

**English 104 Syllabus  
Holyoke Community College  
Dr. Elizabeth Trobaugh  
Fall 2020**



“Poets are the unacknowledged legislators of the world.”

Percy B. Shelley

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“Artists are the radical voice of civilization.”

Paul Robeson

“Imaginary gardens with real toads in them.”

Marianne Moore’s definition of poetry

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**Instructor:** Dr. Elizabeth Trobaugh

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**Office:** Donahue 365

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**Office Hours:** Monday, Friday: 12:00-1:00; Tuesday, Thursday: 12:30-1:30

**Class Meeting Time and Place:**

TR, 9:30-12:15 in Donahue 346

Weekly Computer Lab: Thursdays, 11:00-12:15 in Donahue 146

**English 104: Cli-Fi: Science and Stories.** This course focuses on the science of climate change and the new genre of science fiction that has emerged in response. Using Cli-Fi (climate change fiction), this course explores the impact of climate change on the environment, organisms, civilization, and people. Using nonfiction sources and fiction, we will practice close reading, critical thinking, literary analysis, academic writing, research, and the writing process. This course will introduce students to the basics of climate change science as we examine climate change impacts -- environmental degradation, biodiversity and habitat loss, sea-level rise, erosion, extreme weather, drought, and breakdowns in infrastructure and civilization. We will explore the unique power of fiction (and the arts) to help people grapple with climate change.

**English 104 combines the following two courses, ENG 101 and ENG 102:**

**English 101 Catalogue Course Description:** This course is the first half of the college composition sequence and focuses on expository writing, critical thinking, and research,

with emphases on the following: critical reading and interpretation of nonfiction texts; engaging with and analyzing texts; using summary, paraphrase, and quotation; finding, evaluating and documenting sources; and writing with purpose. Students will produce approximately 3000 words of formal written work, including a documented research paper of at least 1250 words. **Prerequisite:** Appropriate score on the placement tests or completion of English 095 with a grade of C- or higher.

**Catalogue Course Description:** This course is the second half of the first-year composition sequence and focuses on close reading, critical thinking, academic writing, research, and the writing process. Students will locate and evaluate both primary and secondary sources, and they will gain skill in summarizing and synthesizing source material while employing MLA documentation. Texts will include a range of nonfiction (articles, essays, scholarly sources) and literary works. Students will produce at least 3000 words of formal written work, including a documented essay of at least 1250 words. **Prerequisite:** English 101 with a grade of C- or higher. **Note:** This section of English 104 has ILE (Integrative Learning Experience) designation, meaning that it provides three ILE credits that apply to the ILE graduation requirement for the Liberal Arts major.

**Moodle and Google Sites:** This course has companion Moodle and Google sites where you may access homework assignments, online discussion, handouts, schedule updates, and other support materials.

**Required Texts and Materials (available at the HCC bookstore):**

- *Quick and Dirty, A Compact Guide to Writing, Reading, and Research*, by Fred Cooksey. 5th ed. ISBN: .
- *Loosed Upon the World: the Saga Anthology of Climate Fiction*, edited by Joseph Adams, Saga Press, 2015. ISBN 978-4814-5030-0
- *The Thinking Person's Guide to Climate Change*, 2nd ed., by Robert Henson, AMS, 2019. ISBN 978-1944970390

**Requirements:**

- Word-processing skills.
- Attendance: Your attendance is vital to your success. You are entitled to three absences. Exceeding three absences will impact upon your course grade, and exceeding five absences puts you at risk of receiving an administrative withdrawal (AW). If your absences exceed five, or if you are absent for three consecutive class periods without contacting me (in person or by phone or email), I will encourage you to withdraw from the course, and I reserve the right to initiate an AW. If your absences are due to special circumstances and compelling reasons, please see me in office hours or contact me immediately, if possible, before the absence. **Note:** If you are absent, you are responsible for finding out what you missed and making up the work. In-class writing cannot be made up.
- Participation in class discussion, activities, and computer lab sessions.
- Homework: reading and writing assignments (due at the beginning of the class period). You will have a written assignment and/or a reading assignment due most class periods.

**Note:** You can expect between six and eight hours of homework per week.

- Quizzes (grammar, mechanics, using secondary sources, the MLA documentation system). Note: If you earn lower than a C- on any quiz, I encourage you to go to the Writing Center for additional support.
- Four major essays, rough and final drafts, 2-4 pages, including one research paper, rough and final draft, 5-7 pages; several short single-draft essays, 1-2 pages. Rough drafts that are turned in on time and show the expected level of completion and effort will earn full credit. To pass the course, you must turn in all major essays.
- All essays, rough and final drafts, should be typed (12 point font) and double-spaced and conform to “HCC English Department Manuscript Requirements.”
- Research paper (worth 200 points). You must turn in a passing research paper and research paper process assignments in order to pass the course (regardless of your course average). Note: To earn credit, all research paper process assignments must be turned in within a week of the due date.
- Final Exam: writing, editing, and using the MLA documentation system.
- Note: The syllabus is like a contract: It outlines the expectations of the course and the responsibilities of both teacher and student. If you remain in this course beyond the Add/Drop period, I will assume that you are aware of and ready to take on the expectations of this course.

**Homework/Reading Responses:** All reading responses must be word-processed. Reading responses will be evaluated for engagement and effort, rather than grammar and mechanics.

**Student Learning Outcomes:** English 101 is designed to give you the opportunity to build confidence and develop your skills in college-level reading, writing, and research.

*Reading at the college level means having the ability to:*

- identify the main idea and supporting details in a text;
- recognize models of clear organization, expression, and style;
- differentiate between opinion and fact;
- define terms from context;
- recognize authors’ attitudes and biases.

*Writing college-level essays means:*

- The ability to communicate clearly and grammatically in writing.
- The ability to plan, write, edit, revise, and proofread academic essays.
- The ability to generate viable thesis statements.
- The ability to support a thesis statement and develop an essay by using observations, explanation, description, examples, and textual evidence.
- The ability to organize essays effectively using introductions, conclusions, topic sentences, and clear transitions.
- The ability to format an essay according to HCC English Department Manuscript Requirements.

*Performing college-level research means:*

- The ability to perform library, online, and database research.
- The ability to integrate secondary source material into your own writing using the MLA documentation system.
- The ability to paraphrase, summarize, and engage secondary sources in your own writing responsibly and without committing plagiarism.

**English 104 Learning Outcomes: This course is designed to give you the opportunity to develop and/or strengthen the following skills:**

- The ability to think, talk and write about nonfiction, poetry, fiction, drama, and the writer's craft with insight and confidence.
- The ability to recognize major literary terms and techniques.
- The ability to formulate an effective thesis statement.
- The ability to select useful supporting evidence and assemble well-organized, well-supported analytical essays.
- The ability to engage in sustained close textual analysis.
- The ability to practice critical thinking, writing, editing and revising skills.

**Teaching Methods:** We will spend class time primarily discussing writing and assigned readings (and grammar, as needed). I encourage students to participate in class discussion by sharing their responses, as well as by asking and answering questions. I will lecture only on occasion to introduce new material or provide instruction. Some class time each week will be devoted to in-class writing, "work-shopping," peer responding, and group work. On computer lab days, bring a formatted disk or some other electronic storage device to class and be prepared to do in-class writing. I reserve the right to adjust assignments and due dates as needed. Any changes will be announced at least one week before a new due date.

**Basis for Course Grade** (subject to modification based upon the number of assignments):

1. Essays (final drafts) – 50%
2. Homework, computer lab exercises, online assignments, reading responses, process assignments, and rough drafts – 25%

3. Tests and Quizzes – 20%
4. Class work (participation, preparation, in-class writing and activities, attendance, engagement) – 5%
5. Progress points: demonstration of notable progress can raise your grade by as much as half a letter grade.

**Criteria for Evaluating Essays:**

- Sufficient detail and development; effective use of examples and supporting evidence
- Clarity of word choice and progression of ideas
- Clear and deliberate transitions between thoughts and paragraphs
- Effective introductions and conclusions
- Absence of a distracting number of grammatical and mechanical errors

**Late Paper Policy:**

- You may turn in one essay one day late without penalties. Aside from that one exception, late papers are subject to a reduction of one full letter grade, regardless of whether or not class meets or you are absent that day. If more than one-week late, papers may be accepted but will only earn 50%. After two weeks, late papers will not be accepted, and I will encourage you to withdraw from the class.
- Extensions may be granted if requests based on compelling reasons are made before the due date and if lateness and extensions do not and have not become a pattern.
- Late homework assignments may be turned in for half credit. After one week late, late work may not be accepted. *Note:* Process assignments (assignments that serve as the building blocks for a larger assignment – for example, the introduction paragraph of a five-paragraph essay) may not be turned in late for partial credit.
- All assignments have an expiration date of two weeks after the due date. If you do not turn in an assignment within that two-week period, you will earn a zero on it.

**Revision Guidelines:** “Rewriting is a great privilege!” (Tracy Kidder, author)

- You are welcome and encouraged to revise major essays for a higher grade.
- The new grade will replace the old grade.
- Revisions are due one week after the essay is returned to you.
- Use all of my feedback as a guide to help you revise your essay. Address weaknesses in content and in mechanics. Do not leave weaknesses or problem areas unimproved.
- Feel free to see me for clarification and/or for one one-on-one-guidance.
- Before printing out your revised essay, go through the Essay Check List again.
- Turn in the first final draft along with the revised draft.
- Any late penalty on the first final draft will carry over to the revised draft.

**Essay Descriptions:**

1. Essay #1: Writing about the climate changed setting in fiction (focus on one story)
2. Essay #2: Writing about three short stories: Identify and analyze one climate change stress impact in three stories. Climate change stress impacts: breakdown in social order,

government, infrastructure; technological and civic regression; ecosystem imbalance -- including flora and fauna; illness, infection, disease: climate disorder -- temperature, extreme weather; sea level rise/shoreline loss; resource scarcity.

3. Essay #3: Research: Select one climate change stress impact (or two closely related stress impacts) that can be found in one of more of the stories we have read. Use research to learn about the connection between climate change and the stress impact you are focusing on. For example: How and why does climate change contribute to sea level rise and shoreline erosion? Add a persuasive element?
4. Essay #4/Final Project: Write your own original climate change short story, and write an analysis of it. Alternative: write a persuasive essay

**Academic Honesty:** I expect the work you turn in to be your own. Presenting another person's ideas and words as if they are your own is called *plagiarism* and is a serious act of dishonesty. Plagiarism occurs when you use someone else's ideas without crediting your source(s) or when you copy someone else's words and phrasing without using quotation marks and citing your source. The original source may be a book, magazine, online resource, student, friend, relative, or tutor. Even when plagiarism is committed unintentionally, it is still considered a breach of academic integrity. We will review plagiarism and how to avoid committing this form of academic dishonesty. After our review, you will sign and submit a *Pledge of Academic Integrity*.

If you turn in work that appears to be plagiarized, I will meet with you to review citation rules and the boundaries of academic integrity. Whether or not you will have the opportunity to revise the assignment will depend on circumstances and the extent of the plagiarism. Plagiarism or any other form of academic dishonesty puts you at risk of earning a zero on the assignment and failing the course, ie. earning an F for the semester. In addition, your name will be reported to the dean of students. If you have any questions about avoiding plagiarism, feel free to ask me or another faculty member. For information about plagiarism and how to avoid it, visit the following website: <http://www.indiana.edu/~wts/pamphlets.shtml>

**Turnitin.com:** This course uses turnitin.com, an online essay verification program that helps students avoid plagiarism. Go to: [www.turnitin.com](http://www.turnitin.com) for guidance about citing and using secondary sources responsibly.

**Classroom Climate and Civility:** According to the *HCC Student Policy Guide*, "Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom." I am committed to creating a classroom environment that promotes and supports intellectual curiosity, discovery, and learning, as well as all students' growth, progress, and comfort. I invite you to join me. Please silence and put away cell phones and other personal electronic devices at the start of class. Snacks and beverages are okay, as long as they do not become a source of distraction to you, me, or other students.

Holyoke Community College welcomes all types of students and learners. I will make every effort to accommodate students' needs and various learning styles. Please inform me at the beginning of the course of your specific needs. If you have an educational plan, a learning disability of any kind, concerns about this course, or other issues you would like to discuss, please make an appointment with me as soon as possible. If you have a documented disability that will impact upon your performance or if you need special accommodations, please submit the relevant documentation.

**Holyoke Community College's Accessibility Accommodations Statement:** HCC is committed to full inclusion of all students. Students with a documented disability should contact the Office for Students with Disabilities and Deaf Services at [413-552-2417](tel:413-552-2417) or [413-650-5502](tel:413-650-5502) (Video Phone for Deaf/Hard-of-hearing students) to request an intake appointment and discuss accommodations. Collaboration between students, OSDDS, and instructors is essential for timely accommodations, so students are urged to provide their accommodation agreement to instructors in the first week of the term or immediately after receiving the approved accommodation from OSDDS. (updated 08/2018)



THERE is no Frigate like a Book  
To take us Lands away  
Nor any Coursers like a Page  
Of prancing Poetry--  
This Traverse may the poorest take  
Without oppress of Toll--  
How frugal is the Chariot  
That bears the Human soul.  
*Emily Dickinson*

**Online Resources:** For guidance and support in:

**Grammar and Mechanics:** [www.dianahacker.com/writers/ref](http://www.dianahacker.com/writers/ref)

**MLA Documentation:** [www.dianahacker.com/resdoc/humanities/index.html](http://www.dianahacker.com/resdoc/humanities/index.html)

**Avoiding Plagiarism:** [www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

**Accessing Moodle:**

1. You must be sure to download Firefox. This is a MUST.
2. Go to [www.hcc.edu](http://www.hcc.edu); click on My HCC; click on My Moodle.
3. Once you are at the site, bookmark it. <http://holyokecc.mrooms3.net>
4. Your ID is your first initial, last name and last three digits of your student ID. Your password is your DOB (mmddy). You will then be prompted to change your password.
5. If you forget your password, click on the “forgot password” link and follow the prompts for resetting your own password.