

[NOTE: This is the syllabus I used to teach composition at Diablo Valley College, a community college, during the Fall 2016 semester.]

**DIABLO VALLEY COLLEGE**  
**ENGLISH 118 - COLLEGE WRITING DEVELOPMENT**  
**FALL 2016**

Section: 1203  
Class Time: 2:00-3:20pm  
Classroom: BFL-112  
Office Hours: Tues. 12:30pm-1:30pm

Professor Jasmine Wade  
Email: [jwade@dvc.edu](mailto:jwade@dvc.edu)  
Office: FO 114

**COURSE OVERVIEW:**

Welcome! In this course, we will work together to improve your writing skills. At every turn, you'll learn strategies to improve your analytical and critical thinking skills along with techniques to write academic essays. You'll learn about the ways you can communicate and persuade others.

You will read a variety of texts—mostly essays but some news articles and maybe even short stories. You will have various informal writing assignments (free-writes, response papers, questions, etc.). These assignments will be geared toward generating ideas and communicating those ideas. You have to know what you know and what you think before you can sit down and write a coherent and cohesive essay. In addition to this generative writing, you will write three formal essays and one revision.

**REQUIRED MATERIALS:**

- *A Cup of Water Under My Bed* by Daisy Hernandez – available online and in the bookstore
- *Patterns for College Writing Brief Edition* by Kirszner and Mandell (make sure you get the Brief Edition)
- Binder or folder
- Paper/Notebook and pens/pencils every day

**IMPORTANT DATES**

August 25 <sup>th</sup>	Last day to ADD
September 2 <sup>nd</sup>	Last day to DROP without a “W”
November 18 <sup>th</sup>	Last day to Withdraw with a “W”
November 24-25 <sup>th</sup>	Thanksgiving Holiday – NO CLASS
Dec 13 <sup>th</sup> (Tuesday)	Final Exam 1:00-3:00pm

## COURSE GUIDELINES

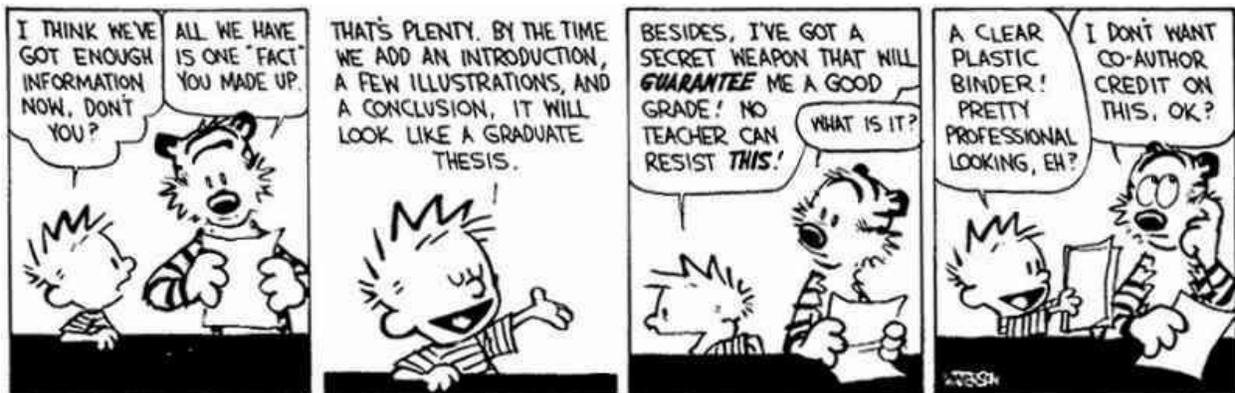
### WRITTEN ASSIGNMENTS

All informal assignments (unless otherwise specified) should be clearly typed or hand-written in blue or black ink. At the top of the first page, put your first and last name, the date, and the title of the assignment. Sloppy or difficult to read papers will be returned un-graded and treated as late when they are re-submitted. So, if you have sloppy handwriting, you should choose to type your assignments. Also, informal assignments should be handed in in person. I will not accept emailed assignments.

All formal essays must be typed, double spaced, 12pt font, Times New Roman or Arial with a 1-inch margin and numbered pages. Use a DVC computer if you do not have access to one. For every essay you write, you will be required to submit a rough draft and to share this rough draft with your peers on Peer Editing days. You are required to attend Peer Editing days and to submit a rough draft. If you do not submit a rough draft, your grade for the paper will go down one letter grade. This also means that you will need access to a printer for your formal essays. Again, use DVC computers and printers if you do not have access at home. I will not accept emailed formal essays.

You will write four formal essays: a literacy narrative, a comparison/contrast essay, an argument essay, and a book analysis essay. Toward the end of the semester, you'll revise one of these essays o practice the important revising process. You are required to submit all four essays in order to pass the class.

You will need to submit most assignments to Canvas. We'll also be using the discussion boards in Canvas for you to respond to questions, post summaries, and interact with your peers. Take some time to make sure you know your login information and familiarize yourself with the layout of Canvas. You'll also need to upload your documents as Word documents, not PDFs or any other form.



### PORTFOLIO

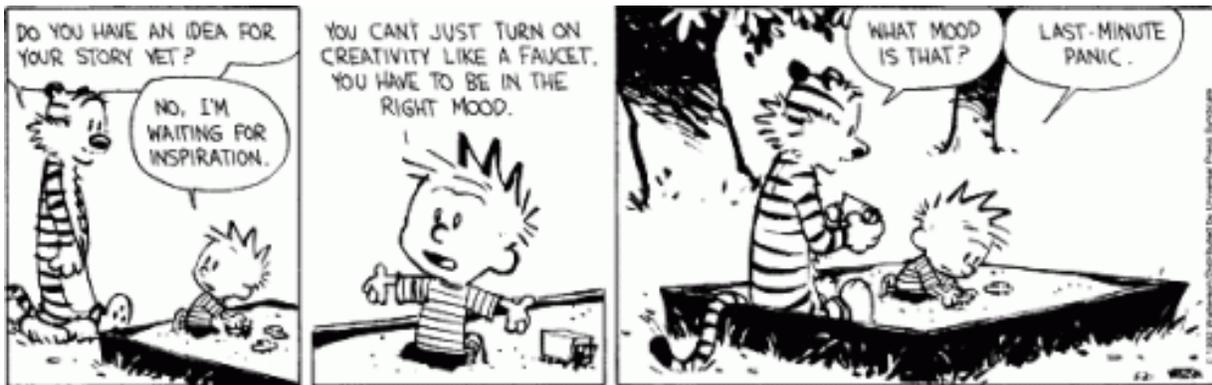
At the end of the semester, you will need to submit a portfolio in lieu of a final. This portfolio is designed for you to show your growth and progress over the course of the semester. For this portfolio, you will need to re-submit one of the papers you write this semester. Make sure you keep copies of all the papers you write this semester. Do not throw anything away until the semester ends so that you will be able to complete the portfolio project.

## LATE HOMEWORK POLICY

You will have homework most, if not every, night. Be prepared and make time in your schedule to complete your homework on time. I do not accept late homework. If you do not hand in the homework on time, you will have to accept a zero for that assignment.

For formal essays, I will not accept late essays. You will have until 11:59pm to submit your essay on Canvas on the day that it is due. I will not accept essays emailed to me. You must go through Canvas.

There are opportunities to obtain an extension. If you have three signed off tutoring sessions in the Learning Center, you can have an extra week on your essay. Alternatively, if you meet with me twice to work on one particular essay, you can buy yourself an extra class day (this means if the essay is due Thursday, you can hand it in Tuesday. If it is due Tuesday, you can hand it in Thursday). Here's the catch: you have to communicate your plans to me. If you are planning on getting an extension, let me know **before the due date**. Also, these rules do not apply for rough drafts. You must get your rough drafts in on time.



## TECHNOLOGY POLICY

Cell phones are not permitted in class at all. They must be turned off or on vibrate for the duration of the class. If you anticipate needing or wanting to look up words, I highly recommend you buy a paperback American Heritage dictionary or an electronic dictionary and bring it to class. If you refuse to stop using your phone in class, you will be asked to leave. If you are expecting an important call during the class period, please let me know ahead of time.

I do not permit laptops or tablets in my class unless you come to me to discuss accommodations for a documented disability. The only exception is on days when we are working on essays in class (which we will do from time to time). I will let you know when laptops are allowed.

If you'd rather not print all the readings and bring them to class, I strongly suggest you take very good notes so that you're still able to participate in class discussions. Or you can simply attend class and obtain the readings when I hand them out. You will need to print multiple copies of your rough drafts and one copy of your final papers for submission.

You will need a notebook, preferably a binder, to hold handouts and your own notes for this course.

### **ATTENDANCE**

In order to make the most of this class, you should attend every session. You might be dropped after four missed classes. If you know ahead of time that you will not be in class, please email me to let me know. Try to only be absent for unavoidable emergencies. If you decide to drop the class, it is your responsibility to do that with Admissions and Records. I must still give you a grade if you stop attending class but are still enrolled. It is not my responsibility to drop you.

If you are late twice, that counts as an absence. Therefore, multiple tardies could cause you to be withdrawn from the class. When you show up late, even by a few minutes, here is the message you are sending, loud and clear: "I've got some place to be that's more important than in this classroom. I'll get here when I can." Consider if this is the message you want to be sending to your instructors.

State law and DVC Code requires that student be allowed to make up missed work/quizzes/tests due to absences for religious holidays, athletic or other school-related events. You must notify me at least one week in advance if you have to miss class for these cases. You are responsible for making up any missed work within one week of the absence.

### **DROP POLICY**

- You risk being withdrawn from the course after 6 hours of absence from an academic class. This is a DVC policy.
- It is your responsibility to inform the Admission's Office if you plan to withdraw from a class. If you simply stop attending, you may receive an "F."

**Use this space to write names and phone numbers/e-mails of at least three classmates.**

**Name**  
**Number/E-mail**

**Phone**

### **ACADEMIC FREEDOM**

I strongly encourage each of you to participate in class. We will be discussing several topics that will ideally have some relationship to your own lives. You are welcome to share your experiences and contribute to class discussion.

You will likely disagree with your classmates at some point. And you might even disagree with me! That's okay. Part of the beauty of college is the different perspectives you may encounter. Please respect all perspectives and opinions that arise in class. We all need to contribute to making this space, our classroom, a safe space for discussing, learning, and growing.

### **ACADEMIC INTEGRITY**

You plagiarize any time you take the ideas of another person without giving them credit. Plagiarism usually looks one of two ways:

1. Taking any amount of an outside source (paragraph, sentence, phrase) and using it without a citation.
2. Having another person write all or part of your paper or editing your paper to the point that it is no longer your work.

We will be using the MLA format in this class, and I strongly suggest you browse the Purdue OWL website or obtain a Little Seagull Handbook to remind you how to properly site your sources. I will also provide handouts on citations and put them up on D2L.

If you are caught plagiarizing, you will automatically fail the assignment. This means if you plagiarize on any of the essay assignments, you will most likely not pass the course. Please ask me if you have any questions about plagiarism and citations.

## **GRADES**

Your final grades will be based on the following percentages:

- Essays 60%
- Portfolio 25%
- Presentations 10%
- Homework/Quizzes/Participation 5%

## **COURSE GOALS**

### **STUDENT LEARNING OUTCOMES:**

By the end of this semester, my hope is you will be able to:

- A. Write a variety of essay types with focused thesis statements and coherent paragraphs that are well-structured and relatively free of error, with a minimum of 750 words each.
- B. Identify, apply, and comprehend the value of different stages of the writing process.
- C. Recognize and control sentence boundaries and demonstrate ability to write a variety of sentence types.
- D. Write clearly and correctly and eventually reflect a sense of voice in their writing.
- E. Write unified, coherent paragraphs, appropriately supported, using simple, effective transitional elements.
- F. Critically analyze student and/or professional writing presented at a variety of stages of the writing process.

## **RESOURCES TO HELP YOU DO WELL IN ENGLISH 118**

### **INSTRUCTOR OFFICE HOURS**

I am available every Tuesday from 12:30-1:30pm to meet with you individually. If you have questions or concerns, feel free to stop by my office in FO 114. You do not have to know exactly what you need to come talk to me. You can swing by my office and say, “I’m not sure I’m doing well” or “This assignment is really scary to me” or “I’m really confused about what’s going on in class.” And we’ll figure the rest out together.

Office hours can really be an invaluable resource. It’s a time for you to ask questions you may be too embarrassed to ask in class. It’s also a time for your specific needs, especially if you have a learning disability, to be addressed. Don’t be shy; come on by!

### **TUTORING/LEARNING CENTER**

Tutoring at DVC is free! So, take advantage of this resource. Tutoring happens in LC 105. If you have really struggled with English and writing in the past, I strongly recommend you sign up for weekly tutoring sessions as soon as possible. You can also sign up for drop-in tutoring.

### **DISABILITY SERVICES**

If you have a learning disability or suspect you have a learning disability, you should talk to the counselors in the Student Services Building (the building right next to the cafeteria). If you need accommodations or special equipment, you need to make a request through Disability Support Services (DSS). You can also talk to me about what you may need, and I can tell you if you need to go to DSS.

Students who require alternative formats for course materials or adaptive equipment because of a specific disability can request them through the Disability Support Services office. The High Tech Center in LC-107 is an adaptive technology computer lab available for students with disabilities and is open Monday-Thursday from 9am-5pm, and Fridays from 9am-1pm. Please contact Carrie Million in LC-112 or at 925-685-1230 ext. 2553 for more information.

## TOP 10 TIPS FOR DOING WELL IN THIS CLASS



“How To Do Well In School Without Studying’ is over there in the fiction section.”

1. Be organized! Use a three ring binder to keep track of handouts and always (always!) have paper and a pen/pencil handy.
2. Make time to do the work outside of class. This class is going to be a LOT of reading and writing. You need to prepare yourself for that. And you’re going to need to do the homework in order to make it through this class. All the assignments are designed to help you. Don’t miss out.
3. Don’t throw anything out until you receive your final grade. Keep all your essays, especially if you want to dispute a grade with me.
4. Don’t text during class. I can see you.
5. If you have questions or if you feel like you are struggling or if you just plain want to say hi, come by my office hours! I am here to help you.
6. Come to class. Every Tuesday and Thursday. On time.
7. Take notes! I talk a lot. I write on the board a lot. Don’t depend on your memory. Write stuff down. And don’t wait for me to tell you to write stuff down. If I’m writing it on the board, it should go in your notebook or binder.
8. Go to the Learning Center and take advantage of that free tutoring.
9. If you have a diagnosed learning disability or think you have a learning disability, meet with the DSS folks as soon as possible. I can help you figure that out but I can’t talk to DSS for you.
10. Don’t suffer in silence. If you are confused about something, raise your hand and say so. Chances are, someone else is confused too. If you feel scared or like you’re struggling, talk to me. If you have high anxiety about reading and writing, that’s ok! Communicate with me and your peers. Find people in this class who you can talk to, study with, practice with.

## ENGLISH 118 COURSE CALENDAR

Note: This course calendar is highly subject to change depending on the needs of the class. It is also not exhaustive. There may be other assignments, like presentations, that are not included in this calendar because the dates vary.

Due Date	Assignment
<b>AUGUST</b>	
R* August 18	Student Profile and Student Habits Sheet
T August 23	Post goals on Canvas for points, summarize Best Friend Rights and Responsibilities
R August 25	Read Patterns pg. 17-28 (Chapter 1) and do Exercises 1 and 2. Post them on Canvas.
T August 30	Patterns Chapter 2 Exercises 8-10, Read Understanding the Parts of the Essay pg. 52-62 and post a summary
<b>SEPTEMBER</b>	
R September 1	Read "The Money" by Junot Diaz in Patterns (pg. 114-116) and post answers to questions Comprehension #1, 3, 4; Purpose and Audience #2, Style and Structure #2, 3, 5.
T September 6	Read Sherman Alexie essay and annotate, one pager: <i>What is Alexie's main idea? In this essay, how are reading and writing related to race?</i>
R September 8	Read Neil Gaiman essay and one pager (How are libraries useful to society? Why is reading important?) and work on paper.
T September 13	<b>Paper #1 Due</b>
R September 15	Watch a speech on Canvas and fill out a speech analysis worksheet
T September 20	Read Patterns pg. 530-34
R September 22	Research speeches
T September 27	Post on Canvas: Bibliography in MLA format of at least 5 sources related to speeches, Summary of occasion, speaker, and audience for both speeches.
R September 29	Read Patterns pg. 285-292, read Bruce Catton's essay, and write a comparison and contrast paper (2 pages). It is Writing Workshop #1.
<b>OCTOBER</b>	
T October 4	<b>Rough Draft Due</b>
T October 11	<b>Final Draft Due</b>
R October 13	Post answers to Blackfish questions on Canvas

T October 18	Read Patterns pg. 401-408, pg. 409- 416 and pg. 449-456 and “Peculiar Benefits”
R October 20	Read Patterns pg. 535-544 and write a paragraph summarizing your strategy to avoid plagiarism
T October 25	Read Questions Packet and “Eleven”. Read Murray “It’s Not Like Falling Asleep” and one pager: <i>What is Murray’s argument? Do you agree or disagree? Explain your own argument and give reasons.</i>
R October 27	Read Patterns pg. 421-425
<b>NOVEMBER</b>	
T November 1	Do prewriting. Read Patterns pg. 535-38
R November 3	Read “The Case for Reparations” and annotate. Come up with thesis statement, and complete chunking outline. Turn in the thesis statement and chunking outline on Canvas.
T November 8	<b>Rough Drafts Due</b>
T November 15	<b>Final Papers Due</b>
R November 17	Read ACOW** Chapters 1, 2 and 3 and one pager: <i>Summarize the main ideas of each of the chapters and state your opinion about each one. Do you agree or disagree? Give reasons.</i>
R November 24	Thanksgiving!
T November 29	Read ACOW Chapters 4, 5, 6, and 7 and three 10 on 1s
<b>DECEMBER</b>	
R December 1	Read ACOW Chapters 8, 9 and 10 one pager: <i>What have you learned about Daisy so far? What does Daisy tell you about society? In other words, what are the larger implications of these chapters?</i>
F December 2	<b>Rough Draft Due</b>
T December 13	<b>Final Paper and Portfolio Due</b>

\* F = Friday, T = Tuesday, R = Thursday

\*\*ACOW = *A Cup of Water Under My Bed*