English 101 Syllabus  
Spring 2013

Davis Oldham      Office: 5355(FOSS Bldg)
doldham@shoreline.edu  Hours: MWF 9:15 – 10:15; TTh 12:00 – 1:00
206-546-4768  and by appointment

www.shoreline.edu/doldham/101

Section S4 (0705)  
10:30 – 11:20, M–F  
Room: 1302

Prerequisites:  COMPASS scores of 80 in Reading and 80 in Writing, or completion of ESL 100, ENGL 100, or equivalent with a 2.0 or better, or instructor permission.

Required:  
A Shoreline CC email account.
A good dictionary (not the same as a spell checker).

This document spells out the course policies on grading, late assignments and other matters that are essential to your success in the course. Please read it and become familiar with the contents. Consult the syllabus before speaking to me about any of the issues covered here. My contact information is provided above. Please make a note of it.

COURSE PHILOSOPHY
The goal of this class is to build on what you already know in developing the skills of effective academic writing. We will practice developing, organizing and presenting complex ideas effectively, and will review basics of good style.

This class focuses not on acquiring knowledge but on building a skill. As with any skill, the more you practice the better you get. Therefore, I strongly emphasize practice, including revision, peer review and, of course, lots of writing! Someone once said, “Education is not something you get. It’s something you do.” This is especially so in a skill-based class like this.

The philosophy behind this class is that all writing is about revision. You may have heard this before; you may or may not have understood why it is so important. Here’s my explanation. We talk about “writing” as if it were one act, or task. In fact it’s not. It’s many. Here are just a few of the tasks you perform when you write:

• picking a subject
• deciding why you want to write about that subject
• figuring out what you want to say (this can be further broken down into brainstorming ideas, picking the best ideas, figuring out how the different ideas relate, and so on)
• deciding who you’re talking to
• choosing the appropriate tone
• gathering facts, impressions, opinions
• considering different views
• organizing your ideas
• putting your ideas into sentences that sound good
• putting your sentences into paragraphs that hang together
• correcting your spelling, grammar, punctuation and other mechanics
The point of revision is not just to keep going over and over your writing to “fix” it—though that’s important too. The real reason is that you can’t possibly do all these tasks at once. Each stage of the writing process deals with just some of these tasks. It’s messy, they overlap, but in general you move down the list as I’ve presented it here, starting with the big ideas and ending up with the surface issues. It’s like building a house: you have to lay the foundation, frame out the walls and windows and wire and plumb it long before you start hanging the curtains or the wallpaper. One of the big mistakes people make in writing is, in essence, they start trying to hang the wallpaper before they’ve finished digging the foundation. In other words, they worry about the right word, or how to spell, or where to put the commas, before they know for sure what they’re trying to say. What’s the point of getting a comma in the right place in a sentence you’re going to toss out later anyway? My philosophy is you worry about the big stuff first, and only when you’ve got that figured out do you go on to the mechanics.

Each assignment builds on previous ones, adding skills to those we’ve already practiced.

COURSE POLICIES
I place heavy emphasis on class participation. Each of you is responsible for more than just your individual success or failure. Writing is an act of communication, and the class is built around a give-and-take that both models that communication and provides feedback to improve it. If you, for whatever reason, are not prepared or able to be an active, responsible participant, another class may suit you better.

What follows are our course policies. While they may seem somewhat rigid and daunting, they are designed to make your work easier by keeping everyone on task and on schedule and, therefore, keeping stress to a minimum.

Papers and Assignments
There are three basic types of assignment in this class:

1. the three essays, graded on the 4.0 scale;
2. homework assignments that build toward the essays, due most days, graded with a minus, check or plus, each worth approximately 0.34% of the final grade;
3. assigned readings, including essays and a few handouts. These are not graded but you are responsible for the material in them.

There may also be occasional quizzes.

There will be a written, in-class exam Friday, June 14, 9:30 – 11:20. THIS EXAM IS REQUIRED IN ORDER TO RECEIVE CREDIT FOR THE CLASS. It will count for 5% of the course grade—but, if your performance significantly departs from that in your portfolio, your grade for the course may be affected, on the grounds that your ability to write without significant outside help is central to the course.

All homework must be typed. We will work on homework during class the day it is due, and I will collect it at the end of the class period, so always keep an extra copy for yourself.

Essays must be typed and must follow the essay format instructions. To receive credit for the class you must submit all essays. Graded drafts are MANDATORY. You may NOT submit a Portfolio draft without having submitted a draft for a grade.

You will rewrite all three essays for the portfolio, due at the end of the quarter. The grade on the rewrite will replace that on the previous draft. Rewritten papers must be accompanied by the graded draft with my comments or they will not be accepted. Please save all work.
Due Dates
Here is a schedule of due dates for the essay assignments (subject to change).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Essay I first draft:</td>
<td>Monday, April 8</td>
</tr>
<tr>
<td>Essay I second (graded) draft</td>
<td>Monday, April 15</td>
</tr>
<tr>
<td>Essay II first draft:</td>
<td>Monday, April 22</td>
</tr>
<tr>
<td>Essay II second draft:</td>
<td>Monday, April 29</td>
</tr>
<tr>
<td>Essay II third (graded) draft</td>
<td>Friday, May 3</td>
</tr>
<tr>
<td>Essay III first draft:</td>
<td>Friday, May 10</td>
</tr>
<tr>
<td>Essay III second draft:</td>
<td>Friday, May 17</td>
</tr>
<tr>
<td>Essay III third (graded) draft</td>
<td>Friday, May 24</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Monday, June 10</td>
</tr>
</tbody>
</table>

*Your paper may be used as an anonymous sample.*

Late Assignments
All assignments are due either in class or submitted online on the specified date. Scored homework assignments form the basis of in-class work and therefore cannot be accepted late. I will consider accepting the essays late if they are accompanied by a written explanation. I reserve the right to refuse late essays or deduct points for lateness, at my discretion.

Grades
Your grade is based on the homework, the in-class exam and the portfolio. The portfolio consists of revisions of the three main assignments and the self-evaluation essay. They are worth:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Essay I</td>
<td>25%</td>
</tr>
<tr>
<td>Essay II</td>
<td>25%</td>
</tr>
<tr>
<td>Essay III</td>
<td>25%</td>
</tr>
<tr>
<td>Self-reflective essay</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Exam</td>
<td>5%</td>
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</tbody>
</table>

Please note: In order to receive a grade of 2.0 or higher in this class, Essays I, II and III must all receive a 2.0 or higher. In other words, while homework, the self-reflective essay and the in-class exam can boost a grade that exceeds a 2.0, they cannot raise a grade from below 2.0 to above 2.0. This is because the 2.0 grade represents minimum competence in writing skills required to move on to the next level class. That minimum competence can only be demonstrated through the essays.

Participation
Participation and collaboration are fundamental to the structure of this course. You will have the opportunity to participate in different ways, including one-on-one peer review, small group work and class discussions, so even if you’re not comfortable speaking in front of the class as a whole you should be able to meet this expectation. I’ve tried to set it up so you’ll want to talk about what you’re learning, so hopefully this won’t be a problem. If you are unable or unwilling to participate in any of the ways provided, you should take a different course.

I realize that many of you are here only because it’s required, not something you’re interested in. That’s perfectly understandable. I have worked hard to ensure that class time will
be productive for you, even if it is not always terribly exciting. In return I expect you to treat me, your classmates and yourself with respect. This means that you should be here every day, on time and prepared to work—alert, attentive and ready to participate. If you can’t manage to participate, you can still be attentive and respectful towards others. Please do not:

- read material not related to the class,
- do homework for another class,
- chat,
- talk or text on your cell phone,
- sleep,

or in any other way show disrespect toward the rest of the class. If you can’t be mentally present, take a mental health day and come back the next prepared to work. And again, please be on time. Late arrivals disrupt and distract, wasting everyone’s time and money.

Conferences
At least once during the quarter I will cancel class in order to meet with you one-on-one to discuss your work. These conferences are mandatory and your homework grade for the week will be based on your conference (including preparation). I will pass around a sign-up sheet.

Pass/No Credit Option
You have the option of taking this class P/NC. If you choose this option and your grade is a 2.0 or higher, it will be recorded as a “P” on your transcript. If you choose this option and your grade is below a 2.0, it will be recorded as “NC” on your transcript. This means you will not receive credit for the course but it will not affect your GPA. To choose this option you must submit a pass option card signed by me to the registration desk no later than the end of the fifth week (Friday, May 3). A maximum of thirty P credits may apply to any Shoreline degree (with the exception of Nursing and Health Care Information Programs).

Disability
If you need course adaptations or special accommodations because of a disability, or if you have medical information that needs to be shared with me in case the building needs to be evacuated, please contact me or come see me during office hours. If you require accommodations due to a diagnosed disability please contact the coordinator of services for students with disabilities in the FOSS Building, Room 5229; 546-5832 (phone) or 546-4520 (TTY).

Diversity/Respect
This class is built on the assumption that diverse perspectives are fundamental to learning. It’s only when we’re challenged by knowledge and viewpoints different from our own that we can learn and grow. The course is structured to make the most of our differences by giving you many opportunities to interact with all of your classmates. We’ll be dealing with topics that can sometimes look different depending on where you stand—topics that can become controversial as well. This is just the sort of situation where we benefit most from experience and perspectives different from our own. But for this to work we must all be willing to listen to each other respectfully. A few basic guidelines can make a big difference here:

- Treat each other with respect.
- When disagreeing, question the quality of the argument, not personal beliefs.
- Speak from experience.
- Avoid generalizations about groups of people.
- Share air time.
• Listen respectfully to different perspectives.
• Don’t blame or scapegoat.
• Focus on learning, not on winning arguments.

**Plagiarism**

*Plagiarism* is “quoting, paraphrasing or summarizing portions of another’s work from a published, unpublished or electronic source without acknowledging that source” (Student Handbook)—in short, representing another’s work as your own. It takes different forms:

• submitting a paper someone else wrote with your name on it,
• using someone else’s exact words in your paper without giving credit for them (*including* using their exact words without quotation marks, even if you cite the source),
• including someone else’s ideas in your paper without giving credit for them, and
• letting someone else do so much work on your paper it’s as if they wrote it, or part of it.

In this culture plagiarism is a form of theft. It is the most serious crime you can commit in an academic setting. Plagiarism will result in a zero for the assignment. Extensive plagiarism is grounds for failing the course and can get you kicked out of school.

Most of the time people plagiarize for one simple reason: panic. They feel unable to do the assignment, don’t ask for help, get into a bind, grab something that looks good and hand it in. Stop this problem before it starts. If you’re having trouble, see me. I will do everything I can to help you complete the assignment successfully. But I can’t help if you don’t talk to me.

**Help Me Help You**

I want to help you do well in this class. If you’re having difficulty, speak to me about it. If you show me that you’re concerned with doing good work in this class, I’ll do what I can to help you around the obstacles. Communication is key here. Keep me informed and you should do fine. Talk to me after things fall apart, and there may be little that I can do.

**More Help With Writing**

The **Writing & Learning Studio, Room 1501**, offers students free resources for writing, reading, and learning strategies: tutoring, student success workshops, instructional handouts, and reference materials for writing and reading development. They can help you understand the requirements of academic writing and work with you while you draft, revise, and/or edit your papers. You can also get tips for improving your reading and study strategies. No appointment is necessary. For more information visit the studio website at [http://shoreline.edu/twls/](http://shoreline.edu/twls/) or drop by the studio any time Monday-Friday, 8:30 AM to 3:30 PM and Sunday, 2:00-5:00.

**Free online tutoring** through the Western eTutoring Consortium (WeTC) is available seven days a week, 7AM to 10 M, April 1 – June 10, 2013. Students can chat with a tutor in real time, ask questions, or submit papers to the eWriting Lab and expect a response within 48 hours. To access the service, go to the WeTC site and login: [www.etutoring.org/](http://www.etutoring.org/). Then select “Western eTutoring Consortium” and in the pulldown menu, “Shoreline Community College.”

*The official learning outcomes for this class are listed on the next page.*
LEARNING OUTCOMES
The College has defined the learning outcomes for this course as follows:

1. Critically read, analyze, and evaluate information, rhetorical patterns, and structural elements in a given text (such as story, essay, poem, textbook, or visual material).
2. Formulate and express information and ideas in a variety of written forms and rhetorical patterns, demonstrating a clear purpose, focus, thesis, organization, and consideration of audience.
3. Assess effectiveness of student’s own written and verbal communication.
4. Engage in a writing process using pre-writing, drafting, and finishing techniques as appropriate to the writing task.
5. Identify the cultural, historical, and social context of a work (including the student’s own) and the way in which culture and social position affect meaning.
6. Write to a range of audiences, including socially or culturally diverse readers.