

Introduction to Composition	Chris Anderson Fall 2014	ENG 85-1
<b>Course Code &amp; No. - Section:</b>	Eng 85 - 1	
<b>Course Title (Credits):</b>	Intro to Composition (3)	
<b>Term &amp; Year:</b>	Fall 2014	
<b>Course Ref. No. (CRN):</b>	80099	

<b>Instructor:</b>	Chris Anderson
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<b>Office:</b>	TBA
<b>Office Hours:</b>	TTh 11:30 p.m. to 12:45 p.m. Please make appointment.

<b>Class Meeting Time:</b>	MW 2:30 p.m. to 3:45 p.m.
<b>Location:</b>	Patterson Hall 211
<b>Prerequisites:</b>	Placement

### Course Description

This course focuses on the development of writing skills fundamental to expressing ideas, imagination and opinion within the academic arena. It includes intensive review of the sentence, with attention to organizing paragraphs and essays. Students will be encouraged to develop fluency in written expression, clarity of style, and proficiency in the use of the English language. Units do not count toward graduation.

### Required Texts and Materials

1. *Learn to Listen, Listen to Learn: Academic Listening and Note-Taking*, Level 2; Roni S. Lebauer
2. Various essays and other works provided by the instructor
3. A laptop computer that meets Sierra Nevada College's minimum requirements

### Expectations

Students are expected to be active participants, showing respect to all members of the class. Students will read and write daily. 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.

Students are responsible for all material covered during the course, whether it is handed out in class, discussed in class, read as an assignment, or disseminated in any other way. If you are absent, make sure you check with your assigned partner(s) to find out what information you missed that day.

Turn off your cell phone, iPod and all other distracting devices in the classroom. If we are using computers during class, you are expected to refrain from activities not related to the lesson (i.e. Web surfing, Facebook, YouTube, etc.)

### Student Outcomes

Students will become confident in writing academic papers with clear purpose, development, and organization and will also become proficient in English grammar. Students will also improve abilities in creative self-expression.

### Methods of Assessing Student Outcomes

- 1) Presentations, class discussions, and lecture comprehension
- 2) Quizzes and exams
- 3) Papers and in-class writings
- 4) Class attendance and participation
- 5) A final portfolio of revised work

### Instructional Strategies

This class will involve note-taking, activities related to note-taking and listening comprehension, formal and informal presentations, class discussions, quizzes, exams, and written work.

### Attendance

Students are expected to attend every class and arrive on time: 3 tardies = 1 absence, and 4 absences = a 10% deduction of final grade (i.e. a "B" becomes a "C"). Students who are absent 6 times or more (including accumulated tardies), will not pass this class. In every class period, points are awarded for in-class assignments and/or grades for quizzes. There are NO make-ups for these in-class points and quiz grades. On any day that you are absent, you will miss out on points toward your final grade. This is a seminar style class with student presentations and contributions becoming a part of class content. If a student misses a class due to illness or other, both the work due on that day and the material presented are the student's responsibility.

If you are absent, **work due on that day is still due.** It may be brought in by a classmate, but all work is due **when the class begins.** Some absences (cleared in advance) may be excused and will not adversely affect your grade. These include absences followed by a note from a medical facility identifying you were under medical care on that day and at that time, and absences resulting from attending school-related trips. ***It is the students' responsibility to discuss the nature of the absence with me.***

**Late assignments** will be graded down by 10% for EVERY CLASS PERIOD that the assignment is late. I do not accept “my computer died” or “the printer is not working” or “you must not have gotten my email” as an excuse for late assignments.

### **Class Requirements**

Students will be required to do a significant amount of reading, writing and revising. Please use a three ring binder to keep a copy of all written work and handouts (in addition to your electronic files). 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. Get a BIG binder. Quizzes, exams, and various writing assignments will be based on material covered during the course and cannot be made up without one of the excuses previously mentioned. Quizzes and exams will cover grammar skills as well as reading comprehension and in class writing assignments. The final exam will include a portfolio requirement. **Keep all drafts of written assignments for your portfolio.**

### **Information Literacy**

Using the library's resources effectively (not just the Internet) 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.

### **Grading Policy**

Grades are based on the accumulation of points during the semester, distributed in the following ways:

- 1) 5% Presentation
- 2) 10% Midterm
- 3) 10% Quizzes
- 4) 15% Final Exam
- 5) 20% Attendance and participation
- 6) 20% Reader responses and quick writes
- 7) 20% Final portfolio of work (which will include your revised essays – details will be provided in class)

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

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.

1st 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.

2nd 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.

3rd 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. In order to be sensitive to the specific needs of individual students and the class as a whole, alterations may be necessary. 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
8/18 Monday	Intro to Course What is this class about? Hand out syllabus What is a paragraph? Interviews	Paragraph – In class interview
8/20 Wednesday	Quick write (daily) Discuss reading #1 Discuss student writing	Reading #1 - How to Mark a Book Write: Response to Reading #1
8/25 Monday	Quick write Unit 1 – Learn to Listen. Review Language lesson 1	
8/27 Wednesday	Quick write <b>Quiz 1 – Language/grammar/usage</b> Discuss reading #2 Discuss student writing	Reading #2 – Notes from a Son to a Father Write: Response to reading #2
9/1 Monday	<b>No Class – Labor Day</b>	
9/3 Wednesday	Quick write Discuss reading #3 – moved to Monday Discuss student writing	Reading #3 Write: Response to reading #3 <b>EXTRA CREDIT for attending Nick Flynn: 7-9 p.m. on 9/5</b>
9/8 Monday	Quick write Unit 2 – Learn to Listen. <b>Workshop Essay 1</b>	Writing: <i>Essay 1, first draft</i>
9/10 Wednesday	Quick write Discuss reading #4 Discuss student writing	Reading #4 Write: Response to reading #4
9/15 Monday	Quick write Unit 3 – Learn to Listen. Language/grammar/usage	Reading: <i>Old School</i> <b>Writing: Essay 1 due</b>
9/17 Wednesday	Quick write <b>Quiz 2</b> Discuss reading #5 Discuss student writing	Reading #5 – Eating with Immigrants Write: Response to reading #5
9/22 Monday	Quick write Unit 4 – Learn to Listen. <b>Workshop Essay 2</b>	Writing: <i>Essay 2, first draft</i>

	<b>Assign Essay 2</b>	
9/24 Wednesday	Quick write Discuss reading #6 Discuss student writing	Reading #6 Write: Response to reading #6
9/39 Monday	Quick write Unit 5 – Learn to Listen. Language/grammar/usage	<b>Writing: Essay 2 due</b>
10/1 Wednesday	Quick write <b>Quiz 3</b> Discuss reading #7 Discuss student writing	Reading #7 Write: Response to reading #7
10/6 Monday	Quick write Unit 6– Learn to Listen. <b>Workshop Essay 3</b>	Writing: <i>Essay 3, first draft</i>
10/8 Wednesday	Quick Write Reading #8	Write: Response to Reading #8
10/13 Monday	Quick write Language/grammar/usage	<b>Writing: Essay 3 due</b>
10/15 Wednesday	<b>Midterm – In Class Writing</b>	
10/20 Monday	Quick write Unit 7– Learn to Listen. <b>Workshop Essay 4</b>	Reading: <i>Old School</i> Writing: <i>Essay 4, first draft</i>
10/22 Wednesday	Quick write Discuss reading #9 Discuss student writing	Reading #8 Write: Response to reading #9
10/26 Monday	Quick write Language/grammar/usage	<b>Writing: Essay 4 due</b>
10/28 Wednesday	Quick write <b>Quiz 4</b> Discuss reading #9 Discuss student writing	Reading #9 Write: Response to reading #9
11/3 Monday	Quick write Unit 8 – Learn to Listen. <b>Workshop Essay 5</b>	Writing: <i>Essay 5, first draft</i>
11/5 Wednesday	Quick write Discuss reading #10 Discuss student writing	Reading #10 Write: Response to reading #10
11/10 Monday	Quick write Unit 9 – Learn to Listen. Language/grammar/usage	<b>Writing: Essay 5 due</b>
11/12 Wednesday	Quick write <b>Quiz 5</b> Prepare for Presentations	
11/17 Monday	Quick write Unit 10 – Learn to Listen. Presentations	Presentations
11/29 Wednesday	Presentations	Presentations
11/24 Monday	<b>Thanksgiving</b>	
11/26 Wednesday	<b>Thanksgiving</b>	

12/1 Monday	Quick write Tying it Together	Prepare for Final
12/3 Wednesday	Quick write Tying it Together Review for Final	Prepare for Final
12/9-12/13	Final Exam TBA	Final Portfolio due