

**Course Code & No. - Section:**

ENGL 101-2

**Course Title (Credits):**

Freshman Composition: The Individual and Society (3)

**Term & Year:**

Fall 2019

**Course Ref. No. (CRN):**

80176

**Instructor:**

Chris Anderson

**Phone(s):**

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Prim 302

**Office Hours:**

Please make appointment.

**Class Meeting Time:**

T/Th 1:00-2:45

**Location:**

Prim Library 213

**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. In addition to examining and analyzing the relationships between individuals and society, students will be expected to:

- Review, practice, and refine rhetorical approaches
- Refine and otherwise improve control of grammar and essay form and style
- Analyze and evaluate work from peer and professional writers
- Edit and revise written work
- Practice research skills

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 2 major essays of 4-6 pages each. Additionally, you will be required to write 10-12 extended 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) **Two major papers of 4-6 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 classmates' 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) **Canvas writing assignments throughout the semester.** Some during class, some as homework. Make sure you bring your laptop to class. Canvas 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 and various other topics.
- 9) **A final portfolio due the last day of class.** Details of the final portfolio will be given in class.

### **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 research paper 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 to determine your grammar topic. Dates for presentations will be assigned by me.

5% (50 points) - Canvas and other miscellaneous writing assignments. Some of these will be in-class assignments, some as homework.

5% (50 points) - Exams and quizzes (other than the midterm).

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

15% (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. Bibliographies are designed to strengthen your ability to summarize and speak back to ideas and, ultimately, to 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, among other things, the two major essays and a reflection, the details of which will be provided in class. Include *all* revisions and drafts of every paper you submit in your portfolio.

*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:

- Review, practice, and refine rhetorical approaches
- Refine and otherwise improve control of grammar and essay form and style
- Analyze and evaluate work from peer and professional writers
- Edit and revise written work
- Practice research skills
- Examine and analyze the individual in relationship to his or her society.

## 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. *Feral, North Carolina, 196.*, June Saraceno (the SNC Common Read – available free)
3. Various articles provided during the semester on Canvas and as handouts
4. 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. You may contact the library via email at [library@sierranevada.edu](mailto:library@sierranevada.edu).

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 that are **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.

**NOTE** - Each unexcused absence will result in a deduction of 6 percentage points from the student's attendance grade for the course; e.g. one absence will result in an attendance grade of 94% for the semester, two absences will result in an attendance grade of 88% for the semester, and so on.

**Late Work:**

As stated above, if a student is absent, work due on that day is still due. As a matter of fairness to all, late work is generally not accepted, with a resulting grade of “zero” for that assignment. If the situation warrants and a late assignment is accepted, there will be a minimum 10% reduction of the grade for that assignment for each day late. Please do not offer “I was too busy” as a reason for not having completed your work.

**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. 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.

<b>Date</b>	<b>Class Plan</b>	<b>Assignment Due</b>
9/17 Tuesday	Introductions and intro to course Discussion - What is academic writing? Discuss Annotation – reading assignment Discuss Bib - Summary and Analysis Sign up for Canvas In-class writing: begin letter to me. Finish as homework.	
9/19 Thursday	Discuss “The Poisoned Fish” and “How to Mark a Book” Diagnostic Test	Reading - “The Poisoned Fish” and “How to Mark a Book” (both on Canvas) Writing - Bib 1 – “The Poisoned Fish” – summary only
9/24 Tuesday	Discuss “Shitty First Drafts” Diagnostic Exam Project Drawing for mini-lessons <b>Introduce Essay 1 – Narrative</b>	Reading – “Shitty First Drafts” (on Canvas) Writing - Bib 2 – “Shitty First Drafts” – summary only
9/26 Thursday	Discuss “Good Readers and Writers” Writing Time – Narrative Essay Drawing for Mini Lessons	Reading – “Good Readers and Writers,” p. 973 Writing – Bib 3 – “Good Readers and Writers”
10/1 Tuesday	<b>Mini lesson #1</b> Discuss “The Motive for Metaphor” In-class writing assignment	Reading – “The Motive for Metaphor,” p. 983 Writing - Bib 4 – “The Motive for Metaphor”
10/3 Thursday	<b>Mini lesson #2</b> <i>Discuss Feral</i> Narrative Essay Writing Time Peer Review Instructor Consultation	Reading – <i>Feral, North Carolina</i> , pages 1-29 Writing – One to two paragraph reaction to <i>Feral</i>
10/8 Tuesday	<b>Mini-lesson #3</b> <i>Discuss Feral</i> Narrative Essay Writing Time Peer Review Instructor Consultation	Reading – <i>Feral, North Carolina</i> , pages 31-58 Writing – One to two paragraph reaction to <i>Feral</i>
10/10 Thursday	<b>Narrative Essay Due</b> <b>Mini-lesson #4</b> In-class Reading: “Without God,” p. 1074 In-class writing: “Without God” Discuss	<b>Writing - Essay 1 due</b>
10/15 Tuesday	<b>Mini-lesson #5</b> In-class Reading: “The Allegory of the Cave,” pg. 1120; “Zen Parables,” pg. 1127 In-class writing: Initial response to each – what are the lessons of the parables? Do they matter? Discuss	Reading – Norton, “Without God” - Finish from previous class period. Writing - Bib 5 – “Without God” – Finish from previous class period.
10/17 Thursday	<b>Mini-lesson #6</b> Subject and Verb project (in-class)	Reading – “The Allegory of the Cave,” pg. 1120; “Zen Parables,” pg. 1127 (from previous class period) Writing - Bib 6 – “The Allegory of the Cave” and “Zen Parables.” Make a connection between the two in your analysis.

10/22 Tuesday	<b>Mini-lesson #7</b> Midterm Prep. Prepare for Midterm – Grammar, Thesis, Paragraphs, Commas, etc.	
10/24 Thursday	<b>Midterm Exam</b>	Midterm Exam
10/29 Tuesday	<b>Mini-Lesson #8</b> Begin Persuasive Essay	Reading – <i>Feral, North Carolina</i> , pages 58-89 Writing – One to two paragraph reaction to <i>Feral</i>
10/31 Thursday	<b>Mini-lesson #9</b> Discuss “Blue Collar Brilliance” Work on Persuasive Essay	Reading – “Blue-Collar Brilliance,” p. 393 Writing- Bib 7 - “Blue Collar Brilliance”
11/5 Tuesday	<b>Mini-lesson #10</b> Persuasive Essay Logos, Pathos, Ethos Writing Time Peer Review Instructor Consultation	
11/7 Thursday	<b>Mini-lesson #11</b> Persuasive Essay Writing Time Peer Review Instructor Consultation	Reading – <i>Feral, North Carolina</i> , pages 91-119 Writing – One to two paragraph reaction to <i>Feral</i>
11/12 Tuesday – VETERANS DAY	<b>Persuasive Essay Due</b> <b>Mini-Lesson #12</b> In-class reading (Norton) In-class writing response to Norton (Bib 8) – submit	Writing - <b>Essay 2 due</b>
11/14 Thursday	June Saraceno	Visiting Professor Saraceno
11/19 Tuesday	<b>Mini-Lesson #13</b> Discuss “How it Feels to be Colored Me”	Reading – “How it Feels to be Colored Me,” p. 12 Writing – Bib 8 – “How it Feels to be Colored Me.”
11/21 Thursday	<b>Mini-Lesson #14</b> Grammar review project	
11/26 Tuesday - THANKSGIVING	<b>No class</b>	
11/28 Thursday - THANKSGIVING	<b>No Class</b>	
12/3 Tuesday	<b>Mini-Lesson #15</b> Portfolio Peer Editing Instructor Consultation	

12/5 Thursday	<b>Mini-Lesson #16</b> <b>PEER EDITING</b> Discuss “Joyas Valadoras”	Reading - “Joyas Valadoras,” p. 502 Writing – Bib 9 - “Joyas Valadoras”
12/10 Tuesday	<b>GROUPS -EACH GROUP SELECT AN ESSAY TO PRESENT</b>  <b>Mini-Lesson #17</b> Free-write for credit	
12/12 Thursday	<b>Portfolio Due</b>	Final Portfolio Due