**COURSE SYLLABUS**  **Spring 2017**

**English 098 & 101: English Composition I**

**This course requires your participation in a Canvas online classroom**

**Instructor Information:**

**Kathleen Byrd** email: kbyrd@spscc.edu phone: 596-5339

Office Location: 20-306.

Office hours: Mondays from 2-3 pm, Tuesday-Thursdays 10-11 am, and Fridays by appointment.

**Required Materials**

* John Trimble’s *Writing with Style: Conversations on the Art of Writing. 3rd Edition.*
* Holly Baur’s *Food Matters: A Bedford Spotlight Reader.* Bedford Publishing
* Regular access to Canvas online for assignment guidelines, course schedule, and online submission of papers.

This Quarter’s Theme: Our reading and writing work will be focused on the theme of food and food justice this quarter. We will approach this theme from several angles, starting with our own diets and readings from an edited anthology on the topic of food. We’ll look at nutritional aspects of food, the food industry, and food justice issues. For your essays, you will draw upon personal experience, readings, published research articles, films, conversations, and community engagement.

**Catalog description:** This course offers an integrated approach to reading and writing & focuses on reading analytically and writing essays that are grammatically correct, coherent, well-supported, and interesting. It develops the ability to read, think and write effectively at the college level, and develops writing skills by focusing on strategies and techniques writers use to convey ideas, make a point, and participate in their community and the world at large. The course emphasizes both the process and the product of writing.

**English 101 Student Learning Outcomes:**

* Write in a form and style appropriate to audience and context;
* Evaluate information for credibility;
* Develop a controlling idea;
* Integrate evidence into original writing;
* Compose clear and grammatical sentences;
* Document research according to MLA or APA guidelines.

**College Wide Abilities:**

* Communicate effectively
* Think logically and critically

**Canvas:**

Much of the information and material you need for class is only available through **Canvas.** Expect to check Canvas daily, as it will have all the daily homework assignments as well as readings and assignments requirements. Each of you should become familiar with Canvas quickly and feel comfortable in negotiating it. Log on to Canvas with your student ID number (SID) as your username and the first six letters of your last name as your password. If your last name is less than six letters, repeat it until you reach 6 letters at <https://spscc.instructure.com>

**Assignment Descriptions:**

**Participation (10% of your grade):**

**Regular attendance and active participation** are crucial for your success and for the success of this course. You will be awarded points for being present, for participating, and for completing in-class assignments. You may lose points if you arrive late or leave early. The process of our discussion as a group will evolve over the course of our sessions together**. To miss a session is to lose an important link in this process**. An absence means that you are losing the thread and the context of our discussion and that your involvement in the issues and themes of the course is not as deep as it could be. Still, for the sake of your own health and the health of others, **if you are sick please stay home and recover before returning to class**; and to the extent possible keep up with the course schedule and assignments in Canvas. You cannot earn points for homework turned in late that is for participation, this is distinct from low-stakes writing assignments that you can turn in late (with a 10% deduction) as these form a foundation for your own work as well as the participation in class discussions and activities.

**Low-stakes writing assignments (10% of your grade):**

In my teaching, I emphasize a *process* approach to writing and recognize the importance of practice to improve skills. Low-stakes writing assignments are like practice games – they’re important for skill development and practice of essential skills for reading, writing and thinking at the college level. Regular, focused, writing practice is the foundation for improvement in this class.

**Essays (60% of your grade):**

**Essays are high-stakes writing assignments.** Your work on essays will be evaluated according to department rubrics at either the English 101 or English 98 levels. You will receive detailed instructions for all writing assignments on Canvas, and you will receive guidance and support through class activities and one-on-one conferences with me. Regular in-class writing, reading, discussion, seminar papers, research and peer review are built into the course to encourage and support your writing process. On peer-review dates, you are expected to have a typed paper (+ copies), written in complete sentences at the start of class. You will receive reduced participation points if you are not prepared with a draft, but you are encouraged to attend either way as the process can be helpful for generating ideas for your writing. **MLA or APA format and documentation is required for all essays.** You will receive instruction and support in MLA and/or APA format and documentation. You will receive feedback for revision and a grade for writing assignments throughout the quarter. If you have questions about the feedback or my suggestions, please come talk with me or visit the writing center for support. **Late papers receive a 10% grade reduction if submitted within a week of the due date. Papers submitted after a week of the original due date will receive a 50% grade reduction.**

**Community Engagement Report (5% of your grade):** You will participate in a community engagement project. I will provide a list of opportunities and you can ask me about other options if you have ideas for participating in and learning from community engagement related to food justice. The experience will become one of your sources of support for your ideas in Essay 3.

**Culminating Project (5% of your grade):** You will present one of your top learning experiences at our final meeting.

**Portfolio (10% of your grade):** The portfolio will include examples of your best work & a self-assessment essay.

Grading scale and due dates:

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| --- | --- | --- |
| Participation: Homework, quizzes, workshops, canvas discussion forums  | **10%**  | **ongoing** |
| Low-stakes writing assignments | 10% | ongoing |
| Essay 1: Nutritional Analysis: Self and Diet (2-3 pages) | 10% | April 16th online |
| Essay 2: Rhetorical analysis and reading response (2-3 pages) | 10% | April 30th online |
| Essay 3: Food Justice Essay (6-10 pages) | 20% | May 29th online |
| Community Engagement Report (1-3 pages) | 5% | June 4th online |
| Essay 4: Revisit NA with research integration(4-6 pages) | 20% | June 13th online |
| Culminating Project | 5% | June 16th in class |
|  Portfolio | 10% | June 18th online |

English 101 Distinctions in Grading Procedures:

**English 101 students’** final grade will be determined by their earned percentage of total points available during the quarter:  A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%, C+ = 77%, C = 73%, C- = 70%, D+ = 67%, D = 60, 59 = F

**Office Hours and Conferences:**

**Writing is very individualized.** I aim to instruct so all students can develop skills to write with clarity for personal, academic, and professional situations. Meeting one-on-one will provide you with an individualized session to target your needs and goals. Please feel free to come to my office hour for an individual consultation about your writing any time. If my office hours don’t work for you, please email to find a time that works for both of us.

**Academic honesty:**

Academic dishonesty includes cheating; plagiarism; knowingly furnishing false information to the college; intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency, on college premises or at any college-sponsored activity; forgery; alteration or use of college documents or instruments of identification with intent to defraud. Students who are suspected of academic dishonesty could:

* + - be referred to the Vice President of Student Services.
		- receive a failing grade on the assignment.
		- receive a failing grade in the class.

Please visit the website for The Code of Student rights for more information on SPSCC’s academic honesty policies: <https://spscc.edu/sites/default/files/imce/students/Code-of-Student-Rights.pdf>

**The Writing Center Learning Support Services-West:** phone: 596-5472 <https://spscc.edu/students/learning/writing>

The Writing Center is available to all students who want help with writing. It is a free consultation

service where you can get feedback from professional and peer tutors regarding any writing you are

working on. It is best to make an appointment for Writing Center consultation a few days before you need it and in plenty of time to apply WC input. Always bring the assignment handout as well as drafts to the appointment.

**E-tutoring:** Western e-tutoring consortium <https://www.etutoring.org/login.cfm?institutionid=362&returnPage> you can also get feedback on your writing by submitting a document to the Western e-tutoring consortium’s E-writing Lab, and receive a response within 24-48 hours.

**Classroom Non-Discrimination Policy:**

In order for all students in the class to be provided with a safe and constructive learning environment, there is a zero-tolerance policy for acts (physical and verbal) of discrimination based on race, ethnicity, gender, sexual orientation, ability and age. On the first occurrence of such an act, the violating student will be asked to leave the classroom immediately and will be referred to College Administration for further consultation and disciplinary action. Feel free to talk with me if you believe such acts of discrimination are occurring in our classroom. I am a Safe Zone participant and welcome any student in a crisis situation.

**Incomplete:**

Incomplete, or “I” grades, are implemented at the discretion of the instructor and only in the event of extreme and uncontrollable circumstances.

**Campus Emergencies/Closures:**

In the event of extended campus closures due to circumstances such as weather or community health, check your Canvas classroom regularly to keep informed as to how instruction will proceed. In the case of an extended closure, class will continue and you will be expected to keep up with assignments from off campus.

**Financial Aid:** phone: 596-5232

Students receiving financial aid should always check with the Financial Aid Office prior to any change of their status, including: withdrawing, signing an incomplete contract, changing to audit, or if they anticipate they will receive an “F” or a “V” grade in a course.

**Disability Support Services:** phone: 596-5394

Students who are eligible for learning accommodations must make arrangements with the Office of Disability Support Services. Students who have a letter of accommodation should meet with me as soon as possible, preferably during the first week of class.

**Counseling & Career Center:** phone: 596-5262

* The Counseling staff is committed to helping students achieve success with their personal, academic, and career goals. We offer various resources designed to help students as they grow academically, acquire skills for employment, improve personal wellness, and develop effective skills for interacting in a diverse environment. Counselors may act as advocates for students within the college.
* Quarterly workshop and course offerings include Career Planning Workshops, Student Success Seminar, Career and Life Planning Class, and The Psychology of College Success: Becoming A Master Student.
* Personal counseling gives students the opportunity to meet with a professional counselor to discuss issues and concerns that may be interfering with their ability to achieve educational and personal goals. Personal counseling is available by appointment or on an emergency basis.

**Withdrawal:**

Sometimes it becomes necessary to withdraw from a course. Please withdraw officially to avoid being assigned an “F” grade for the course. Also, please check with the Enrollment Services staff or the Financial Aid office to determine how a withdrawal will affect your academic or financial aid standing.

**Classroom Etiquette:** We are here to learn together and from one another. The classroom is an inclusive and welcoming place for everyone. When someone is speaking – instructor or another student – please be respectful. Avoid distracting and distracted behavior such as checking your phone, side conversations and undermining comments. Those who ignore common courtesy, or engage in harassing and disruptive behavior, will be asked to leave the class. Coming late to class is disruptive and unfair to those who make the effort to be on time; therefore, if you have to be late, please enter quietly**. All lap tops, cell phones and electronic communication devices must be out of sight during class.** If you are using an electronic device during class for non-class purposes, I will ask you to leave class and rejoin us for the next session. Come prepared with readings, texts, materials, drafts of writing. Be prepared to participate: Expect to be called on to voice your thoughts and responses to readings and classroom discussions.

Faculty Use of Student Work: Work submitted for this class may be anonymously used for English faculty norming and assessment purposes. I may also request copies of your work to use for student samples in future classes. I will talk with you prior to showing your work to others.

I am here to support your writing and your success as a college student. Please come to me with any questions or concerns you have about the class, about our course materials, my teaching methods or about your progress in college. I am excited for the quarter, our theme, and our work together.