular basis.

ENGL 828

BASIC COMPOSITION AND READING

**ENGL 828-AC (CRN 92737): Basic Composition and Reading
Fall 2012**

Day/Time: MTWThF 8:10-9:00am

Instructor: Chris Gibson

Room: 4-274

Office Hours: MTWThF 7:00-8:00am; T 9:10-10:00am; Th 9:10-12:00pm; MWF 12:45-1:30; and by appointment in 7308

Email: gibsonc@smccd.edu

Voicemail: 650-738-4409

Cell Phone: 915-253-7450

Catalog Description:

Five lecture hours per week. Recommended preparation: Eligibility for READ 826 and ENGL 826 by appropriate scores on college placement tests and other measures as necessary.

Practice in composition and reading based on the study of essays and other reading material. Composition of short essays, with focused work on reading, paragraph development, and sentence structure. Students enrolled in ENGL 828 (CRN 92737) must also be enrolled in LSKL 828 (CRN 93177). (Units do not count toward the Associate degree.)

STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of this course, students will be able to:

- **Overall essay unity/thesis:** Write focused, coherent, well-developed largely text based essay appropriate to the basic skills level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- **Critical reading/writing/thinking:** Demonstrate critical reading, writing, and thinking skills through comprehension, analysis, synthesis, and evaluation of important ideas from multiple points of view.
- **Critical reading/writing/thinking:** Apply basic documentation skills.
- **Critical reading/writing/thinking:** Determine and apply appropriate text study-reading strategies to basic-level readings: e.g., previewing/reviewing, annotation, note taking, mapping, outlining, summarizing, test-taking, and reading rate.

REQUIRED TEXTS

- *College Culture, Student Success* by Debra J. Anderson
- *In Tandem: College Reading and Writing (1st Edition)* by Deanne Spears and David Spears
- *The Basketball Diaries* by Jim Carroll

- A GOOD college dictionary
- FOUR blue exam books
- A USB memory stick/storage device

ASSIGNMENTS:

Quizzes: At the beginning of class, students will take a short quiz based on the reading material for the day. Quizzes are used to encourage and measure students' reading and progress; therefore, it is extremely important that the readings be completed BEFORE the date on which the reading is assigned. There will be ten quizzes for the semester. It is important to note that quizzes are promptly administered at the beginning of the class, and there are no makeup quizzes. Each quiz is worth 10 points for a total of 100 points toward the final grade.

Essays: Students will write four 3-5 page essays based on assigned readings this semester. In order to receive full credit, each student must submit 3 drafts (two rough and one final draft), an outline, and peer/self reviews in a plain pocket folder. Each essay is worth 100 points for a total of 400 points.

Peer Reviews: For each essay, students will read, analyze, and comment on a classmate's paper; in addition, students will also complete a self-analysis/review of some of the essays. The instructor will provide peer review questions/guides to help students with the process of reviewing their own and their classmates' papers. Students that arrive after the class has started peer reviews will not be able to participate; therefore, it is extremely important to arrive on time the day of any peer review. Each peer review is worth 10 points for a total of 50 points for the semester.

Mid-Term and Final Exams: The mid-term and final exams will be based on assigned texts and will require students to analyze and respond to the assigned texts in well-developed essays focused on a central idea/thesis. The mid-term and final will be worth 100 points each for a total of 200 points.

Double Entry Journal: Double-entry journals allow students to identify quotes, concepts, and sections of the text they find interesting, confusing, or generally thought-provoking. Furthermore, the journals then provide the space for students to respond to the text in preparation for class discussion and to enhance reading comprehension. The double-entry journal is worth 50 points.

Vocabulary log: Throughout the semester, students are required to compile a vocabulary log of a words found in readings and class discussion. Students are also assigned prefixes, suffixes, and roots of words to help enhance their vocabulary and reading comprehension skills. The vocabulary log is worth 50 points.

Attendance/Participation: Students must attend class regularly on time and participate in class discussions, group work, and various other activities in order to receive full credit for

attendance and participation. Students have six absences without penalty; students with seven absences will lose all attendance/participation points. Students who have more than seven will be dropped from the course. Attendance and participation is worth 50 points for the semester.

GRADE BREAKDOWN:

| Assignment | Percentage | Points Available | Your Score |
|--------------------------|------------|------------------|------------|
| Quizzes | 10% | 100 | |
| Essay 1 | 10% | 100 | |
| Essay 2 | 10% | 100 | |
| Essay 3 | 10% | 100 | |
| Essay 4 | 10% | 100 | |
| Peer Reviews | 5% | 50 | |
| Mid-Term Exam | 10% | 100 | |
| Final Exam | 10% | 100 | |
| Double Entry Journal | 5% | 50 | |
| Vocabulary Log | 5% | 50 | |
| LSKL 828 | 5% | 50 | |
| Homework | 5% | 50 | |
| Attendance/Participation | 5% | 50 | |
| Totals | 100% | 1000 | |

COURSE POLICIES:

Drop policies: It is the student’s responsibility to drop the class if he/she stops attending. If the student does not drop the class, he/she may receive a failing grade for the semester.

Attendance: Students are allowed SIX absences over the course of the semester. If students have more than SIX absences, they risk being dropped from the course. It is the student’s responsibility to find out about any material, changes, and information missed during and absence. Students should email me in case of an absence to find out what was missed, especially to check if any homework/questions were assigned. If students have outside issues/circumstances that will require them to miss two classes consecutively, please contact the instructor as soon as possible (within reason).

Late/Make-Up Work: On peer review days, students who fail to bring in a rough draft or arrive after peer reviews have started will not receive credit for the peer review. **Students who submit essays late will receive a 10% deduction for each class the essay is late.** However, students that do turn in their essays on time will have the opportunity to revise any of the essays for better grades; students wishing to revise their essays are strongly encouraged to meet with the instructor to discuss the essays and the plan for revision. Make-ups for the Mid-Term and Final Exams will only be accepted with prior instructor approval and/or appropriate documentation (on a case by case basis).

File keeping: Students must keep all graded assignments, quizzes, and essays (everything!). This will solve any issues that arise if there is any error in the instructor's records. Any time that a student works on ANY assignment, he/she should print out any progress made and save the file in MULTIPLE locations. One helpful option is for students to email the assignment to themselves so that they have a readily available copy of the assignment. It is *strongly* recommended that students purchase a flash drive/memory stick on which to save all files and assignments.

Available Support Services: The Learning Center (building 5) provides support for writing, reading, math, and other subjects. Sign up for LSKL 853 for reading and writing support through the center. Librarians, on the 2nd floor of building 5, can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center in building 2.

Disability: In coordination with the DSPS office, reasonable accommodation will be provided for eligible students with disabilities. If you do not have an accommodation letter, please contact the DSPS Office at 650.738.4280.

Class Conduct Policy: Cell phones and other electronic equipment must be turned off during class. No talking or whispering is allowed during lectures. When another student is presenting, listen actively and encourage her/him. You are also responsible for adhering to the Code of Student Conduct outlined in the Skyline College Catalog and the Skyline Student Handbook, available online.

Students who engage in disruptive behavior—conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college. Specifically, cell phone interruptions, the use of iPods, habitual profanity or vulgarity, and continued willful disobedience will result in disciplinary action.

Academic Integrity: The work you submit/present must be your own. All paraphrases and quotations must be cited appropriately. The Skyline College Student Handbook has a complete statement defining cheating and plagiarism, available online. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways:

1. You may be given an F on the assignment;
2. You may be referred to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College.

Please note, if you have any questions about appropriate ways to cite sources or if you are unsure how to incorporate your own ideas with ideas you read, please ask.

Expected Preparation for Class: Students must come to class with the required assigned texts/textbook(s) each class period, and they must come prepared with all work completed, as assigned. Failure to do so may result in students' being dropped from the class. Students are

expected to spend a minimum of two hours outside of class for each hour spent in class.

Smoking Policy: “Smoking is now permitted only in designated areas in parking lots around campus. Designated areas are clearly marked and ashtrays are located nearby. The active participation and cooperation of all students, faculty, staff and guests in promoting a healthy and safe environment at Skyline College and guests are expected to observe the smoking policy. Tobacco-free resources are available in the Student Health Center, located in Building 2, room 2209, (650) 738-4270, and on the Skyline College website.”

Means of Communication: To avoid missing important messages from both me and from the college/District, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication.

How to Forward Your *my.smccd.edu* Email to Another Email Address

Your teacher, and Skyline College, will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you will miss important news. If you don't want to check your **my.smccd.edu** account, and you would rather use an email account such as hotmail, yahoo, gmail, or another, please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. IMPORTANT: Open your **my.smccd.edu** email.
5. Click “Settings” at the top of the page.
6. Click the “Forwarding and POP/IMAP” tab.
7. Under Forwarding, click the “Forward a copy of incoming mail” button.
8. Enter the email address you want to forward your email to
9. Click “Save Changes.”

Technology Policy

Students may only use hand-held and wireless technology for legitimate and appropriate educational purposes such as defined by the instructor. The instructor may limit any use of hand-held or wireless technology that disrupts learning opportunities, degrades the learning environment, promotes academic dishonesty or illegal activities. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their accommodations as provided by the Disabled Student and Services program. A violation of this policy will result in disciplinary action to be determined by the instructor. Sanctions are explicitly stated in the College's Student Code of Conduct.

Plan Ahead – Pay Ahead—Starting with the Spring 2012 semester, students who do not pay their fees well before classes start will be dropped from their classes. Check the Skyline College website for the drop date each semester. The drop date for the fall semester is July 18. A [Fee Payment Plan](#) is available, which allows you to pay your fees over a specific period of time and not be dropped from your classes. Please go to the Financial Aid office in Building 2 for more information

IMPORTANT DATES:

August 31-Last day to drop with eligibility for partial refund

August 31-Last day to add classes

September 3-Labor Day Holiday (No Classes)

September 10-Last day to drop classes without appearing on record

November 12-Veteran’s Day Holiday (No Classes)

November 16-Last day to withdraw from classes

November 22-25-Thanksgiving Holiday (No Classes)

Course Calendar (Subject to change at instructor’s discretion)

KEY: All readings in quotation marks are from *College Culture, Student Success*. All assignments must be completed BEFORE the date on which they are assigned.

ASSIGNMENT SHEET: BASEBALL DIARIES

REQUIREMENTS:

- You will need to write a four to five page essay. The essay should be typed (double-spaced) in 12 point Times New Roman font.
- Each essay must use specific evidence from the *The Basketball Diaries* for support, which can include specific textual references (paraphrasing and summarizing) and/or quotes from the text. In addition, you should use two articles from the library databases and one Internet article to support your discussion.
- Remember to have a strong introduction with a brief introduction of the topic, clearly stated main points, and a clear thesis that states the main idea of your essay.
- Each body paragraph should have a clear topic sentence, plenty of explanation, specific examples (the quotes will be at least part of your example/examples), adequate explanation and analysis of all examples/evidence, and appropriate closure/transitions to finish the paragraph.
- The conclusion should restate your thesis and provide adequate closure for your discussion/essay.
- Your essay should have an original title. "Essay 4" is not a title; it is the assignment.
- MLA format: MLA stands for Modern Language Association, which provides a format for English papers to follow. Your essay should also include a Works Cited page and proper in-text citation (which we will cover before the final draft is due).
- Each paragraph should have at least two transitional phrases.
- The thesis statement must use a subordinating conjunction to link the parts of your main idea.

DUE DATES:

- For **Friday, November 30**, you should bring a TYPED copy of your outline for peer review.
- For **Tuesday, December 4**, you should bring in two TYPED copies of your polished drafts for the essay. The polished draft will not be graded, but I will collect a copy to review and provide suggestions. Students that do not have a complete draft or do not have a draft at all will not be able to participate in peer review.
- The final draft will be due **Wednesday, December 12**. You will need to turn in at least two *different* rough drafts of the assignment. In addition to the two drafts and peer reviews, you will need to turn in a typed, UPDATED copy of your outline as well. ALL MATERIALS MUST BE SUBMITTED IN A FOLDER

PROMPT:

After reading Jim Carroll's *The Basketball Diaries*, we have discussed a variety of themes (or major concepts) in the memoir. **In this essay, you will discuss at least one major theme (or multiple related themes) in the memoir and argue what Carroll reveals about these themes (i.e. what does the reader learn about the world around them from the novel's depiction of the particular theme or themes?).** Some themes to consider are addiction, political or social change, sexuality, etc. though you are free to develop your essay based on one or more themes you identify on your own.

ENGL 846
READING AND WRITING CONNECTIONS
(REGULAR VERSION)

Skyline College- Language Arts
English 846—Reading and Writing Connections
Spring 2012

| | |
|--|---------------------------------------|
| Instructor: Lucia Lachmayr | Course: Engl 846 AB CRN: 41437 |
| Office: 4-4148 | Location: 7-7303 |
| Office Phone: 650-738-4146 | Mailbox: Lang. Arts office |
| Office Hours: WF 11-12, T/TH 10-11 & BA | Email: lachmayrl@smccd.edu |
| Course URL: http://lachmayr.smccd.net | |

“Read, read, read. Read everything-trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the most. Read! You'll absorb it. Then write. If it is good, you'll find out. If it's not, throw it out the window.
- William Faulkner

Plan Ahead – Pay Ahead—Starting with the Spring 2012 semester, students who do not pay their fees well before classes start will be dropped from their classes. Check the Skyline College website for the drop date each semester. The drop date for the spring semester is January 4. A [Fee Payment Plan](#) is available, which allows you to pay your fees over a specific period of time and not be dropped from your classes. Please go to the Financial Aid office in Building 2 for more information

Course Description:

A minimum of 80 lecture hours/semester. WRITING PREREQUISITE: Completion of ENGL 826, ESOL 840 or ESOL 841/842 with a grade of C or better, or eligibility for ENGL 836, ENGL 846 or ESOL 400 on approved college placement test and multiple measures. READING PREREQUISITE: Completion of READ 826, ESOL 840 or ESOL 841/842 with Credit or a grade of C or better, or eligibility for READ 836, ENGL 846 or ESOL 400 on approved reading placement test and multiple measures.

This course integrates ENGL 836 and READ 836, satisfying both requirements. It introduces students to college level reading and writing, covering thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis, and vocabulary. *ENGL 846 prepares students for ENGL 100/105.*

Prerequisite Preparation:

*Completion of ENGL 826 or ENGL 828, or ESOL 840 or 841/842 with a grade of C or better, or eligibility for ENGL 836, ESOL 400, or ENGL 846 on approved college placement test and multiple measures. Reading Prereq: Completion of READ 826 or ENGL 828, or ESOL 840 or 841/842 with Credit or a grade of C or better, or eligibility for READ 836, ESOL 400, or ENGL 846 on approved Reading placement test and multiple measures. Integrates ENGL 836 and READ 836, satisfying requirements for both. **NOTE: Students enrolling in ENGL 846 will benefit from concurrent***

enrollment in LSKL 853. English and Reading 836 (combined 846) is applicable to the Associate Degree.

Methods of Instruction:

Lecture, group discussion, small group collaborations, individual presentation of root words, and writing and group presentations of novels, research, weekly assessments of fiction and non-fiction reading rates, reading comprehension via quizzes, journals and other written evaluation and class workshops/peer review on our written work.

Learning strategies we will learn include:

Writing double entry journals, using vocabulary root words and graphic organizers, understanding and applying KWL+, PPC, schema theory, chunking, visualization, inferencing, note taking/annotating readings, indentation, previewing, recalling, reviewing, analysis, getting the “gist,” topic and main ideas, analyzing, coding and understanding readings in other coursework, interpreting what an assignment is asking, maximizing class discussion, free-writing, brainstorming, outlining, drafting, revising and how best to use the educational process to our maximum learning advantage.

Schedule:

We will discuss readings on a weekly basis. Journals will be ongoing and collected every week. Quizzes or assessment of some manner will be given after all reading assignments. The reading schedule, mid-term and final will be handed out via a monthly schedule as well as posted online via the class website.

Course Objectives:

- To help you understand the ways that readers read and writers write, in and beyond the university, and across a range of tasks.
- To help you develop an understanding of the processes of reading, writing, and thinking.
- To help you understand the rhetorical purpose of reading and writing.
- To help you understand and engage in reading and writing as a way to make meaning of the world.
- To help you develop more enjoyment, satisfaction and confidence with reading and writing.

Course Learning Outcomes:

When you have concluded this course, you will be able to:

- write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.

- apply basic research and documentation skills.
- identify how you have improved as a writer and thinker engaging in academic discourse in cross-disciplinary contexts.
- determine and apply appropriate text study-reading strategies: e.g., previewing/reviewing, annotating, note-taking, mapping, outlining, summarizing, test-taking, and assessing reading rate.
- Demonstrate appropriate communication skills in group settings, respectfully listening to others and effectively contributing ideas.

Required Materials:

- *The Omnivore’s Dilemma* by Pollan available at the Skyline bookstore
- *Generation Me* by Twenge—available at the Skyline bookstore
- *Them—Adventures with Extremists* by Jonson —available at the Skyline bookstore
- English 846 Course Reader
- A pack of 3x5 note-cards
- A college dictionary
- A three-ringed binder with dividers or individual folders for specific assignments
- A writing journal—any bound notebook that you would like to use
- Access to a computer and an e-mail account that you check regularly

Your final grade for the semester will be based on the following:

| | |
|-----------------------------------|-----|
| Essays | 70% |
| Homework Assignments and Journals | 10% |
| In-Class Writing & Quizzes | 10% |
| Attendance and Participation | 10% |

Language Arts Essay Rubric

| | 1 Needs Work | 2 Adequate | 3 Good | 4 Excellent |
|-------------------------------|---|---|---|---|
| Assignment Fulfillment | Essay is off-topic and/or fails to fulfill the directives (i.e., minimum number of quotes, etc.). | Essay is on-topic but fails to fulfill some of the directives (i.e., minimum number of quotes, etc.). | Essay is on-topic and fulfills most of the directives (i.e., minimum number of quotes, etc.). | Essay is on-topic and fulfills all directives (i.e., minimum number of quotes, etc.). |
| Thesis | Thesis is missing, unfocused or vague. | Thesis is clear and engages the topic appropriately, but is not original. | Thesis is clear, engages the topic appropriately, and is somewhat original. | Thesis is clear, insightful, and original. |

| | | | | |
|--|---|---|---|--|
| Organization/ Coherence/ Focus | No clearly defined or apparent organization. Paragraphs lack focus and cohesion. | Sequence of ideas is functional but may have abrupt or illogical shifts. | Sequence of ideas is effective but may lack smooth transitions. | Sequence of ideas and transitions between paragraphs are effective. |
| Development & Support | Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis. | Body paragraphs offer a functional level of evidence and analysis which at times may be too general. | Body paragraphs offer solid, convincing, and somewhat original analysis of relevant evidence. | Body paragraphs offer richly developed, insightful, original, and convincing analysis of relevant evidence. |
| Grammar & Usage | Frequent errors in grammar, usage and spelling. | Some errors in grammar, usage and spelling. Sentences may be simplistic, choppy or awkward. | Occasional errors in grammar, usage and spelling. Demonstrate syntactical maturity through varied sentence structure. | Few if any grammatical or proofreading errors. Demonstrate syntactical maturity through varied sentence structure. |
| Basic Research & Documentation Skills | Neglects relevant sources and/ or improperly cites sources according to MLA format. | Inconsistently integrates relevant sources and quotes to substantiate claims, and demonstrates an inconsistent use of MLA format. | Integrates relevant sources and quotes to substantiate claims, using MLA format with occasional lapses in usage. | Smoothly integrates relevant sources and quotes to substantiate claims, consistently using MLA format. |

Attendance:

Class participation is part of your grade in this course, so do not miss class without a good reason. If you are going to miss class, please let me know. You are responsible for all missed work, so contact your classmates to find out what the homework is. Also, late arrivals are disruptive to the entire

class, so to show that you value and respect your own as well as your classmates' time, please make sure that you get here *on time*. After 2 absences, they start affecting your grade. I consider more than five absences to be excessive, which may put you at serious risk of failing the course.

Homework is due at the beginning of class and may not be turned in late:

All homework is to be typed (except for journals and Home Reading Record). I will not accept hand-written homework. Late homework is marked down one full grade point for each class period it is late.

Class Conduct Policy:

Cell phones and other electronic equipment must be turned off during class. No talking or whispering is allowed during lectures. When another student is presenting, listen actively and encourage her/him. You are also responsible for adhering to the Code of Student Conduct outlined in the Skyline College Catalog and the Skyline Student Handbook, available online.

Students who engage in disruptive behavior—conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college. Specifically, cell phone interruptions, the use of iPods, habitual profanity or vulgarity, and continued willful disobedience will result in disciplinary action.

Expected Preparation for Class:

Students must come to class with the required assigned texts/textbook(s) each class period, and they must come prepared with all work completed, as assigned. Failure to do so may result in students' being dropped from the class. Students are expected to spend a minimum of two hours outside of class for each hour spent in class.

Other Expectations:

Confidentiality—it is an essential ingredient in creating an environment that is conducive of discussion. Consequently, it is expected that all students will maintain and respect the confidentiality for all information and personal comments shared during class.

Electronic Devices-OFF—prior to walking into the classroom, please be respectful of others at all times and turn off ALL electronic devices (e.g., cell phone, iPod, etc.) during class. Failure to do so will result in lost points for class participation.

Behavior—continuing with the concept of respect, you are to behave in an appropriate, attentive, adult manner, meaning that when the instructor or another student is speaking, you should not be. The first time you are asked to be quiet, I will deduct participation points from your grade. If you have to be reminded of this policy, I will ask you to leave the class.

Academic Integrity:

The work you submit/present must be your own. All paraphrases and quotations must be cited appropriately. The Skyline College Student Handbook has a complete statement defining cheating and plagiarism, available online. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one or more of the following ways:

1. You may be given an F on the assignment;
2. You may be referred to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College.

Please note, if you have any questions about appropriate ways to cite sources or if you are unsure how to incorporate your own ideas with ideas you read, please ask.

Means of Communication:

To avoid missing important messages from both me and from the college/District, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication.

How to Forward Your *my.smccd.edu* Email to Another Email Address:

Your teacher, and Skyline College, will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you will miss important news. If you don't want to check your **my.smccd.edu** account, and you would rather use an email account such as hotmail, yahoo, gmail, or another, please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. IMPORTANT: Open your **my.smccd.edu** email.
5. Click "Settings" at the top of the page.
6. Click the "Forwarding and POP/IMAP" tab.
7. Under Forwarding, click the "Forward a copy of incoming mail" button.
8. Enter the email address you want to forward your email to
9. Click "Save Changes."

Tutoring:

In addition to the course requirements, you may be expected to complete an additional hour of tutoring per week. We have a number of tutoring resources on campus designed to help you improve your reading and writing skills as well as study habits. In the early weeks of the fall semester, you and I will determine if some amount of individual or group tutoring would be helpful to you. I strongly recommend you avail yourself of the campus tutoring facilities. Not only are they quite helpful for helping you work on those areas of reading and writing you would like to strengthen, but you also can earn units for much of the out of class work you would be doing anyway.

Syllabus Changes:

I reserve the right to change, add, and delete assignments and lectures outlined in this syllabus with adequate notice and rationale.

Support Services:

Student Services— in building 2 offers these services: admissions, academic counseling, special testing, transfer information and financial aid.

Counseling— located in the One Stop Student Services Center on the second floor of Building 2. Counselors are available from 8:30 am to 7:00 pm Monday through Thursday and from 8:30 am to 4:00 pm on Friday. Extended hours are available during peak registration periods. Appointments with counselors may be made at the Information Counter in the One Stop Services Center or by calling 650-738-4317.

Career Center—Skyline Career Center Hours: Mon./Tues./Wed./Fri. 8:30a.m.-4:30p.m.
Evening Hours: Thurs. 8:30 a.m.- 7:00p.m.

The Learning Center (TLC)— The TLC is a flexible learning environment providing academic support for students in all Skyline courses through workshops, instructional technology, tutoring, and lab-based courses. The goal of the TLC is to offer students opportunities to learn more quickly and effectively and with greater confidence. The TLC also offers a comprehensive program of individual and small group support for all levels of English, Reading, and Math, as well as for a variety of academic subject areas

Disabled Students Programs and Services (DSPS) is a program that offers services to students with learning disabilities, psychological disabilities, and long or short term physical disabilities. The Disabled Student Program and Services is designed to equalize the educational opportunities for students with disabilities. In coordination with the DSPS Office, students with disabilities will be given reasonable accommodations. If you do not yet have an accommodation letter, please contact the DSPS office at (650) 738-4280. The office is open Monday through Friday 8 a.m. to 4 p.m. and Tuesday evenings until 7 p.m. Please stop by our offices in Building 2, Student Services Center. Other services include the Computer Writing Center, the English Assistance Lab, and the Library.

Smoking Policy:

Smoking is now permitted only in designated areas in parking lots around campus. Designated areas are clearly marked and ashtrays are located nearby. The active participation and cooperation of all students, faculty, staff and guests in promoting a healthy and safe environment at Skyline College and guests are expected to observe the smoking policy. Tobacco-free resources are available in the Student Health Center, located in Building 2, room 2209, (650) 738-4270, and on the Skyline College website.

Final Exam period:

| | | |
|--|--------|--------|
| The Final is held from 8:10-10:40 | Friday | May 27 |
|--|--------|--------|

Classmate Contact Information:

Classmate: _____ Phone: _____ e-mail: _____

Please keep this copy in your syllabus.

SYLLABUS CONTRACT

I, _____, have read the course syllabus for English 846
Print full name

for the Spring 2012 term. I understand that by signing this contract I am agreeing to abide by all the rules and requirements described in this syllabus and that my failure to comply can result in my failing this course. If I have any questions concerning the requirements, I will first consult my course syllabus and then contact the instructor for further assistance.

Signature _____ Date _____

One Late Assignment Coupon

This coupon entitles you to turn in one assignment one week late without any grade penalties. (Not good for first or last essays of the semester).

English 846—Late Coupon—Ms. Lachmayr—Spring 2012
Turn in w/o using at the end of semester for 1 extra credit point

One Missed Day Coupon

This coupon entitles you to take a day off without any grade penalties. (Not good for peer reviews, mid-term or final day).

English 846—Late Coupon—Ms. Lachmayr— Spring 2012
Turn in w/o using at the end of semester for 1 extra credit point



Please sign and return this copy to class, Mon. Jan. 23rd , 2012.

SYLLABUS CONTRACT

I, _____, have read the course syllabus for English 846
Print full name

for the Spring 2012 term. I understand that by signing this contract I am agreeing to abide by all the rules and requirements described in this syllabus and that my failure to comply can result in my failing this course. If I have any questions concerning the requirements, I will first consult my course syllabus and then contact the instructor for further assistance.

Signature _____ Date _____

Essay # 2—Analysis

Background

We have now read Jean Twenge’s book, Generation Me, in which she describes the state of ‘generation me’ as being overly reliant on positive self-esteem, overly indulged and not self-critical enough, which in turn is leading to an anxious and depressed cohort of youth coming into the ranks of adulthood.

Assignment

For this particular assignment, look closely at those questions that most appeal to you, that most make you wonder or ponder most deeply about Gen Me. Narrow down your questions to three really intriguing questions and then down to your most favorite. That is your thesis question. (i.e. “Why are teens so miserable if they are taught that they can do anything they want?”) The answer to *that* is your thesis statement. (i.e. “Teens are miserable because they are taught that they can be anything they want, so have unrealistic expectations, often crushed, when they move into the real world, which may lead to depression.” [btw, you cannot use this one]). Now that you have your thesis statement, use Twenge’s text to support this thesis. Again, make sure that you have a thesis statement that is narrow enough to respond to an essay of *minimum* 4 full pages.

Helpful hints:

- Start with a thoughtful freewrite.
- Develop a thorough brainstorm.
- Before you start, lay out a plan for how you would like to organize the shape of your essay.
- Organize your writing in the shape of an expository essay, with a catchy introduction that gives background to your ideas and ends with your main point/thesis, body paragraphs that support your thesis and conclusion
- Use Topic Sentences that support your thesis/main point
- Use FANBOYS throughout your essay (mark, highlight or underline them)
- Use PIE paragraphs, making sure that you have sufficient Information (I of PIE) as direct quotes (and properly cited) from the text.
- Wrap up your thinking with a conclusion that summarizes your ideas as well as leaves the reader thinking about the topic.

*Typed, 4- page paper due at the beginning of class, **Friday, Mar. 9.***

ENGL 846 – READING AND WRITING CONNECTIONS

(Accelerated Version)

| | |
|--|--|
| Instructor: Kathleen de Azevedo Feinblum Voice Mail: (650) 738-4477; Room 8212 e-mail: feinblumk@smccd.net I use WebAccess to most all online materials Office - 8212 Office Hours: MWF 10-11 and 12-2 TR 11-2 | English 846AA, (CRN 91043), AX (CRN 93476) 8:10-9:25 MWF Rm. 8319 Fall 2012 Accelerated version |
|--|--|

COURSE DESCRIPTION AND PURPOSE:

English 846 emphasizes reading and writing as interrelated processes and introduces students to college-level reading and writing. This course includes instruction in thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis and vocabulary. You will be asked to explore and analyze the world around you through increasingly challenging reading and writing assignments appropriate for the academic and professional world. At the end of the class, you should be ready for the challenges of English 100/105, and other courses which require more advanced writing skills.

All ENGL 846 classes at Skyline are accelerated. An accelerated English class means that the material is at the ENGL 100 level, but broken down into smaller steps. This will assure that you will be ready for ENGL 100. As well, who wants to repeat what they did in high school? Make time for the challenging work load, however. Students should reserve at least 10 hours each week for reading, writing, and studying outside of class. Those in the AX section (students seeking to bypass ENGL 828) must enroll in LSKL 836 AFX which meets on Monday. Except for this distinction, and the fact I have 2 roll sheets, there will be no separation between the AF and the AFX sections.

This class will be exploring the question: “Good or bad: What makes us do it?” The theme of the class will examine social behaviors which we all follow and why we do what we do.

ELIGIBILITY:

Five lecture hours per week. Prerequisite: Completion of ENGL 828 with C or better, or eligibility for ENGL 828 based on placement scores and consultation with counselor. Or eligibility for ENGL 846 based on placement test.

STUDENT LEARNING OUTCOMES

Students completing the course will be able to:

- * Write focused, coherent, well-developed largely text based essays appropriate to the developmental level and which are organized into effective paragraphs with major and minor supporting details, and which support a clear thesis statement.

- * Demonstrate competence in standard English grammar and usage.
- * Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.
- * Apply basic research and documentation skills.
- * Determine and apply appropriate text study-reading strategies: e.g. previewing/reviewing, annotating, note-taking, mapping, outlining, summarizing, test-taking, and assessing reading rate.

REQUIRED MATERIALS FOR THIS CLASS:

- * Course Reader
- * *Drive* by Daniel H. Pink
- * *Opening Skinner's Box* by Lauren Slater
- * *A Place to Stand* by Jimmy Santiago Baca
- * *Little Brown Handbook* (or equivalent)
- * Supplemental materials, some of which I will supply, others to download from Web Access.
- * 2 Folders with 2 pockets on each side. One to hand in papers, another to keep your material which you will use for grammar exercises.
- * Dictionary and color pens for marking reading and your own manuscripts.

Note: If you are planning to buy the an electronic copy of your books, you must download into either an e-reader/ ipad, not your phone. Cell phones can be used in class only to access reference information.

REQUIREMENTS FOR CLASS (THINGS YOU WILL BE GRADED ON):

For each unit, students will receive a handout which will include 1) the requirements for the paper, 2) schedule for that unit and 3) homework prompts. Extra copies will be posted on WebAccess.

MAJOR PAPERS - 63%:

There are four major papers which will receive letter grades. Major Paper #1 is worth 12%; #2 is worth 15%; #3 is worth 17%; and #4 on *A Place to Stand* is worth 19%.

Format: All first drafts and final papers must be typed and double spaced. Use 12 pitch Times New Roman font and 1 inch margins on all sides. Start the title 3" from the top, double space once, then start the essay. Number your pages.

How to turn in major papers. In a folder, place: 1) first draft with peer comments and my comments, 2) outline 3) A sheet of paper which answers the 3 questions on the editing log (These questions are in your handbook).

Late policy on major papers: The first late paper can be handed in a week with no grade penalty. If the first late is handed in after a week, the grade will be reduced by 3 points *per day*

it is late (weekends excluded). If a second or third paper is late, the grade will be reduced by 3 points from the due date. However, you will not be able to hand in the last paper regardless of circumstances.

Rewrites: First three papers which receive a C+ or lower may be rewritten. However these are the circumstances: 1) Only one paper can be rewritten, submitted and have received a grade at a time. In other words, you cannot hand in 2-3 rewrites at the end of the semester. 2) The rewrite grade reflects the value of the rewrite; however, the paper must improve significantly. 3) Rewrites are due the end of the semester, however, I would advise working on them during the semester. 4) Submit in a folder, your rewrite with the original graded copy plus my rubric with comments. 5) ENGL 846 and 100 students *must* conference with me before embarking on a rewrite. ENGL 110 students are strongly encouraged to conference for the best chance in grade improvement. 6) Any paper penalty applies to a rewrite.

Missing papers: Students must do all major papers to pass. In extreme circumstances if a student has a missing paper, I will let him/her hand in one missing paper but only after a conference and it is clear that the student would otherwise pass. Missing papers in which the point deduction would render it a 0, and which would otherwise pass, will get a 50% grade. This percent will allow a student to pass, provided all other work is in order.

HOMEWORK - 12 %

Homework helps you develop skills for your paper and allows you to try ideas which are presented in class. Do the homework even if you are not quite sure you are doing it correctly. Homework assignments include:

In-class open-book quizzes questions will be given to you as part of the unit packet. You will not be answering all of the questions but be prepared for the questions selected. You are welcome to use these as study sheets and can annotate them as you wish.

Critical Response Paper prompts will be in your unit packet. Most of the responses will run from 1 to 2 pages long. They must be typed and handed in, in class.

Double Entry Journals and Graphic Organizers are ways for you to record and expand ideas for your paper. These exercises are not busywork! When you do them, have an eye for ideas you may want to explore in your papers. These exercises can be handwritten neatly or typed, depending on the assignment.

Outlines to major papers can be handwritten initially, but I will ask them to be typed as outlines get more comprehensive.

At least one conference with me during the semester. This will get me to know you better and to address concerns you may be shy about to bring up in class.

Idea Drafts of Major Papers can be either a 1) very elaborate outline, with complete sentences and supporting details including evidence or 2) a briefer outline and 3 pages of text. Can be typed or handwritten neatly enough for a colleague to read.

To get 2 points of homework credit and written comments from me, **First Drafts of Major Papers** must be submitted in a pocket folder with: 1) Proof that you have completed the peer group process. This includes the peer's written comments done in class, 2) be at least three full pages long, 3) be typed, 4) be written the best you can. 5) answers to the questions on the first draft evaluation sheet which is in your course reader. 6) Include the outline so that you can get credit. First draft conferences are encouraged whether or not you received credit for the peer group.

Late policy on homework: *Quizzes:* No individual make ups though I do offer the class a make-up quizzes. *Critical Response papers and prework:* no lates but I will accept *one* emailed assignment in the semester if you can't come to class. Please send it in by 2:00 the day it is due. *Idea Drafts and First Drafts* - no lates. You must participate with your draft in the peer group to get credit. I will not read emailed drafts except by prior arrangement.

Grading policy on homework: I will mark homework with $\sqrt{+}$ (you rock!), $\sqrt{}$ (passing which is fine), $\sqrt{-}$ (barely passing - do better next time) and 0 (come on now!). Your homework grade is the cumulative score of all homework handed in. 70% is a passing homework grade. I will have at least one make-up homework assignment.

MIDTERM 7%; FINAL EXAM 10%

There will be a midterm, and a final exam. All exams are in class essays. No make-ups on final exam.

PARTICIPATION - 8%

The participation grade is awarded at the discretion of the instructor at the end of the semester. Participation credit will be given for quality of non-graded work (homework, drafts, etc.); quality of participation in class discussion; preparation (which means keeping up with the reading); professional conduct (arriving on time, appropriate classroom behavior, relatively few or no absences). Excuses which are not accepted: "my printer ran out of ink," "I left my paper in the printer/bed/kitchen table at home," "I slept through the alarm." These things do happen but develop a strategy so that they happen less often. **Things which will affect and may even "bottom out" (get a 0%) of your participation score, and could cause you to flunk the class: 1) absences way over the limit, 2) repeatedly not coming to class prepared, 3) using laptops for work other than class notes, 4) repeated disrespect to students or instructor, 5) repeated use of other unauthorized electronic devices during class, including cell phones. 6) coming to the classes only when assignments are due.** I follow the policy in your student handbook in regards to extreme classroom behavior.

GRADE BREAKDOWN

Homework 12%
Graded Papers 63%
Final Exam 10%
Midterm 7%
Participation 8%

LSKL 853/ LEARNING CENTER

I recommend for students who are taking the class over, or who received a C or lower on the last English class, or who just want to improve, to enroll in LKSL 853 (1/2 to 2 units), a flexible schedule tutoring service. See me consult the Learning Center website for more details.

<http://www.skylinecollege.edu/general/learningcenter/index.html>

SUPPLEMENTAL INSTRUCTOR SECTION

Those who sign up for the AFX section must attend regularly. This workshop is run by a peer instructor and designed to help you with classwork/homework. There is no extra homework involved. Others are welcome to attend as well, as these sessions will help you with concepts that perhaps were not clear enough in class. These sections give you extra assistance and can really improve your grade. The section itself is graded pass/no pass. You can miss 2 sections with no penalty but if you are absent a lot, you will get 5 points deducted from your final grade.

CLASS POLICIES:

Expected Preparation for Class: Students must come to class every session with the required assigned texts and completed work. In order to progress, plan to spend an average of two hours outside of class for every hour spent in class. Students who flunk the class do not do so for lack of intelligence; rather, they procrastinate or have time management issues. Fortunately, these problems can be addressed

Means of Communication: To avoid missing important messages from your instructors and from the college/District, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication. Directions on how to move your school email to your home email can be found on Web Access. I *email you a lot* regarding changes in plans or for clarification of classwork.

Absences: According to the Skyline College absence policy indicated on the Student Handbook, a student can miss the equivalent of 2 weeks of class before being dropped. But that's a lot! Before I drop a student, however, I like to talk to him/her first to see what is going on. I will consider illness and family emergencies as legitimate excuses as long as these excuses are not excessive. To avoid misunderstanding, keep in contact with me.

Withdrawals: If the unfortunate circumstances happens and you must drop the class, please do it yourself. This places the responsibility of the decision into your hands. I would like to be informed, but if you don't feel comfortable with doing so, you don't have to.

Tardies: Those who are habitually late (at least one tardy per week) will get counted as absent if the habit persists by mid-semester. Make sure you mark yourself tardy in my gradebook. Walking out of class is counted as an absence unless you are ill.

Grades: I may not pass you to the next level if: Your collective score is not at least 70%; Your collective score on **your papers** is not at least 70%. If by the end of the semester, your final project and exam collectively do not reflect enough skill (D level) AND if your grade is borderline pass/no pass (from 71%-70%), I may not pass you to the next level. *Conversely*, if your final grade falls right on the border (say 78.5-79%) and your last two assignments are at a B level, I will bump your grade to a B. But if the last two assignments fall at the C level, I will give you a C. This will allow those who improve during the semester to receive a higher grade. *Be aware though: I do not change grades so don't ask.*

Extra credit: No extra credit will be given.

Technology use: I do allow laptops and ipads in class provided you are doing related work. I will check screens frequently, but honestly, I can tell whether or not you are focused. Cellphones must be kept off the desk unless you are using them as reference. If you abuse of this privilege, I will suspend your use of technology (which you don't need to do well in class).

Disability Resource Center: In coordination with the DRC office, reasonable accommodation will be provided for eligible students with disabilities. If this pertains to you, find the information in the following link: <http://www.skylinecollege.edu/disabilityresources/index.php>

Cheating Policy: Anyone who is caught intentionally plagiarizing a paper will receive an F for the paper. An F for the paper will mean you won't pass the course because one zero grade will average out total grade to at least a D. As well, we are required to report cheaters to the administration. Chronic cheating can result in expulsion from Skyline College. Plagiarism is any text which is 1) copied from someone else, be it the Internet, another student, books, magazines, 2) written or extensively edited by someone else, 3) a rewrite of an existing text using the same ideas and arrangement. To prevent "cheating" suspicion, Do the following:

- * Keep all materials, drafts, pre-writes, etc. until the end of the course.
- * Do consistent work in class so I know your writing.
- * Follow the directions on the assignment sheet. All assignments will ask for your opinions and analysis and are designed to make cheating almost impossible. Use sources as instructed.
- * Communicate with me if you have any problems so you don't panic.
- * Fun Fact: I can catch cheaters right off. Most instructors can.
- * **Remember: Your writing voice is most precious. Use it!**

THINGS TO MAKE YOUR LIFE SMOOTHER IN THE CLASS:

1. Email me if you are going to be absent. Connect with a colleague to get assignments and information of missed material.
2. Please be in touch through your school gmail. I email you a lot regarding changes in plans or for clarification of classwork. You can move your gmail messages to your private email address. I will post the instruction sheet on WebAccess.
3. Look at the rubrics on my Web Access as to what is expected of you. One rubric contains the criteria; the other rubric is used as a grading sheet.
4. All homework and class work is geared for you to do the best work you can. Take your work seriously, even if it is not graded. Remember: **Writing is a process, not a miracle.**

This syllabus is contract. You are responsible for knowing the material. The rules are explicit in order to be fair to all. I may change schedule as appropriate.

IMPORTANT DATES:

Sept. 2 - Labor Day

Sept. 8 - Last Day to Drop Without Appearing on Record

Nov. 11 – Veteran’s Day

Nov. 15 - Last Day to Withdraw

Nov. 28-29 – Thanksgiving

Dec. 16 Monday (8:10-10:40)- Final Exam for this Course

RECOVERED MEMORY - MAJOR ESSAY #3 FOR ENGLISH 846 (Accelerated)

Readings: Chapter 5 (“Quieting the Mind”) and Chapter 8 (“Lost in the Mall”) of Slater, the essay “Repressed Memory: Real or Fantasy”, and any ideas from previous readings. You must use some ideas from this unit’s reading though.

Due dates: Idea draft - 11/2 F; 11/5 M; 11/14 W

Choose one of the three prompts:

Option #1

Should “recovered memories” be allowed as evidence in a criminal case? To build your argument, I want you to “extract” the ideas/information from Chapter 8, as well as the “Repressed Memory: Real or Fantasy” essay. In this essay, be sure to carefully consider the evidence on all sides regarding whether traumatic memories can really be “repressed” and then “recovered” years later or whether recovered memories were corroborated. If you argue that recovered memories should be used in some cases, be sure to discuss things you think courts can do who safeguard against the limitations of memory. Look at the chart on page 469 in back of “Repressed Memory” essay to see how different states deal with this issue.

Option #2:

B.F. Skinner argues that the idea of free will is an American myth. He says that we may think that we choose our own actions based on our own individual feelings and beliefs, but that instead, everything we do is “conditioned” by the rewards and punishments of our external environments. In this way, he argues, we are just like the animals in his experiments, who were conditioned to press levers, play ping pong and perform other actions.

Do you accept Skinner’s argument? Why or why not?

In building your own argument, I want you to do a little background research on the meaning of “free will,” AND link in at least two other chapters from Slater’s book. For example, does the evidence in Chapter 7 suggest that we DO have free will to use substances like drugs/alcohol, or that our actions are actually “conditioned”? Does the Milgram experiment seem to support “free will” or “conditioning” as the source of our actions? How about Darley and Latané’s experiments) seizure experiment, smoke experiment – free will, conditioning, a little of both?

Option #3:

Conduct your own memory experiment using an experience from your past. The event you choose needs to have been remembered by at least two people (you can be one of the subjects). These people must be either key players or witnesses to the event. The event should be significant (and at least mildly traumatic) but enough in the past so that the event has lost some of its immediacy. The responses should be in your paper in essay form. If you are to do this prompt, your incident needs to fulfill the criteria. The instructions are as follows:

1. Interview your subjects separately at first and record what they say. Do not interfere with their story.
2. Then, discuss the memory adding your memories as well. What are some differences in the recollection? Is it due to a) age or personality differences? b) the different relationship to the experience? c) Does the memory of your interviewee and/or interviewer change once the memory is discussed together? Why or why not?

Analyze your findings as to how the memories came about. Were they repressed? Do you feel the memories had parts that weren't true based on your suggestions? Was cognitive dissonance part of the recollection? If so, why? Use all the readings from this unit, plus any other readings from the semester you find relevant.

Things to Shoot For:

- * Show that you have read the texts from this unit, and that you have fully digested and considered the different viewpoints and evidence. *You may use another source or two but not in lieu of the readings.* I'll put some extra readings on the Web Access if you want to use them.
- * Show you are really thinking about the topic - these are complex questions, so don't settle for easy answers. And don't feel that you have to take an either-or position. Option #3 is more autonomous so you need to commit to the experiment.
- * Write so that someone not in our class could understand it. Assume your audience has not read these texts. That means you'll need to briefly summarize key ideas and explain unfamiliar terms.
- * Paraphrase, quote and cite skillfully as taught in the previous unit.

ENGL 100
COLLEGE COMPOSITION

English 100 AA: Composition – Spring 2013

Hours: T/TH 9:35 -10:50

CRN: 38600 - 3 units

Classroom: 2309

Instructor: Katharine Harer

English Office: 8210 - Phone 738-4412 (on campus X4412)

Office Hours: T/TH 11-12; M/W after 1:00 PM -- & by appointment

Course Theme: *Our New Earth: Life On A Transformed Planet*

TEXTS & MATERIALS:

(All books available at the college bookstore in English section under my name & class)

Ishmael, by Daniel Quinn, Bantam/Turner paperback

Eaarth, by Bill McKibben, St.Martin's/Griffin, paperback

The Little Brown Handbook Brief Version, 3rd ed., (Ed. Aaron) - optional

A good dictionary (American Heritage, Random House, etc.)

Notebook with lined paper (bring to class each class session)

COURSE DESCRIPTION:

This class will focus on the way we relate to the planet Earth – personally, socially, historically, philosophically and practically. We will examine the ideas in the novel, *Ishmael*, and look at how our human community has developed and created the world in which we live today. Then we will read the nonfiction book, *Eaarth*, and explore the author's ideas about how to continue our human existence on this new, transformed planet -- "suddenly and violently out of balance." Readings from current journals, newspapers and online sites will be assigned in order to expand our knowledge and bring in different perspectives, and you will engage in serious in-depth research to broaden your understanding of these issues.

The focus of extended written assignments will be on constructing clear and well-organized essays that are thoughtful in nature and informed by critical reading, discussion and research. Essay assignments will include analytical, persuasive and research-based writing. We will also work on improving writing organization and style, working on a sentence and paragraph level to achieve thorough, unified and clearly written essays.

IMPORTANT: It is required that you keep up with all the assigned readings to successfully participate in the class and achieve a passing grade. Additionally, all essays and exams must be completed in order to pass this course.

STUDENT LEARNING OUTCOMES – By the end of the semester, you will be able to do the following:

- Write sharply focused, coherent, and well-developed essays appropriate to the transfer level that support a self-generated thesis, and demonstrate, in addition to competence in

standard English grammar and usage, a command of a variety of organizational strategies appropriate for academic audiences and reflect an informed commitment to conventions of academic discourse.

- Demonstrate critical reading, writing, thinking and research skills in the development of analytical and evaluative responses to important ideas and arguments from multiple points of view.
- Utilize developed information literacy skills, which include executing an effective research strategy using appropriate research tools, evaluating the credibility of sources, and using information ethically by applying conventions of documentation.

ELIGIBILITY FOR THIS CLASS:

- **WRITING PREREQUISITE:** Grade of C or better in **ENG 836 or ESOL 400 or ENG 846** OR in an equivalent course at another college OR eligibility for English 100 verified by college placement tests.
- **READING PREREQUISITE:** Grade of C or better or Credit in **READ 836 or ESOL 400 or ENG 846 OR** Reading placement test score showing eligibility for 400-level Reading courses.

TRANSFER CREDIT:

Transfer credit to UC/CSU (A2, A3)

COURSE REQUIREMENTS:

1. Completion of **4 essays** ranging from 2-8 typed pages; 4 rough drafts with peer response sheets attached; a midterm and a final essay exam for a total of a minimum of 8000 words for the semester. Two essays are research-based.
2. Completion of all readings and reading response activities.
3. Participation in class discussions, research projects, group work, homework, quizzes, etc.
4. Completion of information literacy requirement (see below)

Note: All essays must be typed -- no exceptions!

INFORMATION LITERACY:

Information literacy is an important component in this course and necessary to your success in college-level courses. In this class you will develop your information literacy skills as they apply to college-level research. Information literacy is usually defined as a combination of research and critical thinking skills that enable you to find, evaluate, organize, use, and communicate

information in various formats. **You will be required to attend 2 research workshops given by a Skyline College librarian. These workshops will be given during class and will be announced in advance.**

GRADING POLICY:

Your final grade will depend on grades/credit received in these areas:

| | |
|----------------------|-----------------------------|
| Essays | 50% (Research essays = 25%) |
| Exams & Seminars | 25% |
| Reading Responses/HW | 15% |
| Participation | 10% |

ATTENDANCE:

Attendance and participation are essential for success in the class and help you to become part of the classroom community. **If you are absent more than 4 times**, you may be removed from the class roll. **Every 3 tardies equals one absence.** If you know you are going to be **more than ten minutes late or absent**, call the instructor. If you stop coming to class, you must file a drop or withdrawal slip with the Office of Admissions and Records; **failure to do so will result in an F for the class.**

LATE & EXTRA CREDIT POLICY:

You may turn in your essays late according to the following policy: You may turn in essays one class session late but your grade will be lowered by 1/2 grade of the “true” grade. Essays that are more than one class session late will receive an automatic F but must still be written to pass the class. Reading responses and other homework may only be turned in late if you were absent on the due date.

Extra credit will be given for attending lectures or author readings on topics relevant to the course as well as for attending skills workshops in the Learning Center on campus. Extra credit will make up for a missing homework assignment or an absence but will not impact your essay, seminar or exam grades.

SUPPORT SERVICES:

The Learning Center (Building 5) provides tutoring for writing, reading, math, and other subjects. In order to use these services, you must enroll in a Learning Skills class. Librarians, on the 2nd floor of building 5, can assist with research projects and library questions. Academic counselors, health services, and other student support services are available in the Student Services Center in Building 2.

ACADEMIC INTEGRITY

The work you submit/present must be your own. Plagiarism, otherwise known as cheating or stealing someone else's work, is absolutely forbidden. It is very easy for an instructor to tell when you are not turning in your own written work, so don't even bother to try. There are no exceptions to this policy. Resist the temptation to print out text from online sources and call it your own. Research, of course, may be printed out directly, but don't confuse research information with the written text for one of your essays. **Everything you use from outside sources must be quoted and cited to be legal.**

If you plagiarize, you will receive an F on the assignment. Please note, if you have any questions about appropriate ways to cite sources or if you are unsure how to incorporate your own ideas with ideas from texts, please ask. We will go over these techniques in class as well.

COMMUNICATION:

It is imperative that you stay in touch with the instructor, ask questions when you're confused, and call when you know you're going to be absent or more than ten minutes late. **Be sure to get the phone numbers of one or two other students who you can call to discuss an assignment.** Be an active learner. Communicate! Last but not least, use the resources of The Learning Center when you need extra help -- this will be required if directed by the instructor.

DISABILITIES:

In coordination with the Disabilities Resource Center on campus, reasonable accommodation will be provided for eligible students with disabilities. If you do not have an accommodation letter, please contact the DRC office at 650-738-4280 or visit the office on the first floor of Building 5. When you have your letter, please come and talk with me and we will work out the necessary accommodations.

CLASS CONDUCT/CIVILITY:

Please be aware that pagers and phones must be turned off during class. Food and soda are not allowed. Coffee, tea and water are okay. **No talking, whispering or loud shuffling of your books and papers during lectures or presentations.** Respect for others is absolutely essential; disrespectful behavior will not be tolerated. You are responsible for adhering to the Code of Student Conduct outlined in the Skyline College Catalog and the Skyline Student Handbook, available online. Students who engage in disruptive behavior -- conduct that interferes with the instructional, administrative, or service functions of the course -- can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college.

CLASSROOM TECHNOLOGY POLICY:

Students may only use hand-held and wireless technology for legitimate and appropriate educational purposes such as defined by the instructor. The instructor may limit any use of hand-held or wireless technology that disrupts learning opportunities, degrades the learning environment, promotes academic dishonesty or illegal activities. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their accommodations as provided by the Disabled Student and Services program. A violation of this policy will result in disciplinary action to be determined by the instructor. Sanctions are explicitly stated in the College's Student Code of Conduct.

Note: You may NOT use your laptop during class unless you speak with me in advance. Any other electronic device, including phones, must be shut off unless needed for a documented disability (see above language).

SMOKING ON CAMPUS:

Smoking is only permitted in designated areas in parking lots around campus. Designated areas are clearly marked and ashtrays are located nearby. The active participation and cooperation of all students, faculty, staff and guests in promoting a healthy and safe environment at Skyline College and guests are expected to observe the smoking policy. Tobacco-free resources are available in the Student Health Center, located in Building 2, room 2209, (650) 738-4270, and on the Skyline College website."

PLAN AHEAD/PAY AHEAD POLICY:

Students who do not pay their fees well before classes start will be dropped from their classes. Check the Skyline College website for the drop date each semester. A [Fee Payment Plan](#) is available, which allows you to pay your fees over a specific period of time and not be dropped from your classes. Please go to the Financial Aid office in Building 2 for more information.

TENTATIVE SCHEDULE (subject to change)

Week 1 & 2: Orientation, placement, introductions, review of study skills

Weeks 3 - 6: Reading of articles & *Ishmael*. ESSAY #1. Info. Literacy Workshops

Weeks 7 - 9: Reading of articles & *earth*. ESSAY #2. Seminar #1.

Week 10: Midterm Exam & Grade Conferences.

Weeks 11 – 15 : Continue with *earth* & articles. Films/videos. ESSAY #3.

Weeks 16 & 17: Seminar #2. ESSAY #4. Prepare for Final Exam.

Final Exam: Tuesday May 21 – 8:10-10:40

IMPORTANT COLLEGE DATES:

February 3 – Last day to drop without appearing on your record

March 1 – Last day to apply for a degree or certificate

April 25 – Last day to withdraw from a course

April 1-7 – Spring Break – no classes

May 18-24 – Final Exams – no regular class sessions

Essay #2: Research/Illustration

In this essay you will research the impacts of climate change (also referred to as global warming) on oceans and beaches. You must bring in **concrete data and projections** from researchers, environmental scientists and others, credible experts in this field, to illustrate the different ways in which the ocean, the shore and adjacent areas will be transformed in 5, 10, 20 years as a result of climate change. You should include some pertinent examples of changes that have already been documented.

You must refer back to the specific beach you wrote about in Essay #1 to make your discussion and analysis more meaningful. Use **specific examples and details** to illustrate the impacts of rising temperatures on the beach you wrote about in your first essay. You may, if you choose, use one or two sentences, or insights, from your previous essay to help illustrate your points. At the same time, discuss these impacts generally as they will be experienced in many other locations along the Pacific Ocean, as well as other oceans around the globe.

You are required to do the following in this essay:

1. Include research data about the specific impacts of climate change on the ocean, beach, and adjacent communities, both current and projected.
2. Refer to the specific location of your first essay as an illustration.
3. Weave in two (2) or more relevant quotes from *Ishmael*.
4. Include two (2) or more relevant quotes from your research, combined with information you have paraphrased.

The essay must be 4 ½ - 5 pages long, using MLA documentation with parenthetical documentation and a works cited page at the end of the essay. We will spend two class sessions at the library in the **Information Literacy Workshop (9/20 & 9/22)** where you will learn/practice skills that will be helpful in doing your research and writing your essay. We will also go over questions about documentation, format, etc. in class.

Rough draft due for peer response: Tuesday October 4
Revised essay due for grade: Tuesday October 11

As always, you must have a cover page with an original title and a carefully proofread and edited essay on 10/11. To get credit on 10/4, you must have 4 pages minimum with a beginning, middle and end so that the peer review process is successful.

ENGL 110

**COMPOSITION, LITERATURE, AND CRITICAL
THINKING**

ENGLISH 110AG COURSE SYLLABUS
Fall 2012

English 110AG (CRN #89126) - Composition, Literature, and Critical Thinking (3 units)

Class Meeting Days/Times/Room: T/Th 11:10 a.m. to 12:25 p.m.; Rm. 8224

Professor: Nina L. Floro

Office Location: Bldg. 8, Rm. 8210

Office Phone: (650) 738-4414

E-mail: floro@smccd.edu

Web Address: <http://www.smccd.edu/accounts/floro>

Office hours:

- Monday – 11:30 a.m. to 12:30 p.m. (by appointment only)
- Monday – ***in Writing Lab/Learning Center (Bldg. 5) from 9:00 -11:00***
*** **Writing Lab hours require enrollment in LSKL 853 (CRN #91214) for a minimum of .5 unit. Students wishing to use Writing Lab/Learning Center resources are highly advised to enroll in LSKL 853 as soon as the semester begins.**
- Tuesday/Thursday – 1:00 p.m. to 2:00 p.m. (by appointment or drop in)
- Wednesday – 10:00 a.m. to 12:00 p.m. (by appointment only)

NOTE: Students who make appointments in advance during times listed above will receive priority. Other office hours may be arranged by appointment only.

Required Textbooks and Materials:

- *A Little Literature* (Eds. Barnet, Berman, Burto, Cain—Pearson/Longman Publishers)
- *Sula* (by Toni Morrison)
- *Othello: The Moor of Venice* (by William Shakespeare—found in *A Little Literature* or purchase a pocket-sized version)

Optional Handbook:

- *The Little Brown Handbook Brief Version*, 3rd ed., (Ed. Aaron)

Course Prerequisites:

English 100/105 with a C or better is required for enrollment in English 110.

Course Description:

English 110 is a 3 unit UC/CSU (A2, A3, C2) transferable course that is designed to introduce students to the major imaginative genres of poetry, drama, and fiction from diverse cultural sources and literary critical perspectives. Students will write analytical essays, employing methods of literary analysis and demonstrating critical thinking skills appropriate to a college-level writing class.

Students will be expected to write a total of approximately 8,000-10,000 words in critical essays, using various methods of literary analysis, extensive research, and demonstrating skill in critical thinking.

Student Learning Outcomes:

At the end of the semester, students will be able to:

- Write coherent, well organized, and analytical essays appropriate to the second semester transfer level based on the study of various literary genres. Essays should employ advanced critical thinking strategies as well as conventions of scholarly discourse.
- Analyze, interpret, evaluate, and distinguish between various literary genres and their elements.
- Utilize literary critical theories and more advanced research to illuminate various literary works.

Instructional Methods:

Group work, discussion, lecture/demonstration, presentations, and individual activities will all be combined as methods of instruction used in this course. Students will be expected to work in small groups, as a class, individually, and with the teacher in order to develop the skills necessary for writing effective analytical/critical compositions. Additionally, students will be required to use on and off-campus resources (office hours, libraries, writing labs, tutors, etc.) to enhance their writing skills and learning experiences.

Sequence of Lessons:

Class lectures, demonstrations, assignments, and activities are designed to build the skills necessary to move towards subsequent units of the course. Although revisions to the schedule may be made because of class needs, below you will find a tentative sequence of units that will be covered during the semester.

- **Unit #1:** Elements of Short Fiction (Essay #1)
- **Unit #2:** Introduction to Literary Critical Theory
- **Unit #3:** The Novel (Essay #2/Research Paper)
- **Unit #4:** Poetry (Essay #3)
- **Unit #5:** Drama (Essay #4)

Course Requirements:

- **Essays** will be a way for you to explore, interpret, and discuss issues and themes from the literature that we read. This type of writing will allow you to look at specific literature in depth and to form and support a thesis that you have about the literature. **You must write 4 essays, each ranging from a minimum of 3 to 6 typed pages. Essays not submitted WILL RESULT in a "D" or "F" semester grade, no exceptions.** Specific due dates, essay topics, criteria, and other essay assignment information will be distributed approximately 1-2 weeks prior to the final draft due date of each assignment.

You will always be required to type a complete first draft (worth up to 20 points) for each essay. On first draft due dates, you will receive feedback from your classmates on your essay drafts, and you will then find ways to revise your essays. **Students who are absent or who have no essay on first draft due dates will receive a 0 (no credit) for the draft on that day. These students must still write a first draft and seek feedback on these drafts outside of class.** Drafts **WILL NOT** be accepted via e-mail or fax. **Please remember, however, that you must ALWAYS write a first draft AND a final revised draft in order to complete the entire essay assignment for the possibility of full credit.**

Final draft packets are normally due within 5-7 days after the first draft due date. **Complete essay packets (with feedback sheets, first drafts, and final drafts) must ALWAYS be submitted on time for the possibility of full credit. Essay final draft packets without a complete first draft will receive a 20-point deduction from the final draft grade.** Just like first drafts, final drafts **WILL NOT** be accepted via e-mail or fax. In order to be considered "on time," **a final draft packet must be submitted by the end of roll call on the day it is due.** An essay received after roll call will immediately receive a 3-point deduction and will continue to receive a 3-point deduction for EACH ADDITIONAL day late, including non-class days and weekends. Students will be allowed to use one "late pass" that will entitle them to turn in a late final draft packet up to one week late without penalty. A late pass cannot be used for Essay #4 (the last formal essay of the semester). Only Essays #1 and #2 may be revised for a higher grade. Essays that have lost points due to penalties will still have those penalty points deducted from a revised essay grade. Students wishing to rewrite their essays are required to arrange a one-on-one conference with Prof. Floro within a week of receiving their graded essay; otherwise, the rewrite option will be forfeited.

- **2 exams (1 midterm and 1 final)** will be given. Each exam will involve writing that requires you to demonstrate your ability to analyze and think critically about literature as well as to apply literary concepts we have covered in class. **No make-up exams will be given unless arranged with me at least 3 days prior to the scheduled exam date.**
- **Reading journals** will allow you to explore issues and ideas that you have encountered in the literature that you read. Beginning Week 2 of the semester, you must **complete one reading journal each week.** Please refer to the "Reading Journal Guidelines"

handout for specific instructions on how to write your journal entries, and check your weekly assignment schedule for specific journal due dates. **Late journals will receive a 1-point deduction for each day late Untyped journals will also receive a 1-point deduction.** Reading journals **WILL NOT** be accepted via e-mail or fax unless arranged in advance.

- **Quizzes, exercises, and other homework** will be given regularly and will cover reading assignments, class discussions, and lectures. Pop quizzes will normally be given within the first 10 minutes of class and are designed to test basic knowledge of the readings and ideas covered in class. **No make-up pop quizzes will be given.** **Homework/exercises WILL NOT be accepted via e-mail or fax unless arranged in advance.**
- **Group work and participation** credit will be given for class/group activities, peer feedback/draft sessions, in-class writing and exercises.
- **A major literary project/presentation** is required. This project/presentation will require you to work collaboratively with other class members to creatively interpret a particular work we have studied in class. You will work in a small group of 3-4 students to accomplish this task.

NOTE: Expect to spend an **average of 1-2 hours per day on English 110 assignments.** Most of this will be in the form of reading, journal writing, and essay assignments.

Grading Standards for Essays:

- **"A" essay: Excellent.** The essay engages the reader in a thoughtful, insightful, and sophisticated response to the assigned topic. A clear, meaningful thesis (central idea) is present and supported by specific details, relevant examples, and thought provoking analysis. The ideas in the essay are well organized, coherent, and unified. There are no significant errors in spelling, grammar or punctuation, and the essay adheres to all the standards in writing, including grammar, punctuation, spelling, formatting, and documentation.
- **"B" essay: Good.** The essay fully addresses the assigned topic in an insightful and thoughtful manner. The central idea (thesis) is supported with clear and relevant examples but may include some information that drifts off point or ideas that may not be fully developed. Competence in grammar, punctuation, spelling, and other written standards (as mentioned in "A" above) is demonstrated, but some errors are present enough to be noted.

- **"C" essay: Acceptable.** The essay addresses the assigned topic in a thoughtful but perhaps underdeveloped, disorganized, and/or incoherent manner. The central idea (thesis) is apparent but may not be supported by sufficient details, examples, and/or explanations. Errors in grammar, spelling, punctuation, and/or other written standards occur frequently enough to distract the reader from essay's ideas.

- **"D" essay: Unsatisfactory.** The essay only minimally addresses the assigned topic and/or may seriously lack in sophistication, organization, and/or depth in its ideas. The central idea tends to be unfocused, incoherent, and/or may not be supported by detailed examples and developed explanations. Errors in grammar, spelling or punctuation are excessive and distract the reader from the writer's ideas.

- **"F" essay: Not acceptable/failing.** All in all, an essay at the "F" level reveals ideas that do not demonstrate a sophisticated, planned, logical level of thought and appears to be more like a draft or free-written journal that does not follow the conventions of acceptable, college essay standards. The "F" essay does not address the assigned topic, has no clear main idea and/or supporting ideas, and/or is seriously underdeveloped (far short of the required number of assigned pages), thus not meeting the minimum requirements.

Semester Grades:

Your course grade will be based on the grades and/or credit you receive for the requirements listed above. The percentage breakdown will be as follows:

- | | |
|---|-----|
| • Essays (#1-3 at 100 pts. each; #4 at 150 pts.) | 60% |
| • Midterm Exam (given between Weeks 9-11) | 10% |
| • Final Exam (see exam date/time in “Important Dates to Remember”) | 10% |
| • Journals, quizzes, first drafts, and other homework | 10% |
| • In-class participation and group work, in-class exercises, in-class writing | 5% |
| • Literary group project/presentation | 5% |

NOTE: All major writing assignments and exams must be satisfactorily completed with an average grade of "C" or better in order to receive a passing course grade of "C" or better. **An incomplete essay or exam WILL result in a semester grade of "D" or "F."** **NO EXTRA CREDIT work is given during the semester, and no make-up work for missed/late assignments is allowed unless arranged with me in advance.**

Attendance:

Regular attendance and being in class on time will be an extremely important factor in successful completion of English 110, as assignments, topics on writing, literature, critical theories, new strategies for writing, and so forth will be presented in class. Whenever you are absent, contact a classmate or me to get an update on the assignments/topics for the day; also, arrange with a classmate to make copies of his/her notes for that day. You must turn in your past due assignments on the day you return from an absence. As soon as you know of an absence, touch base with me by phone or e-mail about assignments that are due.

Roll is taken at the beginning of every class. If you are not present when roll is called, you will be marked absent; however, if you arrive within 10 minutes after class begins, see me immediately after class to clear your absence and change it to a tardy. Every 4 tardies will count as 1 absence. Any student missing more than 10 minutes of class for any reason will be marked absent for the day. Students who have more than 4 absences (for M/W classes) risk being dropped from the course. Students with excessive absences and/or tardies are likely to notice a negative impact on their learning and their grades.

NOTE: You are responsible for withdrawing from courses you no longer wish to attend. Failure to complete the withdrawal process will result in an "F" grade in this course.

Plagiarism/Cheating:

No plagiarism or cheating of any kind will be tolerated. Both are very serious offenses and will lead not only to an automatic "F" on the assignment but also to appropriate disciplinary action. **Plagiarism is the act of taking another person's work, writing, and/or ideas and using them as if they were your own.** This material could be something that you have copied directly or paraphrased (rephrased in your own wording) from another paper, book, article, magazine, television show, the Internet, and so forth, or it could be material that someone else has written for you. Cheating on tests, homework, and other class assignments or activities is dishonest and improper conduct. **Cheating is an act of deception and fraudulently obtaining of someone else's work, answers, etc.**

Classroom Behavior:

You will at all times be asked to show appropriate behavior while a member of the class. Consideration and respect towards others in class is expected. This means **absolutely no offensive or disruptive behavior** will be tolerated and that your full attention is given to whatever class activity is taking place. Once class begins, there will be no coming and going as you please. If you must leave early, be courteous enough to make arrangements with me

beforehand. Having a peaceful and respectful classroom environment will give us a comfortable and safe place to learn and share new ideas.

Technology Policy:

Cell phones, text messaging devices, pagers, and all other electronic devices must be turned off prior to class and “invisible” during class. Students wishing to use their laptops/electronic tablets to take notes must inform me in advance and sit in areas designated for laptop/tablet usage. Anyone found using electronic devices other than for class purposes will have their use privilege taken away. Students who use technology in a way that is inappropriate, distracting, or disruptive to the learning process will be disciplined accordingly.

Other Notes:

- To ensure the highest possibility of success in the class, it is highly recommended that students work closely with a tutor/teacher in the Writing/Reading Lab (in the Learning Center) by enrolling in LSKL 853. This supplemental .5 unit (pass/no pass) course will give you access to all kinds of tutoring and resources (not just for English) in the Learning Center.
- In coordination with the DSPS office, reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the DSPS office at 650-738-4280.
- **Check your SMCCCD e-mail** account daily for updates and announcements. Your professors and the college use your SMCCCD e-mail address to inform you about important deadlines, policies, schedule changes, and other critical information. Neglecting to check your college e-mail account may result in missed deadlines, announcements, notices and other information you may need to succeed.
- Please note that assignment/topic dates, requirements, and other course details are subject to change. Flexibility in meeting deadlines/requirements and understanding extenuating circumstances can be achieved through expressed verbal communication and discussion.

Important Dates to Remember:

- **August 20: Classes begin**
- **August 31: Last day to ADD** a semester-length course
- **August 31: Last day to DROP** a semester length course w/eligibility for a partial refund
- **September 1-3: No classes** – Labor Day break

- **September 10: Last day to DROP** a semester length course w/out a “W” on your transcript
- **October 5: Last Day** to apply for a degree or certificate
- **November 10-12: No classes**—Veterans’ Day break
- **November 16: Last day to DROP** a semester length course w/a “W” on your transcript
- **November 22-25: No classes** – Thanksgiving Holiday break
- **December 13 (Thursday): Engl 110AG Final Exam—11:10 a.m. to 1:40 p.m.**

English 110AG (Floro)

WRITING ASSIGNMENT #4 : *Othello* Essay (150 points)

DUE DATES: Thursday, 12/13 (day of final exam) by 11:10 a.m.—Final draft (minimum 5 pages in addition to a Works Cited page)

NOTE: Essays received more than 30 minutes after the final exam begins will receive an automatic 10 point deduction. No late essays will be accepted after the final! No exceptions.

Your last formal essay for this semester will involve writing an **essay of at least 5 pages in which you write about one of the essay topics below.**

NOTE: Quote the lines from *Othello* as if you were quoting a poem. Include the act number, scene number, and the line numbers that you are referencing (for example—Shakespeare 2, 1, 23-30 or II, i, 23-30). Finally, remember that you must include a Works Cited page that accurately cites your copy of Shakespeare’s *Othello*.

ESSAY TOPICS

- 1) What role does race play in the way Othello perceives himself and his “place” in Venetian society? Would you say that *Othello’s* race is the main reason for his downfall? Why or why not? Discuss the issue of race in *Othello* and argue whether or not you think it is the primary reason for his downfall. Be sure to argue your position with strong reasoning/insight, explanations/analysis, and specifics/details from the play.
- 2) What would you argue is Othello’s most prominent tragic flaw (character weakness)? How is this flaw depicted in the play, and how does it contribute to Othello’s downfall? Keeping in mind Aristotle’s ideas about tragic heroes and tragic flaws, discuss what you believe to be Othello’s tragic flaw and how and why this flaw leads to his demise. Remember not confuse Othello’s tragic flaw with the separate issue of his excessive pride. Be sure to argue your position with strong reasoning/insight, explanations/analysis, and specifics/details from the play.
- 3) Do you believe that Othello and Desdemona’s marriage was doomed to fail from the start? Why or why not? Discuss the nature of Othello and Desdemona’s relationship/marriage and whether or not the marriage could have survived despite the circumstances and environment given in the play. Be sure to argue your position with strong reasoning/insight, explanations/analysis, and specifics/details from the play.

Your final draft will be graded on the following:

- 1) **accurate and appropriate** use of supporting details/specifics from *Othello*
- 2) **insight, sophistication, completeness, and persuasiveness of your discussion**
- 3) **supporting ideas and development** of your points as they relate to your thesis/main argument
- 4) **unity** of ideas (Ideas, thoughts, analysis, reactions and so forth must stay focused on your thesis.)
- 5) **coherence** (All the ideas in your essay must be linked/connected.)
- 6) **organization** (Your ideas and support must have a logical order.)
- 7) **clarity** (Ideas, logic, sentences and so on must be clear.)
- 8) **spelling, mechanics, grammar, sentence structures and variety (No errors, please!)**
- 9) your own **original and creative title** for your essay
- 10) **accurate citations for quotations used** within your essay
- 11) an **accurate and correctly MLA Works Cited page** referencing *Othello* and any other sources you have decided to use

PART V – RESOURCES FOR TEACHERS

Below is a list of books which can help you with your teaching:

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| BOOKS: |
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Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey- Bass, 1993. Print.

Ballenger, Bruce. *Beyond Note Cards*. Boynton Cook Publishers. Portsmouth: N.H. 1999. Print.

Barkley, Elizabeth, Patricia Cross and Claire Major. *Collaborative Learning Techniques*. San Francisco: Jossey-Bass. 2005. Print.

Booth, Wayne C., Gregory G. Colomb and Joseph Williams. *The Craft of Research*. Chicago: University of Chicago Press. 2008. Print.

Dean, John. *Engaging Ideas*. San Francisco: Jossey-Bass. 2001. Print.

Groden, Suzy Q., Eleanor Kurtz, Vivian Zamel. *The Discovery of Competence: Teaching and Learning with Diverse Student Writers*. Portsmouth, N.H.: Boynton Cook. 1993. Print.

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass. 2003. Print.

Flippo, R. F., & Caverly, D. C. Eds. *Handbook of College Reading and Study Strategy Research*, 2nd edition. NJ: Routledge, Inc. 2008. Print

Greenleaf, Cynthia, Ruth Schoenbach and Lynn Murphy. *Reading for Understanding*. San Francisco: Jossey-Bass. 2012. Print.

McKeachie, Wilbert J. and Marilla Svinicki. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Boston and New York: Houghton Mifflin Co. 2006. Print

McNeil, John D. *Reading Comprehension: New Directions for Classroom Practice*. 3rd ed. New York: HarperCollins, 1992. Print.

Readence, John E. and Robert J. Tierney. *Reading Strategies and Practice: A Compendium*. 6th ed. Boston, New York and San Francisco: Pearson. 2005. Print.

Walvoord, Barbara E. Fassler, and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass, 1998. Print.

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| JOURNALS AND OTHER MATERIALS: |
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Council of Writing Program Administrators (General website)

<http://wpacouncil.org/>

- Recommended reading:
WPA Outcomes Statement for First Year Comp. April 2000, Amended July 2008.
<http://wpacouncil.org/positions/outcomes.html> (can also be downloaded as a pdf).

Policy Analysis for California Education (PACE) – (General website)

<http://www.edpolicyinca.org/publications/working-papers>

PACE Recommended readings:

- Grubb, Norton. "Developmental Students: Their Heterogeneity and Readiness." Policy Analysis for California Education Working Paper. PACE. 2012
<<http://www.edpolicyinca.org/publications/working-papers>>
- Grubb, Norton. "Understanding the 'Crisis' in Basic Skills: Framing the Issues in Community Colleges." Policy Analysis for California Education Working Paper. PACE
<<http://www.edpolicyinca.org/publications/working-papers>>

Robinson, William S. "Towards a Theory of Error." *Teaching English in the Two Year College*. NCTE, v26 n1 p50-60, Sept. 1998. – available through ERIC

at http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ573270&ERICExtSearch_SearchType_0=no&accno=EJ573270 and through the web free at http://jonsenglishsite.info/Pedagogy%20articles/Bill_Theory_of_Error.htm .