English 101 Winter 2018
Suzanne M. O’Brien

Course Information

101-02 8:30-9:45 TTH; 101-10 12:30-1:45 TTH
Winter 2018
3 credit hours
Course Dates: January 8- May 4
Class Location: 301 MB

Instructor Information

Instructor: Suzanne O’Brien, Ph.D
Email: sobrien@sc4.edu
Phone: Office: 810-989-5747 (office hours); 810-989-5806 (Writing Center).
Office Location: 319-H, Main Building
Office Hours: MW 10:00-12:00. I am available Tuesdays and Thursdays, but not until after 2:00. Students who would like to meet outside of these hours due to work schedules and other conflicts should know that I will also come in for a student appointment most evenings and Friday and Saturdays.

Course Information

Course Description
This course includes various types of current prose, a study of English usage, and intensive practice in composition, all of which is designed to improve a student’s ability to express ideas in a clear, logical and forceful manner. Prerequisite: Successful completion of writing assessment or ENG 050 or ENG 075 3 credits = 3 lecture WR.
SC4 Student Writing Outcomes

Students should be able to:
1. Demonstrate ability to select, organize, and develop ideas in various types of essays and documents for a college or professional audience.
2. Demonstrate ability to vary writing style, including vocabulary and sentence structure for different audiences (for example to inform, persuade, analyze).
3. Demonstrate critical thinking through a specific thesis supported with evidence. The essay/document should reflect a clear understanding of the readings, texts and supporting materials assigned and show proper format according to MLA/APA guidelines.
4. Demonstrate the ability to locate and gather information from primary and secondary sources and incorporate quotation, paraphrase, and summary from such sources into a properly documented paper.
5. Demonstrate ability to write standard English using the principles of correct grammar, punctuation, and spelling.
6. Demonstrate ability to analyze one’s own writing skills and to know how to use resources (digital or other) such as a grammar handbook, a dictionary, and/or thesaurus to improve and revise one’s own writing.

Instructional Methods
Although English 101’s course content provides instruction and practice in reading, writing, and speaking about academic topics and college issues, the objectives or learning outcomes of this class are clearly connected to the SC4 college-ready expectations for writing in other classes across the college. For example, the Office Administration, Nursing, and Social Science departments require a great deal of writing, but as most know, employers have been concerned about the writing skills of students in our area.

This course uses class discussion and other collaborative activities to foster learning. Your participation is key to your success. Discussing issues, raising and answering questions, and offering critical analysis are all ways you can show full engagement in this course.

Instructional Technologies
All students, both on campus and online, use the St. Martin’s Concise Guide to Writing because the major essay assignments, critical reading and writing information and sample readings come from this textbook.

Course Materials

Required readings
Course Schedule

Class Time
Students should expect to spend about 3-4 hours of clock time per academic credit hour, which then means that 9-12 hours per week should be set aside for English 101.

Overview of Units and Weekly Schedule
I will be providing additional information and access to the modules/units as the course progresses.

All assignments are based on chapters and information in the required textbook, The Concise St. Martin’s Guide to Writing (CG) and other supporting materials on the course site. A schedule, nicknamed “The Squares of Justice,” includes more details than the outline below, will provide specifics with reading and writing assignments organized by the module/units and weeks indicated here. A rubric will be provided for papers. All extra credit will be posted at the end of each unit and extra credit assignments are due no later than Friday, April 27 by noon (no emails). Again, I do not accept late work.

Unit 1. Introduction to Academic Writing Requirements and Remembering an Event: 100 points possible
Reading and Writing Responses/Quizzes 20 points
Remembering an Event Project Part One, 40 points
Remembering an Event, Project, Part Two 30 points
Writing Center Assistance 10 points

Extra Credit Option: Storycorps/Moth

Unit 2. Explaining a Concept, *The Stanford Prison Experiment: 100 points possible
Quiz 10 points
Library Orientation 20 points
*Stanford Prison Experiment Concept Project 1 30 points
* Concept Project 2 30 points
Writing Center Assistance 10 points

*Stanford Experiment Paper One must use the sources provided. * Concept Project 2 may be a longer version of Stanford paper or the student’s topic.

**Extra Credit Option: Stanford Marshmallow Experiment**

Unit 3. Mid-semester Assessment and Arguing a Position, The Case for the Value of College* 100 points possible

Reading and Writing Responses Quizzes, 20 points
Arguing a Position Project 1= Annotated Bibliography, formal outline, extended summary of student-selected article that is key to the support of his/her position, 30 points
Arguing a Position Project 2= formal outline, complete paper, and Works Cited, 50 points

*While the case for the value of college topic will be used as an example, students will select topics based on the arguing a position chapter in the textbook and the topics must be approved.

**Extra Credit Option for Arguing a Position: Concussions and CTE in Youth Sports**

Unit 4. Exit Assessment and Justifying an Evaluation, Multimodal Short Fiction Assignment: 100 points

Reading and Writing Responses/Quizzes 40 points
Literary Analysis and Media/Popular Culture Presentation 20 points
Final Exam Assignment, Justifying an Evaluation 40 points

*Slight changes may be made to the schedule. Primary chapter readings come from The Concise Guide (CG). TBA* readings refer to samples, links, grammar and citation information and other readings available on the SC4 library site. Refer to course announcements and module/unit pages for more information as the course progresses.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Module/Unit Topic</th>
<th>Readings/Preparation</th>
<th>Activities/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 1</td>
<td>Chapter 2, Remembering an Event, CG, Netiquette, The Pocket Prot, Course syllabus</td>
<td>Response 1, orientation to the course</td>
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<tr>
<td>January 8-14</td>
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<td>Student sample</td>
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<tr>
<td>Week 2</td>
<td>Unit 1</td>
<td>TBA* Chapter 10, “Cueing the Reader,” CG</td>
<td>Project 1 Remembering an Event</td>
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<tr>
<td>January 15-21</td>
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<tr>
<td>Week 3</td>
<td>Unit 1 and beginning of Unit 2</td>
<td>Chapter 4, “Explaining a Concept,” CG TBA*, Stanford Prison</td>
<td>TBA</td>
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<tr>
<td>January 22-28</td>
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<tr>
<td>Week 4</td>
<td>Unit 2</td>
<td>Chapter 9, “Strategies for Reading Critically,” CG TBA*, Stanford Prison</td>
<td>Project 2 Remembering an Event. Unit 1 concludes</td>
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<tr>
<td>January 29-February 4</td>
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<tr>
<td>Week 5</td>
<td>Unit 2</td>
<td>TBA* summary, paraphrase and MLA documentation; information on preparation for Concept Project 1</td>
<td>Student Reading Response, Stanford Prison</td>
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<td>February 5-11</td>
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<td>Week/Date</td>
<td>Module/Unit Topic</td>
<td>Readings/Preparation</td>
<td>Activities/Assignments</td>
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<tr>
<td>Week 6</td>
<td>Unit 2</td>
<td>None</td>
<td>Concept Project 1: Stanford Prison Experiment</td>
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<tr>
<td>February 12-18</td>
<td></td>
<td>Library Orientation; information on preparation for Concept Project 2</td>
<td>Library Orientation Worksheet</td>
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<tr>
<td>Week 7</td>
<td>Unit 2</td>
<td>Chapter 5, “Arguing a Position,” ‘TBA’* data, link and claim (position statements); how to frame positions; list of topic ideas and topics that MAY NOT be used</td>
<td>Concept Project 2</td>
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<td>February 19-25</td>
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<tr>
<td>Week 8</td>
<td>Unit 2 and beginning of Unit 3</td>
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<tr>
<td>February 26-March 4</td>
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<tr>
<td>Week X</td>
<td>SPRING BREAK</td>
<td>None</td>
<td>None</td>
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<td>March 5-11</td>
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<tr>
<td>Week 9</td>
<td>Unit 3</td>
<td>Chapter 11, “Analyzing and Synthesizing Arguments”; ‘TBA’* prepare Arguing a Position Project 1</td>
<td>Student reading Response</td>
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<td>March 12-18</td>
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<td>Week 10</td>
<td>Unit 3</td>
<td>Chapter 13, “Arguing”</td>
<td>Arguing a Position Project 1</td>
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<td>March 19-25</td>
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<tr>
<td>Week 11</td>
<td>Unit 3</td>
<td>‘TBA’*</td>
<td>Arguing a Position Project 2</td>
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<tr>
<td>March 26-April 1</td>
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<tr>
<td>Week 12</td>
<td>Unit 4</td>
<td>Poe and King stories Chapter 7, Justifying an Evaluation</td>
<td>Student reading Response 1</td>
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<td>April 2-8</td>
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<tr>
<td>Week 13</td>
<td>Unit 4</td>
<td>Doyle and Grafton stories</td>
<td>Student Reading Response 2</td>
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<td>April 9-15</td>
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<tr>
<td>Week 14</td>
<td>Unit 4</td>
<td>Digital content relevant to presentation and stories</td>
<td>Presentation on detective or horror fiction</td>
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<td>April 16-22</td>
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<tr>
<td>Week 15</td>
<td>Unit 4</td>
<td>Review stories and supporting materials</td>
<td>Final Exam and extra credit due Friday, April 29, noon</td>
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<td>April 23-29</td>
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<tr>
<td>Week 16</td>
<td>Finals week</td>
<td>Grades due Monday, May 7</td>
<td>none</td>
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<td>April 30-May 6</td>
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**Grading Methods and Evaluation**

**Assessment Methods**
Overview: To receive full credit, assignments need to meet the guidelines. Assignments should have standard margins and be double-spaced with a Times New Roman 12 or other accepted standard font. Papers must meet MLA manuscript requirements (see course site). Papers and assignments written for module/units 2 and 3 must be cited in MLA 8 format. Although I do not allow students to revise final assignments for a higher grade nor do accept late work or permit make ups of missed assignments, I do post extra credit opportunities for three of the units (see below and course site). However, in order to earn extra credit, the formal papers MUST be completed. You may not do extra credit to replace a missing final draft.
Grading Scale
I follow the college grade point average system: A=4.0  A- =3.7  B+=3.3  B=3.0  
B- =2.7  C+=2.3  C=2.0  C- =1.7  D+=1.3  D=1.0  D- =.7  NP=E=no credit  
The grade is based on the total number of points.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>380-400</td>
<td>A</td>
</tr>
<tr>
<td>370-379</td>
<td>A-</td>
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<tr>
<td>330-369</td>
<td>B+</td>
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<tr>
<td>300-329</td>
<td>B</td>
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<tr>
<td>277-299</td>
<td>B-</td>
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<tr>
<td>233-276</td>
<td>C+</td>
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<tr>
<td>200-232</td>
<td>C</td>
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<tr>
<td>170-199</td>
<td>C-</td>
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<tr>
<td>133-169</td>
<td>D+</td>
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<tr>
<td>100-132</td>
<td>D</td>
</tr>
<tr>
<td>70-99</td>
<td>D-</td>
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<tr>
<td>Below 70</td>
<td>E</td>
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Responsibilities and Expectations (Course Policies)
All units and requirements for the class must be complete. Students must do the online library orientation, meet course guidelines and complete all of the assignments on time.

101 students may not miss more than six classes (three weeks).

If you exceed this limit, you will receive an E if you do not withdraw. You are more than welcome to continue attending the class after six absences as you have paid for 101, but you will not pass it.
This section of English 101 is not a hybrid or online class, nor is it a “stand alone” activity—it’s a community of learners and that includes me. You have decided to take a class scheduled to last an hour and fifteen minutes two days per week for sixteen weeks, and I have decided to teach it. Many of the class sessions are designed to provide practice for the skills and critical thinking you will be expected to demonstrate in assignments. People who have weak attendance patterns are not reliable in the workplace and other employees are depending on them.

- Tardiness policy: Students who are late to class are a distraction, and teachers who are late look like they aren’t prepared or don’t care. If you are late more than three times, I will count each time you are late after that as an absence. If I am late, (and I don’t plan on it), I will apologize and make up the time.
- Kindness policy: I like to joke and keep things relaxed. However, please treat other students in the class the way you would like to be treated. Prepare for class and be ready to help your group. If I say something accidentally that makes you uncomfortable, please see me right after class so we can work things out.
- Assignment Policy: Do the work correctly and get my help if you don’t understand the assignment or need help thinking it through. Assignments must be prepared according to guidelines or they will not be accepted for credit. Develop back up plans for printing problems. Please see me whenever you need help getting your work on track so you don’t fall behind and get confused. Again, I don’t accept late work. Since most points can be made up with the extra credit I make available, you have to find a way to get it in by asking someone to turn it in for you or make sure to do enough extra credit to make up for lost points. You will also be asked to read and share your work with other students during class. The purpose is never to criticize the writing but to learn what is working and what needs revision and editing. We all need practice in writing and responding helpfully to drafts.
- Extra help policy: I don’t repeat lecture information because it slows other students down. That fact doesn’t mean that you shouldn’t see me for extra help. Please see me in my office for individual assistance. I do not need to know why you missed class or why you didn’t understand the assignment. I just need you to see me as quickly as possible for assistance so we can get you on track. Also—while it is fine to ask family and friends for input, we will be using the writing center for each unit. Former high school teachers, parents, significant others and parents should be there for support by giving you the time and space to write. They should not be earning part of the grade for the course.
- The purpose of conference hours: I do not assume that all assignments are easy or that you understand how to do them. That’s why I am available for conference hours. Please allow me to assist you with your work or clarify directions. I am also happy to go over first drafts, final drafts or help you proofread. However, I won’t enable you to procrastinate
or support the idea that attending community college means that academic expectations are lower due to family, work, lack of preparation, or boredom. That philosophy won’t help anybody. It’s also hard for me to judge the difference between a missed class due to a sick family member, a court date, a problem with your boss or a personal issue. They all matter to you when you are experiencing difficulty, but I’m in charge of the class and you have to be in charge of your life. This means that homework, worksheets, and other small assignments are due according to deadlines given.

CHECK THE COLLEGE WEBSITE AND GET THE SC4 APP FOR ANNOUNCEMENTS AND OTHER INFORMATION. IF CLASSES ARE OFFICIALLY CANCELLED DUE TO WEATHER OR I AM ILL, ASSIGNMENTS ARE DUE AT THE NEXT CLASS. HOWEVER, STUDENTS ALSO NEED TO PREPARE THE MATERIAL ASSIGNED FOR THE NEXT CLASS MEETING.

BELIEVE YOU CAN MEET YOUR GOALS AND BE A STRONGER WRITER AT THE END OF THE COURSE THAN AT THE BEGINNING. ASK ME ABOUT COMMENTS YOU RECEIVE ON YOUR PAPERS. TAKE ADVANTAGE OF CONFERENCE HOURS AND SEE ME IN MY OFFICE TO GET ASSISTANCE WITH YOUR WORK.

- I follow the College policy regarding incompletes; the student must be in good standing, with 80% of the work already complete. Please see the catalog for additional information. I do not grant incompletes for missing or failing work.
- I encourage students to do extra credit to make up for missing response and other small assignments, or to boost their grade as long as the assigned final drafts were complete and submitted on time. Whether students need additional points to boost a D or C or move from B+ to A-, for example, makes no difference. All students have the same opportunity. The extra credit papers submitted must be written according to the same guidelines as the course. Partial extra credit assignments or ones that do not follow the guidelines from the class and the textbook will receive NO CREDIT.

Changes to the Syllabus
This syllabus is a guide and every attempt is made to provide an accurate overview of the course. All of the units and major assignments listed will be covered and assigned. However, circumstances and events may make it necessary for me to modify the schedule or make other adjustments during the semester. Any changes, depend, in part, on the progress, needs, and experiences of the students. I will give notice when changes to the syllabus are made.

Essential SC4 Policies
You will find links to important polices on the SC4 website.

Student Complaints and Procedures:
Student Code of Conduct


Student Responsibility Statement
Academic standards and rigor in online and hybrid courses are equivalent to those for traditional courses offered at SC4. Student success in a course is dependent on the individual student's intrinsic motivation, ability to be a self-regulated learner, and overall work ethic.

Academic Dishonesty and Plagiarism
Plagiarism is considered academic theft and most students and writers know it involves using the words of someone else and not giving proper credit. If there is a concern regarding a student’s assignment, the student will be contacted for a meeting in the instructor's office and further steps will be taken ranging from failure on the assignment to addition consequences based on the situation. I will fail any paper or assignment that belongs to someone else, was written by someone else, cut and pasted from somewhere else, or copied with the words changed a little bit. I have also had problems with students citing sources correctly, but when I look up the sources, the student’s summary, paraphrase of the material in no way matched the source and appeared to have been made up. Those assignments received a zero. Do not have parents, friends and significant others do part of your work. Please see the college policy on Academic Honesty in the College catalog (Student Code of Conduct). Acts of plagiarism or academic dishonesty are taken very seriously. If you are caught twice, I will give you a failing grade for the course and refer you to the Academic Lead and the Dean of Academic Services.

Communication Policy
I will periodically send out emails and announcements to remind you of deadlines or readings, to provide details on assignments, and to tell you about SC4 related events. It is your responsibility to check your college email on a regular basis to stay informed. There will be no allowances made for a failure to read email.

I am in my office, 319-H and in the Writing Center, 313 Main, and the SC4 Library most of the time when I am not in class or attending a meeting. Do not hesitate to drop in or come find me. I love to help, and it's in my interest to help you write a good paper.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, and you cannot find me on campus, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays; please allow 24 hours for me to respond.

If you have a concern or complaint you do not feel comfortable discussing with me, the Academic Lead for English 101 is Professor Jim Frank. His SC4 phone is 989-5589 and his email is jfrank@sc4.edu.

If you have a question about the technology being used in the course, please contact the appropriate student help desk for assistance (contact information is listed below).
SC4 Resources

Student Help Desk 810-989-5685 helpdesk@sc4.edu

Canvas Helpdesk
Canvas help
(844) 802-9399

24/7 help with Canvas passwords and technical issues. SC4 assistance: Center for Online Learning, (810) 989-5525.

Other information: https://portal.sc4.edu/studentresources/Academics/Online/Documents/Student%20Assistance-Logging%20into%20Canvas.pdf

Academic & Learning Support Services
Writing Center
Room 313, Main Building (810) 989-5806 wc@sc4.edu

Writing Support at SC4
Students will receive points for the first two units by visiting the SC4 writing center either in person or online. Busy students will find the assistance they need at the SC4 Writing Center, located in 313 Main Building. Staffed with writing tutors and volunteer English faculty, the writing center serves as a place where students discuss not only their essays and documents for their English classes, but any writing assignment for any SC4 class.

The center's friendly, supportive and experienced tutors consult with students one-on-one. Appointments are encouraged, but students are free to drop-in, Monday-Thursday, 10:00 to 4:00. The Center also features several computers and printers for consultation and composition.

What should I bring and what do I need to know to work with a tutor in the Writing Center?

A writing center session, on average, lasts about 20-30 minutes. Students are encouraged to schedule additional meetings or continue to drop in as much as they need. If possible, students should bring the instructor’s assignment sheet or class notes detailing the requirements. At the beginning of the session, a tutor will talk to the student to find out more about the assignment: the class and type of assignment, when it's due, and if the student needs more help getting started. If the document is in the process of completion, the tutor will review the draft with the student for the organization and support of the paper’s ideas and provide recommendations for revision and editing.

The main thing to know is that the tutor’s role is to support the writer’s goals and provide helpful feedback. Tutors are not proofreaders, and papers may not be dropped off for suggested revision and editing. The assignment must reflect the student’s own work, not the tutor’s.

Students who cannot fully participate in a writing center session due to tight schedules are encouraged to complete an online submission form for the SC4 OWL. *
Other Resources

Need help with your coursework? Get in touch with the Academic Achievement Center (ACC) at [https://portal.sc4.edu/studentresources/supportforsuccess/Pages/default.aspx](https://portal.sc4.edu/studentresources/supportforsuccess/Pages/default.aspx)

Professionals in the AAC offer subject tutoring, testing and learning challenge support, and study strategy and time management workshops.

Counseling Center

Need to talk to someone confidentially about an emotional, behavioral, or health issue? Are you experiencing financial or family challenges? Check out Advising and other community support services: [https://portal.sc4.edu/studentresources/supportforsuccess/Pages/Crisis-intervention-hot-lines.aspx](https://portal.sc4.edu/studentresources/supportforsuccess/Pages/Crisis-intervention-hot-lines.aspx)

Additional Student Information, FERPA privacy and ADA guidelines:

Disability and Special Services


SC4 is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA). To ensure equality of access for students with disabilities, SC4 will provide reasonable accommodations to students with disabilities, provided such accommodation does not fundamentally alter the nature of the program, cause undue hardship on the college, or jeopardize the health or safety of others. An Achievement Center coordinator is available to assist students experiencing academic difficulties and/or needing special support services (documentation required).

Welcome! I am looking forward to working with you!