ULSTER COMMUNITY COLLEGE
DEPARTMENT OF ENGLISH
SYLLABUS
ENG101--COLLEGE ENGLISH 1
Mr. J. Neden

Course Description: This is a college level English class where students will read, discuss, and write essays that explore contemporary social issues. Successful participants will earn three (3) college credits through SUNY Ulster. Students work on skills necessary to meet the challenge of writing accurately and clearly at the collegiate level. Students will write a variety of responses, including three in-class essays. Emphasis is on the development of a topic, use of appropriate rhetoric and research, and a review of grammar. At the end of the semester, students must take a writing competency test, which is evaluated by a panel of instructors and constitutes 25% of students' final grade for the course.

Prerequisite: Successful completion of AP Literature and Composition or Literature and Composition. Students new to the district will be asked to complete a short writing assignment to determine appropriate placement.

Sequence Requirement: A grade of C or better must be earned for advancement to ENG 102. However, ENG 102 will not be offered during the 2022-2023 school year.

Learning Outcomes:
Students who complete the course should be able to do the following:
1. Express complex thoughts with clarity and good organization;
2. Write maturely about social and/or personal issues;
3. Apply the basic rules of grammar, punctuation, mechanics, and spelling to their writing;
4. Identify strengths and weakness in their writing and correct the latter; and
5. Use MLA format for integration and documentation of appropriate direct quotations

Course Objective: To hone proficiency in writing for multiple purposes at the collegiate level. This includes, but is not limited to, proper mechanics and conventions, appropriate tone and voice, integration of research, evaluation of professional work, and proper citation techniques. We will also spend time in the library as we continue to develop our information literacy skills.

Pedagogical Philosophy: Each quarter will be guided by a specific theme. The works we read, analyze, and produce will be thematically connected. All of the assignments and deadlines will be available on our Google Classroom site well ahead of any due date. Please access the calendar regularly; there is always the opportunity to get ahead on any of the various assignments.

Quarter 1 (weeks 1-10): The American Identity

Written Assignments:

- Diagnostic Essay: the same format as the midterm and final exam
- Narrative Essay: the college application essay
- Profile Assignment: compare and contrast specific viewpoints and experiences
- Rhetorical Analysis/review of a memoir–style and theme
- Research Paper (4-5 pages): define integral concepts, classification and exposition of a complicated thesis; perspective justified with peer reviewed journals
- Midterm Essay (given in class around Thanksgiving; graded by Mr. Neden)

Possible Works:

- College essay samples, exemplars, personal narratives
- "Run" Trevor Noah (excerpt from *Born A Crime*)
- "Ground Zero Mosque Speech" Michael Bloomberg
- "Moral Inhabitants" Toni Morrison (excerpt from *The Source of Self Regard: Selected Essays*)
- "Notes from the Fourth Year" Ta-Nehisi Coates (excerpt from *We Were Eight Years in Power*)
- "[Poverty in America: Why Can't We End It?](#)" Peter Edelman *The New York Times*
- "CPAC Speech" Kristi Noem
- Excerpts from *Conditional CItizens* by Laila Lalami
- Various excerpts from *The New York Times* and *The New Yorker*

Grammar Concepts:

- Sentence structure: employing commas, fragments, run-ons
- Subject-verb agreement
- Pronoun agreement; unnecessary shifts in person

Quarter 2 (weeks 11-20): Is Privacy Even Possible Anymore?

Written Assignments:

- Mini-Research Paper (2-3 pages): defining privacy laws
- Argumentative/Position Paper: persuasive and argumentative writing; justifying perspective through cause and effect
- Satire: critical analysis of text as well as crafting arguments by employing wit
- Final Exam Essay

Possible Works:

- "Facial Recognition Moves into a New Front: Schools" Davey Alba *The New York Times*
- "Nosedive" Black Mirror episode
- "Collect it All" Glenn Greenwald (Excerpt from *No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State*)
- Various TED Talks
- The End of Privacy: The Daily Podcast; February 10, 2020
- "Privacy Cannot be a Casualty of the Coronavirus Crisis" NY Times Editorial
- Passages from Jon Ronson's *So You've Been Publicly Shamed*

Grammar Concepts:
- Parallel structure
- Misplaced/dangling modifiers
- Appositive, Prepositional, and Participial phrases

Course Requirements:
- Students are expected to be present, on time, and engaged. This includes being active in class discussion and being responsible for adhering to assignment deadlines. I take my time seriously, so should you.
- All course materials and assignments will be posted on Google Classroom. It is the student's responsibility to stay up-to-date with postings on the website and to submit assignments properly through the website. Due dates and deadlines exist regardless of your attendance in class. It is the student's responsibility to submit work on time.
- If a student accrues 6 unexcused absences, they may become ineligible for college credit. These absences do not include school field trips, college visits, or excused medical absences.

- **Students registering for college credit MUST receive a passing score on the final exam essay in order to receive credit. All students registered for SUNY Ulster credit will have their midterm and final exam essays scored by Mr. Neden and then reviewed by SUNY Ulster faculty. The midterm and final exam rubric will be posted on Google Classroom.**
- Students will be assessed on their progression through various drafts of their writing, comprehension of grammatical concepts, and midterm/final exam essays.   Grades will be calculated with the following weights in mind:
    - Writing Assignments – 30%
    - In-class assignments/Grammar Exercises/Quizzes– 30%
    - Midterm–15%
    - Final Exam Essay– 25%

Academic Integrity:
As an educator, I welcome academic honesty and tenacity in a student's work. On the other hand, I abhor academic dishonesty (copying homework, cheating, plagiarism, using films and Cliff's Notes while failing to read the original works). **This type of behavior has no place in high school, and it will not be tolerated.** Plagiarism is the direct copying of a source. If a student chooses to plagiarize at any time during this course disciplinary action will be taken, and the assignment will be given a **zero**. I expect determination and diligence from my students, and I am looking forward to an enlightening year of shared intellectual discourse and exploration.

Extra Help/ Conferencing:
- Any questions that do not require in-person meetings may be posted on the Google Classroom site.

Please read the syllabus and the following contract carefully.

Expectations for the course include (but are not limited to) the following. Students will:

- ☐ agree by signing this contract that all work handed in is the student's original work (plagiarism is a serious offense)
- ☐ communicate effectively in the classroom by respecting the opinions of others and listening actively
- ☐ engage in mature, intellectual discussion (citing ideas, issues, values inherent in a text)
- ☐ make the teacher aware of planned absences so that assignments may be given in advance
- ☐ be responsible for any notes, assignments, activities, etc. that occur during an absence

English 101 is a college level course; therefore college level texts will be utilized. While some texts may deal with controversial issues, all selected material will be of intellectual value.

Failing to complete assignments will result in a zero. **Late work will be deducted 10 points per day.** Certain requirements will remain the same throughout the course, and they include the following:
- ☐ All assignments are to be word processed or typed unless otherwise indicated.
- ☐ Assignments that may be handwritten must be completed in blue or black ink only.
- ☐ All assignments must include a heading with the student name, teacher, course, date, and assignment title in the upper left-hand corner of the paper.
- ☐ All handwritten assignments must be handed in on white loose-leaf paper, and word-processed assignments must be in a standard font of twelve-point size.

By signing below, I acknowledge that I have read, understood, and agreed to adhere to the policies stated in the English 101 syllabus and contract.

Student Name (print): _____

_____   _____
student signature   parent/guardian signature