**English 0990, Summer 2016**

**English Department, Salt Lake Community College**

**Mon & Wed 5:30pm – 8:20pm TB 427**

**Instructor:** Gordon Dunne

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**Office:** TB 316-E

**Office Hours:**  Tue & Thu 2:00 pm – 4:00 pm

**Course Description** This course is designed to help you understand the relationship between reading and writing, to become more confident and versatile readers and writers, and to facilitate your development of academic literacies. Through reading and writing activities, we develop “conversations” with one another that are situated in particular contexts with particular purposes and audiences. These textual “conversations” take place at home and at work, and they most definitely take place at school. English professor and scholar James Paul Gee reminds us that it’s important to “say the ‘right’ thing at the ‘right’ time and in the ‘right’ place” in order to accomplish our goals. This course will help you navigate the reading and writing tasks you encounter in school so you will be able to not only participate in the textual conversations that matter to you, but also to write the ‘right’ things at the ‘right’ times for the ‘right’ audiences in academic contexts.

**Required Materials**There is no textbook for this course. You’ll find all readings on Canvas, either as PDF or Word documents or as links to online readings. As part of the extended reading requirement you will need to choose a book (s) of your choice to read for the duration of the course.

**Course Objectives**

1. To understand the ways readers read and writers write in and beyond the college, across a range of tasks.
2. To understand reading and writing as knowledge-making processes, and to develop a metacognitive understanding of the processes of reading and writing.
3. To introduce your to the rhetorical situations of reading and writing, and to understand that good writing is dependent on the situation, readers, and uses for which it is created.
4. To engage in reading and writing as a way to make sense of the world, and to experience literacy as problem solving, reasoning, and reflecting.
5. To develop enjoyment, satisfaction, and confidence in reading and writing.

**Learning Outcomes** Upon completion of this course, you will:

1. Understand the rhetorical situation of reading and writing tasks and use pre-reading and pre-writing strategies, such as accessing prior knowledge, generating ideas, and establishing outcomes.
2. Use comprehension strategies to make meaning of textual information in a variety of readings, such as understanding textual features; annotating, skimming, and scanning; and identifying and correcting reading miscues.
3. Use invention and drafting strategies to compose a variety of texts that demonstrate consideration of purpose and audience, clear focus around a controlling idea, and effective organization.
4. Use revision strategies such as considering peer, self, and instructor feedback to re-see writing-in-progress; revising multiple drafts; and editing texts to conform to Standard English when appropriate.
5. Demonstrate critical thinking through analysis, synthesis, application, metacognition, and reflection in your reading and writing practices.

**Advancement** You must pass English 0990 with a grade of “C” (not “C-“) or higher to enroll in English 1010. If you do not pass, you have the option to re-take the placement test, but a fee may apply.

**Your final grade will be based on the following:**

1. Attendance (10%)

2. Participation (10%)

3. Extended Reading (10%)

4. Journal (10%)

5. Essays (60%)

**Your grade will be based on the following scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 94-100% | B+ 87-89 | C+ 77-79 | D+ 67-69 | E 59 and below |
| A- 90-93 | B 84-86 | C 74-76 | D 64-66 |  |
|  | B- 80-83 | C- 70-73 | D- 60-63 |  |

**1. Attendance (10%):** Demonstrate commitment to this course by regular attendance. Attendance is recorded every class session and missed classes will affect your grade negatively.

**2. Participation (10%):** You should not just turn up for class, but also actively participate in and be engaged with any class instruction and activity. I will assess your general participation throughout the semester, for example, by your willingness to participate in free writing exercises, discussions, readings, etc.

**3. Extended Reading (10%):** For the duration of the course you will be reading a book or books of your choice. You must bring this book to class as each session I will give you time for quiet reading. I will have a reading log for you to fill out each time. You get full credit for participating in every reading session.

**4. Journal (10%)**: You will need to submit a weekly journal. This journal is a reflection on what was covered in class: readings, discussions, etc. You may also wish to write about the book you are reading. The journal will not be graded like an essay and I will not be looking for spelling or grammar mistakes. Rather, the journal is an opportunity to write consistently and without constraints. You will receive full credit for satisfactory completion: 5 points for each week.

**5. Essays (60%):** You will be asked to write three essays during the semester and these will be based on topics covered in class and in each of the three modules. Each essay will go through a drafting process which includes a Think Piece, Peer Review, Instructor Review, and Final Draft. For full credit you must participate in and complete each part of this process. I will explain how this works in class.

**Essay Specifics**

**Free Writing:** During class sessions there will be occasions to practice various writing skills. You will be given time to write certain responses or to answer questions. Sometimes you will be asked to share what you have written with the class or in groups. In these instances your writing will not be evaluated or assessed for correctness, but your participation will be noted and this will affect the participation portion of your grade. Free writing also serves the purpose of preparing you for your essay assignments.

**Think Piece:** this is your first exploration of ideas about your essay topic. A Think Piece is like an extension of free writing and is a very rough draft. Do not think of this as a draft of your essay, rather it is your thoughts on the assignment and how you might go about writing it, considering such things as potential challenges. It can be messy and you should not worry too much about spelling, punctuation, etc. However, you should try your best to present your ideas and indicate how you will progress to the first draft. You must submit this assignment electronically through Canvas and you will receive 5 points for satisfactory completion.

**Peer Review Draft:** You will now have received feedback from me on your Think Piece and you are ready to produce a draft, which you will share with some of your classmates. I will give you a rubric as a guide. Pay close attention to the rubric! You should print out a hard copy to share in the classroom. This is an important part of the coursework and peer responses will help you improve your own writing and also provide an opportunity to communicate ideas with your classmates. You will receive 5 points for full participation in the peer review, i.e., coming to class with your printed essay and sharing and reading other essays.

**Instructor Draft:** After the peer review draft I will ask you to submit a revised draft to me electronically through Canvas and you will receive 5 points for satisfactory completion. I will take this opportunity to write some comments and make some suggestions for further improvement. We will also take time in class to discuss this feedback.

**Final Draft:** The final draft should represent the culmination of your writing and while a piece of writing is probably never “perfect” it ought to be something you feel has been much improved since your first draft. Submit this draft through Canvas. I will provide some additional comments based on the specified criteria outlined in the rubric. Your score for the final draft is out of 10.

**Extra Help**

**Academic Literacy Center.** This tutoring center specializes in reading tutoring for all SLCC students and language tutoring for ESL students. It is located in TB 430, and the hours are posted here: [https://www.slcc.edu/english/academic-literacy-center.aspx (Links to an external site.)](https://www.slcc.edu/english/academic-literacy-center.aspx).

**Student Writing Center.**SLCC’s Student Writing Center gives you the opportunity to discuss your writing with a peer tutor or a faculty advisor. Advisors are available to help you with any writing assignment for any class you take. When you go to the Student Writing Center, be prepared with questions for your advisor. To make an appointment, stop by the Student Writing Center in AAB on the Redwood campus. Or call 801-957-4893. Online advising is also available—for more information, go to[www.slcc.edu/swc (Links to an external site.)](http://www.slcc.edu/swc).

**Please Note**

**Plagiarism.**Students commit plagiarism when they submit another author’s work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the student code of conduct. If you are ever unsure about whether you are or might be plagiarizing, ask me and I will help you figure it out.

**Accommodation for Disabilities.**Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC).  The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college.   Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123.  Phone: (801) 957-4659, TTY:  957-4646, Fax:  957- 4947 or by [drc@slcc.edu](mailto:drc@slcc.edu).

**Important Dates[[1]](#footnote-1)**

June 14: Tuition due

June 21: Last day to add classes

June 22: Last day to drop classes with 100% refund

July 15: Last day to withdraw from class (no refunds)

Jul 4: Independence Day Holiday (no class)

Jul 25: Pioneer Day Holiday (no class)

Aug 3: Last day of class

**Title IX.**Title IX states that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds.” SLCC is committed to investigating sexual discrimination complaints.

Examples of violations (but not limited to):

* Sexual advances, requests for sexual favors and sexually motivated physical conduct
* Overt or subtle pressure for sexual activity
* Sexually offensive verbalization including remarks, “teasing”, slurs, and innuendo
* Repeated inappropriate jokes or comments about sex or gender specific traits
* Conduct that is demeaning or derisive and occurs substantially because of one’s gender
* Sexual assault
* Sexual violence
* Gender based disparate treatment

Violations can occur in any college environment, such as (but not limited to): field trips, classrooms, student clubs, athletics, transportation, on campus events.

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact: Dr. Marlin Clark, Dean of Students, 801-957-4776, STC 276 A (Redwood). *Salt Lake Community College has a strong prohibition against RETALIATION!* The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

1. See Academic Calendar to verify dates <http://www.slcc.edu/academiccalendar/index.aspx> [↑](#footnote-ref-1)