



SPRINGFIELD COLLEGE IN ILLINOIS

New Horizons

ENGLISH 111-70 Composition and Rhetoric (3 credit hours)

Fall 2005 (Session E—August 22-October 16, 2005)

Perry Bell

Class Meets 6 to 10 p.m. Tuesday

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Room D17

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Office hours: By appointment. I am always happy to meet you before class, and at other times by appointment.

Welcome to English 111. Writing well is vital to success in college and success in a professional career. We will work together to improve your writing skills, so you can be successful throughout your future. This class counts on your participation, your questions and your work with other students. We will learn from each other.

I. COURSE DESCRIPTION:

ENG111: Composition and Rhetoric (3) In ENG 111, students will learn and use different reading, thinking, and writing strategies basic to academic writing; they will interact with different texts; they will learn to use conventions of standard English and conventions for documenting sources. *Students must earn a grade of 'C' or better to receive credit toward graduation.*

II. MISSION STATEMENT OF SPRINGFIELD COLLEGE IN ILLINOIS:

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

III. TEXTBOOKS and MATERIALS:

BOOKS:

Hacker, Diana. *A Writer's Reference*. 5th Edition. Boston: Bedford/St. Martin's, 2003.

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing*. 9th Edition. Boston: Bedford/St. Martin's, 2004.

A college dictionary, such as *The American Heritage Dictionary* or *Merriam-Webster's Collegiate Dictionary*.

Lined notebook paper, computer disk or USB storage device, pens, pencils, highlighters, two folders with pockets. It is VERY important to bring a disk with you to each class.

IV. GOALS, OBJECTIVES, and STUDENT LEARNING OUTCOMES:**Goal**

ENG 111 is a course designed to help prepare students to be successful writers in college classes and in their careers.

Common Student Learning Objectives

Common Student Learning Objectives (CSLOs) are derived from the mission statement. The following CSLOs are addressed in ENG 111:

Content Knowledge (Lifelong Learning)

- Know and apply the central concepts of the subject matter (CK-1).
- Use current research to support assumptions and beliefs (CK-2).

Communication Skills (Lifelong Learning and Leadership)

- Communicate effectively in oral and written forms (CS-1).

Social Responsibility (Service and Leadership)

- Make ethical and informed decisions (SR-2).

Global Perspectives (Diversity)

- Recognize the importance of diversity of opinion, abilities and cultures (GP-1).

Course-Based Student Learning Objectives (CBSLOs)

Students who have successfully completed ENG111 be able to:

- CBSLO-1. Use invention, drafting, revising, and editing strategies in writing their essays (CK-1, CS-1).
- CBSLO-2. Demonstrate an understanding of how reader, writer, language, and subject matter interact through critical reading, peer evaluation, and essay writing (CK-1, CK-2, CS-1).
- CBSLO-3. Establish a voice appropriate to the topic selected and to the rhetorical

situation (CK-1, CS-1).

- CBSLO-4. Clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy reader expectations (CK-1, CK-2, CS-1, SR-2).
- CBSLO-5. Demonstrate satisfactory control over standard English conventions and conventions for documenting sources (CK-1, SR-2).
- CBSLO-6. Comprehend, analyze, and critique a variety of texts, including academic discourse and texts concerning diversity (GP-1).

V. TEACHING METHODS:

The classroom is a writing community in which the instructor and students work together in the learning process. This course is a combination of lecture, discussion, in-class writing labs, revision workshop groups, and individual conferences. This class is very interactive. In order for the class to be successful, students must come to class and must be prepared to discuss the reading assignments and to do the in-class work.

VI. COURSE REQUIREMENTS:

- ATTENDANCE is required. Students are expected to attend all classes and to be on time. You should not miss any classes. A student who misses class more than two times, for any reason, could fail English 111. If you have to miss class because of an emergency, please call or email me before class. After you have missed one class, please schedule a conference with the instructor. Please keep track of your absences.
- These absences are for EMERGENCIES; use them only when absolutely needed. If students are absent, they should never ask any instructor, “Did I miss anything?” Of course they did.
- PLEASE get to class on time, and plan to stay for the entire class. If you are late, that is, if you come in after class has begun, you will be marked absent by 30 minute increments. Each 30 minutes you are late counts as 1/8 of a class. Even a minute late counts as the first 30 minutes, since it disrupts the class.
- WRITTEN ASSIGNMENTS: Because this is a writing course, your grade will be based on writing summaries and essays, using in-text citations and works cited, working in revision groups, editing final drafts, and answering reading questions.
- PARTICIPATION: Come to class prepared. Read all assignments and do all exercises before the dates they are due. Bring your books, paper, disk, and pencil or pen to class every day. Bring drafts and papers when they are due. If you miss a class, it is important that you are prepared for the next one. That is why it is so important to get in touch with me if you miss a class.
- CLASS DISCUSSIONS: The instructor will lecture only when necessary. Many class sessions will consist of open discussion. Students are expected to respect the following

guidelines for class discussions:

- 1) The purpose of class discussion is to explore new ideas, not to criticize. All students are expected to participate.
- 2) Students and the instructor will collaborate to try to find the best answer instead of forcing our opinions on others.
- 3) Students and the instructor will stick to the topic and talk briefly so everyone may participate.
- 4) Everyone will listen quietly while someone “has the floor.”
- 5) Students and the instructor will respect different opinions and the diversity of the participants.

- CONFERENCES: Students are required to attend individual conferences with the instructor. Students who fail to attend a conference will have 10% deducted from his or her essay grade.
- PEER REVIEW: Students are expected to participate in instructor-guided peer review. Students who do not participate in peer review will have 10% deducted from his or her essay grade. Students who are absent on peer review days can make-up 5% by having two students review his or her essay on their own time.
- CELL PHONES: Turn off cell phones before class starts.
- READING ASSIGNMENTS: The following chapters from *Patterns for College Writing* will be assigned: Chapter 1, Invention (CBSLO-1); Chapter 2, Arrangement (CBSLO-1, CBSLO-3, CBSLO-4); Chapter 3, Definition; Chapter 4, Narration; Chapter 5, Description; Chapter 8, Cause and Effect; Chapter 11, Definition; and Chapter 12, Argumentation (chapters 3, 4, 5, 8, 11, and 12 illustrate CBSLO-6). Included in the assigned chapters are essays that illustrate the different modes of writing. Students will critically read these essays in order to model diverse patterns of writing.
- WRITTEN ASSIGNMENTS: Students will write four essays including a first draft, peer review, and revision and a summary of two articles using correct MLA documentation. The length of each essay will vary. See the “Means of Evaluation” section for specific length requirements. Students will also complete various in-class exercises as needed.

VII. EVALUATION OF ASSIGNMENTS:

In all classes, writing assignments have to provide effective content (what the essays say) and use standard English (how they say it).

To pass ENG 111, students must meet attendance requirements for the course, participate in a positive manner in class activities, and have an average of 70% or above on graded writing assignments, exercises, and tests.

GRADING SCALE:

A = 100 to 90% B = 89 to 80% C = 79 to 70% D = 69 to 60% E = 59% or below

A student must earn a C or better in English 111 to earn credit toward graduation.

VIII. WRITTEN ASSIGNMENTS:

NOTE: A student will fail an essay (and possibly the course) for plagiarism. See the information about plagiarism in section **X.** in this syllabus.

If you turn in an assignment late, you will lose 10% from the grade the assignment earns for each day the assignment is late.

Your grade will be based on the following requirements:

Assignments and point values:

Assignment 1: In-class grammar/sentence structure exercise **20 points** [CBSLO-5]

Assignment 2: Narrative essay (500 words) **20 points** [CBSLO-1, 2, 3, 4, 5]

Assignment 3: Expository essay (500 words) **20 points** [CBSLO-1, 2, 3, 4, 5]

Assignment 4: Two Summaries of articles using MLA documentation (400 words) **40 points** [CBSLO-5,6]

Assignment 5: Cause/Effect essay (750 words) **30 points** [CBSLO-1, 2, 3, 4, 5]

Assignment 6: Assignment 9: Argumentation essay (1000 words) **40 points** [CBSLO-1, 2, 3, 4, 5]

Assignment 7: Final exam **25 points** [CBSLO-1, 2, 3, 4, 5, 6]

Assignment 8: Journal entries (weekly) **25 points** [CBSLO-1, 2, 3, 4, 5, 6]

Total points: 220

Students may rewrite any essay assignment (other than the summaries or final exam) for a better grade. Students can earn back 100% of points deducted for grammar or sentence structure errors on essay 1 (narrative essay). Students can earn back 75% of points deducted for grammar or sentence structure errors on essay 2 (expository). Students can earn back 50% of points deducted for grammar or sentence structure errors on essay 3 (cause/effect). Students can earn back 25% of points deducted for grammar or sentence structure errors on essay 4 (argumentation essay). Students can earn back 100% of points deducted for content on all 4 essays. The corrected paper must be turned in with the original graded assignment within one week after getting the original grade.

IX. REQUIREMENTS for ASSIGNMENTS:

There are many non-graded requirements in ENG 111. These assignments are designed to help

ensure your success in completing the graded assignments. Other non-graded assignments help SCI assess the learning outcomes required for the continued accreditation of the College. You are expected to complete all course assignments whether they are graded or not.

- Do all writing assignments by their due dates. If a graded out-of-class assignment is late, I will deduct 10% from the grade it earns for each day the assignment is late.
- Students cannot make up in-class work or daily work.
- Students must attend all scheduled conferences with instructor.
- Put your papers in a folder to hand in. Place all of this work in a folder with the prewriting material on the bottom and the final draft on the top. (When I open your folder, the draft that you want me to grade should be the first thing I see.)
- Keep all graded work in a second folder for the entire semester. Keep and turn in all prewriting, drafts, notes, and revisions for each assignment. You are required to show the process that you went through for each writing assignment.
- Do not throw out any graded work. You will use all of your work again at the end of the class.
- Do not staple your work together. You can use a paper clip if you wish.
- Type all out-of-class writing assignments. Typed essays are required. Double space your essays. Set the computer to do this--do not hit enter at ends of lines.
- Leave one-inch margins on all four sides. Use 12 font size and Times New Roman font.
- Put heading in upper right corner of first page: Your name, your class number and section, class time, name of assignment and date.
- Put page number in upper right corner of all pages except the first page.
- Let me know if you need to learn how to do any of this formatting. I am happy to help you.

X. PLAGIARISM:

Academic dishonesty will not be tolerated. Examples of academic dishonesty are having someone else do your homework, using a “cheat sheet” or “crib notes” on a test or quiz, using a cell phone to text message answers during a test or quiz, copying someone else’s test or quiz, or plagiarizing.

Plagiarism is defined as follows: "The deliberate and knowing presentation of another person's original ideas or creative expressions as one's own. Generally, plagiarism is immoral but not illegal. If the expression's creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act." Black's Law Dictionary, 8th ed. (2004), p. 1187. [The Lanham Act, 15 U.S.C., is the federal law regulating trademarks.] Also useful to establish guidelines for delineating plagiarism is Diana Hacker's definition: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words." (A Writer's Reference, by Diana Hacker, Bedford St. Martin's Press, 2003, page 331.) Some instances of plagiarism may, in fact, be violations of copyright law

and subject to prosecution. The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

Due to several recent instances of plagiarism, instructors will no longer accept essays that do not fulfill the assignment. Essays must meet the following criteria: (1) the paper must be about the assigned topic, and (2) the paper must follow the instructions in the assignment sheet as to formulation of a thesis statement and effective support of that thesis. No exceptions will be made. Essays that do not fulfill the assignment will be returned to the student and a zero will be recorded for that essay. Any student committing academic dishonesty will receive an E or a zero on the assignment and may possibly fail the course.

XI. Americans with Disabilities Act (ADA)

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Dean of Student Affairs as early as possible.

XII. ASSESSMENT in ENGLISH 111:

Goals, objectives, and learning outcomes that will be assessed in English 111 are stated in Sections I and IV of this syllabus. Instructors will use pretests and posttests, background knowledge probes, directed paraphrasing or other Classroom Assessment Techniques as they deem necessary in order to provide continuous improvement of instruction.

Assessment is required for accreditation of SCI's courses. Student achievement of written communication competencies stipulated by the Illinois Articulation Initiative (IAI) is a General Education goal for all SCI students and will also be assessed with the college-wide CAAP (Collegiate Assessment of Academic Proficiency) test in the spring of the sophomore year. Students are required to take part in all assessment measures.

XIII. ILLINOIS ARTICULATION INITIATIVE (IAI):

English 111, taken in conjunction with English 112, is designed to meet the General Education Core Curriculum requirement for the writing course sequence of IAI's communications requirement. Students must earn a 'C' or better in English 111 for IAI transfer to other institutions. For more details, see the iTransfer website at <http://itransfer.org/IAI/>.

XIV. TOPICAL COURSE OUTLINE for ENG 111:

Week One (August 23):

**Before you come to class, please read in *Patterns for College Writing (PCW)*:
Introduction: pages 1-9 and Chapter 4, 71-88 (includes "Only Daughter").**

In Class:

- Welcome to the course. Introductions.
- Discuss syllabus and course requirements.
- In-class writing sample (autobiographical journal assignment).
- Discuss pages 1-9, “Reading to Write,” in PCW. Discuss critical reading and the connection between reading and writing.
- Discuss Chapter 4, “Narration,” Journal in class.
- Start narrative essay assignment.
- Take assessment pretest—not part of semester grade, but score required.
- Assessment.

Week Two (August 30):

- Discuss and do summary, paraphrasing, in-text citations, and works cited in sections MLA2 and APA2 of WR. Introduction to online grammar exercises.
- Discuss narrative examples: “My Mother Never Worked.” 96 and “Indian Education” 126. Journal in class.
- Discuss Chapter 1, “The Writing Process: Invention,” Practice invention techniques and writing effective thesis statements.
- Discuss Chapter 2, “Arrangement.”
- First Draft of Narrative Essay due. Peer editing.
- Begin first Summary and Documentation.
- Assessment.

Week Three (September 5):

- Discuss fragments and run-on sentences in sections G5 and G6 of WR.
- Chapter 3, “Drafting and Revising.”
- **Narrative essay due (500 words: 20 points).**
- **Summary and documentation 1 due (400 words: 20 points).**
- Discuss Chapter 5, “Description” 136-140 and Chapter 11, “Definition” 491-495.
- Read “The Way to Rainy Mountain” 169, “The Storm” 183, and “The Peter Principle” 207.
- Begin expository essay.
- Assessment.

Week Four (September 12):

- Draft of expository essay due. Peer editing.
- Discuss Chapter 8, “Cause and Effect.”
- Discuss cause/effect essay examples: “Who Killed Benny Paret?” 321, “A Peaceful Woman Explains Why She Carries a Gun” 335.
- Begin cause/effect essay.
- Work on commas in sections P1 and P2 of WR. Do exercises on line.
- Assessment.

Week Five (September 19):

- Midterm conferences.

- **Summary and documentation 2 due (400 words: 20 points).**
- Discuss and review unity and coherence.
- Draft of cause/effect essay due. Peer review.
- Grammar exercises on line.
- Assessment.

Week Six (September 26)

- **Cause/Effect essay due. (750 words: 30 points).**
- Discuss Chapter 12, “Argumentation.”
- Begin argumentative essay assignment. Read argumentative examples: Debate on 585-593.
- Thesis statements for argumentative essays due.
- Grammar exercises on line.
- Assessment.

Week Seven (October 4):

- Discuss Argumentative examples.
- Argumentative essay rough drafts due. Final peer editing.
- Final grammar exercises on line.
- Individual Conferences.
- Assessment.

Week Eight (October 11):

- **Argumentative essay due. (1000 words: 40 points).**
- Assessment posttest—not part of semester grade, but score required.
- Presentations of argumentative essays.
- Conferences for argumentative essays and prepare for final exam.
- **Final exam--in-class essay (400 words: 25 points).**
- Final Assessment.