The white picket fence is one of the many images associated with the American dream. Photo: Cheryl Senter for the New York Times.

Course Description

This accelerated composition class focuses on the college level reading, writing, and critical thinking skills students will need for English 101 with more structure, time, tutoring, and support. Students will learn to critically read and engage in text-based writing with academic texts. Students are required to write a minimum of 6,000 words of revised and edited essays. Students who achieve success in the course will place directly into English 101.

Our course theme, “The American Dream,” frames the course reading, writing, and research processes. Throughout the semester, we will investigate our inquiry question: “Is the American Dream in crisis?” This theme fosters active class discussion, develops an awareness of diverse perspectives, and allows us to ask questions about the American Dream and how it impacts our lives.

What’s in the syllabus

**General Advice and Student Learning Objectives (SLOs)……2**
How to succeed in this course and what you will be able to do by the end of the course.

**Grading Scale, Assignment Descriptions, and Materials List……3**
How your grade is determined, the kinds of writing and thinking you’ll be doing, due dates for major assignments, and the materials you need.

**Policies and Resources……4-5**
Got a question? Need help? Want clarifications on course policies? Check here first.

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Dr. Andrew Kranzman
Office: 240D Founders
email:kranzmana@mjc.edu

Office Hours:
M 10:30-11am & 4:45-5:45pm, W 10-11am & 12:45-1:45pm (L&LC), TH 8:10-9:30pm, & by appt.

Our class is a place for everyone to learn challenging material, skills, and concepts. I am here to help you meet that goal. One way I can do that is meeting with you one on one during my office hours and appointments.

**Class Meeting Times:**
ENGL 45-5968

ENGL 45-5970
Founders 236, M, 6-8:05pm, & Electronics 114, T/TH, 6-8:05pm
General Advice
How to Succeed in ENGL 45

In ENGL 45, we’ll encounter lots of challenging materials and concepts. Here’s seven things that will help you rise to these learning challenges:

“The Magnificent Seven”

✓ Utilize student support services (instructor office hours, LLC, DSPS, student success specialists, counselors, and computer labs)

✓ Develop peer support networks (form peer study groups, collaborate to accomplish challenging tasks, reach out for help when absent)

✓ Focus on the process of learning, not the grade (recognize and appreciate your growing skills and knowledge)

✓ Take class and reading notes daily (review them daily)

✓ Bring assigned readings to class completed and annotated (don’t worry if parts of the reading seem confusing)

✓ Be open to challenges and support your classmates (try out new ideas and skills in class and on assignments; be receptive to and respectful of views that challenge your way of thinking)

✓ Participate in class regularly and always ask for clarification if you feel lost, confused, or frustrated

In addition to these seven tips, you will want to complete all assignments in a timely manner (including homework, WC visits, major essays, and the final portfolio). You cannot move forward to ENGL 101 if you are missing major essays, have an incomplete portfolio, and a final course grade lower than 70%.

Student Learning Objectives (SLOs)
What Will I Be Able to Do by the End of ENGL 45?

Upon satisfactory completion of this course, you will have met the following learning targets:

1. Articulate the main idea and supporting elements from a reading selection.

2. Read critically to identify the writer’s purpose, point of view, organizational structures, manner of presentation, and other techniques used to construct an effective piece of writing.

3. Experiment with prewriting and other invention strategies as vehicles for thesis and essay development.

4. In response to a written text, propose and develop a thesis, and support that thesis with appropriate details and examples, including support from primary and secondary sources.

5. Integrate outside sources into your writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.

6. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions to achieve unity and coherence.

7. Revise for coherence, unity, content, and audience impact based on grading rubric and various forms of criticism, including instructor feedback, peer feedback, and self-evaluation with a view toward improving the effectiveness of the writing.

8. Recognize and use editing skills per the characteristics of Standard Written English, including using a variety of sentence structures, maintaining sentence boundaries, and using appropriate diction.
Assignment Descriptions & Due Dates
What Kind of Writing & Thinking Will You Be Doing

All assignments are designed to develop your college and professional skills. These include the ability to produce reader-based, thesis-driven writing; effective summary; textual engagement; and critical thinking – the foundation of academic reading and writing. This work will be challenging; and though it may be difficult at first, as you learn more and we work together, your skills will grow to meet the academic demands.

Text to Personal Experience Essay (5%)
Relates personal experience to Unit 1 reading. Due date: 01.31 (5970) & 02.01 (5968)

Text to Text Essay (5%)
Engages Unit 2 readings in a prompt-based position paper. Due date: 02.23 (5970) and 02.24 (5968)

Annotated Bibliography (10%)
Summarizes and evaluates Unit 3 readings. Due date: 03.16 (5970) & 03.17 (5968)

Mid-Term Exam (10%)
In-Class essay that reflects on class readings and themes. Due date: 03.20 (5968 & 5970)

Book Club Essay (15%)
Engages Unit 3 readings and Boyle’s book in a prompt-based position paper. Due date: 04.12 (5968 & 5970)

Assignments & In-Class Activities (25%)
Writing & reading process work. Includes collaborative and interactive activities; quizzes; informative, student-led presentations; peer workshops; Learning Center visits; and out-of-class assignments. Due date: ongoing

Portfolio (30%)
Learning-Journey Reflective Letter; Revised Lowest-Grade Essay; and In-Class Final Exam. Due date for revision and reflection letter: 04.21 (5968 & 5970). Due date for in-class exam: 04.24 (5970) & 04.26 (5968)

Course Materials You Need
These Things Will Help You Complete ENGL 45 Coursework

- Gregory Boyle, Tattoos on the Heart (ISBN: 978-1439153154)
- Two notebooks: one for journaling and another for class and reading notes
- A folder for handouts and returned assignments
- Reliable access to a word processing program, the Internet, and a printer

Grading Scale
How Your Grade is Determined

A rubric accompanies each graded essay. It defines the criteria used to evaluate the essay and allows you to see at a glance the strengths of your essay and what aspects of the essay can be improved in future writing assignments.

Here’s the general grading scale:
100-90 = A  89-80 = B  79-70 = C
69-60 = D  59 – below = F
## Q & A

### Policies and Resources

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| What is the Writing Center and how do I use it?                          | The Writing Center is part of the Library & Learning Center. Students work one-on-one with a trained tutor on all aspects of the writing process like:  
  - How to make “academic moves” in your writing  
  - Revision and paragraph arrangement  
  - Brainstorming and prewriting  
  - Grammar and syntax  
  
  Trained tutors will empower you to be a more skillful writer, reader, and critical thinker. To make an appointment, call 209-575-6346 (East Campus) or 209-575-6676 (West Campus). |
| What is the late assignment policy?                                      | I understand that life is what happens when you’re busy making plans. With that said, you can turn in one out-of-class essay late without lowering your grade. You have one week from the due date to hand in your essay (excluding the portfolio). Once you have used your one late, all other essays not turned in by deadline will be docked a full letter grade for every day that they’re late. I do not accept late homework unless previous arrangements have been made with me nor can in-class assignments be made up. |
| What is the submission policy for homework and major assignments?        | To develop your college and professional skills, all homework needs to be typed and printed. I do not accept handwritten homework or electronic submissions of homework. Major assignments are uploaded to a Turnitin drop box on Canvas. You also need to submit a folder with earlier drafts of your paper and any peer workshop materials the day a major assignment is due. |
| What should I do if I’m feeling lost or overwhelmed in this class?       | Frustration is a normal part of learning. Always speak up in class if you feel lost or overwhelmed; you may not be the only person with the same concern and we all benefit from working out questions together. I also advise you to visit me during my office hours or schedule an appointment. |
| What is your policy regarding technology in the classroom?              | We use cell phones a lot for activities and I will let you know when take them out. Turn off cell phones prior to the start of class (or place on vibrate) and put them away. It is unacceptable to use your laptop or tablet to take notes or access course materials. |
What is your policy regarding plagiarism and academic dishonesty? MJC has a college-wide definition for academic dishonesty which covers plagiarism and its consequences. In all college classes, you are expected to produce original work and cite any sources that have influenced your writing. See MJC’s statement on “Academic Integrity.”

I take plagiarism seriously so please do not attempt it. Always come see me if you have difficulty with an assignment.

What is your attendance policy? Given the challenging content of this course and the accelerated approach to the material, your attendance in this class is essential to your success. Students who miss class, arrive late, or leave early are more likely to fall behind given the fast-paced nature of ENGL 45.

Any absence will need to be discussed privately. If you are absent, late, or leave early, it is your responsibility to find out missed information, notes, and homework assignments.

When is our final exam? Wednesday, April 26, from 1-3:50pm for ENGL 45-5968 and Monday, April 24, from 7-9:50pm for ENGL 45-5970.

Accommodations for Students

My Commitment to You

MJC is committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. The college encourages students with documented disabilities to contact instructors during the first week of class to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. Should you have a disability that might impede your progress, contact Disability Services in Student Services, rm 112 (East, 575-6225), M-F 8am-5pm & T 5-7pm.