ENGLISH 101
COLLEGE READING AND COMPOSITION I
PIERCE COLLEGE
Fall 2016
(UC/CSU  3 Units)

Welcome to English 101!

This class highlights the power of debate and argumentation in academic writing. You will work with each other to research, construct, and present arguments on various topics throughout the semester. Our goal is to create a safe learning community where everyone has a chance to participate and experiment to see what works and what doesn’t! In the end, you will have produced five academic essays. Let’s have fun and learn together!

Course Description

Students gain proficiency in reading and writing through application of the principles of rhetoric and the techniques of critical thinking. Formal research paper required. Required for English majors.

Prerequisite

English 28 with a grade of "C" or better or appropriate skill level demonstrated through the English placement process. PROOF OF ELIGIBILITY MUST BE ON FILE AT THE ASSESSMENT CENTER.

Student Learning Outcomes (SLOs)

Students will be assessed on their ability to:

Syllabus Guide

Where can I find…?

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1. Analyze rhetorical and thematic elements of college-level fiction and non-fiction by composing critical analyses, including a research paper, with clear thesis statements and specific, relevant support.
2. Compose unified, coherent essays, including a research paper, with minimal errors in Standard English grammar, mechanics, and MLA format.
3. Assess and follow accurately MLA research and documentation guidelines.
4. Select credible academic resources from the library to research a topic and support a thesis driven argument.

**CONTACT INFORMATION**

Professor Marra Kraemer  
TEXT: 818-406-2772  
E-MAIL: kraemema@piercecollege.edu  
Faculty MAILBOX: #630  
FACEBOOK Closed Group: “English 101 Section 0362 Fall 2016 Pierce College” or “English 101 Section 0474 Fall 2016 Pierce College” depending on your section number

**My Teaching Philosophy**

Reading and writing are acquired skills that improve with practice. Our brains are like muscles...we all have to practice to get better! It’s more fun when we do it together!

**OFFICE HOURS:** Located in Office 2206

Office hours are a place where we can meet one-on-one to discuss the course. Bring questions and/or essay drafts.

- Mondays: 1:00-4:00 pm
- Tuesdays: by appointment
- Wednesdays: by appointment
- Thursdays 1:00-4:00 pm
- Fridays: by appointment

**TEXT MESSAGES:** (818) 406-2772
You may text me any time of day, but please know that I don’t reply when I’m teaching, driving, or sleeping so I may not get back to you right away. Please use this number for any course-related text messages/questions like:

- Does my draft have to be typed?
- Is our essay due tomorrow?
- What font should I use on my essay?

**It’s better to ask if you are unsure! As always, maintain a professional tone!**

**REQUIRED TEXTS**

**RECOMMENDED TEXTS**
A college-level dictionary

A good thesaurus

**REQUIRED SUPPLIES**
- college-ruled paper for notes and exams
- library printing paper (or email to print at home)
- access to internet/computer
- pens

**DROP DATES**
The last day to drop classes (online) without incurring fees is **Sunday, September 11, 2016.**

The last day to drop classes (online) without a grade of “W” is **Sunday, September 11, 2016.**

The last day to drop classes with “W” (online) is **Sunday, November 20, 2016.**
The No Penalty Drop Date is now the day before census (end of 2nd week for full-term classes). You must drop by that date or you will be assigned a “W” for the class. “W”s count against your total attempts District Wide! You can only attempt a class 3 times. That includes “W”s (withdrawls), incompletes, and substandard grades. Use your attempts wisely!

**LAST DAY TO DROP WITHOUT INCURRING FEES: 9/11/2016**
**LAST DAY TO DROP WITHOUT “W”: 9/11/2016**
**LAST DAY TO DROP WITH “W” ONLINE: 11/20/2016**

**ATTENDANCE**
Regular attendance to on-campus meetings is the best way to establish yourself as a member of this learning community.

If you arrive late, it is your responsibility to sign in. Write your name, date, and time on the sign-in sheet. If you do not sign in, you will be considered absent.

If you are absent for more than 6 classes, you will be automatically dropped from my roster. However, you must also officially drop online yourself. Please note that the final responsibility for formally dropping the course is yours. If you drop the class, be sure to officially document that drop with the Admissions Office. Students who stop attending and who do not officially drop the class with the Admissions Office will receive an “F” in the course.

**GRADING**
NOTE: No grades will be sent via text or email. You may either come to office hours to check your grade or keep track of your grade yourself in the chart below.

To find your percentage, divide your score by the total points possible. For example, if I earn a “19” on Essay #1, worth 25 points, I would divide 19 by 25 or 19/25 = 76%
Grading is on a point scale. Students may earn 0-250 points over the course of the semester.

<table>
<thead>
<tr>
<th>Submission Method</th>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
<th>PERCENTAGE</th>
<th>YOUR SCORE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Canvas</td>
<td>Essay #1</td>
<td>25 pts.</td>
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<td>Canvas</td>
<td>Essay #2</td>
<td>25 pts.</td>
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<td>Canvas</td>
<td>Essay #3</td>
<td>25 pts.</td>
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<td>Canvas</td>
<td>Essay #4</td>
<td>25 pts.</td>
<td>10%</td>
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<tr>
<td>In-Class/Handwritten</td>
<td>In Class Essay #1</td>
<td>25 pts.</td>
<td>10%</td>
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<td>In-Class/Handwritten</td>
<td>In Class Essay #2</td>
<td>25 pts.</td>
<td>10%</td>
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<tr>
<td>In-Class/Handwritten</td>
<td>Final: In-Class Essay #3</td>
<td>25 pts.</td>
<td>10%</td>
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<td>Bring to Class</td>
<td>Library Articles (paper or electronic)</td>
<td>25 pts.</td>
<td>10%</td>
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<td>In-Class/Handwritten</td>
<td>Annotations</td>
<td>25 pts.</td>
<td>10%</td>
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<tr>
<td>Canvas/Google Slides/Docs Presentations (5 total)</td>
<td>25 pts.</td>
<td>10%</td>
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TOTAL 250 pts. 100%

A = 225-250 pts. or 90%-100%
B = 200-224 pts. or 80%-89%
C = 175-199 pts. or 70%-79%
D = 150-174 pts. or 60%-69%
F = 149 and below pts. or 59% and below

ASSIGNMENTS and TESTS
If an assignment is not received, it will earn zero points. Please save all graded assignments.

Annotations:
To receive full credit for annotations, you must make at least 5 responses per page of reading:
- 3 summaries: 1 sentence summary for every 1/3 of a page of reading
- 1 personal reaction to the text
- 1 question about the text

Annotations are accepted up to 1 week late

Exams
Exams are to be taken in class.
Arrangements to take exams at a different time must be made with me prior to the exam.

No late exams will be given.

All exams are open book/open note, open electronics, open internet. Please be aware that Pierce Wi-Fi is unreliable.

**Research Presentations**

You will need to use the internet to research assigned topics and present those findings in collaborative projects.

You will be assessed individually, though your work will appear in a group presentation. Rubrics are distributed in class.

Presentation contributions are accepted up to 1 week late.

**Essays**

Essay topics in this class are written and designed to prevent plagiarism. You must follow essay directions as given on the paper topics exactly. There will be no exceptions to this rule.

Essays must be typed and follow MLA format guidelines with standard font and margins (12 pt. Times New Roman).

Essays must be submitted through Canvas, which uses anti-plagiarism software.

**Rewrites**

You may rewrite an essay if you submit a rough draft and final draft of that essay to Canvas by the official draft due date listed on the syllabus and you complete required DLA activities through the CAS. Pick up a rewrite worksheet during office hours.

Rewrites must be submitted before the final exam.

No rewrites allowed on Essay #4.

Rewrites must be submitted on paper with the official rewrite worksheet (available during office hours) and associated DLA worksheets.
TUTORING
If you are experiencing difficulty in any aspect of English, please do not hesitate to seek assistance from me or the many resources available on campus like the Center for Academic Success (818.719.6414  Library Learning Crossroads Building, 1st floor)

The CAS is committed to helping students in need of academic support acquire the skills and tools necessary to meet their individual academic, vocational, or personal goals. All tutoring services are free to currently enrolled Pierce College students.

CANVAS
The syllabus as well as optional materials are available on the CANVAS website. You may access canvas here:  http://online.piercecollege.edu/  .

FACEBOOK
Our Facebook CLOSED GROUP is titled “English 101 Section 0362 Fall 2016 Pierce College” or “English 101 Section 0474 Fall 2016 Pierce College” depending on your section number.

Joining Facebook is optional. To join, use an existing account or create one and search for our group. Submit a request and you will be approved. A closed group means that your postings can only be seen by class members. You do not have to “friend” class members to participate. Class members will not have access to your personal feed.

PLAGIARISM AND CHEATING  Please familiarize yourself with the college’s policy on cheating and plagiarism. Neither will be tolerated. Both will result in an “F” on the assignment and you will be referred to the academic dean for counseling. Any further instances of cheating will result in an “F” in the class.

Plagiarism is stealing, whether intentional or not. Plagiarism means using someone else’s WORDS, IDEAS, or RESEARCH without giving proper credit with parenthetical citation. You must give a parenthetical citation even if you PARAPHRASE.

Plagiarism is also using YOUR essays or assignments from another class for this one. You may not use assignments from another class to earn a grade.
Special Services

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact the office of Special Services as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made.

If you need special accommodations, please let me know within the first week of class.

To receive accommodations, all students must first visit Special Services for proper documentation. They can be reached at: (818) 719-6430 or http://piercecollege.com/stuinfo/Special/ and are located in the Student Services Building, 1st floor.

Course Schedule

LAST DAY TO DROP WITHOUT INCURRING FEES: 9/11/2016
LAST DAY TO DROP WITHOUT “W”: 9/11/2016
LAST DAY TO DROP WITH “W” ONLINE: 11/20/2016

All readings from Rereading America
WEEKLY COURSE SCHEDULE is Tentative and Subject to Change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments and Exams: DUE DATES</th>
<th>What to Do After Class: Homework (with Estimated Time to Complete)</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction to the Course</td>
<td>After Class:</td>
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<td></td>
<td>Introductions to Topics</td>
<td>• (2 minutes) Join Facebook Group (optional)</td>
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<td>Introduction to Canvas and Facebook</td>
<td>• (2 minutes) Log onto Canvas (required)</td>
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<td>• (30 minutes) Take Technology Resources Quiz (through Canvas)</td>
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<tr>
<td>Date</td>
<td>Due Today:</td>
<td>After Class:</td>
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<td><strong>Technology Resources Quiz</strong> (through Canvas)</td>
<td>o Also available here (print and annotate on your own): <a href="http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm">http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm</a></td>
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<td>9/5</td>
<td><em>Annotations Due:</em></td>
<td>(30 minutes) web research for Google Slides Presentation</td>
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<td></td>
<td>• RA—Jonathon Kozol, “Still Separate, Still Unequal” pgs. 170-186</td>
<td>(30 minutes) prepare/layout Google Slides #1: Background Information (submit link through Canvas)</td>
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<td>9/7</td>
<td>_Presentation #1: Google Slides Due (submit URL through Canvas)</td>
<td>(60 minutes) Read and Annotate RA—Malcolm X “Learning to Read” pgs. 161-169</td>
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<td>(5-10 minutes) Review Writing Assessment (returned in class)</td>
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<td>(50 minutes) Select and Print Library Article</td>
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<td>(Get ahead!) Work on Essay #1 Draft</td>
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<tr>
<td>9/12</td>
<td>_Annotations: Malcolm X “Learning to Read” pgs. 161-169</td>
<td>(30 Minutes) Review grammar concepts on Canvas related to your diagnostic essay</td>
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<td>_Library Assignment #1 Due (paper or electronic.)</td>
<td>(90 Minutes) Read and Annotate RA—Jane Anyon “from Social Class and the Hidden Curriculum of Work” pgs. 136-152</td>
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<td>• Print (or electronic) the first 3-5 pages of the article representing your concept assigned in class from the Pierce College database</td>
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<td>• Article must be longer than 3 pages</td>
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<td>• Only print the first 3 pages for credit</td>
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<td>• For credit, it must be on topic and support the side you were assigned</td>
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<td>• Use any database</td>
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</table>
| 4 | 9/12 | Due Today:  
_____ Annotations Due:  
• RA—Jane Anyon “from Social Class and the Hidden Curriculum of Work” pgs. 136-152  
| 9/14 | Due Today:  
_____ Annotations Due:  
• RA—John Taylor Gatto “Against School,” pgs. 114-122  
| 5 | 9/19 | **Unit 2: Violence in America**  
| 9/17 | Due Today:  
_____ Essay #1 Final Draft (submit through Canvas)  
| 9/26 | Due Today:  
_____ Annotate: Jean Kilbourne, “Two Ways a Woman Can Get Hurt,” pgs. 488-514  
| After Class:  
• (30 Minutes) Review grammar concepts on Canvas related to your diagnostic essay  
• (60 minutes) Work on Essay #1  
• (60 minutes) Read and Annotate RA—John Taylor Gatto “Against School,” pgs. 114-122  
• (30 minutes) Work on Essay #1  
• (60 minutes) Read and Annotate: RA—Diane Ravitch, “The Essentials of a Good Education” pgs. 105-112  
• (120 minutes) Work on Essay #1 Final Draft  
• (60 minutes) Read and Annotate: Jean Kilbourne, “Two Ways a Woman Can Get Hurt,” pgs. 488-514  
• (30 minutes) web research for Google Slides Presentation  
• (30 minutes) prepare/layout Google Slides  
• (60 minutes) Find and Print Library Assignment #2 |
| 9/28 | Due Today:  
|      | ____ Google Slides #2 (submit link through Canvas)  
|      | ____ Library Assignment #2 | After Class:  
|      |                       | • (30 minutes) Review Essay Structure  
|      |                       | • (30 minutes) Review Essay #1 Feedback  
|      |                       | • (Catch-Up) Review Readings  
| 10/3 | Due Today:  
|      | ____ In-Class Essay #1:  
|      | • Be sure to bring your notes and textbook to class. | After Class:  
|      |                       | • (60 minutes) Read and Annotate, Gregory Mantois, “Class in America-2012,” pgs. 377-396  
|      |                       | • (60 minutes) Find and Bring Library Assignment #3 to class  
|      |                       | • (get ahead) work on Essay #2 Draft  
| 10/4 | Due Today:  
|      | ____ Annotate, Gregory Mantois, “Class in America-2012,” pgs. 377-396  
|      | ____ Library Assignment #3 | • (45 minutes) Read and Annotate: RA: Cheryl I. Harris and Devon W. Carbado, “Loot or Find: Fact or Frame?” pgs. 620-635  
|      |                       | • (60 minutes) Research Essay #2  
|      |                       | • (15 minutes) Work on Essay #2 Draft  
| 10/5 | Due Today:  
|      | ____ Annotations: RA: Cheryl I. Harris and Devon W. Carbado, “Loot or Find: Fact or Frame?” pgs. 620-635 | • (120 minutes) Work on Essay #2 Draft  
|      |                       | • Work on Essay #2 Final Draft  
| 10/10 | Due Today:  
|      | ____ Annotations: RA: Cris Beam, “from The End of June: The Intimate Life of American Foster Care...” pgs. 61-75 |  
| 10/12 | *Essay #2 Draft Due  
|      | • You must bring a paper copy of your draft to class to be eligible for a rewrite  
|      | • The draft must be at least 2 pages long to be eligible for a rewrite  
|      | • The draft must be on-time and peer edited in class to be eligible for a rewrite | • Work on Essay #2 Final Draft  
| 10/17 | Due Today:  
|      | ____ Essay #2 Final Draft Due |  
|      |                       | • (30 minutes) web research for Google Slides Presentation (solutions)  
|      |                       | • (30 minutes) prepare/layout Google Slides  
|      |                       | • (60 minutes) Begin researching Essay #3: Solutions  

**Unit 3: Image in America**
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment Due</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 10/19    | Google Slides Presentation #3 Due | - (60 minutes) Find and Bring Library Assignment #4 to class  
|          |                 | - (60 minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs |
| 10/24    | Library Assignment #4 | - (120 minutes) prepare for in-class essay #2 |
| 10/26    | In Class Essay #2 | - (60 minutes) Read and Annotate: RA—Stephanie Coontz, “What We Really Miss about the 1950s” pgs. 25-40 |
| 10/31    | Annotations Due: RA—Stephanie Coontz, “What We Really Miss about the 1950s” pgs. 25-40 | - (60 minutes) Read and Annotate, Laurie Penny, “Cybersexism,” pgs. 253-268  
|          |                 | - (60-120 minutes) Research Essay #3 |
|          |                 | - (60 minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs |
| 11/2     | Annotations Due: Laurie Penny, “Cybersexism,” pgs. 253-268 | - (60 minutes) Read and Annotate: Sherry Turkle, “Growing up Tethered,” pgs. 236-252  
|          |                 | - (60-120 minutes) Work on Essay #3 |
|          |                 | - (+ minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs |
| 11/7     | Annotations Due: Sherry Turkle, “Growing up Tethered,” pgs. 236-252 | - (60-120 minutes) Work on Essay #3 |
| 11/9     | Essay #3 Draft Due | - Work on Essay #3  
|          |                 | - (60 minutes) Read and Annotate, “Serving in Florida,” pgs. 363-376 |
| 11/14    | Essay #3 Final Draft Due (submit through Canvas)  
<p>|          |                 | - (30 minutes) prepare/layout Google Slides |
|          |                 | - (+ minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs |
|          |                 | - (30 minutes) Edit Essay #2 |
|          |                 | - (30 minutes) Edit Essay #3 |</p>
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<tr>
<th>Date</th>
<th>Due Today:</th>
<th>Self-Directed Learning:</th>
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<tbody>
<tr>
<td>11/16</td>
<td>____ Google Slides presentation Due (submit through Canvas)</td>
<td>(60 minutes) Find Library Assignment #5</td>
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<td>(60 minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs</td>
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<td>(60 minutes) Review PowerPoints on Canvas on Topics Specific to Your Academic Needs</td>
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<td>11/21</td>
<td>____ Library Assignment #5 Due Bring 1 article from the Pierce College database to class</td>
<td>(30 minutes) Edit Essay #2</td>
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<td>(30 minutes) Edit Essay #3</td>
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<td>(60 minutes) Read and Annotate, Robert Reich, “from Beyond Outrage” pgs. 399-408</td>
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<td>11/23</td>
<td>____ Annotate, Robert Reich, “from Beyond Outrage” pgs. 399-408</td>
<td>(60 minutes) Edit Essay #2</td>
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<td>(60 minutes) Edit Essay #3</td>
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<td>11/28</td>
<td>____ ESSAY #4 Rough DRAFT DUE combination of essays #3 and #4: see paper topic for exact directions worth 15% of grade no rewrites on essay #4 In Class Debate #5</td>
<td>Self-Directed Learning: Review Essays Review PowerPoints Take Optional Online Quizzes Catch-up on Reading</td>
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<td>11/30</td>
<td>*ESSAY #4 FINAL DRAFT DUE combination of essays #3 and #4: see paper topic for exact directions worth 15% of grade no rewrites on essay #4</td>
<td>Self-Directed Learning: Review Essays Review PowerPoints Take Optional Online Quizzes Catch-up on Reading (5 minutes) Review Grades on Canvas (15 minutes) Review Essay Structure (15 minutes) Review Readings (15 minutes) Review Essay Structure</td>
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<td>*FINAL EXAM worth 10% of grade open book/open note 3 paragraph essay</td>
<td>(5 minutes) Review Grades on Canvas (15 minutes) Review Essay Structure (15 minutes) Review Essay Structure</td>
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<td>No late work will be accepted after the final exam.</td>
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<td>No work submitted only by email will be accepted for a grade. You must bring a paper copy!</td>
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<td>No grades will be sent via text or email</td>
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<td>Final Exam Week: 12/12-12/16 Section 0372: Thursday, Dec. 15, 2016 9:00-11:00 Section 0474: Tuesday, Dec. 13, 2016 11:00-1:00</td>
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