ENGLISH 122:
FRESHMAN ENGLISH: COMPOSITION AND READING

Section 2019: Monday-Wednesday, 1:00-2:15, LA-113
Section 2751: Tuesday-Thursday, 11:00-12:15, LA-213

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OFFICE HOURS: MW 12:00-1:00, TTH 10:00-11:00, T 2:00-3:00; and by appointment

TEXTS AND SUPPLIES:

Moser and Watters, Creating America: Reading and Writing, 4th edition
(referred to as CA in assignments)

Troyka and Hesse, QA Compact (referred to as QA in assignments)

Both books are available in the DVC Book Center. You’ll also need the following supplies:

- A binder with dividers for your class notes, handouts, papers, and exercises. Keep all your work filed in order for the duration of the semester. Bring this binder to every class and to any conference with me;

- Loose-leaf paper and pens;

- A paper or plastic folder with pockets;

- A stapler;

- A large, current hardbound college dictionary such as the Random House, American Heritage, or Webster’s New World.

COURSE DESCRIPTION: ENGL 122 is a one-semester, transfer-level course that will help you develop the writing, reading, and critical thinking skills you’ll need in college, graduate school, and public life. Please note that this is not an introductory course in writing. Admission to ENGL 122 assumes that you already have fairly sophisticated
reading and writing skills—as certified by the DVC English assessment or by successful completion of ENGL 116 and/or ENGL 118. In other words, to succeed in this course, you need to

- be able to comprehend and respond to complicated texts
- possess an extensive vocabulary
- know how to write an essay
- possess a command of Standard English grammar.

In ENGL 122 we’ll use the essays and assignments in CA to explore the rhetoric of argument and to examine how historical and cultural factors shape our own beliefs and values. QA will offer additional guidance on the protocol of academic research, and serve as a reference for questions of style and grammar.

REQUIRED COURSE WORK:

1) Write four papers at least 1250 words in length (five typed pages, assuming that a standard typed page is 250 words). You’ll present each paper in a portfolio that will include all your notes and drafts. Although all of the papers will use sources, the last two papers will include library research;

2) Read the texts in CA and the assigned passages in QA;

3) Complete all exercises, most of which will be informal responses to the readings; in general, each exercise will be about six typed pages long. Other exercises will be counted as part of class participation;

4) Be a responsible student, an active class participant, and a polite and cooperative member of this classroom community.

GRADES: Your course grade will be determined by your writing and reading ability as demonstrated in the papers and exercises, and by your class behavior and participation:

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PAPERS AND EXERCISE LATE POLICY: Major drafts of papers (indicated by letters A, B, etc.) are due on the date specified on the schedule unless I have changed it. I will take off points for failure to participate in the critique process (either by failing to submit a paper or not doing a critique, or both). I’ll lower the final grade of a
paper by one letter for a draft that is turned in one class after it is due. That is, if you were to receive a B, you would get a C for one late draft. I will not accept drafts that are more than two class meetings late.

**Exercises are due on the date specified.** I will not accept late exercises; you will receive a zero for an exercise that you fail to turn in on time.

**PLEASE NOTE:** I do not accept any work via email.

**PARTICIPATION AND BEHAVIOR:** Part of what you’re learning here is how to be a member of an intellectual community. For example, you should listen carefully not only to me but to your classmates; you should share your own ideas not only in writing but orally; you should be able and willing to work together in small groups. Come prepared to speak at each class meeting; assume that I will direct questions to you and expect you to be familiar with the readings and have completed the assignments. On the other hand, do not dominate the class conversation.

**Appropriate student behavior** includes not only active class participation but also such basic courtesies as respecting each other, remaining attentive for the entire period, not disrupting class proceedings or distracting me or your classmates.

**Declaration of war on cell phones:** Many of us have cell phones, but not all of us know when it is appropriate to use them. A classroom is a place where your attention should be focused on the subject matter of the course, not on the rest of your life. Turn your cell phones off (off means completely off, not on silent or vibrate). Do not take calls during class. Put the phones away; do not even look at them. Tell your wives, husbands, mothers, fathers, boyfriends, girlfriends and anyone else who might be calling you that you will not take calls during class. This includes calls for “emergencies”; if you know that someone may need to call you during class, take an absence. **If you cannot abide by these rules, you do not belong in a college classroom.**

**I routinely tell students to leave class for being unprepared, distracting, talkative, sleepy, or for playing with cell phones.** The technical term for this is **suspension.** If I suspend you, you’ll receive an absence for the class, and I may inform the Dean of Students that you have been suspended. In lieu of a suspension, I may simply lower your behavior and participation grade by one point for each infraction. I may not notify you that I have taken a point off (except by the look I give you during class).

**ATTENDANCE:** Be here at every class, at the beginning of the period; remain, with books open, notes out, until I declare class adjourned. Complicated assignments will be described and sometimes begun in class, and I will not be able to repeat the details over the phone, outside of class, or via email. I may also revise the schedule, change readings, or modify assignments.
Absences are no excuse for not knowing about assignments or failing to turn them in on time. Get the names of at least two other students from whom you can get the assignments.

ABSENCE POLICY: DVC students may miss up to a total of two weeks of class. In classes that meet twice a week, two weeks translates to four meetings; thus students in both my sections this semester are allowed up to FOUR absences without penalty. Absences include any time you are not in attendance—whether for sickness, an appointment off campus, or for any other reason. If you exceed this limit, I may drop you from the course.

Two late arrivals will count as one absence; an early departure will be treated the same as a late arrival. If you arrive late (after I do the roll), it’s your responsibility to let me know after class that you are present. Otherwise you will be considered absent.

If I choose not to drop you from the roster, excessive absences will be counted against your class participation grade on the assumption that you can’t participate if you are not here. If you are absent from class for two consecutive weeks and have not presented me with an appropriate reason prior to your absence, I will drop you from the roster (this is DVC policy). You are expected to be in attendance for the entire semester (up to and including the exam period). Make your travel plans, especially at the end of the semester, accordingly.

ACADEMIC HONESTY: If you want to learn, you have to do your own work. My assumption is that each of you is serious about your education and, with the right coaching, able to grow as a writer, reader and thinker. Your classmates, tutors and I will be here to help you in appropriate ways. But copying a paper from someone else or from the internet, getting unacknowledged help from any source, using unattributed ideas, or even having someone edit your written work are all forms of academic dishonesty. Such dishonesty is unethical, and it certainly doesn’t help you prepare to stand on your own in later life.

Cheating and plagiarism are serious academic offenses. If I determine that you have cheated, plagiarized or committed another form of academic dishonesty, you’ll receive an F for the assignment. I will also report the offense to the Dean of Students. Such offenses go on your permanent record.

CONFERENCES: Getting a college education is not just a matter of going to class; among the other modes of learning is meeting with your professor on a one-to-one basis. Rather than a sign that you are in trouble, a conference is a chance to talk about the texts we are reading, get clarification about an assignment, or even get some feedback on your written assignments. Remember that I am here to help you; I expect you to come to see me.
TUTORING: Many students benefit from the extra coaching a tutor can provide. I encourage all of you to work with a tutor in the English Writing Lab (LC-105). If you have serious writing or reading problems, I may require you to work with a tutor. Tutors are available in LC-105 every day and most evenings and Saturdays.

FORMAT FOR PAPERS AND EXERCISES: In the papers, I expect highly polished, correct writing—that is, I expect your best possible writing. In the exercises, I expect your work to be neat and as grammatically correct as you can make it. In the major drafts of the papers and in the exercises, follow these standard (MLA) academic conventions:

1) Type on a computer, using a size 10 or 12 font;
2) Double-space, typing on one side only;
3) Leave margins on all sides;
4) Put your name, the course title, the assignment name (e.g., EX 1) and date at the top of the first page (no title page);
5) In the exercises, label each answer by assignment name and page in CA;
6) Put page numbers on all subsequent pages;
7) Staple the pages together in the upper-left corner;
8) Put the papers—but not the exercises—in a folder with pockets.