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Office Hours:

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As our ancestors lived in different mental worlds, they must have read differently, and the history of reading could be as complex as the history of thinking.

Robert Darnton, The Kiss of Lamourette

The writer speaks not to [their] audience (who wants to listen to lectures?) but for them, expressing their thoughts and emotions through the imaginative power of [their] art.

Ed Abbey, A Voice Crying in the Wilderness

English 101: Course Information Sheet

About This Course:

Welcome! English 101 is designed to strengthen your reading and writing abilities, develop your critical thinking skills, enhance your appreciation of various literary genres, and prepare you for future writing challenges. In this class, you'll get practice reading materials from a variety of publications and disciplines, thinking about them with increasing depth and subtlety, and responding to them in class discussions and writing assignments. As the quarter proceeds, I will give you feedback on the development and organization of your ideas; the clarity, coherence, and style of your prose; and the effectiveness of your tone, grammar and mechanics.

For detailed information about how class activities help you achieve the objectives for this course, please see the tan handout entitled "English 101 Outcomes" (attached).

Prerequisite: Assessment at 101 level

Texts and Other Materials: *Thinking Vertically*
Writing Analytically, Fifth Edition; David Rosenwasser and Jill Stephen

Assignments:

The graded written work for this course consists of six essays of varying lengths. You will receive a detailed assignment sheet prior to all out-of-class essays. The graded reading for the course will consist of various class discussions, quizzes, and reader responses based upon readings in the daily syllabus. Written work must be submitted to me at the *beginning* of class on the due date. Readings must be completed before the day assigned in the syllabus.

Essay Requirements:

All out-of-class essays must be formatted and documented according to MLA standards (we will cover this type of documentation in class). Please type all final drafts and format work using double-spacing, 12-point font, and one-inch margins. Staple all drafts and copies of any additional materials to the back of the appropriate essay. (These materials will include peer drafts, rough drafts, web pages, articles, or anything else you think applicable.) *Essays without their source materials and drafts attached will not be accepted. Therefore, essays must be "workshopped" in class; essays without a workshop worksheet attached will be marked down a full letter grade.* Keep all coursework in your portfolio until the end of the course so that you may revise essays.

Course Outcomes (or, The Big Picture):

Here's how WCC's English Department describes the goals for this course:

Students will be able to:

1. Use rhetorical knowledge to analyze contexts and audiences to compose texts.
2. Think critically about texts (print, media, data, etc.).
3. Use multiple composing processes to conceptualize, develop and finalize writing projects.
4. Analyze the formal rules and informal guidelines that define genres

Late Work:

Unless you have a written excuse (medical or personal emergencies only), *the grade for a late paper will be reduced by 1/3 of a letter grade for each day the paper is late.* If you know in advance that you will need to turn in a paper after the due date, **call me, e-mail me, or hand me a dated note** briefly explaining your extenuating circumstances **at least one day before the paper is due** in order to avoid the late penalty. If papers are excessively late, they may receive a grade of "F."

If you must hand in a paper after the due date, **do not** attach papers to my office door. Instead, use the Cascade Hall Student Drop Box or hand me the essay during class or office hours.

Grading:

I grade according to a fixed standard set by the English Department. All assignments count toward the final grade, and the same grading standards will be applied throughout the quarter. However, assignments given later in the course will be more closely scrutinized than earlier assignments, so you will not be unduly penalized for early mistakes that we have not yet covered in class. Out-of-class essays will be weighted more heavily than in-class essays.

Core learning abilities

WCC's core learning abilities (CLAs) – communication, critical thinking, global consciousness, information literacy, and quantitative literacy – are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course will give you the opportunity to practice and develop these skills.

Attendance, Participation, and Related Expectations:

Because in-class work constitutes a large part of your grade, regular attendance is required. *You are responsible for making sure you have signed the daily attendance sheet at the beginning of class.* You may miss up to **three class sessions**, no excuse required, without being directly penalized (provided, of course, you don't miss a workshop), but you are responsible for any and all assignments made in your absence. In the event of an absence, it is also your responsibility to find out what you missed and complete any necessary class work. More than three absences will directly affect your grade.

Above all, you are required to observe certain common-sense rules in academic discourse. In writing and in discussion, treat others with respect, be attentive to diverse perspectives, and express your opinions honestly. In your essays, be sure to avoid all forms of academic dishonesty, including plagiarism and re-using work produced for other courses. Penalties for academic dishonesty range from failing the assignment, to failing the course, to expulsion from the college, at the discretion of the instructor and the Dean of Students. Your enrollment in this course constitutes your agreement to abide by these standards.

Office Hours and Other Resources:

If you have comments or questions, need help, or just want some extra tutoring, please feel free to see me during office hours or by appointment. Please also feel free to e-mail me with questions you might have as you do the reading and writing for this course. Finally, if you need special accommodations due to a disability of any kind, see me during the first week of classes so we can make arrangements, and be sure to contact the Disability Support Services office, LDC room 116: 676-2170, ext. 3320, or 647-3279 (TTY).

About the Writing Center:

If I am unavailable or you would like to get some additional help with essay development, revising, or editing, please feel free to visit the Writing Center, located in the Learning Center

(CAS 112). They have a staff of highly qualified professional and student tutors who are happy to help you. Their hours will be announced early this quarter.

Also, don't forget to make use of the Online Writing Center, which has many valuable handouts, links, and other resources for writing students: <http://www.writing.whatcom.ctc.edu>.

Affirmation of Inclusion:

WCC is committed to maintaining an environment in which every member of the college community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Access and Disability Services:

Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the access and disability services office in academic advising and career services in LDC116 or call 360.383.3080 or 360.255.7182 (videophone) to make an appointment.

Accommodations for reasons of faith or conscience:

Accommodations for reasons of faith or conscience (Note: this language aligns with RCW 28B.10.039. Faculty must allow this level of accommodation, at a minimum; however, faculty may individually choose to modify this language to allow greater flexibility for students or more specifically define reasonable accommodations to align with the specific assessment methods used in their course) Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not affected. Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the student will miss. The instructor and student will then identify the specific reasonable accommodations for the missed class sessions.

Non-discrimination policy, Title IX, and Sexual Misconduct:

WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy (policy 615) and the student rights and responsibilities policy (WAC 132U-125) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360-383-3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared

with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400.

Roper

Syllabus

English 101

Key: TV = *Think Vertically!*

Daily Schedule/Subject to Change

Art and the Importance of Seeing

Week One 6/24-6/27:

Day 1:

Introduction to Course and Read Handouts

Day 2:

Read "The Use of Force"
Watch Power Points

Day 3:

Begin One-Page Journal Write/Story Ending

Day 4:

Short Story Ending and First Day Journal Due

Week Two 7/1-7/4:

Day 1:

Sven Birkerts, "The Owl Has Flown" (TV 29-36)
Hand Out Essay #1 Guidelines
Hand Out Short Essay Assignment #1

Day 2:

Dorothy Allison, "This is Our World" (TV 1-11)
Sebastiao Salgado Video and Photography

Day 3:

Bill McKibben "Intro" and "Curitiba" chapters (handout 59-83)

Day 4:

4th of July no class

Week Three 7/8-7/11:

Day 1:

Structure of Essay: Intro, Body Conclusion
Outline Short Essay #1 in Groups

Day 2:

T.T. Williams, "A Shark in the Mind of One Contemplating Wilderness" (handout)

Day 3:

Short Essay #1 Due

Day 4:

Is art able to explain new realities?
Plato, "Allegory of the Cave" (read and print online)

Week Four 7/15-7/18:

Day 1:

Jeanette Winterson, "Imagination and Reality" (TV 353-366)
Peer Draft of Essay #1 Due

Day 2:

Rough Draft of Essay #1 Due
Mandatory Draft Workshop

Day 3:

Essay #1 Due

Day 4:

Howard Gardner, Multiple Intelligences (research online)
Hand Out Essay #2 Guidelines
Hand Out Short Essay Assignment #2

Week Five 7/22-7/25:

Day 1:

Langston Hughes', "Dream Deferred" and "Mother to Son" (find online and print)

Day 2:

Storyboard Essay #2

Day 3:

Richard Florida, "The Transformation of Everyday Life" (TV 93-111)

Day 4:

Haunani-Kay Trask, "From a Native Daughter" (TV 325-334)

Week Six 7/22-7/25:

Day 1:

Short Essay #2 Due

Day 2:

Peer Draft Due

Conference with Students

Day 3:

Mandatory Attendance Day

Rough Draft of Essay #2 Due

Midterm Study Guide

Day 4:

Essay #2 Due

Week Seven 7/29-8/1:

Day 1:

Christopher Lasch, "The Lost Art of Argument" (handout)

Hand Out Essay #3 Guidelines

Hand Out Short Essay #3 Assignment

Day 2:

Walker Percy, "The Loss of the Creature" (TV 177-194)

Day 3:

Watch Film *Chasing Ice*

Short Essay #3 Due

Day 4:

Peer Draft

Conference with Students

Week Eight 8/5-8/8:

Day 1:

Work Day

Day 2:

Peer Draft

Conference with Students

Day 3:

Mandatory Attendance Day

Rough Draft Workshop Essay #3

Day 4:

All Revisions Due

End of Quarter