Composition 1
CMP101–AP5 CRN #10001
CMP 101-F1 #10004
Course Syllabus
Spring, 2016
*Service Learning Project

Professor  Kathleen M. Yanchus

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Classes:  M/W 8:30 – 9:20 AM DB 120 – Fridays – DB 202 (Section AP 5)
          M/W 1:30 to 2:20 PM – DB 308 – Fridays DB 202 (Section F1)

Office hours: M/W/F - 10:30 – 11:30 AM – (Note: In office every day – 12:30 PM)
Office:   DB 366D

Course description:
Pre:  Placement exam score or Communication Proficiency
Emphasis is on developing skills of writing, reading, analytical thinking, and research. Students are introduced to thought provoking ideas in readings from a variety of disciplines and learn to organize material, analyze ideas, and produce clear writing. These skills are the basis for success in all college courses and in professional careers. By reading, analyzing, and interpreting material from a variety of writers and, in turn, writing and thinking about the ideas, the student should become more proficient at communication skills. This course fulfills open and liberal arts electives.

Required texts:

40 SHORT STORIES A Portable Anthology 4th Ed. By Beverly Lawn –

Publisher:  Bedford/St. Martin’s+ ISBN# 978-1-4576-0475-1

LITTLE SEAGULL HANDBOOK by Bullock ISBN #978-393935806 – Publisher:

Norton
*NOTE: You are responsible for all reading and assignments due. Please have your textbooks at all class meetings. Copy of each textbook - available in the library.*

**Required Course Materials:**
- Access to a working computer/printer/paper (options: library or computer lab DB 203)
- Folder
- Flash Drive (USB) – This should be kept with you at all times.
- Binder (handouts) with Paper for note taking
- Highlighter

**NOTE:** All Journals and Essays must be typed.

**Course objectives (writing)**
1. Students will:
   - Use the writing process to collect ideas, focus, plan, draft, revise and edit a coherent written essay.
   - Understand the basic structure of a paper which includes an introduction, a body of supportive information, and a conclusion.
   - Write an introduction with a statement of purpose (i.e., thesis).
   - Support the main ideas with examples and details.
   - Write a conclusion that provides more than a basic summary.
   - Produce writing that is clear, specific and readable.
   - Demonstrate the ability to write in a variety of rhetorical forms.
   - Maintain academic honesty by giving proper credit to words and ideas of others

**Course objectives (reading)**
1. Students will:
   - Recognize and explain main and secondary ideas as well as stated and implied ideas.
   - Recognize an author's intent by discerning bias, propaganda and personal prejudice.
   - Evaluate ideas and recognize author’s viewpoint in relation to their own viewpoint.
   - Recognize styles, rhetorical forms, and organizational patterns.
   - Draw conclusions and relate ideas from the reading to life experience.
   - Improve vocabulary through using context and a dictionary.
Course objectives (research)

Students will:

Locate, evaluate and select resource materials in the NSCC Library and on the world wide web.

Provide precise and correct documentation (i.e., in text citations and a works cited page using the MLA format).

Integrate ideas from outside sources into own writing.

Avoid plagiarism.

Class Policies:

Attendance. Success is directly related to attendance. Students are expected to attend all scheduled classes. If you have an emergency and cannot attend a class, you must email/telephone a message to me. It is your responsibility to complete work missed due to the absence by the next scheduled class. More than four absences is grounds for failure in this course. If you miss more than four classes, please schedule an appointment with me as soon as possible. **To receive credit for attendance, you must be actively engaged in class.** Frequent and meaningful contributions will be rewarded in your final grade.

• Engagement includes:
  
Paying attention, note taking, listening to faculty/students, asking questions, responding to questions, reading critically, reacting, participating, writing to learn, creating, planning problem solving, presenting, evaluating, interacting with other students

Note: Any behaviors which interfere with the learning process or are considered by the instructor to be disrespectful will not be tolerated.

Punctuality. Students are expected to be on time for every class and to stay for the entire class. Attendance is taken at the start of each class. Writing assignments will be collected at the beginning of each class.

Late Assignments. Assignments will be marked down one grade for each class day that it is late. As a college student, you are expected to exhibit time management skills and the ability to meet deadlines. **NOTE:** Rough drafts will be collected with each final submission.

Missed tests or quizzes. Students are required to take all quizzes, which will be based on readings assigned. In the event of an emergency when missing a quiz/test is unavoidable, students must see me to make arrangements to take the quiz/test. The lowest quiz grade will be eliminated from the grading process.

Tutoring. The writing in this course will be free journal writing journals based on readings, and correct use of grammar will be considered secondary to content. Within the formal written assignments, (Summary, Essays, and Reaction paragraphs), correct use of grammar will be evaluated with a higher emphasis. The Final Portfolio will be evaluated based on
content and grammar. Students should have a tutor review all writings before submission.

Tutors are available on a first-come, first-serve basis, in the Writing Center (see schedule).  – **Students are encouraged to come to your faculty during office hours (see above).**

**Cell Phones/mobile device.** Please turn off all cell phones before entering class in order to maintain attention to the class and to exhibit professional and respectful behavior. No text messaging is allowed during class.

**E-mail and BLACKBOARD.** Please check your North Shore student email and BLACKBOARD frequently. This is the only email used to communicate with you. Emails will be sent out to change assignments, reminders, and any class cancellations which might occur. These changes could result in a change in schedule. BLACKBOARD will contain syllabus, assignments, grades, research, etc. If you do not have access to a computer, the computer lab at NSCC is DB 203 and the library is available (see hours).

**Structure/Format of Class and Teaching Procedures:**

During class time, students will be taking notes, reading, writing, reviewing, working in collaborative groups, and contributing to class discussions. Students will be encouraged to contribute to each other’s learning process through class participation, peer editing, discussions, and journals. Class time and homework will be spent on developing skills for better comprehension and active reading, discussion, listening skills and writing skills. There will be individual conferencing with the instructor, independent learning projects utilizing technology & BLACKBOARD, reading reports and individual projects. Please come to class prepared to participate actively and please arrive promptly.

**NOTE:** The course will be broken down into weekly units of study and students will be given weekly checklists, which will explain course expectations, objectives, assignments, and assessments.

**Research Support Services (Library):**

NSCC Library’s Reference and Instruction Librarians offer free assistance to students who need help locating information for assignments, or guidance in using citation styles (APA, MLA, Chicago, & more). Assistance is available any time that the reference desk is open: Monday – Thursday 8:00 AM to 8:30 PM; Friday – 8:00 AM to 4:00 PM; Saturday 8:30 AM to 12:00 PM; Closed Sundays – no appointment necessary

- Talk with a Librarian at the Reference Desk
- Email [ask librarian@northshore.edu](mailto:ask_librarian@northshore.edu)
- IM Ask a librarian at library.northshore.edu
- Call the Reference Desk directly @ 978-739-5525 (Danvers) or 781-477-2133 (Lynn)
- Consult with a subject specific Librarian by appointment
The following should be done the first week of classes:

Assignments in this class require that you use NSCC Library resources. These resources are free, but require a username and password that are tied to your NSCC student ID for off-campus access. YOU will need:

- NSCC student ID – Available in Student Life Office in Danvers (DB 132) or Lynn (LW 171) – bring your current class schedule and a government issued photo ID to receive your NSCC – ID
- Bring the ID to the Library to have your ID barcode number scanned into their system, and the library will generate for you your Library account username and password.

Academic Policy Committee - Plagiarism Policy -

Plagiarism: Defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; taking credit for work done by another person; doing work for which another person will receive credit; copying or purchasing other’s work or arranging for others to do work under a false name.

The college considers plagiarism to be an act of academic dishonesty and can and will take disciplinary action against students who plagiarize the work of others. The course instructor has the right to take action as appropriate up to and including failing the student. Additionally or alternatively, a faculty member may file a complaint against the student under the College’s Code of Conduct alleging academic dishonesty. The complaint will be handled by the College’s Code of Conduct Officer pursuant to the Code of Conduct. If a faculty member issues a failing grade, the student shall have the right to file a grievance under the Grade Appeal Process of the Student Grievance Procedure. (View @ northshore.edu)

*Service Learning - The Service-Learning Program offers an educational opportunity for students to combine community service with course objectives and requirements. Service Learning is optional in this course, unless incorporated into the Curriculum (in past “reader day,” writing to shut ins, Forum on Ageism and Tolerance or writing to soldiers).

Accommodations for Students with Disabilities:

North Shore Community College welcomes students with disabilities to engage in an interactive, collaborative partnership with Disability Services and faculty in order to meet your educational and academic needs. If you have a disability-related need for reasonable academic
accommodations in this course and have not yet met with a Disability Counselor, please visit www.northshore.edu/disability and follow the outlined procedure to request services.

If Disability Services has formally approved you for an academic accommodation in this class, please present me with your “Faculty Notice of Academic Accommodations” during the first week of the semester, so that we can address your specific needs as early as possible. If you will require assistance during an emergency evacuation on campus, please notify me immediately. For your reference, evacuation procedures are posted in all classrooms.

Diversity Statement:

NSCC is committed to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. This course will foster an environment of respect for all individuals, groups, cultural backgrounds and diverse points of view.

The Grading System
Faculty members will award the following grades to students. The Quality Points for each grade are listed. The raw score range is a guideline for faculty.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
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<td>1.3</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Calculation of course grade:
Formal Writing Assignments (Essays)—40%
Quizzes/Tests—20%
Attendance, classwork assignments, participation/Journals --- 20%
Final Paper (Argument Essay – Researched)---20%

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**Attendance/Classwork/Assignments/Participation:**
Class work will include, but not necessarily be limited to, the following: seminar discussions, cooperative groups, and writing activities. When you are working independently or in groups, assume that I will assign a grade to your work or your group’s work. You will earn full credit for this portion of the grade by remaining focused.

**Homework:**
Throughout the course, you will engage in various assignments outside of class. At the end of each day's agenda, you will see a section titled “homework.” It is your responsibility to follow the assignments (reading/writing, etc.) and be prepared at all times.

NSCC is committed to developing and maintaining an inclusive, proactive, and empowered culture where diversity is a guiding value, not just in theory, but in practice. This course will foster an environment of respect for all individuals, groups, cultural backgrounds and diverse points of view.

**Summary of letter grade guidelines for essays:**

**A=** The paper has a clear purpose and is written with an apparent awareness of a reader. It is well organized. Each paragraph is developed fully with relevant examples, illustrations, and details that logically relate to and help develop the thesis/purpose. Sentences are smoothly (even gracefully) written. There are, virtually no error in mechanics, i.e., punctuation, spelling, grammar, usage, or manuscript form. Words are chosen with precision and care; the level of usage is appropriate; the language is clear; the thoughts are original. If the paper involves research, citations from outside sources are integrated into the writing both correctly and smoothly. Overall, the writing is honest, thoughtful, unified and balanced; the purpose is achieved.

**B=** The paper is basically well organized and focused, but the paragraphs may not be fully developed or expanded. The structure of the paragraphs may sometimes be disjointed. The paper may have a few awkward passages and some errors in punctuation, spelling, grammar, and usage. The language may at times be too general; it may lack the freshness or precision of the A paper. None of these errors or faults, however, is glaring or highly distracting to the reader. Overall, the purpose is evident and achieved; the writing is effective.

**C=** The paper has some sense of organization, though individual paragraphs may not be unified or are misplaced. Generally, however, the paper shows that the writer has followed a logical plan and that there is a clear purpose/thesis (though it may lack direction or focus). The writing is competent but may be wordy, general, imprecise, or trite. Sentences in places may be awkwardly constructed or unclear, but overall the meaning is not completely obscure. There
may be some errors in grammar, punctuation, and spelling, yet for the most part, the rules of usage have been observed. In researched writing, citations in some instances may be integrated awkwardly or even incorrectly. Overall, however, the essay does achieve some sense of its purpose.

D= The paper is poorly organized, unclear, and without a specific purpose or focus. At times the writer may be making some sense of an accurate or specific point, but overall, development is lacking and the sentences and paragraphs are so confused or incomplete that their meaning is distorted or lost. The errors in punctuation, grammar, spelling, and usage are so frequent that the reader may lose patience and interest. This writing needs rethinking and major revision; it is not written with a reader in mind. This paper is closer to a rough draft or free writing than a polished and completed piece of writing.

F= The paper does not meet the requirements of the assignment or is not complete, logical, or coherent; none of the features of a well-written essay are evident. The writer has not communicated effectively.

NOTE: IF IT IS DETERMINED THAT THIS PAPER NEED TO BE REWRITTEN, PLEASE MEET WITH FACULTY TO RESUBMIT. HOWEVER, THE RESUBMITTAL WILL BE AVERAGED IN WITH ORIGINAL SUBMITTAL. Rough drafts will be submitted with final paper.

GROUP 1 – Steward School – GRADE 2 – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*PAPERWHITE by Elizabeth Wallace

#1 Person - READER: Team Member: Andy Stanley

• Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
• Give Title of Book
• Read the book
• Turn book around as read, so students can see pictures
• Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –

Team Member:

• As a group – develop a two questions based on book read
• For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.?"
• List your questions ....

#3 Person – ACTIVITY – Team Member: -
• Review handouts as a group
• Decide on an activity
• Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??
• Note: 2nd grade teacher could continue w/ this project
• Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed
Team Member:
• Takes notes to document the discussion by 2nd graders & #1 Reader
• Bring notebook/pen to do so
• We will discuss & reflect (NSCC) what took place using your notes
• Note: At NSCC you will be asked to write out or type a reaction to this service learning project.

GROUP 2 – Steward School – GRADE 2 – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*ZINNIA HAS A FLOWER GARDEN by Wellington –

#1 Person - READER: Team Member:
• Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
• Give Title of Book
• Read the book
• Turn book around as read, so students can see pictures
• Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –
Team Member:
• As a group – develop a two questions for 1st graders
• For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.?
• List your questions ....

#3 Person – ACTIVITY – Team Member: -
• Review handouts as a group
• Decide on an activity
• Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??
• Note: 2nd grade teacher could continue w/ this project
• Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed

Team Member:
• Takes notes to document the discussion by 1st graders & #1 Reader
• Bring notebook/pen to do so
• We will discuss & reflect (NSCC) what took place using your notes
• Note: At NSCC you will be asked to write out or type a reaction to this service learning project.

GROUP 3 – Steward School – GRADE 2 – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*THE LITTLE TREE by Van

#1 Person - READER: Team Member:

• Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
• Give Title of Book
• Read the book
• Turn book around as read, so students can see pictures
• Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –

Team Member:
• As a group – develop a two questions for 1st graders
• For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.?
• List your questions ....

#3 Person – ACTIVITY – Team Member: -

• Review handouts as a group
• Decide on an activity
• Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??
• Note: 2nd grade teacher could continue w/ this project
• Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed
   Team Member: No person assigned
• Takes notes to document the discussion by 1st graders & #1 Reader
• Bring notebook/pen to do so
• We will discuss & reflect (NSCC) what took place using your notes
• Note: At NSCC you will be asked to write out or type a reaction to this service learning project.

GROUP 4 – Steward School – KINDERGARTEN – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*IF YOU PLANT A SEED by Nelson –

#1 Person - READER: Team Member:

• Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
• Give Title of Book
• Read the book
• Turn book around as read, so students can see pictures
• Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –
   Team Member:
• As a group – develop a two questions for Kindergarten students
• For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.?
• List your questions ....

#3 Person – ACTIVITY – Team Member: -
• Review handouts as a group
• Decide on an activity
Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??

Note: Kindergarten teacher could continue w/ this project

Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed

Team Member:

- Takes notes to document the discussion by 1st graders & #1 Reader
- Bring notebook/pen to do so
- We will discuss & reflect (NSCC) what took place using your notes
- Note: At NSCC you will be asked to write out or type a reaction to this service learning project.

Addendum: Service-Learning Project

GROUP 5 – Steward School – 2nd Grade – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*SPRING IS HERE by Hillenbrand

#1 Person - READER: Team Member:

- Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
- Give Title of Book
- Read the book
- Turn book around as read, so students can see pictures
- Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –

Team Member:

- As a group – develop two questions for 2nd graders
- For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.?
- List your questions ....

#3 Person – ACTIVITY – Team Member:

- Review handouts as a group
- Decide on an activity
• Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??
• Note: 2nd grade teacher could continue w/ this project
• Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed
   Team Member:
   • Takes notes to document the discussion by 1st graders & #1 Reader
   • Bring notebook/pen to do so
   • We will discuss & reflect (NSCC) what took place using your notes
   • Note: At NSCC you will be asked to write out or type a reaction to this service learning project.

GROUP 6 – Steward School – 2nd Grade – Faculty
Wednesday, April 6, 2016 – THEME: Spring

*FINDING SPRING by Berger

#1 Person - READER: Team Member:

   • Introduce all (first names) being from North Shore Community College – Doing “Service Learning Project” for Prof. Yanchus’ class
   • Give Title of Book
   • Read the book
   • Turn book around as read, so students can see pictures
   • Hints: Read slowly – w/ expression (practice in NSCC class)

#2 Person - DISCUSSION QUESTIONS –
   Team Member:
   • As a group – develop two questions for 2nd graders
   • For example: What is your favorite thing to see in the Spring? When do you see bugs (crickets, spiders), ducks, flowers, etc.? 
   • List your questions ....

#3 Person – ACTIVITY – Team Member: -
   • Review handouts as a group
   • Decide on an activity
   • Example: Bookmarks – drawer something from the book on your bookmark, stickers, and name??
• Note: 2nd grade teacher could continue w/ this project
• Ideas developed by the group:

#4 Person – Notetaker/Listener & Assist #1, 2 & 3 if needed
Team Member:
• Takes notes to document the discussion by 1st graders & #1 Reader
• Bring notebook/pen to do so
• We will discuss & reflect (NSCC) what took place using your notes
• Note: At NSCC you will be asked to write out or type a reaction to this service learning project.