Welcome to English 151B – Fundamentals of Composition. This course is designed to introduce you to the basic principles of college essay writing along with a review of the fundamentals of English grammar, punctuation, and sentence structure. Through a combination of classroom exercises and independent writing work, you’ll gain a mastery of the essay form and the ability to produce clear, compelling, argumentative prose in response to prompts, readings, questions or discussions in various academic settings throughout your college career. We will focus here on critical readings of short nonfiction works and writing well-developed paragraphs and essays for the duration of the term. You’ll end up producing approximately 30 pages of edited writing by the end of the term.

Note: This course cannot be used to satisfy English transfer or certificate requirements, but successful completion of English 151B (along with ENG 163 if indicated by your placement test scores) will allow you to move forward into English 101A, which is a “gateway” composition and critical thinking course that you may use to satisfy transfer and certificate goals. English 151B is expressly designed to prepare students for entrance into English 101A.

Required Texts & Supplies

- Mosaics: Focusing on Essays, 4/e – Kim Flachmann
- Farewell to Manzanar – Jeanne Wakatsuki Houston & James D. Houston
- Fifty Great Essays, 3/e – Robert Diyanni
- Writer’s Resources CD (available in the Learning Center, Tutoring Center, library, & campus bookstore)
- access to the Internet, and a computer with word-processing capability and a printer
- a 3-ring binder, a stapler, and 10 large format “blue books”

Course Requirements

Prerequisite: Eng 151A with a grade of C or better, equivalent course, or appropriate skill level demonstrated through the placement test process.

It is highly recommended that you are enrolled concurrently in ENG 163 or ENG 175.

There will be six short essays required of you this semester. You’ll be given plenty of time to draft, peer edit, and rewrite (if needed) each one as the term progresses, and together these will comprise 25% of your overall grade. I’ll also assign a host of smaller assignments throughout the semester: informal reading responses, written and online grammar exercises, in-class writing work, various comprehension quizzes on your essay and grammar work, and group work. These, along with your active class participation (a graded component of the course), will comprise 25% of your course grade. An in-class essay midterm and two final exams (an objective grammar test and an in-class essay) will also be given — the midterm gets added in to your 25% coursework grade but the final exams comprise 25% of your overall course grade. Please note that you must have regular and reliable access to a computer with internet and printing capabilities in order to succeed in this course.
Note: Because students who are able to pass the final exam are much more likely to succeed at the 101 level than those who cannot, and because I want you to have the best chance for success beyond my class, you must pass the final exam with a C or better AND pass the Lab component with a C or better in order to pass this class.

English 151B is a 4 unit course, which means you’re expected to put in a minimum of **8 hours outside of class each week** on reading and writing assignments in addition to the work you do in class and for the independent Lab requirement (which we will discuss in detail during the first week of class, see below).

The **Lab Component**: To ensure the best opportunity for your academic success beyond English 151B, Ohlone requires that you also complete 1 additional unit of independently guided Lab exercises on writing and sentence construction in the English Learning Center (ELC). We will discuss this requirement at greater length during the first week of class, but you should understand that meeting all Lab deadlines and completing all Lab assignments is YOUR responsibility alone. I do not have any part in managing or overseeing this portion of the course. **You must pass the Lab component with a C or better in order to pass this class.** You should visit the Learning Center (or the Tutoring Center on the Newark campus) in person or online to learn more about this component of the course before we discuss it in class. The ELC Web address is [http://www.ohlone.edu/instr/english/elc](http://www.ohlone.edu/instr/english/elc) (there is also a link to it directly from the “Resources” page on the course website).

Upon successful completion of this course, you should be able to:

1. Analyze and evaluate the ideas of others through reading and discussion
2. Write well-organized and well-developed paragraphs and essays (with a thesis, introduction, body paragraphs and conclusion)
3. Demonstrate the writing skills necessary to enter ENGL 101A, a transfer-level writing course
4. Identify grammatical elements including parts of speech, subject-verb agreement, complete sentence construction, punctuation, etc. consistently and effectively in your own writing

Please note: English 151B 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 the 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 (or an academic counselor) in order to go over supplemental workshops, courses or tutoring services available to you here at Ohlone so that you may have the best chances of succeeding in this course.

**ATTENDANCE & PARTICIPATION**

**Attendance** is required of course, like participation. Students who miss the first class meeting will be dropped in order to make room for waitlisted students. This class meets twice a week through the end of May. You can miss 4 classes before it will force a full grade letter reduction for each additional absence, and I may drop you from the course entirely if your absences become excessive. I don’t make a 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 (doctor’s visits are the same as oversleeping, for example). Keep in mind that missing any classes at all will significantly impede your ability to remain caught up with the coursework.

Please get **names, numbers and email addresses** from a few people in class so that you have someone to contact for missed assignments and class notes. If you are absent it will be your responsibility to find out what you have missed (by regularly checking the course website or by checking with friends in class) and complete the relevant work on your own so that you do not fall behind. I can also be reached via email and will respond to messages within 48 hours (but not on weekends), but I generally do not respond to questions regarding material that you have missed due to absences. This is why regular attendance, networking with other students, and consistent check-ins with the course website are so vital to your success in this course.
Arriving late shouldn’t happen. Every two times you are tardy or leave class early without clearing it with me beforehand you will accrue an additional absence. If you do arrive late, it’s your responsibility to make sure I’ve noted your attendance accordingly, as discussions after the fact pertaining to alleged attendance won’t be entertained.

Class participation is essential. Students who actively participate in their own learning are MUCH more successful than those who do not. Total engagement in every component of the course is vital, but engaged, vocal participation will comprise the bulk of this graded component. In order to measure your grasp of the material, I need to hear and see you contribute consistently. This is not a class where you can disappear at the back of the room. I know that speaking in class is difficult for some – 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 consistently silent because then I will not be able to measure your ability to spontaneously engage with the course material and respond constructively to the text and to other students’ input. Sometimes you’ll just have to be brave.

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

Non-academic and/or willfully disobedient behavior in class (e.g. texting, chatting, napping, doing outside reading or homework, not participating in classroom exercises, disrupting discussions or lectures, 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 can be referred to the Dean for further disciplinary measures.

Please turn off your cell phones, music players, laptop computers, electronic games, etc. and pack them away – use of any of these is simply not permitted in my class. Typing, surfing the web, chatting, text messaging, playing games, listening to music – all of these distract you from your learning and are disruptive to others. If I find you doing them I will give you a verbal warning first and then eject you from my class if you continue to disregard the rule. I am very serious about this: all electronics must be turned off and put away.

**PAPER POLICIES**

Coursework is always due at the beginning of class on the day it is due. I don’t accept late homework or missed class work: unless you have extraordinary extenuating circumstances (like a verifiable illness or a family emergency) that you discuss with me at or near the time of the event, the work you miss is the work you miss, and it cannot be made up. (This policy does not apply to essays – see below.) Please note that I do not grade partial work – in order to receive credit, you must always complete the entire exercise as assigned, and you must hand it in on time. Incomplete essays will be returned ungraded and marked as late until they are completed; other coursework will receive zero credit if it is not fully completed on the day it is due.

Rewrite Policy: People learn differently, and at different speeds. I want your writing to improve, and if it takes multiple drafts for that to happen, that’s fine with me. So here is my very liberal rewrite policy to balance out my very strict grading policies: You can rewrite your formal essays as many times as you wish as long as you turn in the first version on time. Rewrites that are given back to me must be stapled on top of all earlier version(s) with their grade sheets before I will accept them. The deadline for resubmitting any given rewrite is two weeks after I return it to you – I absolutely will not accept it after that. You may turn in your formal essays late, but late papers will receive a full letter grade reduction for each class period they are past due and they automatically lose the rewrite option as well (and remember… you must receive a C or better on your cumulative essay grade in order to pass this course). Because I give you the opportunity to rewrite your formal work as often as you like, I do not typically allow any extra credit options, although this policy is subject to the needs of individual classes or assignments.
**Paper Formatting:** All formal written work should be typed and double-spaced with 1.25” margins all the way around. There should not be any additional spacing between paragraphs. Use Times or Garamond typefaces ONLY, 12 pt. font. Arrange your text “ragged” down the right-hand margin and flush to the left margin, and indent each paragraph one “tab” or five spaces. Staple your pages together — please do not use paperclips. Double-space your name, the date, my name and the essay title or number in the upper left corner of the first page, and include page numbers at the bottom. I will return work that does not meet these formatting guidelines and ask you to redo it for a grade. I do not accept hand-written or emailed work without prior special arrangements for extraordinary circumstances only. See the “Sample Formatting Page” document under the Resources tab of the course website for an example of exactly how I wish your papers to look when you turn them in to me.

**DISCLOSURES & MISCELLANY**

**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 work you submit/present must be your own. All paraphrases and quotations must be cited appropriately, and I will teach you how to do this properly as the semester progresses. The Ohlone College Student Handbook has a complete statement defining cheating and plagiarism, available online. The most obvious form of plagiarism is copying directly from printed or Web-based materials without using quotation marks. A less obvious form, but equally as serious, is summarizing or paraphrasing the ideas of an author 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. In each of these instances, your work no longer reflects your own knowledge, voice, style, or comprehension of the given material. Plagiarized work is quite easy to spot, and anyone caught intentionally plagiarizing will receive an automatic “F” on the assignment. Subsequent infractions may expose you to a lowered or failing course grade and invite further disciplinary measures (e.g. suspension or expulsion) that are outlined in the Ohlone student handbook. If you have questions regarding how to properly cite your sources, ask me or refer to the “MLA” source materials on my website.

In addition to seeing me, I also encourage you to visit the English Learning Center (ELC) (in Hyman Hall, Room HH-217 or at Newark in the Tutoring Center, Room NC-2306) if you need help with your writing. This center is staffed with teachers and instructional aids trained to help you develop core writing skills (things like generating ideas, narrowing topics and writing thesis statements, organizing and revising drafts, strategies for addressing grammar and mechanics issues, etc.) in a safe and supportive environment. The ELC’s web address is http://www.ohlone.edu/instr/english/elc and there is also a link directly to it on my website.

If you have a physical or learning disability (or other specific problem or issue) that prevents your being able to complete the course requirements as outlined, please come talk to me so that I can make an attempt to meet your needs. Students with verified disabilities have the right to receive reasonable academic accommodations in order to create an educational environment where they may have equal access to instruction. Disabled Students Programs and Services (DSPS) is designed to equalize educational opportunities for students with disabilities. Further information may be obtained from the DSPS office, Bldg 5, Room 5101, (510) 659-6079 or http://www.ohlone.edu/org/dsp.

I reserve the right to modify class assignments, reading schedules and course policies as needed. This allows me maximum flexibility to respond and adjust to changes throughout the semester. This also means that you cannot rely solely on the course calendar to determine when things are due or what particular instructions to follow – yet another reason why you need to attend class to find out what’s required of you in any given week. But you should be aware that this syllabus is considered a legal contract: Please make sure you understand and take responsibility for everything covered here, and be sure to ask questions if you don’t.
GRADING

Course grades are determined from the following components and weighted as shown. Assignment categories are given specific point values: 20 points for each essay, in-class write, and the midterm; 20 points for each MyLabs unit and Mosaics chapter; 10 points for each quiz; 20 points for each of 4 participation marks. These point values are converted in the grade book to standard percentage scores (i.e. 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 course website for an example of the grading rubric I will use to evaluate your formal essays. Please keep every piece of work I return to you in case there are any grading discrepancies later on. To pass the class this class you must also complete satisfactorily (with a C or better) three individual course components: both final exams, your cumulative essay grade, and the independent Lab work. And remember that his course must be passed overall with a C or better in order to move forward to English 101A.

- 6 formal essays – 25% of your grade
- Participation and Coursework – 25% of your grade
- The Lab component – 25% of your grade
- 2 final exams (*These are each graded pass/fail only, with a passing grade discarded and a failing grade counted as a “0” in the grade book. You must take and pass both final exams in order to pass the course.)
I've read, understood and agree to adhere to everything covered here in the syllabus and on the course calendar and accompanying website for Greg Christensen’s English 151B – Fundamentals of Composition course this Spring ’10 semester at Ohlone College.

__________________________________________________

print your name

__________________________________________________

sign your name

today’s date