

## COURSE SYLLABUS

<b>COURSE</b>	<p><b>English 846 – Reading &amp; Writing Connections</b> <b>Spring 2013</b>   Mon, Jan 14 – Fri, May 24 <b>846 JB (39184) TTh 4:30-6:35 Bldg 7 Rm 7303</b> Greg Christensen <a href="mailto:christenseng@smccd.edu">christenseng@smccd.edu</a> Course Site: <a href="http://www.gregteach.net">www.gregteach.net</a> Office Hours: T &amp; Th 11 – 12 (The Learning Center, Bldg 5, Skyline College)</p>
<b>CONTACT</b>	<p><i>3 ways to reach me:</i> 1) Before or after class 2) Drop-in office hours in the Learning Center (listed above) 3) Email (using your official @my.smccd.edu student email account)</p>
<b>DESCRIPTION</b>	<p>This course integrates ENGL 836 and READ 836, satisfying both requirements. It introduces students to college-level reading and writing, covering thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis, and vocabulary. ENGL 846 prepares students for ENGL 100/105. ENGL 846 is a 5 unit course which may only be taken for a letter grade.</p>
<b>PREREQUISITES</b>	<p>Satisfactory completion of ENGL 826 <i>and</i> one of the following: READ 826, ENGL 828, ESOL 840, or 864 and 874 with minimum grade of C. Eligibility for ENGL 836 and READ 836 or ENGL 846, ESOL 400 on approved college placement test, or equivalent.</p>
<b>REQUIRED TEXTS</b>	<p><i>Models for Writers – Short Essays for Composition, 11<sup>th</sup> edition</i> Alfred Rosa, Paul Eschholz Bedford/St.Martin's 2012 ISBN-13: 978-0-312-55201-5</p> <p><i>MyReadingLab</i> (Standalone Web Access card) Pearson ISBN: 0321428609</p> <p>*A <b>third text</b>, a short work of non-fiction, to be determined later in the term and made available through the campus bookstore. This text will be required reading for completion of the final lesson sequences and the final term essay.</p> <p>New and/or used copies of the course texts are available for purchase in the campus bookstore or online (<a href="http://bookstore.skylinecollege.edu/home.aspx">http://bookstore.skylinecollege.edu/home.aspx</a>).</p> <p><b>*ALL TEXTS ARE REQUIRED AND MUST BE THE EDITIONS LISTED ABOVE. COPIES WILL BE PLACED ON TWO-HOUR RESERVE IN THE CAMPUS LIBRARY. EBOOKS MAY NOT BE SUBSTITUTED FOR PRINT TEXTS (SEE TECHNOLOGY SECTION BELOW).</b></p>
<b>COURSE OVERVIEW</b>	<p>There will be 5 essays this term of various length, starting at 2 pages and moving up from there. You'll be given plenty of time to draft, peer edit, and rewrite (if needed) each one as the term progresses. Together, these essays will comprise <b>35%</b> of your course grade. The essays are meant to strengthen your rhetorical and analytical skills when working with source texts, so each will be linked to specific unit readings.</p> <p>I'll also assign a host of smaller assignments throughout the semester as well: shorter reading responses as well as reading and vocabulary quizzes and exercises will be assigned regularly in order to test your knowledge of the material and ensure that you are getting sufficient practice applying your reading skills in appropriate academic contexts that I can evaluate. All of these elements (reading responses and quizzes; vocabulary logs and reading journals; grammar exercises and MyLabs mastery tests; essay exercises and drafts; the midterm, all other quizzes, miscellaneous homework, and online discussion posts) will comprise <b>45%</b> of your grade. Much of this work will be submitted in writing portfolios periodically throughout the term – these will be discussed in greater detail during the first weeks of the term.</p>

Finally, an in-class essay final exam will comprise the last **20%** of your grade. This exam will be graded pass/fail only – see the **Grading** section at the end of the syllabus.

Please keep in mind that you'll be expected to put in a minimum of **8 hours** (the rule of thumb is 2 outside hours for every hour of instruction) *outside* of class each week on reading and writing tasks in addition to the work you do in class if you wish to master the skills we'll learn here and complete this course successfully.

**Coursework items and the final exam cannot be revised or submitted late for credit.**

**You will need regular and reliable access to a computer with internet and printing capabilities in order to succeed in this course.**

I'll assign up to 30 pages of reading each week students will need to come to class fully prepared to discuss. You must come to class with the required assigned texts/textbook(s) each class period, and you must come prepared with all work completed as assigned. Failure to do so may result in your being dropped from the class. This is a participation based class – it is not possible to receive a passing grade without doing the reading and coming prepared to talk about it, write about it, and be tested on it. Please see the companion website to this course (<http://www.gregteach.net>) for a detailed outline of the units, readings, and writing assignments we'll cover this term.

#### OBJECTIVES

Upon successful completion of this course, students will be able to meet the following outcomes:

- 1) Overall essay unity/thesis: Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- 2) Critical reading/writing/thinking: Demonstrate critical reading, writing, and thinking skills through comprehension, analysis, synthesis, and evaluation of important ideas from multiple points of view.
- 3) Critical reading/writing/thinking: Apply basic research and documentation skills.
- 4) Critical reading/writing/thinking: Determine and apply appropriate text study-reading strategies: e.g., previewing/reviewing, annotation, note taking, mapping, outlining, summarizing, test-taking, and reading rate.
- 5) Metacognition: Perceive themselves as improved readers, writers and thinkers engaging in academic discourse in cross-disciplinary contexts.
- 6) Interpersonal Communication: Demonstrate appropriate communication skills in group settings, respectfully listening to others and effectively contributing ideas.

#### DISCLAIMER

Please note that English 846 is geared toward reading and writing various types of expository essays, and it is expected that you are already capable of writing clear, grammatically correct sentences and paragraphs when you *enter* this course. Students for whom error-free sentence and paragraph construction remains a significant challenge will likely have difficulty passing this course successfully and should see me in order to go over supplemental workshops, courses or tutoring services available to you at Skyline so that you may have the best chances of succeeding here.

#### ATTENDANCE

**Enrolled students who miss either of the first two class meetings will be dropped in order to make room for waitlisted students.**

Coming to class is required, of course. You can miss 4 classes (twice the number of weekly class meetings, per standard course attendance policies at Skyline) without it adversely affecting your grade. Students who miss more than the allowable number of absences will be dropped from the course, or be assessed a penalty grade (full letter grade drop for each 2 absences) after the withdraw deadline. I make no distinction between “excused” and “unexcused” absences, so you need not let me know beforehand if, why or when you are going to miss class – an absence is an absence. Missing class will severely impact your ability to remain caught up, and in most cases

coursework cannot be made up if you are absent on the day it is due. Please see the companion course website for a list of relevant due dates and deadlines.

Arriving late or leaving early should not happen either, of course. Two tardies or unexplained early exits are counted as an absence unless you have explicitly cleared them with me beforehand. If you arrive late or leave early, it is your responsibility *that day* to make sure I have noted your attendance accordingly (discussions after the fact pertaining to previous attendance will not be entertained).

<b>DATES</b>	First day of the term:	Jan 14
	Refund drop deadline:	Jan 28
	Add deadline:	Jan 28
	College Recess: Martin Luther King Holiday	Jan 19-21
	Last day to drop without a "W":	Feb 3
	College Recess: President's Day Holiday	Feb 15-18
	Degree/Certificate application deadline:	Mar 1
	College Recess:	Mar 8
	Spring Break:	Apr 1-7
	Withdraw deadline:	Apr 25
	Final Exam:	May 23
	Last day of the term:	May 24
	Grades available on Websmart:	May 31

**PAY AHEAD** Students who do not pay their fees *before* the term begins will be dropped from their classes. Check the Skyline College website for the drop date each semester. A Fee Payment Plan is available, which allows you to pay your fees over a specific period of time and not be dropped from your classes. Please visit the Financial Aid office in Building 2 or go to the college's financial aid page (<http://www.skylinecollege.edu/financialaid/index.php>) for more information.

**PARTICIPATION** Taking part in classroom activities is essential. Classes are comprised of group discussion, in-class writing, online posts, lecture, quizzes and organized lessons. Total engagement in each is vital.

You must come to class with the required assigned texts/textbook(s) each class period, and you must come prepared with all work completed, as assigned. Failure to do so may result in your being dropped from the course. You are also expected to spend a minimum of two hours of course preparation outside of class for each hour spent in class.

Vocal participation is also vital to your success in the course. In order to measure your grasp of the material, I will need to hear and see you contribute to class discussions and in-class exercises on a regular basis. I know that speaking in class is difficult for some, for a variety of reasons. One of the goals of this course is to develop that skill. I do my best to facilitate discussions so as to create a comfortable space for you to contribute, but in the end I cannot pass you if you are unable to demonstrate your ability to spontaneously engage with the course material and respond critically to the text and to other students' input. Sometimes you will just have to be brave.

Note that the classroom should be a safe place for people to voice their thoughts: during discussions and exercises please be sensitive to your classmates. Take care to listen to what they have to say before you respond, and be vigilant that you are not hurtful in your responses to them.

**COURSEWORK** All class work is due at the beginning of class on the day it is due.

Essays can be submitted late – but they will receive a 10% grade reduction for each new week they are late and may only be submitted up to two weeks past their first deadline for credit.

All other coursework items cannot be revised or submitted late for credit.

I do not accept extra credit work aside from Learning Center workshops you complete – these are worth 10 pts each (equal to one typical homework assignment) and you may attend **up to 5** of them for credit. I do not give partial credit for partial work – in order to receive credit on

homework items, *you must complete the entire exercise as assigned*. Incomplete essays will be returned ungraded and marked as late until they are completed satisfactorily.

Essay submissions for this class will be digital only – no paper copies will be required or accepted for credit. More information about how to use the digital submission tools in the course will be provided later in the term.

**ESSAY REVISION POLICY:**

You may revise **2** of your first 5 essays during the term, as many times as you wish after each version is graded and returned, provided you turn in the original version on time. I evaluate each rewrite separately from earlier versions, recording only the most recent grade and dropping the others. (This revision policy does not apply to the last 3 essays of the term.) You will have **two weeks** from the date you receive a graded essay back from me to respond to my comments and resubmit a revised version. After that two-week window, rewrites will not be accepted and the essay score will revert to the last recorded mark. **Late essays are ineligible for the rewrite option, and all essays must be submitted by the final day of the course.**

**FORMATTING**

See the **Sample Format** sheet on the companion course website for a detailed explanation of how you should format your essays. For digital essay submissions, please treat your work exactly as you would standard printed versions you would hand to an instructor. Essay formatting should follow standard academic conventions: 1.25 inch margins all the way around, double-spaced work with extra spacing between paragraphs eliminated. Use a standard academic typeface like Times or Ariel, and use only 12 pt. font, black text (no colors please!). Arrange your text “ragged” down the right-hand margin and flush to the left margin (this is the default setting in Microsoft Word), and indent each paragraph one tab or 5 spaces. Put your name, the date, and the essay title in the top left corner of the first page, and please include page numbers on all pages.

**COMMUNICATION**

To avoid missing important messages from me and the College, please activate your student email account by logging in at the Skyline email web portal (<https://websmart.smccd.edu>) if you have not already done so. Messages regarding your registration status as well as other necessary information will be sent to you through the **school** email portal, not your personal email accounts. I monitor email continually throughout the week, though generally not on weekends.

**HOW TO FORWARD YOUR MY.SMCCD.EDU EMAIL TO ANOTHER EMAIL ADDRESS:**

I will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you will miss important news and messages. If you would rather use your existing email account (hotmail, yahoo, gmail, etc.), please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email"
3. Here, you may view your email address and password, and you may reset your password.
4. **IMPORTANT:** Open your **my.smccd.edu** email.
5. Click “Settings” at the top of the page.
6. Click the “Forwarding and POP/IMAP” tab.
7. Under Forwarding, click the “Forward a copy of incoming mail” button.
8. Enter the email address you want to forward your email to
9. Click “Save Changes.”

**TECHNOLOGY**

Official Language Arts Technology Policy: *“Students may only use hand-held and wireless technology for legitimate and appropriate educational purposes such as defined by the instructor. The instructor may limit any use of hand-held or wireless technology that disrupts learning opportunities, degrades the learning environment, promotes academic dishonesty or illegal activities. Students who require access to hand-held or wireless technology as assistive measures for documented disabilities may use them according to their accommodations as provided by the*

*Disabled Student and Services program. A violation of this policy will result in disciplinary action to be determined by the instructor. Sanctions are explicitly stated in the College's Student Code of Conduct."*

#### **LAPTOPS AND TABLETS**

With the advent of internet equipped smart phones and computer tablets, handheld web access is ubiquitous these days. However, these devices are extremely distracting to other students and it is difficult for me to monitor usage on them. Unless you have a verified disability accommodation that requires you to utilize computer assisted technology in the classroom, use of these devices in class is not permitted.

#### **CELL PHONES**

**Cell phones must be turned off completely during class.** Ringing phones are a distraction to other students and to the learning environment. Texting and web surfing are likewise prohibited during class, for the same reason. Going out in the hallway to answer or make a call is also unacceptable during class time. I have a zero-tolerance policy regarding cell phones. Students caught using them will be thrown out of class and marked absent for the day; subsequent infractions will yield a penalty grade in the course, at my discretion.

#### **IPODS, ETC.**

All other electronic devices must be turned off during class. Computers and music players are a distraction to other students and to the learning environment. Before we start class, please turn off and put away all such devices.

#### **NETIQUETTE**

Please see the **Netiquette** and **Discussion Guidelines** on the companion course website for a detailed explanation of good internet practices and behavior. Although this is not an online course, the online activities you complete as part of your required coursework will function very much like a traditional classroom in that those spaces should still be a safe place for people to voice their thoughts: during online discussions please be sensitive to your classmates. Take care to read what they have to say **before** you respond, and be vigilant that you are not hurtful in your responses to them or me. Respond constructively rather than attacking or attaching blame. Cite references and sources explicitly if you are quoting someone else's ideas. Only capitalize words to emphasize a point or to denote a proper noun (as always). Focus on only one subject per post, typing the subject title in the heading of your message. Be careful with humor online – remember that without visual cues humor can often be misinterpreted as hurtful or confrontational speech. Use standard written English – no slang, no emoticons. Skyline College rules governing appropriate student conduct in and out of the classroom do extend to online courses, and remember that online courses retain a digital record of *everything* you do when logged in to the course.

#### **DISCUSSION GUIDELINES**

This is a writing class, remember, not a history or political science class. We read in order to learn how others write so that we can in turn model good writing strategies in our own work. Discussion forums are not meant to be spaces to express agreement or disagreement with a given author or his/her ideas. The discussion forums for this class are specifically designed to be spaces in which you only consider and evaluate *the ways in which people write*, **not what they say in their writing**. When you participate in the discussion forums by posting thoughtful public responses to my discussion questions, keep your discussion focused on **textual analysis**, not your subjective opinion of the ideas in the work. Our attention will remain more scholarly and academic in focus (which is, after all, the goal of this course) if we work hard to limit the *kinds* of discussion we engage in. Rather than using the discussion forums to advance your personal opinion of an author or mount political attacks on the ideas expressed in a given work, discuss only the formal elements of the writing itself: *what* exactly does it do at the level of the writing to succeed or fail as effective communication, no matter what the actual ideas are in the work. Avoid agreeing or disagreeing with an author or his/her ideas, and evaluate **the writing** instead of the ideas.

**CAMPUS  
RESOURCES**

**THE WRITING & READING LAB IN THE LEARNING CENTER**

In addition to visiting me during my regular in-person office hours, which I encourage you to do for additional help with your writing, I also encourage you to visit the Learning Center in Building 5 for tutoring support. The Center is staffed with tutors faculty trained to help you develop core writing skills like generating ideas and narrowing topics, writing thesis statements, organizing and revising drafts, developing strategies for addressing troublesome grammar issues, etc. In order to access tutoring services or use the computers there, you will need to enroll in either LSKL 800 or 853 (LSKL 800 for general tutoring or LSKL 853 for reading and writing support) through the Center – these are both low cost, open-entry, self-paced lab courses. You will find additional information by visiting the Learning Center web portal (<http://www.skylinecollege.edu/learningcenter/index.php>).

**CAMPUS COMPUTER LABS**

There are several open computer labs with Internet access and printing capabilities available for your use on campus. The largest of these is on the first floor of Building 5 in the Learning Center, but other open labs are available in Buildings 2, 6, 8 and elsewhere on campus. If your home network is unavailable or unreliable, you will be expected to access these on-campus computer resources to complete your coursework as directed.

**LIBRARY**

We have excellent campus librarians (Skyline Library, Bldg 5, 2<sup>nd</sup> fl) available to assist you with research projects and library questions. You may visit the Skyline library web portal (<http://skylinecollege.edu/library/>) for additional information.

**STUDENT SERVICES**

Academic counselors, health services, and other important support services are available in the Student Services Center in Building 2. A complete listing of campus services can be found at the Student Services web portal (<http://www.skylinecollege.edu/student-services/index.php>).

**DISABILITY RESOURCE CENTER (DRC)**

Students with verified disabilities have the right to receive reasonable academic accommodations in order to create an educational environment where they can have equal access to instruction. Those requiring accommodations for a learning or physical disability that may affect their ability to complete course requirements are requested to communicate with me during the first week of the term so that I may adjust course materials in order to meet your needs. The Disability Resource Center at the College is designed to equalize educational opportunities for those with disabilities. In coordination with the DRC office, reasonable accommodation will be provided for eligible students. Further information may be obtained from DRC staff in Bldg 5, Room 5132, (650) 738-4123. You can find additional information at the Disability Resource Center web portal (<http://www.skylinecollege.edu/disabilityresources/index.php>).

**ACADEMIC  
INTEGRITY**

The work you submit must be your own. Plagiarism is using another person's words or ideas, either published or unpublished, and passing them off as your own by not properly citing the original source. I expect you to use other people's words and ideas in your own work, but I do not want you to steal them.

The most obvious form of plagiarism is copying directly from print or Web-based materials *without using quotation marks* or other appropriate forms of attribution. A less obvious form, but equally as serious, is summarizing or paraphrasing the ideas of an author, even yourself from an earlier assignment, *without citing that author as the original source*. A third and often overlooked type of plagiarism is *using an editor – a friend, family member, or tutor – beyond a reasonable level (this would include having that person(s) write any portion of your work for you)*. In each of these instances, your work no longer reflects your own knowledge, voice, style, or comprehension of the given material. All paraphrases and quotations must be cited appropriately.

Students caught intentionally plagiarizing will receive an automatic "F" on the assignment. Subsequent infractions may expose you to a lowered or failing component score and/or course grade because of failed coursework, and it may also invite further disciplinary measures ranging from a warning to a penalty grade to expulsion, per College policy. If you have questions regarding



how to properly cite your sources, ask me, ask a research librarian at our school library, or refer to the “MLA” source materials within the course.

The student handbook has a complete statement defining plagiarism and its consequences (<http://www.skylinecollege.edu/centerforstudentlife/assets/documents/studentHandbook1213.pdf>).

Please remember that as you must complete all assigned essays satisfactorily (i.e. without resorting to plagiarism in any of its forms anywhere in your work) in order to pass this class, it potentially only takes one failed essay assignment to fail the course.

**DISCIPLINE** Non-academic and/or willfully disobedient behavior in class (e.g. talking on cell phones or texting, using pagers or computers, napping, chatting with friends, doing outside reading or homework, not participating in class exercises, disrupting group discussions, etc.) will not be tolerated: it can result in an automatic “F” for the Participation portion of your grade and/or the relevant assignment, and I may also ask you to leave class. If the behavior persists, you will be referred to the Dean for further disciplinary measures. The bottom line is that I need 100% of your brain 100% of the time when you are in my classroom. I will move very swiftly to curtail obtrusive behavior because it can be so disruptive to me and other students.

**SMOKING POLICY** The following is the official smoking policy at the College, as outlined in your student handbook: *“Smoking is only permitted in designated areas in parking lots around campus. Designated areas are clearly marked and ashtrays are located nearby. The active participation and cooperation of all students, faculty, staff and guests in promoting a healthy and safe environment at Skyline College is expected in order to ensure that all smoking policies are observed. Tobacco-free resources are available in the Student Health Center, located in Building 2, room 2209, (650) 738-4270, and on the Skyline College website.”*

**GRADING** Grades are determined from the following components and weighted as shown. Assignments have point values (see below) calculated as percentage scores on a standard 100-point scale (100-90 is an A, 89-80 a B, 79-70 a C, 69-60 a D, and everything below 60 an F). See the official Skyline grading rubric attached below that I will use to evaluate your written work. You can also find a thorough explanation of what constitutes passing and exemplary essay work on the course website. Hold on to all returned work in order to resolve any grading discrepancies later on. I reserve the right to modify assignments, schedules and policies as needed (though I will always tell you when I do) as this allows me maximum flexibility to respond and adjust to changes throughout the term.

Your Final Exam grade **AND** your cumulative Essay scores must **BOTH** be a C or better, and all essays and formal exams must be completed, in order to pass this course.

<b>45%</b>	Essay Drafts	10 pts each
	Vocabulary Logs	10 pts each
	Reading Journals	10 pts each
	MyLabs Tests	10 pts each
	In-class writing exercises	5-10 pts each
	In-class quizzes	10 pts each
	Miscellaneous exercises	10 pts each
	Midterm	20 pts
	Extra Credit Workshops	10 pts each
	<b>35%</b>	Essays
<b>20%</b>	FINAL **	20 pts

*\*\*This component is graded pass/fail only, with a passing grade discarded and a failing grade counted as a “0.”*

### Skyline College English Department Standard Grading Rubric

- “A” essay:** Excellent. The essay engages the reader in a thoughtful, insightful and sophisticated response to the assigned topic. A clear, meaningful central idea is present and supported by specific details, relevant examples, and thought provoking analysis. The ideas in the essay are well organized, coherent and unified. There are no significant errors in spelling, grammar or punctuation, and the essay adheres to all the standards in writing, including grammar, punctuation, spelling, formatting, and documentation.
- “B” essay:** Good. The essay fully addresses the assigned topic in an insightful and thoughtful manner. The central idea is supported with clear and relevant examples but may include some information that drifts off point or ideas that may not be fully developed. Competence in grammar, punctuation, spelling, and other written standards (as mentioned in the “A” above) is demonstrated, but errors are present enough to be noted.
- “C” essay:** Acceptable. The essay addresses the assigned topic in a thoughtful but perhaps underdeveloped, disorganized, and/or incoherent manner at times. The central idea is apparent but may not be supported by sufficient details, examples, and/or explanations. Errors in grammar, spelling, punctuation, and/or other written standards occur frequently enough to distract the reader from the essay’s ideas.
- “D” essay:** Unsatisfactory. The essay only minimally addresses the assigned topic and/or may seriously lack in sophistication, organization, and/or depth in its ideas. The central idea tends to be unfocused, incoherent, and/or may not be supported by detailed examples and developed explanations. Errors in grammar, spelling or punctuation are excessive and distract the reader from the writer’s ideas.
- “F” essay:** Not acceptable/failing. All in all, an essay at the “F” level reveals ideas that do not demonstrate a sophisticated, planned, logical level of thought and appears to be more like a draft or free-written journal that does not follow the conventions of acceptable college essay standards. The “F” essay does not address the assigned topic, has no clear main idea and/or supporting ideas, and/or is seriously underdeveloped (far short of the required number of assigned pages), thus not meeting the minimum requirements.



**Signature Sheet**

I have read and understand and agree to follow everything covered in the syllabus for Greg Christensen's *English 846* – *Reading and Writing Connections* course at Skyline.

\_\_\_\_\_ *print your name*

\_\_\_\_\_ *sign your name*

\_\_\_\_\_ *today's date*

What was the last English course you took? \_\_\_\_\_ *course number and title*

When did you take that course? \_\_\_\_\_ *semester and year*

Where did you attend that course? \_\_\_\_\_ *school name*

If the course was at Skyline, CSM or Cañada, who taught it? \_\_\_\_\_ *instructor's last name*

What grade did you receive in the course? *(circle one)*    A    B    C    D    F

Was that your first time taking the course? *(circle one)*    Yes    No