

# INSTRUCTOR SYLLABUS/ COURSE OUTLINE



<b>Instructor:</b>	Fred Jordan	<b>Semester/Session:</b>	Spring, 2017
<b>Telephone:</b>		<b>Office Hours:</b>	MW, 8:00-8:20; TR, 10:10-1:20
<b>E-Mail Address:</b>	fjordan@ccac.edu	<b>Office Location:</b>	

	Section	Dates	DaysTime	Room
<b>Class Section(s) Time &amp; Location:</b>	WH 31	1/30-05/07	MW 10:10-11:40	S2308
	WH 32	1/30-05/07	TR 8:30-10:00	S2303

## Additional Instructor Information:

**Course Number:** ENG-101-WH31

**Course Title:** English Composition 1

**Course Credits:** 3 Lecture Hours

**Lecture hours:** 3      **Lab hours:** none      **Other hours:** none

**Pre-requisite(s):** English Placement Test or ENG100 and Reading Placement Test or successful completion of DVS101 or DVS103.

**Co-requisite(s):** None

**Course Description:** This is a course that introduces or continues to familiarize students with critical thinking, the principles of academic writing, and rudimentary research skills. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate and integrate appropriate sources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes.

**Learning Outcomes:** Upon successful completion of the course, the student will write academic essays that:

- Develop a thesis
- Create an organizing structure appropriate to purpose, audience and context
- Make valid inferences
- Support ideas with relevant explanation and substantial evidence details
- Integrate and cite information from relevant print and/or electronic sources
- Provide a coherent introduction and conclusion
- Revise drafts to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic
- Edit and proofread, using standards for formal written English

## Materials and Resources:

<b>Required Text(s):</b>	Caroline Shrodes, Michael Shugrue, Mar Di Paolo, and Christian J. Matuchek. eds. <i>The Conscious Reader</i> . 12th ed. New York: Pearson/Longman, 2012.
<b>Required Materials:</b>	None
<b>Recommended Text(s):</b>	
<b>Audio-Visual Materials:</b>	
<b>Directed Study:</b>	
<b>Open Lab, Tutoring, etc.</b>	

**Teaching Methods:**

Lecture will be used primarily for background information. Individual and group discussion will be encouraged. Additionally, in-class exercises, quizzes and tests will

**Evaluation Plan:**

There will be 6 major assignments for the class: a reading journal, 3 essays, a research paper and a final argument.

Essays 1-4 should be 3-4 pages in length.

The final essay and argument are to be 4 to 6 pages in length, double-spaced.

Assignments are based on the text and readings. Grades are based on depth, coherence, grammar, unity, and support.

Late assignments will be penalized one full letter grade per day.

**All assignments must be submitted through Blackboard/Safeassign.**

**Grading Scale:**

90-100	A
80-89	B
70-79	C
65-69	D

**Weight:**

Essay 1	15%
Essay 2	15%
Essay 3	15%
Research Essay	15%
Argument	20%
Journal	10%
Participation/Quizzes	10%

**Essay Rubric:**

Performance Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
<b>Organization Criteria</b>	Written work has <i>clear and appropriate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>clear and appropriate</i> .	Written work has <i>adequate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>adequate</i> .	Organizational structure and paragraphing have <i>serious and persistent errors</i> .
<b>Development of ideas</b>	The length of the written work provides <i>in-depth coverage</i> of the topic, and assertions are <i>clearly supported</i> by evidence.	The length of the written work is <i>sufficient to cover</i> the topic, and assertions are <i>supported</i> by evidence.	Written work <i>does not cover</i> the assigned topic, and assertions are <i>weakly supported or not supported</i> by evidence.
<b>Mechanics</b>	Written work has <i>no more than one major error and few minor errors</i> in word selection and use, sentence structure, spelling,	Written work is <i>relatively free of errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has <i>major and persistent errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization

	punctuation, and capitalization.		
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**Other Policies and Procedures:**

**Attendance:**

As attendance and participation is essential, you should plan on attending every class. You are limited to 3 absences; after which you will lose a full letter grade for every additional class missed. If you have a medical, family or other emergency let me know, particularly if there is an assignment due that day. I discourage electronic submission of the essays (except for the final argument), but you may turn them in via email, [fjordan@ccac.edu](mailto:fjordan@ccac.edu), in case of emergency.

**Academic Integrity**

CCAC’s policies regarding Academic Integrity are described in your student handbook.

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the assignment. A second offense will result in a failing grade in the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another's ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

- Buying a paper from on online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.
- Failing to place quotation marks around quoted material and/or attributing quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).
- Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases—in other words, don’t take credit for other people’s ideas.

As the assignments in this course are based on your responses to the works in the main text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

**Scholarly Integrity**

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

**Classroom Behavior**

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate in a college environment. **Do not use cell phones, send text messages, use electronic devices or disrupt the class in any inappropriate fashion.** I will ask a student to cease any behavior that disrupts the class. If the student persists, I reserve the right to ask them to leave. Behavioral conduct is discussed in the *Student Handbook*.

**Classroom Behaviors:**

It is expected that students behave in an appropriate manner while in this classroom. I like to maintain an open, positive atmosphere in class which is in part fostered by mature student behavior.

**DO:**

- Listen in class, not only to the instructor, but to other students as well.
- Pay attention.
- Participate appropriately.
- Show courtesy and respect toward others.

- Show interest and enthusiasm.
- Arrive on time.
- Take notes.
- Behave like an adult.
- Turn off beepers and cell phones before entering this classroom.

**DO NOT:**

- Talk while another student or I am talking.
- Talk during a video.
- Sleep in class.
- Arrive late or leave early.
- Exhibit inappropriate, disruptive or disrespectful behavior.
- Pack up before class has been dismissed.
- Pass notes.
- Use profanity in this classroom.
- Do assignments for other classes.
- Talk out of turn.

**Bottom line:** Anything that distracts or interrupts the instructor or other students is unacceptable. If the behavior distracts the instructor and/or other students, a warning will be issued. If the behavior persists, you may be asked to leave the class until the situation is resolved privately between you, the instructor, the department head and the dean of Student Development. If you are removed from the classroom, you will not be permitted to make up the missed work and you will be considered absent for the day(s) removed from class.

**Consistently Inappropriate Behavior Will Not be Tolerated in this Classroom.**

**Cheating & Plagiarism:** Cheating and/or plagiarism in any manner or form will be prosecuted by the instructor and/or the college. Penalties may include a failing grade for an exam, quiz or paper, a failing grade for the course, suspension from school, permanent note on transcript, etc. For more information on what constitutes cheating and plagiarism and the possible penalties that can be levied, please refer to the CCAC student handbook for CCAC's policies and regulations regarding the student code of conduct.

My policies on Academic Integrity and Behavioral Conduct are based on CCAC's official policies.

**Essay Format**

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font. I have included a sample from Diana Hacker's website at the end of the syllabus. I discourage electronic submissions, however if you cannot submit a hard format of your essay to me, you may send the file as a rich text format (.rtf) or Microsoft Word format (.doc, docx).

**Late Policy**

There will be no way to make up pop quizzes. **All assignments are due at the beginning of classes on dates specified on the course plan. Late assignments will lose a full letter grade for every class missed. If there is a legitimate reason you cannot submit an assignment on time it is essential for you to contact me before the start of class. Computer problems or work for other classes do not constitute legitimate excuses for late submissions.**

**Emergency Notifications**

In order to receive up-to-date information on CCAC closings/delays, severe weather and other emergency situations, please register for emergency Twitter alerts by texting "follow CCACAlerts" to 40404 or follow@CCACAlerts.

**Drop/ Add/ Withdrawal**

Notifying the instructor of your intention to drop or withdraw does NOT count as an official withdrawal from a course. Procedures for drop/add/withdrawal can be found at [www.ccac.edu/registration-services/](http://www.ccac.edu/registration-services/). Students receiving financial assistance through grants, loans, and veterans benefits should consult with the Financial Aid or Military and Veterans Service Center before dropping, adding, or withdrawing from class. Students' aid may be impacted by a change to the total number of credits in which the student is enrolled, or by receiving a W grade in one or more classes.

Consult the Academic Calendar on MyCCAC portal for these important deadline dates. Note that courses that do not meet within the standard 16- and 14-week terms have unique drop/withdrawal deadlines. Failure to process these forms with the Registration office by the published deadline may result in F grades and have financial consequences.

**Students with Disabilities**

The Community College of Allegheny County makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities should be directed to the Office of Supportive Services at your campus.

**Title IX Notification**

Know your rights as a student. Title IX, the Clery Act and the SaVE Act prohibits sexual harassment, sexual misconduct and acts of sexual violence, including sexual assault, domestic violence, dating violence, and stalking. See the complete policy and how to report at <https://www.ccac.edu/nondiscrimination/>.

**MyCCAC Portal and Academic Email**

The MyCCAC portal provides access to all course, grade and administrative information at <https://my.ccac.edu>. All email correspondence regarding your academic work is to be conducted to and from your CCAC academic email account.

**Access your course information, email, Student Handbook, incident reporting and college services at:**

**<https://my.ccac.edu>**

**Course Outline Corrections:**

During the semester/session, reasonable changes to the course outline may be academically appropriate. Students will be notified of these adjustments by the instructor in a timely manner.

# Assignments

## Journal

*Several paragraphs per week. May be submitted through the discussion board on Blackboard.*

Respond to 2 of the weekly questions in the course outline (course calendar). I will post these questions on Blackboard, and you can respond there. Alternatively, you may submit the journals in paper form.

Though this is more informal than the essays, you should still use best writing practices (correct spelling, complete sentences, detailed thoughts).

## Essay 1: Developing Personal Values

*3-4 pages, typed and double-spaced, MLA format*

Essay 1 involves examining the process of developing a personal or societal value. For example, you might define the meaning of a word or phrase such as “patriotism,” or “traditional family values” while exploring the deeper meaning and development of those concepts.

Option 1: Personal values. This assignment could focus on a meaningful experience, event or personal relationship. While you should invoke certain details concerning the event or individual, the paper should primarily center around a discussion of how your experience or relationship challenged or strengthened a particular value, what you learned about yourself, and how the experience ultimately lead to a particular consequence.

Alternatively, you could examine influences that might be more subtle, but perhaps more persuasive. This essay would focus on family, religion, the arts, a region, or another shaping force in your life. This focus also centers on a personal value, so be sure to identify and define the value you wish to examine, and explore the ways in which your community or other forces shaped your value.

Option 2: Societal Values. This is similar to the first option, with the exception that the essay would focus on a shared value. As with Option 1, you could focus on a significant event, or you might look at pervasive influences. One suggestion might be to examine the apparent contradictions between the way society touts a value, such as honesty, while undermining the same value in the media or corporate world.

There is no requirement for outside sources, but you must cite any external sources you do use. You must submit the essay to Safeassign on Blackboard.

## Essay 2: Popular Culture

*3-4 pages, typed, double-spaced, MLA format*

A definition of popular culture appears on the English Department website at Berkeley University:

“Popular culture has been defined as everything from ‘common culture,’ to ‘folk culture,’ to ‘mass culture.’ While it has been all of these things at various points in history, in Post-War America, popular culture is undeniably associated with commercial culture and all its trappings: movies, television, radio, cyberspace, advertising, toys, nearly any commodity available for purchase, many forms of art, photography, games, and even group ‘experiences’ like collective comet-watching or rave dancing on ecstasy. While humanities and social science departments before the 1950s would rarely have imagined including anything from the previous list in their curricula, it is now widely acknowledged that popular culture can and must be analyzed as an important part of US material, economic and political culture. ‘Pop culture’ is also one of the US’ most lucrative export commodities, making everything from Levi’s jeans to Sylvester Stallone movies popular on the international market. “

<http://english.berkeley.edu/Postwar/pop.html>

This assignment involves a focused exploration of an aspect, genre, theme, trend or subculture of popular culture. You might examine the subculture of a band’s followers (Grateful Dead, Phish, Jimmy Buffet), a trend in fashion, the culture of body modification, the rise of a particular type of hero or monster in literature or film, or simply write a review of one of your favorite movies or a movie so awful you take perverse pleasure in watching it.

Before we get into specifics, there are some topics that you should avoid, since they would encroach on Essay 3, the Media Analysis essay. You should not discuss the depiction of a group or groups in advertising or the news, nor should you talk about the techniques advertisers use to motivate people to buy products.

Your pop culture essay should start with a focused theme, but it could follow any one of a number of courses. You could write a comparison, an analysis, an evaluation or an argument. For example, you might compare and contrast the female protagonists of *Twilight* and *The Hunger Games* with an eye to understanding what the popularity of each character might say about our conceptions of gender roles. You could discuss how rapid changes in technology have affected the music or film industry. Critics have written extensively about the popularity of certain villains and the connection between their popularity and a cultural or social problem.

Facebook, Twitter, Youtube, and other social media have been instrumental in changing the way we communicate with each other; they've also changed the way we consume pop culture, and therefore, are rich sources of material for your essay.

### **Paper 3: Advertising Analysis Essay**

*(3-4 pages, typed and double-spaced, MLA format).*

This assignment involves writing a focused analysis of a print or web ad, commercial, or series of commercials. You will most likely use multiple sources, so be sure to document quotations and paraphrased material, and include a works-cited page.

In your essay, you should identify and discuss the following:

What is the media? (Print, dynamic web, television, etc.).

What is the product or service being sold, and by whom?

Who is the intended target audience? (explain how you came to that conclusion).

How do they attempt to sell the product or service? (Discuss message, appeals, etc.).

Is the advertisement effective for its intended audience? (Whether you enjoyed the ad is irrelevant. Does it work for the group you identified earlier? Put yourself in the intended audience's shoes and consider how everything works together).

Try to avoid overly simplistic assertions. Media sources do shape public perceptions of an issue; they do frequently reflect popular opinion. However, there are often deeper social and cultural concerns at play. A good analysis examines the complex interplay between these three considerations.

### **Essay 4: Research Paper (Science/Technology).**

*4-6 Pages.*

5-7 outside sources. MLA format, using inline citations and a works cited page (<https://owl.english.purdue.edu/owl/resource/747/02/>).

There is no set structure, but the essay should provide the following (when applicable):

1. Background information (why this topic is of interest to the reader).
2. History. (This might be the bulk of the essay, depending on the subject).
3. Debate/controversy. (This may not apply to all topics. You should provide several points of view from reputable sources).
4. Future policy (Again, this may not apply).

Additional examples and instructions (some include argumentation; **remember, you should keep your opinion out of this essay**):

<https://owl.english.purdue.edu/owl/resource/658/01/>

<https://writing.wisc.edu/Handbook/PlanResearchPaper.html>

## Essay 5: Argument

4-6 Pages

One of the oldest organizing devices in rhetoric is the *classical argument*, which incorporates the five parts of a discourse that ancient teachers of rhetoric believed were necessary for persuasion, especially when the audience included a mixture of reactions from favorable to hostile. They often prescribed this order to students, not because it was absolutely ideal, but because using the scheme encouraged the writer to take account of some of the most important elements of composing:

- beginning in an interesting way
- providing background or context that was relevant to their specific audience
- stating their claims and evidence clearly and emphatically
- taking account of opposing viewpoints and anticipating objections
- and concluding in a satisfying and effective way.

The classical argument isn't a cookie-cutter template: simply filling in the parts does not by itself make you successful. But if you use the structure as a way to make sure you cover all the needs of all parts of your audience, you will find it a very useful heuristic for developing effective arguments.

## Course Plan:

In addition to the due-dates for readings and essays, the course plan contains a series of discussion prompts from the readings.

Class Week/Date	Lesson or Topic	Learning Activities	Assignments	Evaluation
1	Introductions, course outline, Media Literacy	Discussion		
2	On reading and writing	Discussion	<p><i>Colomb, 114, King, 88; Malcolm X, 92/Howland, 134</i></p> <p>How do arguments aid in critical thinking?            What is a good argument, and how do the qualities of solid argumentation aid us?            Why is it essential to read and write to be a good writer?            Malcolm X writes, "the ability to read awoke inside me some long dormant craving to be mentally alive." What did he mean?            How does specificity assist a writer?            When is it appropriate (or not) to use abbreviations in communication?</p>	
3	Developing Personal Values	Discussion	<p><i>Quayle, 180; Matthiessen, 185; Lubrano, 218:</i> How does Quayle define family values?            How does he use statistics, and how has society changed since 1992?            How does Matthiessen differ from Quayle on divorce? How does literature give her a context for her experiences?            What are some of the cultural differences between classes?</p>	
4	Developing Personal Values	Discussion	<p><i>Gandhi, 202/Mairs, 208; McCullers, 241:</i>            Why does Gandhi believe it is important to control one's feelings?            Mairs says that she hates her disease, and she "is not a disease." How do people tend to define themselves within this kind of framework?            What factors play into McCullers's thesis on loneliness?</p>	<b>Essay 1 due</b>

5	Pop Culture	Discussion	<i>Levy, 364; Hogan, 340; Seifert 343; Weiner, 371;</i> What privacy concerns accompany social media? How has science become a contemporary superstition (or hasn't it)? Is Bella "powerless" and "boring?"	<b>Journal 1 Due</b>
6	Pop Culture	Discussion	<i>Abernethy, 350; Woodard, 380/Schlosser, 387:</i> How are men stereotyped on television? What desires or forces motivate body modification? How has the rise of fast food chains effected variety and individuality?	
7	Advertising	Discussion	Handout	<b>Essay 2 due</b>
8	Advertising	Discussion	Handout	
9	Globalism	Discussion	<i>Wilde, 686; Hedges, 665/Machiavelli, 678:</i> Why does Wilde believe that socialism will lead to individuality? Where does Hedges believe we can find god? Why does Machiavelli believe that it is better to be feared than loved?	<b>Essay 3 due</b>
10	Science and the Environment	Discussion	<i>Smith, 494; Quammen, 517/Gould, 510; Dubner, 541:</i> Are Smith's predictions frightening? What scientific evidence does Quammen Provide? Why do so many continue to oppose the idea of evolution? According to Gould, what Killed the dinosaurs? What is moral posturing?	
11	Education	Discussion	Jackson, 265; Plato, 283/Bettelheim, 318; Thomas, 311: What are Jackson's concerns about technology and multi-tasking? Why would philosophers make better rulers (according to Plato)? Why is it a mistake to deprive children of fairy tales? Does science have a public image problem?	<b>Essay 4 due</b>
12	Documenting Sources	Discussion	Handout.	

13	Argument	Discussion	Handout	<b><i>Journal 2 Due</i></b>
14	Argument	Discussion	Handout	<b><i>Essay 5 due</i></b> , Discussion
15	Final Exam			<b><i>Final Exam</i></b>

wjp10/24/06

Approved by Academic Deans 10/24/2006