ENGLISH 102  
Fall 2015

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206-546-4768

Office: 5355 (FOSS Bldg)  
Hours: MW: 9:15 – 10:15;  
TTh: 10:30 – 11:20;  
F: 10:15 – 11:15

and by appointment

http://www.shoreline.edu/doldham/102

Section S7 (0801)  
11:30 – 12:20, M – F  
Room: 1308 (MWF); 1504 (TTh)

Prerequisites: Completion of English 101 or equivalent with a 2.0 or better.

Also Required: Regular internet access is required. If this poses a problem, please contact me immediately.

You must regularly check your Shoreline CC email account (the one ending @go.shoreline.edu). That is where you will receive all official notifications from me.

A good dictionary (not the same as a spell checker). Shoreline students have access to the Oxford English Dictionary (OED) (Links to an external site.), which is the best dictionary of English, through our library; plan to use that if you do not have your own.

Heads up: I usually check email during office hours. This means that if you email me the night before something is due, you probably won’t receive a reply until after the due date. It’s best to review assignments in advance so you have time to get your questions answered.

COURSE DESCRIPTION

This course is designed to guide you step by step through the process of writing a major research paper. We will break this process down into manageable phases, each culminating in a short paper or other assignment, followed by the research paper itself. Throughout the quarter you will read and analyze both each other’s and previously published writing. You will learn to use the library and the web to locate relevant resources, and then read and confidently evaluate that material. You will be introduced to effective reading strategies, methods of constructing and organizing a bibliography, and proper source citation. The final paper will present evidence of your ability to summarize and critically analyze outside material while synthesizing it effectively to support a clear and engaging thesis.

You will also understand the difference between a prescriptive and a descriptive thesis, and you will be able to evaluate the reasoning in an academic argument.

The course is designed to give you maximum flexibility in choosing a topic to research that will interest you, while giving us all enough in common to work on the same basic skills.

You will get out of the experience what you put into it. The course develops your skills in using resources: finding them, extracting information from them, analyzing them, and critiquing them. From this you develop an informed position, which you then try to persuade your reader to adopt. It requires creative, independent writing and thinking on your part. Everything you need—your raw materials—are already available to you. I am a resource, just as your books are a
resource, the library is a resource, the newspaper, your relatives, and the internet are allesources. My job is to cultivate your independent thinking and ability to use those resources.

COURSE PHILOSOPHY
The goal of this class is to build on what you already know in developing the skills of effective
academic writing. The focus will be “argumentative” writing, writing designed to persuade the
reader of some idea, but we will incorporate expository writing (writing to inform or explain)
and, at your option, personal narratives in this process. 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’ll be. Therefore, I strongly emphasize practice, including
revision, peer review and, of course, lots of writing!

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
- deciding what to say (brainstorming,
  picking the best ideas, figuring out
  how they relate, etc.)
- deciding who you’re talking to
- choosing the appropriate tone
- gathering facts and impressions
- considering different views
- organizing your ideas
- making well-formed sentences
- making paragraphs 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 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 will build on the previous one by adding skills to the set we’ve already
practiced. In the process you’ll get lots of practice in stepping back from your work and looking
at it objectively to make it the best you possibly can.

One use of writing that I emphasize is in the life of the citizen—your role as a participant in a
democracy, whether in reading and analyzing the arguments and ideas put forward by others, or
in expressing your own views as part of the democratic decision-making process. I consider this
to be one of the basic purposes of learning to write. This idea informs all our assignments.
COURSE POLICIES

Education is not something you get. It’s something you do.

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. I place very heavy emphasis on class participation, and each of you is responsible for more than just your individual success or failure. If you, for whatever reason, are not prepared or able to be an active, responsible participant, I encourage you to take another class.

Papers and Assignments

There are two types of assignment: daily homework and major assignments.

- Daily homework consists of smaller, incremental assignments that build toward the essays. There are about 22 of them. Each one is worth a very small amount (about 0.68% of the final grade). These are numbered in the Homework Calendar.
- Major assignments are the 6 longer, formal assignments, each worth 10, 15 or 25%. They include a preliminary report on your topic, a list of 10 sources, a literature review, a sentence outline and a first and final draft of your research paper. They are marked with a \(\Delta\) in the homework calendar.

All work must be typed. We will work on it during class the day it is due (you may make corrections), and you will hand it in at the end of class. Always keep an extra copy for yourself. The Preliminary Research Report and the Research Paper (both drafts) must be typed and double-spaced (details in the Format Guidelines on the class website).

At the end of the quarter you may rewrite either the Preliminary Research Report or the Literature Review. Rewritten essays must be accompanied by the graded draft with my comments or they will not be accepted. (Please note: This means you may not “rewrite” one of these assignments if you have not already submitted it for a grade.) Rewritten essays will be due the same day that the final research paper is due (Monday, December 7). Please save all work, including work I’ve graded.

Due Dates and Grades for Major Assignments (subject to change)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>1. Daily homework assignments</td>
<td>Throughout the quarter</td>
<td>15 total*</td>
</tr>
<tr>
<td>2. Preliminary Research Report</td>
<td>Wednesday, October 14</td>
<td>15</td>
</tr>
<tr>
<td>3. Ten Sources</td>
<td>Wednesday, October 21</td>
<td>10</td>
</tr>
<tr>
<td>4. Literature Review</td>
<td>Monday, November 2</td>
<td>15</td>
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<tr>
<td>5. Sentence Outline</td>
<td>in conference in my office, November 9 – 13.</td>
<td>10</td>
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<tr>
<td>6. First draft of research paper</td>
<td>Monday, November 23</td>
<td>10</td>
</tr>
<tr>
<td>7. Final draft of research paper (including rough draft with my comments); also optional rewrite of Preliminary Report or Literature Review.</td>
<td>Monday, December 7</td>
<td>25</td>
</tr>
</tbody>
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* All homework combined is worth 15%. Individual assignments are approximately 0.7%.
Please note: In order to receive a grade of 2.0 or higher in this class, the Preliminary Research Report, Literature Review and Research Paper final draft must all receive a 2.0 or higher. In other words, while other work can boost a grade that exceeds a 2.0, it 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 papers. You have the option of rewriting one of these (except the final draft) to bring the grade up.

Your work may be used as an anonymous sample.

I will keep your final research paper and any other work of yours I still have until the end of the following quarter (not including summer). You may pick it up in my office.

Late Assignments
All assignments are due in class on the specified date. Daily homework assignments are part of a scheduled series of steps and cannot be accepted late. I will consider late major assignments if they come with a written explanation, but no later than the due date for the next major assignment. I reserve the right to refuse or deduct points from late essays, at my discretion.

Grammar
A firm grasp of English grammar is required for this course. The level of reading and writing involved means that you must be able to produce grammatical English sentences routinely and without significant extra effort. The class does not include instruction in grammar. Our focus is on higher-level writing tasks such as constructing an argument, and on information literacy. It may be possible to bring your grammar up to the necessary level through outside work, but only if it is already near the minimum requirements. A paper with significant grammar errors cannot receive a passing grade, regardless of the quality of its other aspects.

Participation
Participation and collaboration are fundamental to the structure of this course. You will have the opportunity to participate in different ways, including peer review and small group work, 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 unrelated material, do homework for another class, chat, use 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 please be on time. Lateness disrupts and distracts, wasting everyone’s time and money.
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, you will receive credit for the class. The grade on your transcript will appear as a “P,” and it will not be included in your GPA. If you choose this option and your grade is below a 2.0, you will not receive credit for the course. It will be recorded as “NC” on your transcript and 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, October 23). 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 the event that the building needs to be evacuated, please contact me by phone, by email or in person. If you require accommodations due to a diagnosed disability please contact the coordinator of services for students with disabilities in the FOSS Building, Room 5226; 546-4545 (phone) or 546-4520 (TTY); ssd@shoreline.edu; https://www.shoreline.edu/oss/students-with-disabilities/.

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. We’ll be dealing with topics that can sometimes look different depending on where you stand—topics that can become somewhat controversial as well. This is just the sort of situation where we benefit most from experience and perspectives different from our own. The course is structured to make the most of our differences by giving you many opportunities to interact with all of your classmates. 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.
- Question the quality of the argument, not personal beliefs.
- Speak from experience.
- Don’t generalize 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 defined in the Student Handbook as “quoting, paraphrasing or summarizing portions of another’s work from a published, unpublished or electronic source without acknowledging that source.” In short, it is representing another’s written work as your own. It can take different forms, including submitting someone else’s paper; using someone else’s exact words without giving credit; using someone else’s ideas without giving credit; 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.

In this class plagiarism is a special danger. Be extra careful when using someone else’s words. Be sure you quote them exactly, put quotation marks around their words, and give credit using the proper documentation. Take careful notes so you remember what are your
words and what are your sources’. When paraphrasing, rewrite the idea completely so the words are entirely your own. This will be covered in depth in class and in the online readings.

Most of the time people plagiarize for one reason: panic. They feel unable to do the assignment, don’t ask for help, 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.

Outcomes
At the end of this course, according to the College, you will be able to:

1. Identify and focus potential topics, form an appropriate research question and hypothesis, and propose a research plan
2. Use current research methods, including technology, to retrieve college-level research information from a variety of sources
3. Read and critically evaluate sources in terms of bias, accuracy, authority, currency, purpose, relevance, audience, and other factors
4. Support a thought-provoking thesis by integrating a variety of primary and secondary source material as well as one’s own reasoning and observations on the topic
5. Write research-based prose that is fluid, consistent in voice, interesting, well organized, logical and mechanically sound
6. Present research information in a variety of forms such as direct quotation, paraphrase, summary, visual information and digital media
7. Use information in a conscientious and ethical way, including consideration of its original context, intellectual ownership, values, and potential consequences
8. Identify general requirements for documentation in different disciplines and employ proper conventions (MLA preferred)
9. Read and critically evaluate research writing for its purpose, audience, rhetorical strategy, and research methodology; apply these considerations when evaluating one’s own writing.

The Writing and Learning Studio (TWLS)
I encourage you to use The Writing & Learning Studio’s (in the Library, the 4000 Building) free resources for writing, reading, and learning strategies. One-to-one writing assistance is available for getting started on your essays, developing and organizing content, citing and documenting research, revising, and editing. In addition, you can get tips for improving your reading and learning strategies. No appointment is necessary. The studio also offers free 50-minute workshops and continuous enrollment, variable credit courses in writing and reading development. Visit their website at http://shoreline.edu/twls or drop by any time they are open (hours on the website).

A Final Note
I am interested in helping 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.