

**Course Code & No. - Section:** Eng 101-2  
**Course Title (Credits):** Freshman Composition: The Individual and Society  
**Term & Year:** Spring 2016  
**Course Ref. No. (CRN):** 10102

**Instructor:** Carolina Talatinian  
**Phone(s):** 407-435-2011  
**Email:** Ana\_Carolina@snceagles.sierranevada.edu  
**Office:** PRIM LIBRARY  
**Office Hours:** Please make appointment.

**Class Meeting Time:** MW 2:30 p.m. to 3:45 p.m.  
**Location:** Patterson 207  
**Prerequisites:** Placement test

### Course Description:

This course explores the dynamic relationship between individuals and the society in which they live, with attention to the resulting connections, conflicts and compromises that occur. Examination of themes and techniques in assigned reading is emphasized to develop evaluation, analysis, synthesis and critical thinking skills. Weekly written work, in class discussions, essays, research writing and a portfolio documenting revisions are required.

Writing is more than, simply, a necessary set of skills. It is a way of seeking ourselves, situating each of us within the world we create through language, exploring and defining our humanity through the written word. This realization is the engine that drives this course. Knowing that writing matters, that the words on the page are a momentary representation of a transient truth, a way of looking at and understanding the world unique to the writer, makes the opportunity to become a better writer an extremely valuable one. It also means that the well of subjects about which one can write is deep, that the ways of exploring these topics are many and multi-faceted, and that the sophistication of the work produced is only limited by a writer's skill and commitment. When we write, we are, after all, delving into the lives and psyches of a most complex creature, one's self.

But there are no shortcuts to becoming a skilled, thoughtful, and critical writer. The path to success in writing is to write, and write some more. In this class you will be asked to write 5 major essays of 3-6 pages each, each with a specific purpose in mind, and each leading logically to the next. Additionally, you will be required to write 12 annotated bibliography entries of 1 to 1.5 pages each. By working through your own writing process, struggling to create genuine, critical work through your examination of society and your place in it, I expect both your skills as a writer and your ability as a critical thinker to increase. We all write differently; we all think differently. Your task will be to use the information and opportunities this class provides, the feedback you receive in workshops, and the indirect and direct lessons contained within our readings and discussions, to figure out what works for you - what helps you write with clarity, power, and nuance - and take this knowledge with you into the rest of your academic career.

### Course Requirements:

- 1) **Five papers of 3-6 pages in length each.** Papers must be typed using a standard font, formatted in twelve-point type, and double-spaced. Since we will often be using class time to workshop your papers, drafts must be complete when due.
- 2) **Annotated bibliographies for each reading from Norton and small group and/or class discussion of your bibs.** Like your papers, your bibliographies should be typed using a standard font and twelve point type. I will collect your first round of bibs mid-way through the semester, and the totality of your entries with your portfolio at the end of the semester. Each entry should be at least one page in length, typed, double-spaced.
- 3) **A grammar mini-lesson.** Each student will be responsible for researching and teaching a grammar mini-lesson. Topics will be assigned randomly through a drawing at the beginning of the year. Topics will be presented in a sequence I choose. Grammar mini-lessons will be presented thought the term.
- 4) **Participation in peer workshops.** We will spend time in class work-shopping your essays. Training and instruction in evaluating peer work will be provided, and careful, critical comments on classmate's papers are expected.
- 5) **Consistent, substantive participation in class discussion.** I expect students to have read assigned works and to offer opinions about them in class. While participation can take many forms, including active listening, I also expect students to speak up regularly as well. I reserve the right to call on the silent.

- 6) **Moodle writing assignments throughout the semester.** Some during class, some as homework. Make sure you bring your laptop to class. Moodle grades will not be based on grammar or usage, but rather on the sophistication of thought and analysis present in your work.
- 7) **Midterm Exam.** This will be an in-class, timed writing exam.
- 8) **Exams and quizzes** on literature read for class.
- 9) **A final portfolio due the last day of class.** Your portfolio will consist of: final revisions of two papers of your choice other than Essay 4 (as well as the earlier drafts of those papers), your bibliographies, a short (one page or so) reflective essay identifying and commenting on a significant element of your own writing process, and a final, revised version of Essay 4 and its revisions.

### **A Word About Grammar:**

Grammar. Nobody likes the word, but *everybody* needs to know it. The study of grammar, however, is not the study of writing; to learn grammar is not to learn to write. But without a firm grasp on how to manipulate language to your own terms, whether that grasp is one you hold as a natural result of reading, listening, and speaking an entire life's worth of words, or through a systematic and conscious study of the inner workings of written language, you will find yourself at a distinct disadvantage, both as a writer and as a thinker. This class is not a class on grammar, but grammar instruction is woven throughout in the form of mini-lessons taught by you – the students. We will participate in grammar and usage exercises throughout the semester in order to further our understanding of grammar.

### **Assignments and Grading:**

The assignments in this class are designed to provide a systematic avenue for you to increase your skills as a writer and critical thinker. Each assignment has specific purposes and goals in mind. The portfolio, your final assignment, is designed as a vehicle for you to use all of the skills you have gained throughout the semester. Your grades will be assigned as follows:

5% (50 points) - Grammar mini-lesson. Each of you will be required to prepare and teach a mini-lesson on a grammatical concept. We will conduct a drawing during the first class period to determine your grammar topic. Dates for presentations will be assigned by me.

5% (50 points) - Moodle and other miscellaneous writing assignments. Some of these will be in class assignments, some for homework. These will not be graded for grammar, syntax, etc., but rather on the effort and thought you put into them. Be bold.

10% (100 points) - Midterm – timed writing exam.

10% (100 points) - Exams and quizzes (other than the midterm).

10% (100 points) – Initial Essay (before revision and submission in final portfolio)

20% (200 points) - Attendance and participation. Consistent and thoughtful participation in class discussions and workshops is expected, as well as careful and thorough reading of materials.

20% - (200 points) - Annotated Bibliographies. Please provide a brief (approx. 1 page double-spaced) annotation for each Norton Anthology reading assigned. I will collect and respond to your bibs at three points in the semester to give you feedback: after your first bib, midway through the semester, and as part of your final portfolio. Bibliographies are designed to strengthen your ability to summarize and speak back to ideas and, ultimately, practice skills needed for your final research paper. Generally speaking, your annotated bibliography should do the following:

**Summarize:** What is the point of the piece? The main arguments? The thesis? What topics are covered? If someone asked what this article is about, what would you say?

**Assess:** How does it compare with pieces you've read on similar topics, or other pieces we've read for class? What is the goal of this piece? Does this piece participate in a conversation or debate of which you are currently aware? In what way?

**Reflect:** How does the piece fit into your understanding of its topic? How was this piece helpful to you? Has it changed or refined how you think about this topic? What further connections can you make? What further questions can you ask?

20% (200 points) - Your Final Portfolio of work, which will include two essays of your choice, your bibs, a reflection, and Essay 5. You may revise the pieces you choose submit as often or as extensively as you want throughout the semester. Include *all* revisions and drafts of every paper you submit. Papers will be graded throughout the term, but only papers included in your final portfolio will be counted toward your final grade. At the end of the semester, each student will submit 3 papers (these could be the three you

submitted for your portfolio, or any combination of portfolio pieces and non-portfolio pieces) for consideration of publication into our class, web-based anthology of student work. Student editors will work together to select one paper from each student for publication in the appropriate category. More details will be forthcoming as this time of the semester approaches.

Please take advantage of writing tutors and the tutoring center!

**The College Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

**The College Core Themes:**

Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

**Expectations:**

Students will be active class participants, showing respect to all members of the class. Students will review student handbook policies on plagiarism and will present only their own work to our community. Students will do their best work, and will communicate with the instructor if having difficulties.

**Student Outcomes:**

On successful completion of this course, a student will be able to:

- Use writing to examine his or her concept of self and its relationship to society.
- Participate in the ongoing scholarly conversation of academic writing by questioning and challenging others' opinions using evidence from academic texts to support the position taken
- Summarize, evaluate, and analyze professional writing.
- Discover and strengthen his or her own writing process
- Edit and revise his or her own written work
- Provide thoughtful, insightful, and knowledgeable input about the written work of peers
- Understand college-level reading and integrate that understanding in his or her writing by responding to and analyzing texts
- Gain control of rhetoric and written language in order to successfully argue for a specific outcome or opinion
- Effectively use grammar knowledge and editing skills to refine his or her writing
- Write a well organized, thoughtful college-level research paper using MLA citing and multiple academic sources

**Methods of Assessing Student Outcomes:**

Tools for assessment include essays, in class writing, formal papers, online postings, class discussions, group work, presentations, attendance, participation, exams, and a portfolio of revised work.

**Required Texts and Materials**

1. *The Norton Reader 13<sup>th</sup> Edition*, Peterson, Linda H. et al., eds. 2012.
2. *The Little Brown Compact Handbook*, Jane Aaron, 7<sup>th</sup> Edition, Pearson/ Longman.
3. *Into the Wild*, Jon Krakauer, Anchor Books Edition 2015.
4. Various articles provided during the semester on Moodle and as handouts.
5. Laptop computer (one that meets the published SNC Laptop Requirements).

**Prim Library Resources:**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for English 101: Writing and the Environment include, but are not limited to:

1. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, Environment Complete, General Science Collection, GreenFILE, Health Source, Newspaper Source, Sustainability Reference Center, GREENR, Current Issues Environment, CQ Researcher and others depending on topic.

2. Hardcopy periodicals: Prim Library has current subscriptions for Science, New Scientist, Science News, and National Geographic Magazine. Any of these are likely to have articles on your term paper topic. Full-text articles from many more periodicals are available through the electronic databases.
3. Hardcopy texts: Prim Library has a large resource of texts related to environmental and local social issues. Students are encouraged to pick a hardcopy text to use in research. It may be necessary to utilize interlibrary loan to locate an appropriate text.
4. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

#### **Attendance:**

Because this class is largely based on attendance and participation, students are expected to attend every class. Each class will be interactive and different. Attendance is a significant part of the grade for this class. **Please be on time**. Chronic lateness is disrespectful of our class community and will adversely affect a student's grade. If a student is absent, **work due on that day is still due**. All work is due when the class begins. Some absences (cleared in advance) are excused and do not adversely affect students' grades. These include absences followed by a note from a medical facility identifying you were under medical care on that day at that time, and absences resulting from attending school-related trips, but **they must be cleared in advance**. Other absences may be excused if the situation warrants, and it is the student's responsibility to see me to discuss the nature of the absence and to make up the class before the missed class or immediately after. The student must communicate with me about an action plan for making up missed content. The best policy is to come to class regularly and communicate with me if there is an excusable reason for an absence. Five unexcused absences will lower the student's final grade by one letter grade. With more than six absences, a student will not be able to pass the class.

#### **Class Requirements:**

Students will be required to do a significant amount of reading, writing and revising. Students are responsible for all material covered during the course whether handed out in class, discussed in class, read as an assignment, or disseminated in any other way. Online writing assignments will include responses to films, prompts, student work, and readings from our anthology and other sources. There will be no formal final exam, but that time will be used for student editors to select pieces for the final class publication. Make sure you keep all of your writing pieces (with comments) throughout the term. Do not lose them; they will be an integral part of your final portfolio.

#### **Sanctions for Cheating and/or Plagiarism**

##### **The Honor Code:**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration, and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

##### **Consequences of Violating the Student Honor Code:**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

**1<sup>st</sup> Offense:** Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

**2<sup>nd</sup> Offense:** Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

**3<sup>rd</sup> Offense:** Student is expelled.

**ADA Accommodations:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

**The SNC Email System:**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

**Tentative Course Schedule:**

Note - This schedule provides a general plan for this course. **Alterations may be necessary and students will be informed when changes in assignments are made.** Students are responsible for the material covered and announcements made during all classes.

Date	Class Plan	Assignment Due
1/20 Wed.	Introductions and intro to course Books – “Norton”, “Into The Wild”, “The Little Brown Handbook”. Discussion – Previous experiences with English. Discussion – Academic Writing and expectations. Discuss Annotation. Discuss Bibs- Summary and Analysis.	
1/25 Mon.	Sign up for Moodle. Discuss “The Poisoned Fish.” Drawing for mini-lessons. Introduce Essay 1 – Narrative	Reading - “ <i>The Poisoned Fish</i> ” Writing - Bib 1 – “ <i>The Poisoned Fish</i> ” Turn in annotated copy.
1/27 Wed.	<b>Mini-lesson #1 and #2</b> Discuss “Shitty First Drafts” In-class writing: reflection. Brainstorm/Pre-write for Essay 1.	Reading – “Shitty First Drafts” Turn in annotated copy.
2/1 Mon.	<b>Mini-lesson #3</b> Discuss “Working at Wendy’s” Work-shop draft Essay 1.	Reading – “ <i>Working at Wendy’s</i> ” Writing – Bib 2 – “ <i>Working at Wendy’s</i> ”
2/3 Wed.	Questions about Essay 1 draft Comment on marking and correction of grammar on essays. Work on Draft. In-class reading “Into the Wild.”	Writing – <b>Essay 1 draft due</b> <b>Bring “<i>Into the Wild.</i>”</b>
2/8 Mon.	<b>Mini- lesson #4 and #5</b> Discuss “Into the Wild” (1-3)	Writing - <b>Essay 1 due</b> Reading – “Into the Wild” (Chapters 1, 2 and 3)
2/10 Wed.	<b>Introduce Essay 2 –Tangent</b> Discuss Tangent Discuss “ Under the Influence”	Reading – “ <i>Under the Influence</i> ” Writing - Bib 3 – “ <i>Under the Influence</i> ”
2/15 Mon. No classes: President’s day		

2/17 Wed.	<b>Mini-lesson #6 and #7</b> Free-write/Discuss <i>"Into the Wild"</i>	Reading – <i>"Into the Wild"</i> (Chapters 4, 5 and 6)
2/22 Mon.	Discuss <i>"Strangers"</i> Comma rules (Part 1).	Reading – <i>"Strangers"</i> Writing - Bib 4 – <i>"Strangers"</i>
2/24 Wed.	<b>Mini-lesson #8</b> Discussion <i>"Into the Wild"</i> Comma rules (Part 2)	Reading – <i>"Into the Wild"</i> (Chapters 7, 8 and 9) Read and bring <i>"The Little, Brown Handbook"</i> (444 – 465)
2/29 Mon.	Discuss <i>"Immigration is Our Problem"</i> Workshop Essay 2 Pre-write, organize. Prepare for Midterm – Thesis, topic sentences, supporting sentences.	Writing - <b>Essay 2 Draft</b> Reading – <i>"Immigration is Our Problem"</i> Writing - Bib 5 – <i>"Immigration is Our Problem"</i>
3/2 Wed.	<b>Mini-Lesson #9 and #10</b> Read from Essay 2 Discuss <i>"Into the wild"</i> Prepare for Midterm – Review thesis, etc. Do thesis worksheets. Worksheet on Comma rules.	Writing - <b>Essay 2 due</b> Reading – <i>"Into the Wild"</i> (Chapters 10, 11 and 12)
3/7 Mon.	Discuss <i>"Is Google Making us Stupid?"</i> Questions on Midterm.	Reading - <i>"Is Google Making us Stupid?"</i> Writing - Bib 6 – <i>"Is Google is Making us Stupid?"</i>
3/9 Wed.	<b>Midterm Exam</b> – Midterm grades based on test result, first two essays, and first set of bibs (5)	
3/14 Mon. – 3/16 Wed: <b>SPRING BREAK</b>		
3/21 Mon.	<b>Introduction to Argument Unit</b> Logos, Pathos, Ethos	Reading - Logos, Pathos, Ethos (handout)
3/23 Wed.	<b>Mini-Lessons #11 and #12</b> Argument Unit –Day 2 Analysis of appeals in different texts. Discuss: <i>"How it feels to be Colored Me"</i>	Reading – <i>"How it Feels to be Colored Me"</i> Bib 7 – <i>"How it feels to be Colored Me"</i>
3/28 Mon.	Argument Unit - Day 3 Discuss - <i>"Into the Wild"</i> Introduce <b>Essay 3</b>	Reading – <i>"Into the Wild"</i> (Chapters 13, 14, 15)
3/30 Wed.	<b>Mini-Lessons #13 and #14</b> Argument Unit – Day 4 Discuss <i>"College is a Waste of Time and Money"</i> What is the tone of this essay? What is its thesis? What appeals are used?	Reading - <i>"College is a Waste of Time and Money"</i> Writing - Bib 8 – <i>"College is a Waste of Time and Money"</i>
4/4 Mon.	Discuss <i>"Into the Wild"</i> Introduce and begin sequence for <b>Essay 4</b> –	Reading – <i>"Into the Wild"</i> (Chapters 16, 17, 18)

	<b>Research Paper</b>	
4/6 Wed.	<b>Mini-Lesson #15 and #16</b> Thesis project for Essay 4 “What do I want to know?”	<b>Essay 3 Due</b>
4/11 Mon.	<b>FILM DAY: “Into the Wild”</b>	
4/13 Wed.	<b>Finish film “Into the Wild”</b> Discussion on film and adaptation. Discuss “the Trouble with Wilderness”	Reading — “ <i>The Trouble with Wilderness</i> ” Writing - Bib 9 – “ <i>The Trouble with Wilderness</i> ”  Essay 4 – find the question
4/18 Mon.	<b>Mini-Lesson #17</b> Tentative topic for Essay 4 In Class - “Finding the question” project Introduce Portfolio – Guidelines and Requirements. Discuss “In Defense of Prejudice”	Tentative topic for Essay 4 Reading – “ <i>In Defense of Prejudice</i> ” Writing - Bib 10 – “ <i>In Defense of Prejudice</i> ”
4/20 Wed.	Oral research report – informal, 5 mins per student. Discuss “Joyas Voladoras”	Bring research done on Essay 4 thus far Reading – “ <i>Joyas Voladoras</i> ”
4/25 Mon.	Workshop – Editing Introduce MLA works cited page	Writing – <b>Essay 4 - draft</b>
4/27 Wed.	Writing/re-writing/research day – in class	Writing – <b>Essay 4 - draft</b>
5/2 Mon.	Final Portfolio Submission – Printed and handed in.	Writing – <b>Final Portfolio including Essay 4</b>
5/4 Wed.	No Class – Finals Prep	
5/9 Mon.	<b>Final Exam</b> Discuss/return portfolios	<b>Final Exam</b>