

Freshman Composition: Contemporary Literature

Fall 2014 Course & Section: ENG101-1
CRN: 80101 Location: TCES 106

T/R 2:30pm-3:45pm
Office Hours: 1:00-2:15 or by Appt.

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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

Course Description

This course will introduce students to writing at the college level by studying works of contemporary literature, focusing on Fiction, Poetry, and Non-Fiction. The course will be focused on interpretation of these texts, and the formulation of written arguments about particular elements of these texts.

What's contemporary about contemporary literature? Well, since literature is an art that concerned with interiority, and with the individual's struggle with forces in the larger world, it touches on issues which cut to the heart of our contemporary world, issues like morality, politics, terrorism, economic injustice and racism, and of course, the stupidly happy feeling of pure being that occasionally breaks through these complex forces.

Students in this course will learn to analyze and interpret contemporary literature, by producing argumentative essays. You will explore how to use writing to learn, to create, and to act, particularly in the college writing but also in the world outside the college. I hope this class will be challenging, fun and will in some way change how you look at (and act in) the world.

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:

- Examine and analyze our conceptions of and relationships to place, environment, sustainability and responsibility
- Evaluate and analyze work from peer and professional writers.
- Review, practice and refine rhetorical approaches
- Edit and revise written work
- Refine and improve in control of essay form and style, audience and voice, and grammar and conventions
- Practice and refine research skills

Methods of Assessing Student Outcomes

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

Required Texts

Available at the SNC bookstore

Being Flynn, Nick Flynn

Devil in a Blue Dress, Walter Mosley

Little Brown Compact Handbook, 8th Edition

Course Reading Packet, available on the course's Moodle Site.

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

Class participation is 20% of your grade. If you aren't in class consistently, you will not be available to participate. Needless to say, I expect you to attend class consistently. I take this as a matter of mutual respect. I will always be on time, and I expect the same from you. If you miss more than four days of class (two weeks), you may be subject to a lower grade or fail the class entirely.

Class Requirements

Portfolio:

All work for this course should be kept in a physical portfolio. More about this project soon.

Essays:

You will write five essays of approximately 1000 words or more. All five essays must address the general theme of this course: Contemporary Literature

We will write a narrative, a compare/contrast essay, an analysis, a free choice essay, and a research paper – in short, the kinds of papers you'll be asked to write as a college student.

In writing these essays, you may propose your own topics, adopt those we discuss in class, or expand topics that are assigned as part of routine coursework. However you choose to proceed, I must approve your topic selection even if you select one that I have provided.

Readings:

Each week you will be responsible for reading assigned articles or chapters in your textbooks as well as supplemental readings. We'll have 5 reading quizzes, worth 2 points apiece, given at random times. Read!

Grading Polic

Four Papers	100 points (25 points each)
Midterm	25
Journals (10 @ 5pts Each)	50
Reading Quizzes	25
Class Participation	25
Final Paper	50
Final	25
Portfolio	25

for a total of **325 possible points**

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.

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 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.

Week 1: Introductions

Introductions, Syllabus Review

8/19 Class Introduction; Barthelme, *The School*

8/21 Syllabus Review
Introductions

Fiction

Week 2: Narrative & Description

Objectives: review essay development & organization, review introductions and conclusions; introduce summaries.

Outcomes: understand organization as object of study; define and use summaries

8/26 DB, 45-96;
Assign Journals
Discussion Question Sign-up Sheet

8/28 DB 97-151; LCBH 3-8

Week 3: Plot & Summary

Objectives: introduce close reading, paraphrase; discuss strategies for reading; note-taking

Outcomes: write summaries with the goal of brevity, completeness, and objectivity

9/2 DB 152-202; LCBH 77-81

9/4 DB 203-end ; LCBH 90-92

(Note: Nick Flynn reading is September 5th)

Week 4: Theme, Metaphor & Comparing and Contrasting

Objectives: using citations; introduction to critical reading

Outcomes: build on skills learned in week three; continued development of academic reading skills; reading for critique

9/9 Saunders, *Sea Oak*; LCBH 415-418; Due: Narrative

9/11 Moore, *TBA* LCBH 77-81

Week 5: Sentences & Critical Reading

Objectives: critical reading & analysis II; Critique; fallacies of argument
Outcomes: utilize strategies for difficult reading; formulate theses for critique

9/16 *Borges, the Aleph; LCBH 180-186*

9/18 *No Class – Assignment TBA*

Week 6: Character & Organization

Objectives: Introduce the outline; writing introductions

Outcomes: Pay close attention to global organization; different organization for different genres of writing. Answer the question: What does the first sentence do?

9/23 *TBA*

9/25 *TBA; LCBH 16-21*

Week 7: Conferences

Objectives: Meet individually with students

Outcomes: Discuss strengths, weaknesses, and areas of improvement during the semester

9/30 *Conferences*

10/2 *Conferences*

Poetry

Week 8: Analysis & The Music of Words

Objectives: writing conclusions; revision and editing; analysis I

Outcomes: Continued work on global organization; asking “So What?”; introduce students to the structure of analysis

10/7 *LCBH 90-96; Due: Compare Contrast Essay*

10/9 *Poems; Movie Reviews*

Week 9: Lyric & Sources (MIDTERMS)

Objectives: evaluating sources; analysis II

Outcomes: students distinguish between reputable and disreputable sources; formulate analytical arguments

10/14 *Poems; LCBH 97-104*

10/16 *Midterm Exam*

Week 10: Obscurity & Research Proposal

Objectives: evaluating sources and taking notes II; focusing research & developing a thesis for a research-based essay; the research question

Outcomes: After finding useful sources, students will effectively use sources in analytical papers; introduction to the comprehensive research essay; introduction to the research question

10/21 *Poems; LCBH 317-324*

10/23 *Poems; LCBH 97-111*

Creative Nonfiction

Week 11: Non-Fiction, Real People

Objectives: working bibliography; the research question II

Outcomes: effectively organize sources while conducting research; transition from research question to effective thesis

10/28 BF, TBA; **Due: Analytical Paper**

10/30 BF, TBA

Week 12: Research Paper & Point of View

Objectives: drafting a source-based essay; integrating sources

Outcomes: effectively organize a research paper; logically incorporate diverse sources into a coherent argument

11/4 BF, TBA ; LCBH 344-356

11/6 BF, TBA; LCBH 375-377

Week 13: Plot & Time

Objectives: the works cited page; workshop portfolios in class

Outcomes: demonstrate knowledge of MLA format

11/18 Portfolio Workshop

11/20 Portfolio Workshop

Week 14: Thanksgiving Break

Week 15: Research Workshop

Objectives: revising a research-based essay; documenting sources II

Outcomes: moving from first draft to second draft; in-text citations;

12/2 Research Workshop

12/4 Research Workshop

Week 16: Argument Synthesis/Research Paper Due (In Portfolio)

Objectives: complete final draft; ask questions

Outcomes: understand rationale for producing portfolios