

Freshman Composition: Contemporary Literature

Spring 2014 Course & Section: ENG102-1 T/R 2:30pm-3:45pm
CRN: 10181 Location: Patterson 211 Office Hours: 10:00-11:30am or by
Appointment

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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

Writing is a way of discovering and shaping the world. One of the most powerful ways that this occurs is through argument. In this class you will learn modes of argument that are distinctive to academic reasoning in that a given problem is not treated as though it has a right or wrong answer. Instead, you are asked to convince your reader that you understand the complexity of a problem and to provide a solution that is necessarily tentative and incomplete.

Students in this course will learn to analyze the basic elements of a problem and then synthesize selected parts. That process results in your thesis, or formal opinion. You will learn to ask questions about the thesis that lead to other questions. This process can be frustrating, tiring and will make you angry. But it is precisely this process that leads to a thorough and confident argument, one in which you understand and accept the risks and advantages of a particular argument.

This course will focus on genres of academic writing, including critiques, analyses, and extended research papers. We will investigate methods of composition, the use of academic genres, and approaches to developing and refining your ideas through the writing process. Though this course is focused on topics in contemporary literature, the skills you'll learn will be transferable to every class in which you're required to write. You will explore how to use writing to learn, to create, and to act, particularly in college 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.

Technology in the Classroom

The use of laptops and smartphones in the class is not permitted, except on workshop days, or when they are required for in-class work. You have 22 other hours in the day to watch snowboarding videos on Youtube.

Moodle and Turnitin.com

I will be using Moodle to provide you with the syllabus, course assignments, and to send periodic emails to you. Please sign up by the end of the first week of class.

All final drafts of your assignments will be submitted via Turnitin.com, with the exception of in-class writing, drafts, journals and other coursework.

Student Outcomes

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

- evaluate and edit individual and peer texts
- review, practice and become proficient in research skills
- refine writing content and style through practice and revision
- illustrate proficiency in a range of textual forms showing appropriate awareness of audience and purpose
- evaluate and analyze ideas about literature; address purpose/message, style and other dimensions of non-fiction writing

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 Online

Super Sad True Love Story, Gary Shteyngart

The Flame Throwers, Rachel Kushner

Anchor Book of New American Short Stories, ed. Marcus

The Little, Brown Compact Handbook (8th Edition)

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 102: 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 research 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

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 THREE DAYS OF CLASS YOU MAY BE SUBJECT TO A LOWER GRADE OR FAIL THE CLASS ENTIRELY.**

Class Requirements

Essays:

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

We will write a summary, a compare/contrast essay, a critique, an analysis, 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 5 points apiece. Read!

Assignments and Grading

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

for a total of **300 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

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

1/21 Introductions, Syllabus Review

1/23 Introduction to Summary, Introduction to Moodle; Davis, *The Old Dictionary* (AB 145)

Week 2: Comparing and Contrasting

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

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

1/28 Discussion Question Sign-up Sheet

Introduction to Turnitin.com; SST 3-49; LCBH 131-135;

Assign Journals

1/30 SST 50-98; LCBH 145-146; Due: Summary

Week 3

Objectives: using citations; introduction to critical reading

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

2/4 SST 99-170; LCBH 627-629

2/6 SST 169-224; LCBH 98-99

Week 4: Critique and Critical Reading

Objectives: critical reading & analysis II; Critique; fallacies of argument

Outcomes: utilize strategies for difficult reading; formulate theses for critique

2/11 SST 225-303; LCBH 139-142 Due: Compare/Contrast Essay

2/13 SST 304-end; Reading Quiz #1

Week 5

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?

2/18 In-Class Film: *The Motorcycle Diaries*; LCBH 171-173

2/20 In-Class Film: *The Motorcycle Diaries*; LCBH 143-149;

Week 6

Objectives: Outline II – approach organization as integral part of idea formation.

Outcomes: Compose a draft outline

2/25 **SHORT STORIES**; LCBH 33-39

2/27 **SHORT STORIES**, LCBH 41-45

Week 7: Analysis

Objectives: Meet individually with students

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

3/4 Conferences; FT 1-44

3/6 Conferences; FT 43-104

Week 8:

Objectives: writing conclusions; revision and editing; analysis I

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

3/11 FT 104-150; LCBH 196-204; **Due: Critiques**

3/13 FT 151-195; LCBH 386-397

Week 9: Spring Break

Week 10

Objectives: evaluating sources; analysis II

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

3/25 FT 196-247; LCBH 591-596

3/27 FT 248-293; LCBH 597-604

Week 11: Research Paper

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

4/1 FT 294-343

4/3 FT 343-END; LCBH 555-560

Week 12:

Objectives: working bibliography; the research question II

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

4/8 *POEMS TBA; LCBH 604-611* **Due: Analysis**

4/10 *POEMS TBA; LCBH 611-615*

Week 13: Research Paper

Objectives: drafting a source-based essay; integrating sources

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

4/8 *POEMS, TBA; LCBH 549-552*

4/10 *AE, TBA; LCBH 557-561*

Week 14:

Objectives: the works cited page; workshop draft research projects in class

Outcomes: demonstrate knowledge of MLA format

4/15 Film: TBA

4/17 Film: TBA

Week 15

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

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

4/22 *SHORT STORIES*

4/24 *SHORT STORIES*

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

Objectives: complete final draft; ask questions

Outcomes: understand rationale for producing portfolios

5/1 General Workshop

5/3 Research Workshop; *LCBH 645-650*

Week 17: Final Workshop

5/6 Research Workshop; *LCBH 651-653*