

**COMPOSITION I - ENGLISH 101:**  
**Your Story, Every Day**  
**Fall 2014**

**Section 3: Mon, Wed 1:00 – 2:15 p.m. TCES 206 CSC**  
**Section 4: Mon, Wed 2:30 – 3:45 p.m. PA 213**

Instructor: **Mark Maynard**

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**Required Texts**

- The Call to Write, Brief Sixth Edition by John Trimbur (Wadsworth Cengage)
- The Little Brown Compact Handbook, by Jane Aaron, 7th Edition, Pearson/Longman

**Recommended Materials:**

- Quick Study English: Grammar and Punctuation
- A good collegiate dictionary

**Course Outcomes and Assessment**

**ENGL 101 Student Outcomes:**

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

- Examine the dynamics of the individual and his/her place in society
- Analyze and evaluate work from peer and professional writers
- Review, practice and refine rhetorical approaches
- Edit and otherwise revise written work
- Refine and otherwise improve in areas of essay form and style, and control of grammar and conventions
- Practice and refine research skills

**Responsibility:** I do not *give* grades for this course. I assess the work you do to earn them. You are responsible for keeping your course materials organized, reading material, scheduling your own time to complete work, asking questions, coming to class prepared, and doing the assigned work. I will meet with you if you need help with an assignment or course material. I will respond to emails within 24 hours during the week, usually less.

I have designed the course with attention to best practices in composition pedagogy and a great deal of thought has gone in to helping you achieve all of the stated learning outcomes. You are responsible for setting high goals for yourself. I urge you to do so.

Your grade in the course is largely determined by the choices you make over the 16 weeks of this class. If you are concerned about your grade, there are numerous options to improve throughout the semester. There are many fewer options by the final weeks.

**Technology:** Turn off/or put on vibrate ANY electronic devices, specifically cell phones. No headphones conveying music are to be worn during class. Do not write or read wireless or text messages during class time.

Computers are susceptible to crashing and freezing; save your work frequently, always make backup copies, and allow for extra time. Printer malfunctions and inoperable disks are not acceptable reasons for missing class or for turning in late work.

**Moodle:** We will be using Moodle for this course in several different ways. First, as a live course assist – supplemental readings and other resources will be added to the class Moodle page on an ongoing basis. Second, there will be assignments specific to the Moodle site which will require your submission of assignments online, as well as your active participation in peer review, feedback and other online interaction. Finally, the Moodle site will be an effective way to double-check the status of your assignments. Please make sure that you have full access to the Moodle course for this page. The Moodle site will be up and running by Week 2.

**Course Calendar:** Attached is a list of course readings and due dates for paper assignments. This calendar may change to accommodate class projects as well as individual interests. Therefore, the calendar should be seen as advisory – intended to give you a rough idea of the assignments in our English 101 class. Any changes to the calendar will be announced during class and in collaboration with the class.

<b>Grading Criteria:</b>	<b>Points:</b>
Participation (including discussion, attendance, etc.)	100
Reading Logs (5 x 20 points each)	100
Essay #1 (Memoir)	100
Essay #2 (Profile)	100
Essay #3 (Cultural Analysis Essay)	150
Essay #4 (Persuasion Essay)	150
Midterm Exam	50
Final Exam	50
Portfolio	200

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**course total = 1000 points**

### **Grading Policy:**

You will be given two (2) free, no-questions-asked absences. After that, every missed class (including classes you miss partially) may result in the deduction of five (5) points off your attendance and participation point total for the course. Missing more than six (6) classes will make it very difficult for you to pass the class.

The final grade for the course is based on completion of all assignments. Assignments that are turned in past the due date may be lowered by 10 percent per class period. **Any**

**assignment turned in more than two weeks past its due date will not be accepted for any reason.** All course work must be completed in order to pass the class, **no exceptions.**

<b>Grading Scale:</b>	95-100 A	77-79 C+
	90-94 A-	73-76 C
	87-89 B+	70-72 C-
	83-86 B	60-69 D
	80-82 B-	0-59 F

In order to receive the full number of points, an assignment must:

1. be turned in on time
2. be typed, complete and well-thought out
3. follow proper MLA format
4. reflect academic, college-level work/writing
5. incorporate critical thinking and analysis

## **SCHOOL POLICIES**

**Sierra Nevada 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.

**Core Themes:** Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

**Learning Differences:** 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).

**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.

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.

**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 (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.

## **WRITING RESOURCES**

**The Prim Library** (<http://libguides.sierranevada.edu/library>) which, in addition to its book collection, houses:

**Interlibrary Loan** This service allows you to obtain articles or borrow books from other libraries. Some of the library's databases allow direct requests through the database interface. The online catalog allows holds to be placed using your library barcode number.

**Scarsella-Boleky Tutoring Center** (3rd floor Prim Library) Tutoring is available at

no charge, not only to SNC students, but also to members of the Incline Village community. We only provide Tutoring services when our Fall and Spring semesters are in session, and only if qualified tutors are available. You can also schedule one-on-one tutoring appointments in the following subject areas. To schedule, please fill out the [Tutoring Request Form](#) on the SNC website. Please be considerate and cancel by 10 am on the day of your session. Repeated no- shows will be turned away for future appointments.

**Incline Village Public Library** One of the privileges of being a Sierra Nevada College student, staff or faculty member is that you are eligible to be a member of the Washoe County Public Library system at the Incline Village Public Library. This membership enables Sierra Nevada College students to have easy access to the print, video, and other collections of the Washoe Library system. SNC students are encouraged to enroll and use the Washoe County Public Library system. Washoe County Public Library Cards can be obtained at the Incline Village Public Library, 845 Alder Ave., Incline Village, NV 89451

**The Eagle's Eye Newspaper** The Eagle's Eye is a student-run publication which covers news of interest and importance to the greater Sierra Nevada College community.

**Sierra Nevada Review** The Sierra Nevada Review is an annual literary magazine published in May featuring poetry and short fiction. Editors read manuscripts from September until March (manuscripts submitted outside of the reading period risk a long, dusty dormancy). Response time may vary between a month and several months. The editorial staff changes on a yearly basis with the exception of advisory editor, June Sylvester Saraceno.

**Writers in the Woods Reading Series:** The Creative Writing Department has organized a series of readings and workshops. The Friday night readings remain free and open to all. Workshops are open to the community for a \$50 registration fee, and may be taken for credit or non-credit. The eclectic group of writers offers something for a wide range of interests—from history to science, drama, politics, comedy and, of course, literature.

Week	DATE	TOPIC	ACTIVITY	READING/HOMEWORK DUE
1	M 8/18	Introduction	Review syllabus/class introductions	
	W 8/20	Thinking about audience/ Analyzing Rhetorical Situation	In-class Activity and Discussion	
2	M 8/25	Developing Rhetorical Appeals	Banksy exercise	Read Trimbur Ch. 1 & 2, Pgs. 3-34, 35-60. <b>Reading Log #1</b>
	W 8/27	Memoir and Personal Writing	Discussion the genre of Memoir; Snapshot assignment (bring a smartphone with camera if you have one.)	Read Chapter 5, pgs. 125-160. <b>Assign Memoir Paper (due 9/15)</b>
3	M 9/1	NO CLASS	MEMORIAL DAY	
	W 9/3	Practicing Memoir	In-class Writing	<b>Bring a typed draft of Memoir (Essay #1) and “Dear Reader” letter to class</b>
4	M 9/8	Past and Present	Class discussion	Read <i>Being Flynn</i> excerpt (3-11) on Moodle <b>Reading Log #2</b>
	W 9/10	Workshop #1 Memoir Paper		Read Chapter 22, pgs. 576-583.  <b>Bring two typed copies of Memoir and “Dear Reader” letter to class</b>
5	M 9/15	Discussion of Profiles		<b>Turn in Memoir Essay #1</b> to me. Read Chapter 7, pgs. 202-231. <b>Assign Profile (due 10/1)</b>
	W 9/17		<b>NO CLASS:</b> Out of Class Writing Activity: Selection of subjects for Profiles	Write a profile of an individual, place or organization Read Chapter 7, pgs. 232-240.

<b>6</b>	<b>M 9/22</b>	Profiles	In-class activity, developing interview questions	<b>Bring in subject notes on Profile</b>
	<b>W 9/24</b>	Profiles	In-class activity	<b>Reading Log #3</b>
<b>7</b>	<b>M 9/29</b>	Workshop #2	Bring in typed copy of Profile to class	<b>Bring a typed draft of Profile (Essay #2) and “Dear Reader” letter to class</b>
	<b>W 10/1</b>	Learning styles	In-class discussion	<b>Turn in Profile Essay #2 to me</b>
<b>8</b>	<b>M 10/6</b>	Revisions	Work on revising drafts	Use the Tutoring Center as a resource
	<b>W 10/8</b>	Analysis and Multigenre Writing	Notes	Read Chapter 12, pgs. 377-392.  Read “Commentary: Kenneth Turan takes a critics lonely stand on <i>Boyhood</i> ” on Moodle  <b>Assign Cultural Analysis Essay #3 due 11/3</b>
<b>9</b>	<b>M 10/13</b>	Midterm Review	Discuss Cultural Analysis Essay	
	<b>W 10/15</b>	Midterm	Midterm Exam	
<b>10</b>	<b>M 10/20</b>	Cultural Analysis	<b>NO CLASS:</b> Out of class Activity in Moodle	<b>Reading Log #4 turned in online/email</b>
	<b>W 10/22</b>	Cultural Analysis	<b>NO CLASS:</b> Discuss/review Cultural Analysis papers in Moodle forum	
<b>11</b>	<b>M 10/27</b>	Workshop #3		<b>Bring 3 typed copies of working draft of Cultural Analysis paper and “Dear Reader” letter to class</b>  <b>Bring hard copy of Reading Log #4</b>
	<b>W 10/29</b>	Examining Argument and Persuasion	In-class discussion	

12	M 11/3	Developing a Position	Bring Cultural Analysis Essay Draft for Discussion	<b>Turn in Cultural Analysis Essay #3 (bring 2 copies)</b>
	W 11/5	Research	Bring laptop to class – have database login/password	Review Chapter 3, pgs. 61-87. Read Chapter 10, pgs. 310-311 and pgs. 319-323. <b>Assign Persuasion Essay #4 Due 12/1</b>
13	M 11/10	Incorporation of Sources and MLA Style	Bring Little Brown Handbook to Class	Read Chapter 13, pgs. 395-433. Read Handbook pages 667 – 714. <b>Reading Log #5</b>
	W 11/12	Effective use of sources, keeping your voice	Bring Little Brown Handbook to Class	Read excerpt from <i>They Say/I Say</i> in Moodle (92-128)
14	M 11/17	Workshop #4		<b>Bring typed copy of Persuasion Essay #4 and “Dear Reader” letter to class</b>
	W 11/19	Portfolio work day	Bring Portfolio to class	Refer to Chapter 22, pgs. 576-583 for Portfolio tips.
15	M 11/24	NO CLASS	THANKSGIVING	
	W 11/26	NO CLASS	THANKSGIVING	
16	M 12/1	Student life and experiences	In-class writing	<b>Persuasion Essay #4 to me.</b>
	W 12/3			<b>Turn in Portfolio</b>
	R 12/11	<b>SECTION 3 FINAL</b>	<b>3:00 – 5:00 PM</b>	<b>Bring laptop to complete final</b>
	R 12/11	<b>SECTION 4 FINAL</b>	<b>11:30 – 2:30 PM</b>	<b>Bring laptop to complete final</b>

### Reading Log Assignments

#### Reading Log #1: Analyzing Rhetorical Situations

Trimbur page 53

**Due: Monday, August 25th, 2014**

Read the “Analyzing the Rhetorical Situation” Writing Assignment on page 53 and follow the directions (1-3). You do not have to write an essay, but you should



answer, in a sentence or two for each, the bullet-point steps defining the sections of a Rhetorical Analysis in #3. This should be at least one full typewritten page.

### **Reading Log #2: Past and Present Perspectives**

**Trimbur pages 151-152**

**Due: Monday, September 8<sup>th</sup>, 2014**

Read the excerpt of *Being Flynn* that includes, “Automated Teller,” “...Life Raft,” and “Apologist” (p. 3-11) and study how Flynn makes effective use of Past and Present Perspective. Then, read the Past and Present Perspectives section on page 151 and complete the exercise on “Exploring Past and Present Perspectives”. Make sure that you do all three parts of the exercise (a **past perspective** of your memoir event, a **present perspective** of the same event and then a **review of the two writings**). This should be at least one full typewritten page.

### **Reading Log #3: Developing a Topic and Statement of Purpose**

**Trimbur pages 232-234**

**Due: Wednesday, September 24<sup>th</sup>, 2014**

Read the section on profiles. Do the “Developing Your Topic” and “Developing a Statement of Purpose” exercises on p. 233. This can be a bit more freeform, but should be at least one full page, typewritten.

### **Reading Log #4: Finding and Researching a Social Movement/Event**

**Trimbur page 391**

**Due: Monday, October 20<sup>th</sup>, 2014 in Moodle**

**Hardcopy due Monday, October 27<sup>th</sup>.**

Read the section on Multigenre Writing. Complete steps 1-3 in the Writing Assignment on page 391. Then, write a brief paragraph outlining a specific social movement/event or cultural movement/event that you’ll be writing Essay #3 about and describe it in detail, including why you have chosen this topic for your Cultural Analysis. This should be at least one full, typewritten page.

### **Reading Log #5: Writing a Research Proposal**

**Trimbur 319-323 and 332**

**Due: Monday, November 10<sup>th</sup>, 2014**

Read “Research Proposal” on pages 319-323. Now, using the Writing Assignment on page 332, use the third bullet point (“Research Proposals”) as a guideline and write a research proposal for your Persuasive Essay. The proposal should include the following: A paragraph outlining the background of your topic (this should be the same topic/issue you used for your Cultural Analysis essay), a paragraph clearly outlining the objectives you hope to accomplish in your Persuasive Essay, a paragraph outlining your research plan and methodologies including specific ways you will access sources, and a list of at least 3 sources in MLA format. This should be at least one typewritten page.