

## COURSE SYLLABUS

<b>COURSE</b>	<b>English 100 AF (38375) – Composition</b> <b>Spring 2014</b>   Mon, Jan 13 – Fri, May 23   Mon/Wed 9:35-10:50   Bldg 5, Rm 5102 Greg Christensen <a href="mailto:christenseng@smccd.edu">christenseng@smccd.edu</a> Course support site <a href="http://www.gregteach.net/skyline/sky_100">http://www.gregteach.net/skyline/sky_100</a> Office Hours: Mon & Wed, 11-12 pm, Bldg 5 Learning Center
<b>CONTACT</b>	Three ways to reach me outside of class: <ol style="list-style-type: none"><li>1) Before or after class</li><li>2) Email (using your official @my.smccd.edu student email account)</li><li>3) Drop-in office hours in the Learning Center (listed above)</li></ol>
<b>INTRODUCTION</b>	<p><i>“Without clarity of language, there can be no clarity of thought; and without clarity of thought, we are more likely to become the victims of ideology.”</i></p> <p>Welcome to English 100! Reading and writing are two of the most fundamental processes we use to make meaning – of a book or a film, a prescription label or an election ballot, our lives and each other. English 100 is designed to exercise these communicative faculties by building foundation level skills in exposition, argument and research. It is a reading and writing intensive course with very little organized lecture. Through class discussions and individual exercises along with various formal and informal writing tasks you will improve your ability to ask critical questions of texts and to connect those texts together as you learn how to make intelligent, coherent conclusions about them. The goal is to improve your ability to think and write clearly so that you will be well prepared for further academic study in whatever career training path you pursue.</p> <p><b>YOU WILL NEED REGULAR AND RELIABLE ACCESS TO A COMPUTER WITH INTERNET AND PRINTING CAPABILITIES IN ORDER TO ACCESS THIS COURSE AND COMPLETE ALL REQUIRED ASSIGNMENTS.</b></p>
<b>CATALOG DESCRIPTION</b>	<p>“This class is designed to help students recognize and critically evaluate important ideas in short and book length texts, and express facts and thought logically and gracefully in clear and correct prose. Students will write critical expository essays dealing with a variety of ideas at a skill level appropriate to a transfer level college course.”</p>
<b>PREREQUISITES</b>	Satisfactory completion of ENGL 836/846, READ 836, ESOL 400 or assessment placement. English 100 is a 3 unit course.
<b>TRANSFER</b>	Applicable to the Associate’s Degree. Partially satisfies Specific Area E2 requirement, General Education Requirements 4A, and courses required for the English major. Meets Skyline College information literacy requirement if taken fall 2011 or later. Transferable to CSU in General Education Areas A2 and A3. Transferable to UC and IGETC Area 1A.  <i>There will be two required information literacy online workshops during the semester – these will be built into the class and are designed to satisfy a portion of the information literacy course component.</i>
<b>PAY AHEAD</b>	Students who do not pay their fees <i>before</i> 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 ( <a href="http://www.skylinecollege.edu/financialaid/index.php">http://www.skylinecollege.edu/financialaid/index.php</a> ) for more information.

**REQUIRED  
TEXTS**

*Rereading America: Cultural Contexts for Critical Thinking and Writing*, 9<sup>th</sup> ed  
Edited by Gary Colmbo, Robert Cullen, Bonnie Lisle, Bedford/St. Martin's, 2013  
ISBN-13: 978-1457606717

\*THIS TEXT IS REQUIRED AND SHOULD BE THE EDITION LISTED ABOVE ALTHOUGH THE PREVIOUS EDITION (8<sup>TH</sup>) CONTAINS ALL ASSIGNED READINGS FROM THE BOOK AS WELL . COPIES ARE ON TWO-HOUR RESERVE IN THE CAMPUS LIBRARY.

NEW AND/OR USED COPIES OF THE COURSE TEXTS ARE AVAILABLE FOR PURCHASE IN THE CAMPUS BOOKSTORE (<http://bookstore.skylinecollege.edu/TextBookDetail.aspx?BookPriceID=8514728&MBSNumber=1295005&SecID=4201125&trm=SPRING%2014>).

\*\* A **second text** will be required this term, but it will be chosen by you for study beginning Week 12 of the term. It will form the basis of your study for your final research essay project during the last unit of the course. The text will need to be a **full-length, single author work of nonfiction of at least 100 pages**. It will need to be submitted to me by the end of Week 10 for review and approval. You will be responsible for securing the book by purchasing or renting it from a book vendor or checking it out from the school or area libraries. This is a required component of the course.

**COURSE  
GOALS**

1. Write sharply focused, coherent, and well-developed essays appropriate to the transfer level and that support a self-generated thesis. Your essays should demonstrate, in addition to competence in standard English grammar and usage, a command of a variety of organizational strategies appropriate for academic audiences. Finally, they should reflect an informed commitment to conventions of academic discourse.
2. Utilize developed research skills which include gathering and evaluating sources and applying conventions of documentation.
3. Demonstrate critical reading, writing, thinking and research skills in the development of analytical and evaluative responses to important ideas and arguments from multiple points of view.

**DISCLAIMER**

English 100 is geared toward reading and writing various types of expository essays. It is expected that you have already mastered basic sentence or paragraph construction when you enter this course – if these core writing skills remain a significant challenge for you it may be difficult to pass this course successfully without additional help. If you think this applies to you, please communicate with me to discuss supplemental workshops and tutoring services available to you here at Skyline that you'll need to utilize in order to bring yourself up to the level you'll need to be at to succeed in this course. I am here to support you, but it is your responsibility to take control of your learning and guide your study accordingly in order to succeed.

**COURSE  
OVERVIEW**

Remember that because this is a composition class, there is steady flow of weekly reading and writing to complete over the course of the 19-week term. In order to succeed **you can expect to dedicate up to 9 hours each week on coursework and submit one 4-6 page essay every 4 weeks, with numerous smaller writings in between that feed into those essays**. You'll need to develop effective strategies for regulating and monitoring your progress through the course so that you remain caught up with weekly lessons and writing tasks. Some of these are covered below in a section entitled "Survival Tips."

**ASSIGNMENTS**

There will be 4 out-of-class standard essays this term combined with two in-class timed essay exams – together, they'll comprise the **50% Essay** portion of your course grade. All of the essays are meant to strengthen your rhetorical and analytical skills when working with literary texts, so each will be linked to specific unit readings except for the midterm expository writing exams.

Shorter reading summaries, quizzes, journal writings, and other miscellaneous writing exercises as well as occasional extra credit options will be assigned each unit to test your knowledge of the material and ensure that you stay current with the reading in the run-up to each essay. These elements together will comprise the other **50% Coursework** of your course grade. See the Grading section at the end of the syllabus for a numerical breakdown of these elements. Coursework and Essays are always due in class and/or by 11:55 pm on the dates noted for each assignment on the unit calendar provided within the course.

In order to receive credit for your work, you must complete the *entire* exercise, whatever it might be, as assigned and by its due date. I don't give partial credit for partial work, grade on a curve, average grades, or drop low scores. **Coursework items – everything in the course other than the out-of-class essays – and the two midterm in-class exams cannot be revised or submitted late for credit. Essays can be submitted late, but with a grade penalty (see “Essay Late Policy” below).**

#### READING

I'll assign up to 50 pages of reading each week (though usually less than that) that you will need to come to class fully prepared to discuss and work with. Reading assignments are listed on the course calendars for each unit and will be available to view well in advance of their due dates. In order to fully contribute to the weekly discussions and exercises, you'll need to complete the related assigned readings prior to those exercises of course. Students must have the required assigned texts/textbook(s) by the time the class begins so that they can work with them in the lesson units. This is a writing, but also 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. See the unit calendar and the weekly unit modules on the course support site for a detailed outline of the reading and writing assignments we'll cover this term. All course texts are available on 2-hour reserve in the Skyline library for you to make copies of relevant readings, if necessary.

#### ESSAY LATE POLICY

I don't give partial credit for partial work: incomplete essays get returned ungraded and marked late (a reduction of a full letter grade) until they're completed satisfactorily. In order to receive credit, *you must complete the entire essay exercise as assigned*. Late essays are accepted, but receive a **full letter grade reduction** each week they're late beginning with the first day after the deadline, and are ineligible for the rewrite option. All essays must be completed in order to pass the course.

**ALL FORMAL ESSAYS *MUST BE COMPLETED SATISFACTORILY AND THE ESSAY COMPONENT MUST BE PASSED WITH A C (70%) OR BETTER TO PASS THE COURSE. FAILURE TO COMPLETE ONE OR MORE ESSAYS WILL RESULT IN AN AUTOMATIC FAILING MARK IN THE COURSE.***

**ESSAY REVISION POLICY:** YOU MAY REVISE YOUR FIRST **3** ESSAYS OF 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 ESSAY OF THE TERM WHICH CANNOT BE REVISED OR SUBMITTED LATE FOR CREDIT.) GRADE INCREASES ON REVISED WORK ARE NOT AUTOMATIC: IN ORDER TO BE ELIGIBLE FOR A GRADE BUMP, YOUR REVISION MUST BE SUBSTANTIALLY BETTER THAN THE FIRST GRADED VERSION AND IT MUST ADDRESS ALL COMMENTS MADE ON YOUR EARLIER VERSION(S), APPLYING THEM THROUGHOUT THE *ENTIRE* ESSAY. **REVISIONS ARE ONLY ACCEPTED FOR TWO WEEKS FOLLOWING THEIR GRADED RETURN TO YOU – AFTER THAT TWO-WEEK REVISION WINDOW, THEY CANNOT BE SUBMITTED AND THE GRADE YOU INITIALLY RECEIVED FOR THE ASSIGNMENT WILL BECOME PERMANENT.** THIS REVISION WINDOW WILL BE STRICTLY ENFORCED. REVISIONS SHOULD BE EMAIL ATTACHED TO ME WITH THE WORD REVISION IN ALL CAPS APPENDED TO THE FILE NAME. **LATE ESSAYS ARE INELIGIBLE FOR THE REWRITE OPTION, AND ALL ESSAYS MUST BE SUBMITTED BY THE FINAL DAY OF THE COURSE.**

<b>DATES</b>	First day of the term	Mon, Jan 13
	Declared recess (Martin Luther King Day)	Mon, Jan 20
	Refund drop deadline	Mon, Jan 27
	Add deadline	Mon, Jan 27
	Last day to drop without a “W”	Sun, Feb 2
	Declared Recess (Lincoln & President’s Days)	Fri-Mon, Feb 14-17
	Spring Break	Sun, March 30 – Sat, Apr 5
	Withdraw deadline	Thurs, Apr 24
	Last day of regular classes	Fri, May 16
	Final Exams	Sat, May 17 – Fri, May 23
	Last day of the term	Fri, May 23
	Grades available on WebSmart	Tue, June 3

**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 absence) 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).

**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.

**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.

**SURVIVAL  
TIPS**

I recommend checking the companion course website on Sundays and then frequently throughout the rest of the week to monitor email, announcements, changes or additions to lessons, etc. Do not wait until the last minute to start assignments. Start assignments early, and make a habit of doing more than one draft of everything. Print all assignment handouts in case your computer access is blocked. Set aside time each week to *“go to school”* – turn off your phone and TV, ignore email and family and friends: create a quiet, peaceful space in which you can do your work effectively. Contact me if you need individual help – research shows that students who actively seek extra help with their learning succeed and excel at a much higher rate – don’t suffer in silence! I am here to help you in any way I can, but you must be proactive about seeking that help by asking questions and using the course tools and resources. You can also access a useful list of study tips published on the Learning Center page here:

<http://www.skylinecollege.edu/learningcenter/studytips.php>.

**FORMATTING**

Please see the **Sample Format sheet** within the course for a detailed explanation of how you should format your essays. Treat essays for this class exactly like you would for a regular face-to-face class: Use 1.25 inch margins all the way around, double-space your work, eliminate extra spacing between paragraphs. Use a standard typeface like Times or Ariel, and use a 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. Put your name, the date, and the essay title in the top left corner of the first page, and please include page numbers.

**COMMUNICATION**

I will be “speaking” with you electronically via tools within the course and by email. 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.

\* PLEASE NOTE THAT WHILE I MONITOR DISCUSSION BOARDS, CHAT ROOMS AND EMAIL CONTINUALLY THROUGHOUT THE WEEK, I DO NOT CHECK OR RESPOND TO THEM 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."

#### **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 here:

<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/studentservices/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 here:

<http://www.skylinecollege.edu/disabilityresources/index.php>.

\* Note for DRC-registered students: if you need course files in an alternate format or (more) accessible version, please contact me directly so that I may work with the DRC staff to get those resources to you.

#### ACADEMIC INTEGRITY

The work you submit must be your own. Plagiarism is using another person's words or ideas, 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* and appropriate citation and 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 another writer or an editor – a friend, family member, or tutor, someone you pay for his or her services, etc. – beyond a “reasonable” level. This would include allowing someone else to write or rewrite any portions of your work for you OR proofreading or editing any parts of your work for you.*

**A note about getting editing and proofreading help from others:** The only person who should be making changes to your own writing work is you – anything else is considered plagiarism and is a clear breach of academic integrity policies at the college. The work you submit must always be your own, in every instance. You are encouraged to have others look at your work and to elicit useful feedback from them, written or verbal, but you must never allow anyone else to make actual changes to your writing – that's your job, and it's a core proofreading skill you're in this class to practice and master. You may have learned from past classes or teachers that allowing someone else to fix your sentence errors for you is an acceptable academic practice, and you may even find tutors or teachers here at the college or elsewhere who are willing to look at your work and fix your errors for you. But standard academic plagiarism policies here and elsewhere state quite clearly that while we always encourage you to seek help with your work, there is “good help” and there is “bad help.” “Good help” is taking someone's feedback and using it to help you revise and proofread your own work. “Bad help” is allowing someone else to do that work for you. It is never acceptable to allow anyone else to change/fix/edit/proofread your own writing – these are key and primary aspects of the writing process that you are here to learn how to do on your own, without intervention from anyone else. This is because you will need to use those editing and proofreading skills repeatedly on your own throughout your academic and professional careers from this class forward. You do yourself no favors by letting someone else find and fix your error patterns for you because then you won't learn how to do it yourself and your writing skills will not improve.

In any case, in all of the instances described above, your work no longer reflects your own knowledge, voice, style, or comprehension of the given material and writing skills. All paraphrases and quotations must be cited appropriately and all work must be your own if it's not.

Students determined to have intentionally cheated or plagiarized their work will receive an automatic “F” on the assignment. Plagiarized work or assignments on which a student has cheated cannot be recalled, revised or resubmitted for credit. 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 a letter placed in your permanent student file to expulsion, all per College policy. Please keep in mind also that a failing mark in a class will in many cases prevent you from registering again for that same class the following semester, significantly impacting your course plan and transfer goals.

If you ever have questions regarding how to properly cite your sources, please ask me, ask a research librarian at our school library, or refer to the “MLA” source materials within the course. I am here to help you, so please seek out my assistance if you’re at all unsure about how to properly attribute a given source or how to make the best use of tutors and others whom you ask to look at your writing work.

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

Finally, 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 within the course. Keep 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.

**ALL FORMAL ESSAYS *MUST* BE SUBMITTED AND THE ESSAY COURSE COMPONENT MUST BE PASSED WITH A C (70%) OR BETTER IN ORDER TO PASS THIS COURSE, IRRESPECTIVE OF YOUR COURSEWORK COURSE COMPONENT GRADE AT THE END OF THE TERM. FAILURE TO COMPLETE ONE OR MORE ESSAYS OR TO REACH THE 70% THRESHOLD WILL RESULT IN AN AUTOMATIC NON-PASSING MARK IN THE COURSE.**

**\* PLUS/MINUS GRADING WILL BE UTILIZED IN YOUR FINAL COURSE GRADE DETERMINATION.**



<b>Coursework (50%):</b>	Summaries	10 pts each
	Quizzes	5-10 pts each
	Drafts	10 pts each
	Misc. exercises	10 pts each
<b>Essays (50%):</b>	4 standard essays:	1x 16 pts, 2x 20 pts each, 1x 40 pts
	2 timed in-class essays:	20 pts each

**ASSIGNMENT SCHEDULE** There will be 4 full-length essays and 2 in-class essay responses due during the term, dates for which are listed below. A full semester calendar of all assigned reading and writing assignments can be found as a downloadable document within the course. See page 4 of this course syllabus for a list of other relevant dates and holidays during the term.

Essay #1: Summary Essay	Sat, Feb 1
Essay #2: Chapter 2 Essay	Sat, Feb 28
Essay #3: Chapter 4 Essay	Sat, Mar 29
Midterm #1: In-course Writing A	Sat, Apr 19
Midterm #2: In-course Writing B	Sat, May 3
Essay #4: Research Essay	Fri, May 23

See below for description of how each of these major assignments will be evaluated.

<b>Skyline College English Department Standard Grading Rubric</b>	
<b>“A” essay:</b>	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>“B” essay:</b>	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.
<b>“C” essay:</b>	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.
<b>“D” essay:</b>	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.
<b>“F” essay:</b>	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.