Sect K, item# 3615- ENGL& 101 Winter 2013; MTWTh 1:30-2:35. Bld 8-Rm 5. 5 credits
Instructor: Jacob Martens
Office hours: 2:35-3:05 Tuesdays and Thursdays in the Adjunct Faculty Center, building 18-202, and by appointment with additional availability online, ½ hour before class, or by arrangement. Preferred contact for urgent message 1) jmartens@tacomacc.edu goes directly to iPad 2) TCC voicemail: 253-460-2377 goes directly to email 3) (Cell) 253-720-1768 (7am-10pm) Webpage: www.tacomacc.edu/jacobmartens Note: a backup copy of this syllabus and weekly schedule can be downloaded from the English 101 section of my webpage. The eRubric on my webpage is also useful for writing assignments across campus.

Catalog Description
ENGL& 101 English Composition I (5) (Previously ENGL-101) Study and application of the principles of college writing. Students read, analyze, and write expository, descriptive, and argumentative essays, as well as learn to develop ideas fully, organize them effectively, and express them clearly. ENGL 101 readings focus on the essay. This course may not be taken "S/U."

Degree Learning Outcomes (DLO)
Upon completing a degree at Tacoma Community College, students will be able to:
1. Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
2. Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
3. Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
4. Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
5. Living & Working Cooperatively/Valuing Differences (LWC): Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
5. Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Program Learning Outcomes (PLO)
Upon successful completion of English 101, students will:
1. Craft, develop, and support a specific, debatable thesis.
2. Draft and refine a well-organized essay, speech or other forms of communication appropriate to context and audience.
3. Read critically and research effectively to support thesis.
4. Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions.
5. Demonstrate ethical standard in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines.

Course Learning Objectives
1. Craft, develop, and support a clear thesis; organize essays logically. (PLO 1)
2. Use writing strategies appropriate to audience, purpose and occasion. (PLO 2,4)
3. Use expository essays to express original ideas. 1,2
4. Read critically. 3
5. Conduct research as needed, use authoritative resources, and follow documentation rules. 4,5
6. Use standard grammar and academic writing conventions. 4
7. Use a writing process of prewriting, drafting and revision. 1,2
Use academically accepted collaboration to improve writing and understanding. 

Take responsibility for own learning and ethical behavior in academic course-work.

**Instructional Methods**

This is a web-enhanced course. We will be using the new learning management system Instructure Canvas. The login for Canvas is [http://tacomacc.instructure.com](http://tacomacc.instructure.com). You can expect to be logging in to Canvas at least once per week. If this is unrealistic, you may wish to take a different course.

Teaching methods include games, mini-lectures, conversations, in-class and online discussions and workshops, small group work, Internet and database research, writing and analyzing rhetorical modes and strategies for effective communication.

**Textbooks & Supplies**


All books required. Paper and ink for both in and out of class writing; a binder to file weekly reading responses; a dictionary. Memory stick/flash drive.

**Technology**

A computer with word processing (Microsoft Word preferred), Internet, and printing capabilities is required. If you do not have this technology at home, it is available at Gig Harbor and Tacoma campuses.

**Assignments and Evaluation Criteria & Grading Standards**

**Three Papers:** Annotated bibliography; 3-4 page cause/effect paper; 6-8 page research paper (APA format) 70%

**Weekly Critical 1-2 page reading responses** for discussion participation. Three randomly selected “pop-quiz” responses will be collected and graded throughout the term. Be prepared to turn in starting week 2. Save the rest in a journal to be collected. Randomly chosen will count as half of this grade, so keep up. 30%

Total: 100%

**Extra Credit:**

1) 100% attendance AND significant class discussion participation results in 3% extra credit

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94.0%</td>
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<tr>
<td>A-</td>
<td>93.9-90.0</td>
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<tr>
<td>B</td>
<td>86.9-84.0</td>
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<tr>
<td>B-</td>
<td>83.9-80.0</td>
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<tr>
<td>C</td>
<td>76.9-74.0</td>
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<tr>
<td>C-</td>
<td>73.9-70.0</td>
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<tr>
<td>D</td>
<td>66.9-64.0</td>
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<tr>
<td>D+</td>
<td>69.9-67.0</td>
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<tr>
<td>E</td>
<td>63.9-0</td>
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Grades will be updated in Canvas as significant work is completed. **A C or better is required to level up.**

**TCC’s policy for withdrawals** (W grade assigned by registration): “While faculty permission is not required, a completed add/drop form must be submitted to Registration and Records to complete drops from the 11th instructional day through the 55th calendar day of the quarter” – *February 25, 2013 (Monday).* “The instructor must sign the form or [send] an e-mail [to Registration] acknowledging the withdrawal. If the instructor is not available, a signature from a full-time advisor in the Advising Center is an acceptable substitute.” (pg. 14 of the catalog) “After the 55th calendar day of the quarter . . . an instructor may grant a grade of ‘WI’ (Instructor Withdrawal)” – if you may grant this grade, include your criteria – also pg. 14 of the Catalog. Incompletes are rarely given. Students must complete the course requirements. Exceptions will be considered on a case by case basis per TCC’s policy for incomplete grades: (I) (requires contract @ TCC Online > Forms > Academic Affairs.)

**Academic Dishonesty**

“As stated in the TCC Catalog, ‘Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students’” (pg. 33).
Plagiarism Defined: According to the Administrative Procedures for Academic Dishonesty, “Plagiarism is the inclusion of someone else’s words, ideas or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks.”
http://www.tacomacc.edu/abouttcc/policies/administrativeprocedureforacademicdishonesty

Please note that assignment turned in for another class are not acceptable and will be considered self-plagiarism.

Sanctions of plagiarism, whether accidental or intentional, will be as follows:
First count of plagiarism: 0 points on assignment, with re-do at instructor’s discretion
Second count of plagiarism: 0 points for the class; no re-do of plagiarized assignment

Accommodations
Students with Special Needs: All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 7 (253-566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangements will be made for you to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by Access Services must be given to me before the accommodation is needed so that appropriate arrangements can be made.

Classroom Policies
Class is only an hour long, so please take your bathroom breaks between classes, or, if you must, discretely and with minimal interruption. Non-distracting food/beverages are okay; however, please dispose of trash after class, not during.

Computers, laptops, IPads, or smart phone use may be appropriate at certain times; however, it is not appropriate during class discussion or presentations. Distracting, off-task computer/ cell phone users may be asked to leave. Excuse yourself if you must attend to your phone. I respect parents’ needs to be on-call, for I will be myself.

As a reflection of our formal, professional, academic setting, all out-of-class writing should be typed, double spaced, use standard spelling and be free from slang, profanity, grammatical and capitalization errors, lest the reader’s perception is that the writer (or speaker) is inappropriately disrespectful. As logical, the same applies to classroom conversation. In other words, do no harm to your ethos.

Attendance—100% attendance results in 3% extra credit. Statistically, poor attendance (more that 10% of classes) lowers final course grade substantially due to lost instruction. Please sign attendance sheet prior to the start of class or at the end. Excessive and regular tardiness or early departures may count against extra credit.

To encourage attendance in a class that meets only four times a week, the following penalties apply:
Miss 0 classes: +3% bonus
Miss 1 class +2%
Miss 2 classes +1%
Miss 3 classes -0%
Miss 4 classes -3%
Miss 5 classes -6%
Miss 6 classes -10%
Miss 7 classes -15
Miss 8 classes -20
Miss more than 8 =cannot pass the course

Late work: Late papers (not reading responses) will result in a C at most; however, they will be accepted only within 7 days of the due date. Overdue papers will not be accepted after 7 days, nor as “optional revisions.” Pop Quiz Reading Responses must be done by the beginning of class in order to get credit. Papers must be turned in, typed, double spaced, on paper, assembled correctly and submitted in class. Electronic submissions are likely to forfeit written feedback and be graded much later than scheduled, and they are in danger of not being graded at all. Please submit a paper copy, even if late, but not more than 7 days overdue, for insurance.
Children in class are not recommended; however, if a rare necessity, please ask first. In desperate situations, and only as a last resort and for good reason, arrangements may be made to attend class remotely. Please see instructor for more info.

Civility: According to F. Scott Fitzgerald, “The test of first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function” (qtd. in Irvine 202, Best American Science and Nature Writing of 2017). In other words, I expect civility even in a heated debate.
Etiquette for Classroom Dispute Resolution
If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to find a solution, you may talk with Tamara Kuzmenkov, department chair.

Caveats
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent. Changes to the syllabus will be posted on the updated PDF file at www.tacomacc.edu/home/jmartens/Syllabus101.pdf and in Canvas.

Course Schedule at a glance  (white blocks are days we meet as a group)
Read at least 10 pages from our text per day, seven days per week. Weekly responses are due beginning of each week. Additional work may be in Canvas.

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>1</td>
<td>30</td>
<td>31</td>
<td>January 1</td>
<td>2 Read about 10 pages per day, daily; begin with Coontz Marriage</td>
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<td>3</td>
<td>13</td>
<td>(M) 53-122</td>
<td>15</td>
<td>16</td>
<td>17 Annotated Bibliography due</td>
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<td>19</td>
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<td>4</td>
<td>20</td>
<td>No School; MLK day</td>
<td>22 (M) 123-215</td>
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<td>26</td>
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<td>5</td>
<td>27</td>
<td>(M) 216-280</td>
<td>29 Draft due bring 3 copies</td>
<td>30</td>
<td>31 Paper due- conference sign-ups</td>
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<td>2</td>
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<td>6</td>
<td>3</td>
<td>February 4 (M) 281-315 Conferences</td>
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<td>7 Conferences</td>
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<td>Hymowitz – Women (W) 1-121</td>
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<td>17</td>
<td>NO School-President’s Day</td>
<td>19 Optional Revision due (W) 122-217</td>
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<td>9</td>
<td>24</td>
<td>(W) 218-284</td>
<td>26 Draft due bring 3 copies</td>
<td>27</td>
<td>28 Paper due- conference sign-ups</td>
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<td>10</td>
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<td>March 4 (W) 285-340 Conferences</td>
<td>5 Conferences</td>
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<td>7 Conferences</td>
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<td>11</td>
<td>10</td>
<td>(W) 341-373</td>
<td>12 Optional Revision due</td>
<td>13</td>
<td>14 Journals Due</td>
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<td>16</td>
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<td>12</td>
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<td>19</td>
<td>20 Papers available for pick up.</td>
<td>21 Grades available 3/26</td>
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