

**English 102**  
**Research and Composition**  
**with MyCompLab**  
**Spring Quarter 2009**

*In the gloating, enormous strangeness and solitude of the real world, where I am so often inconsolable, marooned, utterly dizzied -- all I need do is pick up a pen and begin to write -- safe in the shelter of the alphabet. ~Carole Maso*

*I imagine that one of the reasons people cling to their hates so stubbornly is because they sense, once hate is gone, that they will be forced to deal with pain-- James Baldwin, "Notes of a Native Son".*

*Free your mind and your ass will follow --- Funkadelic*

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**Required Texts:** total cost should be under \$64.00; this represents a great value since most handbooks (required) will cost you from \$55 to \$65—just for the one book! Most Diana Hacker handbooks are in the \$55 to \$65 range! With my class you get the handbook, a custom reader, *and* the MCL code, which will then allow you to submit up to six drafts for tutoring, and allow you to access the e-handbook, anytime.

So, you are required to register with MCL and you are required to buy this package. There are no exceptions: you must purchase this package. It doesn't matter if you took a eng 101 class with MCL; you will have to buy this package (your new MCL code will give you one year of the benefits of MCL).

1. Mercury Custom Reader, with a **MyCompLab** code-- custom packaged. The MCL code is vital.
2. Roaring Spring Composition note-book (or similar), under \$2: available at our bookstore or at Walgreens. Make sure it is the smaller size note-book (7.5" by 9.5" or so).

**Supplementary:** I may include low-cost photo-copy packs (under \$5.00) available at our copy center, third floor; but I will let you know when you can pick them up.

**Overview of the class:** I don't grade on a curve; I know everyone in the class wants to get a good grade—and I want to give good grades. But I also want to help the class develop skills of analysis, introspection, and cultural competence (the ability to go anywhere and make a positive impact and the ability to talk to anyone, about anything).

Remember, the journal score will be worth points; I will collect journals sometime toward the end of the quarter. If a student does not view the videos I am worried that the journal will necessarily not demonstrate critical engagement with the videos and the important classroom discussions that invariably follow.

Furthermore, in any subsequent class discussions we must all *show respect* to each other's values and ideas; we will not tolerate the projection of any hate-based views. I expect engaged but respectful class discussions and journal writing since we will necessarily read and think about controversial issues. In other words, I hope that you become fully engaged in your *critical discourse community*.

This class will be reading and writing intensive; please be prepared to read and to write on a regular basis. The pace is speedy; I also recommend/require that you quickly get the email address of at least one classmate—a "study buddy"-- (in case you miss a class or just need to brainstorm); and please don't fall behind in the reading and in the assignments.

Please note that I am committed to training you to become an effective participant of public discourse; so, then, I focus the class material on engaging you to think critically, initially to withhold judgement, and to accept responsibility for your thinking. In other words, I strongly believe it is my obligation to help you become a public intellectual and a leader amongst your peers.

**Class Philosophy:** To be symbiotic and intellectually generous; to be kind to each other; and to expand our conversations and the sense of community.

You will have a certain freedom in your writing and in the questions you raise in discussions, which means, hopefully, that you can all find some way to get "charged" about this class. This also means that you will have some space to write and think about your own experiences, feelings and thoughts, subjects of *self-reflection*, which have an authentic relationship to the flow of your lives. So, you have a responsibility to seek out ways to make the reading experience meaningful to you: To think about the things you love or feel passionate about or the things that make you mad, things that will keep your interest; think about how other cultures think about your positions.

I hope you remain energized and interested, which will reflect significantly in your journal writing and class discussions. And while you are on this path, be prepared that some of your ideas, your perceptions, may change, so keep a critical and open mind.

**Caveat Emptor: Adult material/topics addressed in class and in some video showings:**

Occasionally, throughout the quarter, we will watch videos (primarily documentaries) in order to analyze problems, representations, and options. We will probably watch just one or two videos.

Necessarily, since we need to take your experiences and engage them with societal values and issues, we will address adult material; I will do my best to alert the class to upcoming material which may require some contemplation and preparation on your part. There may be some scenes of violence and filtered sex.

Again, the purpose in viewing this material is multi-fold: first, to develop your critical thinking through a refined critical eye; second, to increase your ability to withhold judgment and think logically about the raised issues, and finally, to then develop compassion and the ability to visualize effective, alternative policies. In other words, the overall, the purpose of the video showings is to first engage your values, attitudes, beliefs and assumptions; second, to place your belief systems into a context of *cultural representations*; third, to critically analyze those representations (by applying broad-based theories); and finally, to develop a cultural awareness that will allow you to effectively engage verbally and cursorily, others towards common goals of equity, just and positive globalization, and your life and the lives of others with meaning, value and purpose.

We may view material such as Dave Chappelle's "Blind Black White Supremacist"; documentaries such as *The Trials of Darryl Hunt*, *A Walk to Beautiful*, *Dope Sick Love*, *Gladiator Days*, *The Fog of War*, *Ring of Fire*, *Mighty Times*, *Ghosts of Rwanda*; *The Untold Story of Emmett Louis Till*; *Thin*; *The Songs Are Free: Bernice Johnson Reagon and African-American Music*; *Intervention (A & E)*; *My country, My Country*; *Why We Fight*; *Angels in America*; movies such as *Crash*; *Shaun of the Dead*, *Forrest Gump*, *Boys Don't Cry*, *Fresh*, and *Frailty*.

I prefer that every student participate in any of the viewings but I will seriously take student concerns into account and we can make alternative assignments if we are not able to reach an agreement. So, you and I must find a way to practice some of these principles by practicing effective communication and searching for common goals. I am sure we can find a way.

If you would rather do an *alternative assignment instead* of watching *Gladiator Days*, for example, I have the following suggestion:

You can read one or two short essays by Professor Angela Davis instead; and then you can summarize them in your journal.

I have attached the link to the organization she founded to abolish the prison system.

Remember, as stated, we are watching the videos in order to analyze the cultural representations. We are developing critical thinking so we can more effectively shape the world we want to live in.

<http://www.criticalresistance.org/>

Of course, because of time constraints and general class structure, I will only be able to show sections of some videos: for example, I may show appropriate sections of Joseph Campbell's award-winning analysis of culture, *The Power of Myth*; a little bit more of *Planet Earth* (but by no means all of it!); and finally, sections of *Auschwitz*.

After each video viewing, of whatever length, I expect you to write some of your thoughts and of course, your analysis—either in class or later, in your journal.

**Schedule:** subject to change; your first schedule will be passed out during the first or second week of class; please note that the schedule must necessarily remain fluid to better accommodate class movement.

**Materials:** you may incur very slight photocopying costs.

**Journal:** Regularly summarize all assigned readings in your journal. Please buy the “Roaring Springs” in black, and lined. You will turn in your journal at the end of the quarter; the journal should have regular and extensive class-notes, assigned and unassigned responses to videos, and summarizations—which will include all the required books, brainstorming ideas, daily thoughts, doodles, any online grammar and research exercises (simply checked off as you complete them), and other short writing exercises.

What goes in your journal:

1. Main point, or key point, summaries of *all* the essays from your custom reader.
2. Exercises: your MCL exercises will show up automatically; but as I assign extra grammar/research exercises, note completion in your journal. For example, you can place, on one page, the exercise heading and a check mark indicating successful completion.
3. Video analysis of key points and of key questions generated from the viewing.
4. Class notes.
5. Small group work.
6. Transitional phrases: write down at least ten from your handbook and at least another ten from other readings.
7. T-bars (pro/con lists)
8. Brief summaries of key grammar rules (punctuation, MLA, signal phrases).

**Reminder:** Regardless if we finish discussing the essays from the custom reader, summarize key points from *all* readings in your journal; and note the completion of any extra assigned exercises in your journal.

**Your Instructor:** I have taught over 185 university and college composition courses (101 and 102), a developmental psychology class (at the UW), thirteen American Literature courses, five modern world literature course, four intercultural communication courses, one poetry and fiction writing class, four advanced skill workshops (LARES—Latino retention program at U. of Illinois-Chicago), and three Shakespeare courses.

I have a BA from the University of Washington in American and English Literature; an MA from the University of Illinois-Chicago in American and English Literature; and I am a PhD candidate in American Studies at the University of Washington.

I am published in the NCTE (national council of teachers of English) 2007 book, *Fiction of Toni Morrison: Reading and Writing on Race, Culture and Identity*; my essay is the lead on the teaching *Beloved* chapter.

My hobbies are surfing, snowboarding, martial arts, and watching good movies.

**Course Objectives and Desired Outcomes:** the development of critical thinking and effective writing; skillful and effective integration of outside sources; and the mastery of persuasive patterns of writing—specifically, the position pattern and the speculation pattern.

What follows are some key principles that you will be expected to demonstrate and to develop:

- A clearly defined thesis, main idea, claim or “leading” idea. This thesis will provide the essential direction and sense of development for your essay.
- Careful, creative word choices (diction). Effective writers choose their own words. Control is within your power.
- A rich and creative use of support for your main points: In order to fully develop their ideas, writers, use supporting strategies such as specific examples and details, observations, illustrations, facts, experience, anecdotes, citations of authority, appeals to logic, emotion, and ethics, statistics, dialogue, and analogies.
- A tight sense of organization (pattern, structure). The logical connections between ideas are clear, and the bridges (transitions) between them are smooth instead of choppy.
- Appropriate use of grammar, syntax (word order), spelling, and punctuation.
- Avoiding plagiarism: control your outside sources; don’t let them control you.
- The ability and the awareness to ask key questions.

**Exit Skills:** Students who successfully complete 102 have demonstrable competence in several key areas. They should be able to

- Read at an academic college level and use a vocabulary adequate to the task of communicating ideas orally and on paper.
- Use advanced study skills.
- Handle sentence coordination and subordination.
- Use punctuation to make meaning clear (prose generally free of unnecessary fragments, run-ons, etc.)
- Write prose generally clear of serious grammatical and mechanical problems (lack of subject-verb agreement, incorrect verb forms, random use of commas, sentence fragments, etc.)
- Write coherent and developed paragraphs of 8—10 sentences rather than making a series of assertions and calling that a paragraph.
- Write long and short essays that are focused and organized; for example, you will be able to consistently demonstrate paragraph unity: There should only be one leading idea per paragraph; other sentences will support or expand that leading idea (paragraph unity is very important for coherence).
- Avoid plagiarism (key exit skill)
- Integrate quotations
- Summarize
- Paraphrase
- Annotate (effective note-taking)
- Work effectively with outside sources
- Improved ability to ask key questions

**Collaborative Learning:** We come with different learning styles and different life experiences, and it is fundamental that we respect those differences during all of our collaborative work.

**Workshops:** We will also practice editing and revising. This editing will involve peer-group work. The proposal, the outline, the annotated bibliography, and the rough draft of your paper will each go through a peer-group workshop, in which you distribute copies of your work to a small group for editing. You will then receive both written and verbal feedback on your work and have the opportunity to revise it before turning it in for assessment.

**Small Group Work:** The class will regularly engage in small group work. What follows are basic guidelines: form a circle; introduce yourself; stay on task; resist asking the instructor for “answers”—try to

find your answers amongst the group; and enjoy the experience. I may play background music at a low level, or not.

**Critical Thinking and Language Proficiency:** The readings for this quarter will obviously range quite far in style, difficulty and content. But one thing in our approach will be consistent: we will read with a critical eye. Now, this does not mean to have a negative attitude nor an aggressive one either. A critical eye is an eye of awareness: Awareness of the overtly expressed ideas the writers present as well as the implied and suggested ideas that arise from a well-wrought symbol in literature; Awareness of biases in an essay; Awareness of methods for persuasion; Awareness of themes that recur and new world-views that emerge. Then, with a symbiotic mind, we will turn and consider the relationships between the ideas we encounter, what they have in common, and what they have to add to our understanding of the human experience.

**Grading:** Grading will be based on a “points” schedule. Please refer to our district’s standard grade chart with the equivalent decimal grade. By the end of the first week I will pass out a weekly schedule with further descriptions of each requirement. Of course, assignments will be **subject to change**.

Strong outline turn-in:	25 pts
Rough draft turn-in:	25 pts
Peer review workshop:	50 pts
Exercises MCL:	50pts
Exercises dianahacker:	50 pts
Journal:	100 pts
MCL Tutor submission:	25pts
Final paper:	700 pts

Total points possible: 1025 pts.

Your final grade will be based on 1000pts.

And don’t forget any point deductions from absences; I will deduct those points!

**For example: a final point total of 900 points (out of a 1000 point total) = 3.5 for your final grade; 850 pts = 3.0; 800 pts = 2.5; 750 pts = a 2.0; and 700 pts = 1.5. Passing is 0.7.**

**Final Position Paper Process:** Take a position on a controversial issue (where reasonable people could stand on either side) and then argue directly for that position. You must use the Five Point Position structure. I will pass out a list of position topics: **you must pick from this list**. Ten pages of body with one or two pages of works cited. **11—13 pages total**.

**A. Topic Proposal:** By the end of the third week choose a topic for your paper, the position. During the first day or the first week, I will pass out a list of approved topics; you must choose from this list **or** get approval for a topic.

**B. T-Bar:** The T-Bar should be a fairly detailed, one page pro/con list of your topic for the last paper—the position.

**C. Extended Five Point Position Outline: If you choose a position topic, your paper must be in this pattern!** Mark the outline 1—5 and briefly state the reasons and a sentence or two on the supporting strategies (for point #3) and of course, the objections and possible responses to them (#4). Must use active verbs (not passive verbs) or I will not read the outline.

**The Five-Point Position Pattern:**

1. **Engage the reader/Present the issue:** remember, “engage” us, and don’t overwhelm us with facts, statistics, or definitions. Consider using an anecdote or an illustration (plus, for #5, you can come back to this illustration in your call to action).
2. **Clearly state your position:** simple. One sentence will do; or you can place your thesis statement at the end of a brief paragraph or it can be your last sentence from your #1 (engaging the reader), set off with a semi-colon. Or you can write a forecasting paragraph.
3. **Argue directly for your position; use as many of the 14 strategies as appropriate:** first, state your reason (use action verbs) and then directly support that reason. This section is the heart of your paper so have strong, clearly stated reasons.
4. **Anticipate objections/questions to your argument and then respond to them with variety and imagination:** first, state the objection/question to your argument; then, state your response to that objection/question. Be as specific and clear as possible. You can simply start out each counter-argument with the following introductory phrases: many claim that; some people argue that; or authorities say that. And of course, if you have the authority or citation you can start out with their claim/reason/objection. When you set off your #4, counter-arguments, add a question mark after the sub-heading.
5. **Call to Action:** #5 is not a simple repetition of the key reasons in support of #2 but more forward-looking with appeals to clearly stated values like justice, truth, the Golden Rule, humane treatment, consciousness, and redemption; emotional appeals like empathy, compassion, being a good neighbor, love, anger (at injustice), and connectivity; and appeals to logic (logos) such as “pay now, or pay later”, cost, practicality, and consequences. Some good examples can be used by simply watching or by going online to analyze all the candidates in their calls to action.

**Sub-headings:** You must use sub-headings for the rough draft and for the final draft; use judiciously and effectively. Sub-headings must be in bold, keep the same-size and style font, do not underline, do not add end punctuation (except in your counter-argument sub-heading).

**Final Paper Criteria:** Avoiding plagiarism; consistent and varied use of the strategies to avoid plagiarism; clear sub-headings along with paragraph unity; equal use of all the strategies of support (in other words, effectively use emotional, ethical, and logical appeals to support your position—do not rely primarily on logical strategies, scientific reports, or facts, figures, and statistics); effective #1’s and #5’s (avoid historical background, boring definitions, lecturing, or a vague and general introduction or conclusions—the words and terms “introduction” and “conclusion” have no place in the papers I want you to write); required formatting; required length; and the preferred use of strong verbs, active voice (the use of passive voice should not be preferred).

**Outline:** your outline should briefly follow the five-point pattern; keep it to one page, keyboarded. Two good websites should be of significant help in T-barring topics: <http://www.procon.org/> and <http://www.opposingviews.com/>.

#1. Engage the reader: here, just tell us how you plan to engage the reader; for example, you can say, "I will start with an illustration of an individual story which will highlight the suffering, success, miracle, and so on that will help frame my argument."

#2. a simple statement of your position; for example, Legalize Prostitution. And this statement should come at the end of your #1.

#3. From your T-bar, list the reasons, in good sub-headings, that you plan to use to argue directly for your position; for example:

**Removes the Pimp**

**Keeps the Sex-worker Safe**

**Keeps the Community Safe**

**Tax Benefits**

**Removes the Stigma**

Then, after each sub-heading write a sentence or two supporting that sub-heading; and it is ok to just put those sentences in your own words (actually, I would prefer only minor use of integrated sources, if that).

#4. of course, here you counter-argue.

**Sends the Wrong Message?**

**Entrenches Women as Second-class Citizens?**

**Still Objectification?**

**Spread STD'S?**

**Increase Adultery?**

Then, again, write a sentence or two responding to that raised objection; many claim that.... Or, some argue that...

#5. Call to Action: Make a broad-based appeal to common-ground, shared values, solutions, the golden-rule; look at Obama for good examples of this strategy: "we have a responsibility," "change will come but it won't be fast," "Everyone must sacrifice," "It's time," "This makes sense; we need to put aside our differences," and "we have a common goal." It is ok to adapt calls to action to fit your purpose.

**Final: no final scheduled for Finals Week. All work due in-class, on the last scheduled day of class (or earlier).**

**Class Participation/Attendance:** Attendance, defined as coming prepared to engage the daily requirements, will count as part of the participation grade. For the daily classes, you will be allowed **three absences** without penalty; for the evening class, you will be allowed **two absences** without penalty. After that, each absence will result in the lowering of the attendance/participation grade as a whole by **10 points per absence for the daily classes and 20 points per absence for the evening classes**; for example, for the daily classes, if you have missed five classes, you will have 20 points deducted from your total. If you come in late, it will be your responsibility to make sure I change the absence to a late (but do so without interrupting class). Lateness, or early departure, will count as 1/2 of an absence after 2 late arrivals/early departures. Those students with fewer than 3 or fewer absences will receive extra credit. Of course, I will take into account illness and personal emergencies; but extended absence, even based on illness, will still accrue minus points.

If you miss many classes please do not suppose that you can make up for negative points by doing any extra credit; I reserve the right to deny any extra credit, or I may only give partial credit for extra credit. In other words, you can not do extra credit in lieu of required work. My class does not work that way.

If you enrolled in an evening class, then, you will be allowed **two** class absences (instead of three); and any absence past those two will result in a minus point deduction of 20 points per absence.

This is *not* a Hybrid class where you can meet once or twice a week and then finish your assignments on-line or through Blackboard; Hybrid English 102 classes are available on a limited basis as well as Distance Learning English 102 classes if you prefer a less structured class presence. And this is not a Distance Learning class; if that option is better for your schedule, please check into which colleges offer Distance Learning.

Racist, homophobic, sexist, or any comments that display hate-based intolerance will not be tolerated.

**Workshops/Peer Editing:** Editing is such a critical part of the writing process that we will employ it into all of the written assignments. Each student will be responsible for bringing three photocopies of a “rough” draft to workshops: I will get one copy, and you will exchange with two other classmates. In the workshops, you will read each other’s work, evaluate it critically, and give written and verbal feedback with the intent to help the writer more fully realize the work. The keys to effective editing is for you to first complete all the prior reading and exercises, and then to give *specific* suggestions.

**Optional Exercise Sets:** to access **dianahacker.com**, a free and open website. First, Go to [www.dianahacker.com](http://www.dianahacker.com) and select “student sites”; then, select “Bedford handbook 6<sup>th</sup> ed,” then select the particular topic (for example, you will select Grammar and Research). Once you have selected an exercise you will be asked to “register”—no need to register—just click on “cancel”. Do not bother to fill in any blank boxes.

Once you have completed the exercise just simply write the title of the exercise successfully completed in your journal (please keep in one section of your journal). *Please note!!!* The correct way to complete the exercises is to *first* briefly read the appropriate corresponding section in a handbook, review a few of the examples, and *then* work through the assigned on-line exercises.

And to supplement your handbook, you can easily go online to a website such as The Owl (at Purdue) which is basically an online handbook complete with rules and examples. Or just try typing in MLA to get other helpful sites.

In addition to the assigned **on-line** MCL exercises; I will assign exercises from the dianahacker.com website:

*Grammar:* When you open up the dianahacker.com website, go to **Grammar** and then open up Sentence Clarity: complete the two exercises on Active Voice/Verbs and complete the two exercises on Parallelism; then, complete all of the Punctuation exercises: So, you will do four of the Comma exercises, the semi-colon and colon exercises, the Quotation exercises, the Apostrophe, and the Other punctuation mark exercise.

Again (I can’t stress this enough), the best approach to doing any exercise is to *first* review the rules and examples from either your E-book or your hardcopy reference book.

*Research Exercises:* Under MLA. Complete any four avoiding plagiarism exercises; four integrating sources exercises; two MLA documentation in-text citation exercises; and two MLA documentation works cited exercises. Just simply note the completion of these exercises in your journal (on one page).

*Model Papers:* Just review (please note that these student papers are not quite in the required five-point pattern).

*Writing Exercises:* Transitions (just for your review).

**Assigned readings:** read like a college/university student. Summarize the thesis, summarize the key points, and skim the rest. Furthermore, *learn* from the writing strategies. Remember to write down as many transitions and introductory phrases as you see fit from his book.

And as you summarize the readings, make sure you place your summaries in your journal. Although we may not finish class discussions of the readings you are still responsible for reading them and summarizing the main point or a key point in your journal, clearly marked (title of the essay).

**A note on active versus passive voice:** English classes are not all taught in the same way; I have no idea how your past English classes were taught and it is unrealistic to expect me to teach in that manner. And I am not questioning whether you are a brilliant student, based on your past teacher's summaries of your work. I am sure you all received good instruction.

Any time you use sources, you must cite them. For your rough draft or outline, If I noted "sources?" in the margins, that was a polite note to you to not mix information from other sources with your own words without citation; in other words, I needed you to clearly demarcate when your words ends and the sources words/ideas begin (hence, the signal phrase: source plus verb).

I suggest you write your paper using primarily active verbs and active voice; I understand the desire to "sound" academic and scientific: most beginning writing students feel and believe that academic writing should only be in the passive voice (I imagine to give it that professional/academic tone that unfortunately prevails in scientific writing). This is an argumentative paper which will always be more effective written primarily in active voice with active verbs (of course, occasional use of the passive verb is definitely ok).

What is your primary purpose in writing this paper? So that others can take you seriously. As you set out now, if you use primarily passive verbs and passive voice, the only persons who will take you seriously are those that already believe in your position or who really don't care what others think. So, when I ask you to consider other strategies besides your disproportionate reliance on "facts" I ask you to see where you can find common ground and shared values. As stated many times in class and in the handouts I expect you to use a wide variety of strategies than just facts, statistics, and authorities.

I always fear this type of writing: Please recall the brief dianahacker.com exercises on the use of active verbs; please refer again to your handbook (or online) on the use of passive verbs versus active verbs.

By correcting your use of voice you should be able to create a more credible and balanced tone in your writing. I have faith that you can adjust to the preferred mode of writing; your own progress as a writer and a thinker will most definitely improve.

Look again at all the assigned readings; you will find no reading that relies heavily on the passive verbal tone. You need to develop the ability to choose the most effective tone and style for your purpose. Not one of the assigned readings is written in your "taught" style; do you feel, or think, that they are inadequate writers? Would your past English teachers think that also? Would they claim that their points/theses are weak?

In order to do well on the final paper I expect to see primary use of active verbs and active voice and a variety of supporting and responding strategies other than "solid, fact-supported argument."

There are at least fourteen equally valuable strategies; **not one is superior to the other**. It seems that some of your past teachers, although well-meaning, have/had a bias toward emotional and ethical appeals (and the other strategies); in order to succeed in this class, you will need to address that bias, or preference, and implement the requirements for *this* class.

The total points for grading will be based on approximately 1000 points; sure, you have every right to be concerned when you do not get full points on any one assignment, but keep your eyes on the prize (on the larger picture), and understand that even if you get 900 points out of a total of 1000 points, that is a good grade of 3.5! And I will take into account a strong finish.

**Mid-quarter conferences (depending on time availability):** approximately mid-way through the quarter I may schedule a 15 minute conference with each student; I will pass out a sign-up sheet for that purpose. During the mid-quarter conferences you will be able to see how you are doing (in a broad grade sense) and it will give you an opportunity to ask for any clarification. This time will also be excellent for you to get a good handle on your final paper and any other assignments since you will have several unencumbered days to organize your time during Mid-quarter conference week. If I do not schedule mid-quarter conferences I will at least schedule several Fridays where we won't have class but I will have extended office hours instead. Please stop by with your questions.

**Running Start Students:** it is your responsibility to make sure you get your final paper back, with comments, if you need that paper for your senior project; you will need to turn in your final paper *with* a self-addressed stamped envelope so I can mail it back to you with the grade for the paper and brief comments.

**Preferred format for all papers:**

Heading: upper left, *single-spaced*.

Name

English 101/ 102 with class time (8:00am class, for example).

Instructor: Croon

Type of paper (for example, position/rough draft)

Date submitted

Title --Centered, with only important words capitalized, no bolding, quotation marks, nor underlining. All papers, including rough drafts should have a title. Triple-space between the heading and the title; but do not triple space between paragraphs.

Do not include a title page.

Include an epigram (include at least one epigram): place in italics (no quotation marks); and the source will be in non-italics. The three epigrams that lead off this syllabus are good examples.

The body of the paper should be *double-spaced*, justified left only, with 1" margins all around.

Use font size 12, Times New Roman.

Paginate.

Use sub-headings (justify them left and use bolding). Sub-headings may be used, but very judiciously, and only if appropriate for effective organization.

Leave only one space after periods or other punctuation marks.

Do not triple-space between paragraphs—indent with the tab key (five spaces instead).

Any papers not formatted per my request will receive a point deduction; remember, every instructor may have different preferences. Just go with my flow.

Papers must be key-boarded (including rough drafts).

Please **staple** all copies before turning them in. Papers not stapled will not be accepted until they are stapled (stapler available in the copy center and in the Humanities office). Do not give a classmate or myself papers that are not stapled.

You are responsible for revising your final paper to eliminate grammar problems.

**Plagiarism:** Policies on plagiarism are outlined in the Student Handbook and Resource Guide. The ideas and wording in your paper must be your own. If you use ideas and wording without proper citation, you are committing plagiarism. Most beginning writers commit “accidental plagiarism.” Additionally, getting so much help that your finished work is not something you could reproduce on your own is also a form of plagiarism. You are expected to position yourself amongst the other voices you read (and digest) ---learn to make choices, and thereby grow emotionally and mentally into your own unique voice. I expect to see *you* in control, *not* the sources (in control). You will need to understand how to integrate sources and use signal phrases.

**Late Assignments and Make-up work:** Late work will receive point deductions; very late work will not be accepted. And there is no make-up work.

**Extra credit:** Typically, I give very little extra credit. (Although you may find that some quizzes will have a few extra points built into the point total.)

**Special Needs:** If you need a course adaptation or accommodation due to disability (defined as mental, physical or emotional) and if you have emergency medical information to share with your instructor, or if you need special arrangements in case the building must be evacuated, please contact Al Souma, director of Disability Support. All discussions will be kept confidential; even I won't know the nature of your discussions. The only instruction I will receive from Al is how to help you succeed. Please contact Disability Support Services, Room 1142, 587-4169.

**Tutoring Center:** Located in on the library floor, 587-3852. The tutoring center is available for drop-in and for scheduled tutoring. All students are eligible for a minimum of two 1/2 hour tutoring sessions a week.

**Computer Center:** Room 3148, 587-4194. Since all the writing assignments must be typed, if you do not have a typewriter or a word processor, you can use the computers on campus; there are also a limited number of computers available in the library. The Computer Center has extended hours, even on weekends.

**Withdrawals and Incompletes:** Students who have not officially withdrawn from the class will receive a grade based on the work they have completed to that date, even if they have stopped attending class. Students requesting a grade of Incomplete at the end of the quarter *must* have finished at least 80 percent of the course work and have an approved and documented reason for not completing the course; and granting an Incomplete is up to the discretion of the instructor. I rarely give an Incomplete.

**Student Evaluations:** during the last week of class you may be asked to evaluate my performance, and the class as a whole, at the end of the quarter. I want this course as a whole to be excellent and enjoyable. If you have suggestions at any time as to the course content, organization, format, relevance, use of class time, reasonableness of work, clarity of requirements and of your responsibilities, availability of help when needed, teacher interest in learning outcomes, or any other aspect of the course, please let me know, and I will respond as helpfully as I can. If any aspect of the course seems to you possibly other than very good or excellent, I ask you please to take responsibility for advising me, during the course, how any aspect may be improved. Please maintain as positive an attitude as possible toward self, others, and the work for the duration of the course. Thank you!

**Office Hours:** I welcome drop-in visits during office hours, or please make an appointment for a more convenient time. I sincerely encourage you to meet with me anytime you are concerned about your performance, understanding of content or assignments, or any other issues. I also would be happy to listen to you about concerns in other classes. Please feel free to email me (I usually check email twice a day at least—but not on weekends!) simply stop by my office (room 4142). I will do my best to respond immediately.

**Expected Class Behavior:** Please refrain from becoming verbally aggressive (in tone or manner) to either your classmates or to me while engaged in any class discussions; please refrain from being aggressive or demanding while asking me for any clarifications (I will look upon such behavior as purposefully

disruptive); please avoid constant public challenging which only purpose is to harass, not to advance any positive understanding; overall, avoid sarcasm; and please avoid flippant, negative comments. If you have any concerns, please **reserve those to office hours**. Remember: “we can disagree without being disagreeable” (Obama).

**Counseling Services:** We have great (professional and accessible) counselors. If you are feeling a bit stressed out or depressed, check out the skilled and understanding people at the Wellness Center. Their individual counseling services are designed for students who can benefit from short term intensive counseling. If the situation requires longer-term therapy, they can work with the student toward an eventual referral to more appropriate services. Their “primary goal is the retention of students, which includes educational, career and personal counseling. Additionally, counselors teach critical strategies whereby students can develop critical thinking skills, set academic goals, engage in life long learning, develop skills for employment, maintain personal wellness, and learn to interact in a diverse environment” (Seattle Central Community College Counseling Services Handout 2002).

Our assigned counselor is Lori Miller or Annie Galarosa; their office is next to the department mailroom (fourth floor). They are very professional and compassionate counselors. Do yourself a favor: make use of their knowledge and experience.

Remember, it is o.k. to ask for help-- it is not a sign of weakness, it is a sign of intelligence and strength.

**Flu or colds:** If you are sick, please use consideration and common sense to determine if you should come to class that day. If you are at the especially contagious stage, and you find yourself at school, try to use the *proper sneeze position* (place the sneeze in the crook of your elbow), and please, wash your hands regularly for the best, basic protection.

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Grade Conversion Table		
Per cent	G. Point	Letter
99-100	4.0	A
97-98	3.9	A
95-96	3.8	A-
93-94	3.7	A-
91-92	3.6	A-
90	3.5	A-
89	3.4	B+
88	3.3	B+
87	3.2	B+
86	3.1	B

85	3.0	B
84	2.9	B
83	2.8	B-
82	2.7	B-
81	2.6	B-
80	2.5	B-
79	2.4	C+
78	2.3	C+
77	2.2	C+
76	2.1	C
75	2.0	C
74	1.9	C
73	1.8	C-
72	1.7	C-
71	1.6	C-
70	1.5	C-
69	1.4	D+
68	1.3	D+
67	1.2	D+
66	1.1	D
65	1.0	D
64	0.9	D
63	0.8	D
62	0.8	D-
60 - 61	0.7*	<i>D- passing</i>

59	0.6	E
58	0.5	E
57	0.4	E
56	0.3	E

\* In order to "pass" this class and receive five credits, you must at least get this grade. Of course, this should not be your goal! :) But I am happy to accommodate you.