SC4 Mission and Vision

Our mission is to maximize student success.

Our vision is to create an academic and cultural environment that empowers students to succeed.

Dr. Suzanne O’Brien
Office and Phone: 319-H Main Bldg. 989-5747
Email: sobrien@sc4.edu
College website: www.sc4.edu

I will be posting info, handouts, and updates on Canvas, the SC4 online learning platform. I also use the SC4 WAVE email to contact students, so make sure you have your SC4 email forwarded to your Gmail or other preferred email service. Students will receive a brochure with directions.
Textbooks, Resource Links and Writing Supplies

Textbook, Resource Links and Writing Supplies

$66.75 new, $50.25 used, $26.70 rental

Open Education Resource (free but required)

Writing for Success, http://saylor.org/sitetextbooks/Writing for Success (additional writing support)

Handbook for Writers http://saylor.org/textbooks/HandbookforWriters (grammar)

Digital Guides Used in Class

Purdue Online Writing Lab https://owlenglish.purdue.edu/

Capital Community College Writing Guide http://grammar.ccc.commnet.edu/grammar/

University of North Carolina Writing Center http://writingcenter.unc.edu/

Students will be using various supplies and tools for note taking and discussion, so bring spirals, phones and tablets. Use of phones, tablets and laptops is discussed under course policies.


Supplies

Spiral or notebook, index cards, Office 365 (free to all students), basic writing supplies.

https://portal.sc4.edu/studentresources/Technology/Documents/Office%20365%20021916.pdf
Conference Hours and Additional Assistance

My conference hours are listed right at the top of this syllabus on page 1. Note: You will also find me in the Writing Center in 313 Main most afternoons and I am happy to see you or assist you in working with one of the Writing Center tutors. I will also come in by appointment most evenings, Fridays and Saturdays. Please feel free to call or email me with questions and concerns.

Course Description

What is this class supposed to be about?

ENG 101 English Composition I

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.

Information about Student Placement in English Courses and Student Success

How did I get put into this class?

Each student is required to take the writing skills assessment given by the Academic Achievement Center. The scores of the Accuplacer/SAT or ACT assessment result in a mandatory placement. Because English composition courses are focused on writing, reading and grammar skills, students need to be placed in a class that connects to their abilities yet provides the appropriate level of challenge. Please realize that while you may have been appropriately placed, the college-level demands of the class along with other demands (work, family, etc.) may affect a student’s success. While success is never a given in life, putting the time in to get help from the instructor and the writing center, coupled with the student’s commitment to succeed, are vital components of course completion at the college level.

Purpose for English 101

Why am I taking this class? What’s the point?

The essential purpose is to decide for oneself what is of genuine value in life and then to find the courage to take your own thoughts seriously. ---Albert Einstein

What do you expect? The point of taking any class is to improve your learning of the course content and demonstrate you are able to apply your knowledge to other areas of your life. The point of taking this class is to learn how you learn and build on your current reading, writing and critical thinking skills so you can apply these literacy skills to all of your assignments and the writing, reading, and analytic skills you will do in the future. In short, I expect you to show up, help me and the other students, ask for help, and do the work all of the time. Why? Why else are we here?

Why 101?

For students working toward an Associate’s degree, passing ENG 101 and 102 or Speech 101 also meets the Michigan Transfer Agreement requirements. Most of the programs of study require a “C” or better in English 101.
This means that our class needs to provide you with the learning experiences you will use IMMEDIATELY. Students may also consider meeting with an advisor and instructors in their field of study to learn more about why it is expected for their program of study. Further, students who plan to transfer should check the department of their intended transfer institution to find out if a grade higher than C is required for admission into that area of study.

**SC4 General Education Competencies**

What college and transfer requirements are met by taking this class?

The content of our 101 class will address all of the four competencies listed in the course catalog:

- **Quantitative Reasoning** (QR) is the ability to understand and manipulate numerical representations of data.
- **Civic Responsibility** (CR) is the ability to understand political processes, economic and social issues, and the responsibility of educated citizens.
- **Information Literacy** (IL) is the ability to find and use information and evaluate its reliability.
- **Communication** (CM) is the ability to exchange information and ideas using various methods of delivery, such as writing and speaking.

A NOTE ABOUT THE GENERAL EDUCATION COMPETENCIES:

What do I have to understand about applying the competencies in discussion and in my writing?

With her permission, the following statement is adapted from the syllabus of my colleague Professor Elizabeth Jacoby:

The College’s General Education Competencies are integrated into all of SC4’s curricula, and 075 is no exception. While I encourage class dialogue on numerous topics, many of which are sensitive, we need to be mindful that we all have opinions and some of those opinions may provoke others. I adhere to SC4 policy regarding setting classroom standards that support engaged conversation but are respectful of communicating ideas connected to topics of gender, ethnicity and physical and mental challenges, among others. All four of the competencies require us to share our information, experiences, and ideas with the intention of contributing to a well-informed citizenry. In order to illustrate and apply course concepts and readings, examples are crucial to student learning. As a way to model critical thinking approaches, various societal and political examples may be used. Further, I will defend some positions, and challenge others with the goal of demonstrating what makes any particular view a tenable position. Students would always be mistaken to confuse my views with the tone I use to defend or rebut any particular position, unless explicitly stated. Further, it is within my rights, duties, and obligations as a college instructor to profess, express, and defend my own informed, professional, and considered opinions.

In addition to meeting the guidelines for the assignment, college 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.

What Are We Doing?

Assignments (4 Units)

All written assignments are based on chapters and information in the required textbook, Concise Guide to Writing (CG) and other supporting materials. A schedule, nicknamed “The Squares of Justice” with reading and writing assignments organized by unit and week, will be provided separately and is subject to change based on weather, time, or student skill adjustments. Points listed for major assignments may be the total for parts of an assignment that are submitted for the first submission of the paper and the final revised version as indicated on the schedule.

Unit 1. Introduction to Academic Writing Requirements and Remembering an Event: 100 points possible

- PACMAN (Participation, Attendance, Completion) points, quiz, technology orientation (including Canvas), 20 points
- REMEMBERED EVENT Sample Paper, 20 points
- REMEMBERED EVENT Full essay, 50 points
- WRITING CENTER APPOINTMENT/FORM for full essay 10 points

*Extra Credit Option: Storycorps/Moth
Unit 2. Explaining a Concept, The Stanford Prison Stanford Experiment: 100 points possible
   PACMAN (library orientation and quiz) 35 points

   STANFORD PRISON EXPERIMENT EXTENDED SUMMARY Paper One 25 points

   STANFORD PRISON CONCEPT Paper (Assignment will be three-four pages and use three sources that will
be provided. Students will then add one of their own selected articles from the Library database. 40 points

*Extra Credit Options: Detroit 67; Doppelgangers; the Stanford “marshmallow” test

Unit 3 Arguing a Position, The Case for Torture and Zimbardo’s Lucifer Effect: 100 points possible
   PACMAN (Quiz, Annotated bibliography and formal outline) 40 points
   POSITION Argument assignment must be on approved topic. Essay will include 3-4 pages with 3-4
approved sources. 60 points

*Extra Credit Option: Based on Library Research Guide topics and approved by instructor

Unit 4. Exit Assessment and Justifying an Evaluation, Multimodal Short Fiction Assignment: 100 points
   PACMAN and Reading Preparation Discussion 30 points
   Literary Analysis and Media/Popular Culture Presentation 20 points
   In-class Evaluation Final Assignment 40 points

Grading System

How will my work be graded?

As you can see from the units above, the class is based on a point system and four units of study worth
100 points each. The total is then equated to SC4’s grading system (see catalog: http://catalog.sc4.edu/).

POINTS

What is the grading system? How does it connect to SC4’s standards?

100 points for each unit

400 total

All units and requirements for the class must be complete. Turn in what you have and don’t skip papers.
Students must do the unit assignments, meet attendance guidelines, and meet announced deadlines.
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, http://catalog.sc4.edu/ for additional information. I do not grant incompletes for
missing or failing work, however. The final grade is based on the total number of points. Students are expected to keep
track of their assignments, grades, and number of absences. However, I am very willing to consult with students about
their grade and offer assistance with assignments. I follow the college grade point average system:
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<tr>
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<th>Letter Grade Points</th>
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ENG 101 Grade

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<td>370-379</td>
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Policies

What other rules are important to this class?

Attendance:

Students with more than 6 absences (three weeks) EXCUSED OR UNEXCUSED will receive an E unless they withdraw from the course by April 19th. Please see additional information below.

“Our self-image and our habits tend to go together. Change one and you will automatically change the other.” - Dr. Maxwell Maltz, author

Plagiarism and Academic Dishonesty:

Plagiarism is considered academic theft and most students and writers know it involves using the words of someone else and not giving proper credit. I have also had issues with students recycling previous work and/or “citing” content of sources that do not match the citation. 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 additional consequences based on the situation and after consulting the Academic Lead. 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. Don’t cheat on quizzes and tests or do other people’s work. Do not have parents and significant others do part of your work. Please see the college policy on Academic Honesty in the College catalog. Acts of plagiarism 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, Mr. Jim Frank.

Extra Credit:

I don’t take late assignments, so I provide several opportunities for extra credit. Directions, grading criteria and due dates will be provided for extra credit assignments. These papers must be done according to the same guidelines as “regular” papers and require the same effort. All extra credit must be submitted no later than Friday, April 26th, in person, at noon.

Assignment Guidelines:

How do I prepare and turn in my work in this class?

Purpose of Assignments

As your instructor, I am committed to the idea that high expectations, a belief in “personal best,” and a sense of class community make for a great class experience.

1. The point of the course is to increase your level of literacy and awareness of texts so you can bring more meaning into your personal, professional, and academic encounters. This means that it is your academic responsibility to
work at thinking through and communicating connections between your world and the texts about which you read and write.

2. Although I have the power to choose which texts are read, discussed and written about in 101, students have to decide what values and outcomes of usefulness the texts and ideas have in the larger sense. Consequently, students choosing to do the work in this course may appreciate the importance of what they bring to the class and what the class brings to them.

“The place to improve the world is first in one’s own heart, head and hands, and then work outward from there.”—Robert Pirsig, Zen and the Art of Motorcycle Maintenance

Class Policies

Please note that class policies adhere to SC4 policies:

http://catalog.sc4.edu/content.php?catoid=3&navoid=337#Code_Expectations_and_Prohibitions


https://sc4.edu/media/2868/vawa_procedure-revision-092418.pdf

Any reports of sexual misconduct or sexual harassment should be promptly reported to SC4’s Title IX Coordinator:
Bethany Mayea
Vice President of Human Resources/Title IX Coordinator
(810) 989-5537, blmayea@sc4.edu

Success in the class will be based on your commitment and ability to demonstrate competence in these areas:

Attend and participate: This section of English 101 is not an online class. You have decided to take a class scheduled to last an hour and fifteen minutes that meets twice a 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 written assignments and presentations. **101 students may not miss more than six classes (three weeks).** Please schedule doctor’s appointments and other meetings some other time. **If you exceed this limit, you will receive an E if you do not withdraw by Friday, April 19th.** 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.

About Spring Break: The academic calendar shows that break is the week of March 4th-8th. This means if you have other vacation plans for a different week, you remain responsible for meeting all deadlines and the attendance policy remains and I do not take late work. Given that students may not miss more than 6 classes, we shouldn’t have any problems.

Recognize how much you matter to making class memorable and engaging. Learning is measured by what students demonstrate and how they collaborate. Learning is not about a teacher talking, or highlighting a textbook, or getting through a semester. Learning involves the process of applying what you know to new educational experiences to acquire further abilities so you can bring more to the table each time. So you start by showing up to practice. The work will gradually make sense and get done if you focus on it long enough.
Assignments need to be complete and turned in: Do the work and make sure to make the deadline. **Remember that it is better to get something in so I can have some record and knowledge of what you attempted.** Assignments must be prepared according to guidelines or they will not be accepted for credit. They must also be typed and follow MLA 8 format. Please develop back up plans for printing problems if the paper is supposed to be submitted via hard copy. Please see me whenever you need help getting your work on track so you don’t fall behind and get confused.

I do not take late work: I will be requesting most assignments to be uploaded onto Canvas. Sometimes I may specify an assignment is due in class or by 4:00 p.m. to my office on the assigned day. I do not accept late work because of my extra credit policy, so you have to find a way to get it in by asking someone to turn it in for you or making sure to do enough extra credit to make up for lost points.

Tardiness as a pattern: Do not be late because it screws things up. Students who are late to class are a distraction. If you are late more than three times, I will count each time you are late after that as an absence.

Cell phones have their place: Please turn off your ringer and forget about texting. Have your phone on your desk, as we will be using them for various activities. Otherwise, we will have them face down. I will do the same. We will discuss use of laptops for assignments based on class need. The English department now has a mobile laptop cart and we are scheduled at various times to meet in the library.

See me for help: Deal responsibly with stuff that comes up and get help when you need it. 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.

--- I do not assume that all assignments are easy or that you understand how to do them. That’s why I have conference hours. Please allow me to assist you with your work or clarify directions. I am also happy to go over rough 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.

**Tracking and Turning in Assignments:**

Students are responsible to keep a backup of their work electronically in case the work needs to be reviewed. Although I use Canvas as a gradebook, points are not always visible, so students must keep track of their points and see me with questions. Students are responsible for any electronic work and we will be using Microsoft’s 365 OneDrive and Canvas this semester. The instructor does not print out copies. Copies for the instructor’s review that don’t open are not the problem of the instructor. Papers must be turned in by the deadline in hard copy form and correctly formatted. Again, deadlines are specified ahead of time to prevent difficulties with
weather, schedules, transportation, printers, and software. If there is an absence pattern connected to meeting deadlines, I may have to change the policy.

Format

All drafts must be typed. Use standard typing paper, the type that is in the printers in our lab, and double space with about one inch margins (the default setting for your program). Please use Microsoft Word.

First, set your Microsoft Word document for double-spacing and set your document to eliminate extra spaces between paragraphs. Use the headers feature to put your name, course (English 101), section number (16, 09, 05 or 10), and my last name in the upper left-hand corner.

On the next line, write the date in the upper left-hand corner as well. Then center your title. On additional pages, use your last name and the page number in the upper right-hand corner. Students do not need a title page. Please be aware that your instructor has viewed YouTube for the latest on how to make a student paper appear longer.

Other information is available:

http://eresearch.sc4.edu/MLA
https://www.youtube.com/user/OWLPurdue

Weather and Class Cancellation Policy

Please make sure you have registered for the text message alert and have downloaded the Elucian smartphone app, and monitor your student email and Canvas regularly to access college information. In the rare event I have to cancel, SC4 posts it on the portal. Canvas will be used to keep students updated. Make sure to keep backups of documents on your 365 OneDrive as they can always be uploaded onto Canvas. Most of our communication can be facilitated via smartphones, so those without internet should be okay if they plan carefully.

Other 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

Concerns, Complaints and Problems:

Students who have concerns about any aspect of the class are encouraged to see the instructor in her office at any time. However, if a student is not comfortable discussing matters with the instructor, he or she is encouraged to make an
appointment to discuss communication barriers or policy issues with the Humanities Division Academic Lead for 101, Professor Jim Frank, 989-5599. My supervisor is the Dean of Academic Services, Mr. Ethan Flick. His number is 810-989-5698. The complaint/grievance process is outlined in the College catalog and on the SC4 website.

Writing Center
http://esearch.sc4.edu/c.php?g=122298&p=4129748

Drop in or make an appointment at the Writing Center, 313 Main Building, wc@sc4.edu.

Busy students 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. While appointments are encouraged, 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.

Accommodations and Support:

This class follows all college policies and ADA guidelines. This means I am more than willing to provide ALL students with reasonable accommodations for test anxiety, learning challenges, and other issues.

Disability and special services support is provided by a coordinator in the Achievement Center (810-989-5759). The center also provides tutoring for all students and additional resources for those with special needs. If you have any needs, please let your instructor know. SC4 also provides educational planning, career services, veteran's support services and many other programs and resources. I am happy to assist with referrals.

Welcome! I look forward to working with you.