

**SPRINGFIELD COLLEGE IN ILLINOIS**  
**Adult Accelerated Program**

**Spring 2006B**  
**ENG111-70**  
**Room D17 (6:00-8:00 p.m.); D22 (8:00-10:00 p.m.)**  
**Tues. 6:00-10:00 p.m.**

**Instructor: Judith Anderson**  
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**Office hours: By appointment**  
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**ENG111 Composition and Rhetoric**

**Course Description.** Composition and Rhetoric. (3 credit hours). Students will learn and use different reading, thinking, and writing strategies basic to academic writing; they will interact with different texts; learn to use conventions of standard English and conventions for documenting sources. *A student must earn a grade of C or better to receive credit toward graduation.* This course was formerly rhetoric and composition. IAI C1 900.

**Textbooks and Materials**

Hacker (2003). A Writer's Reference. 5th ed.

Kirsner & Mandell (2004). Patterns for College Writing. 9th ed.

A college dictionary

\*3.5" formatted computer disk or USB storage device

Blue or black ink pens and a red ink pen

Legal ruled pad(s) or a lined journal note book

**\*It is very important to bring a disc with you to every class. During the 2<sup>nd</sup> half of class, we will be in the computer lab (D22).**

**Mission Statement**

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.

**Goals, Objectives, and Outcomes**

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

Common student learning objectives (CSLOs) derived from the mission and applicable to this course are:

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 & Leadership)

Communicate effectively in and written form. (CS-1)

Social Responsibility (Service & 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 will be able to:

- CBSLO-1. Use invention, drafting, revising and editing strategies in writing 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, CS-1, CK-2).
- 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, SR-2).
- CBSLO-5. Demonstrate satisfactory control over standard English conventions and conventions for documenting sources (CK-1, SR-2).
- CBSLO-6. Recognize the importance of diversity of opinion, abilities, and cultures (GP-1).

### Teaching Method

The classroom is a community in which students and the instructor collaborate in the learning process through reflection, inquiry, evaluation, and sharing. Students will be involved in peer work, group discussions, pre-and rewriting activities, and conferencing. There will be intervention in student writing processes and response to student essays. There will be inclass exercises and classroom assessments. Students will be asked permission to use their work for teaching purposes, for publication consideration, and/or for use at English Conferences. (No student work will be used without permission.) There may be video-taping sessions. A final exam is mandatory. In all that we do, students are encouraged to develop a sense of intellectual curiosity.

### Course Requirements

**Academic Integrity:** acknowledging and crediting sources that you use in academic discourse is important because doing so “helps establish your ethos as a writer”; it says “thank you” to authors who have been of help; it demonstrates that you have done research; and it reminds you to critically consider how you have used your sources. Demonstrating this to your readership helps to build credibility between you and your audience (Lunsford, Ruskiewicz, & Walters, 2004, *Everything’s an argument*, p. 404).

In its “Statement on Plagiarism,” the American Association of University Professors (AAUP) explained: “. . . taking over the ideas, methods, or written words of another, without acknowledgment and with the intention that they be taken as the work of a deceiver, is plagiarism. It is theft of a special kind, for the true author still retains the original ideas and words, yet they are diminished as that author’s property and a fraud is committed upon the audience that believes those ideas and words originated with the deceiver. . . [Plagiarism] is the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible” (*Redbook*, 1995, pp.109-110).

Plagiarism -- *presenting the ideas or words of another as if they were one's own* -- is literary dishonesty and will not be tolerated. Nor will other forms of academic dishonesty be tolerated. A minor offense will result in a zero for the assignment; a major offense is cause for failing the course. (SR-2)

**Attendance is mandatory and will be strictly recorded.** Because of the nature of this course, absences will negatively affect one's grade. Missed inclass work, by its very nature, cannot be made up. Students who are absent one class meeting must schedule a conference with the instructor before the next class meeting. Students' final grade will be lowered one letter grade for each class missed beyond the equivalent of two class meetings during the session.

Absences are for emergencies; use them only when absolutely needed. If students are absent, they should never ask the instructor, "Did I miss anything?" Of course they did.

To avoid class disruptions, students should be seated on time for 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. This means that even a minute late counts as the first 30 minutes since it disrupts the class.

Students must turn off cell phones before class starts. If a student's phone rings during class, the student will be asked to leave class and will be counted 30 minutes late for the day.

Text Messaging is not allowed during class time.

If a student misses a class, it is the student's responsibility to get class notes and/or assignments from a classmate or contact the instructor by voice mail during office hours or by e-mail.

It is a professional courtesy for students to inform their instructor ahead of time if they know they will be absent from class.

**Reading Assignments.** Please see Tentative Calendar below. The majority of reading assignments will be essays from *Patterns for College Writing*. Critical reading of the essays will introduce students to a diversity of opinions, abilities, and cultures as well as model diverse patterns of academic discourse that students will be expected to use in their writing assignments. (CK-1, SR-2, &GP-1)

#### **Written Assignments.**

- Students are required to write five formal essays, the length of which varies from a minimum 500 word essay to a minimum 1000 word essay. See "Means of evaluation of outcomes" below. (Working through CBSLO 1 - 6)
- Students will assist peers through evaluation of peer essays. (CBSLO 2, 4, 5, & 6)
- Students are required to write a report on two articles using APA documentation. (CBSLO 1 4, 5, & 6)
- Students will demonstrate an understanding of similarities and differences between APA and MLA documentation through written exercises. (CBSLO 5)
- Students are required to take a final exam. The final exam will include a final essay, minimum 500 words (CBSLO 1- 6), and an objective portion of the exam on standard English, patterns of discourse, and documentation. (CBSLO 5)

#### **Means of Evaluation**

There are many ungraded requirements and responsibilities in this course. Most of these are exercises, journal entries and readings that will help assure students' success in completing the more formal assignments. Students are expected to complete all assignments, graded or not.

All graded formal written assignments will be evaluated according to the "Evaluation of Written Composition" guide. (See last page of syllabus.) Although basic elements of this guide will be used to evaluate all formal essays, there will be a separate evaluation rubric, content specific, for each assignment.

Late papers will be deducted **10%** for each day the papers are overdue up to a week after the due date. *No assignment will be accepted for credit after a week from the due date.*

**Reminder:** A student will fail an essay (and possibly the course) for plagiarism. See the information on "Academic Integrity" above.

Midterm grades will be based on work completed by that time.

**Means of evaluation of outcomes.** Your final grade will be based on assignments weighted as follows:

15% of final grade:	Inclass graded exercises and peer evaluations
10% of final grade:	Narrative/descriptive profile essay (minimum 500 wds.)
10% of final grade:	Autobiographical narrative/descriptive/exemplification essay (minimum 750 wds.)
10% of final grade:	Summary report of two articles using APA documentation
15% of final grade:	Rhetorical analysis using comparison/contrast, exemplification, and APA documentation (minimum 750 wds.)
20% of final grade:	Argumentation and/or proposal writing using causal analysis and exemplification,
	minimal research, APA documentation (minimum 1000 wds.)
05% of final grade:	From APA to MLA documentation exercises
15% of final grade:	Final exam: posttest and essay

*The Grading Scale* is as follows:

A = 100 - 90    B = 89 - 80    C = 79 - 70    D = 69 - 60    E = 59 - 0

### **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.

### **Assessment**

Student learning outcomes for formal essays will be assessed by means of evaluation rubrics specific to each assignment, and the guidelines for evaluation of written composition. A pre- and posttest assessment of standard English grammar, usage, punctuation, and sentence structure will be administered to students during the first and final weeks of class. Classroom Assessment Techniques (cats), short inclass exercises, will be used when deemed necessary to meet student needs, and students are encouraged

to schedule conferences with me when confusion or problems exist with their assignments.

### **Illinois Articulation Initiative**

ENG111 Composition and Rhetoric has been approved by the Illinois Articulation Initiative as meeting the criteria as stipulated for iTransfer Course C1 900. See <http://www.itransfer.org/IAI/>.

### **DIRECTIONS FOR WRITTEN WORK**

*Keep all assignments, formal and informal, prewriting, revisions, and final drafts until after you receive your final grades. Save your best essays for a portfolio of evaluated written work. Senior institutions may ask for evidence of your reasoning and writing skills.*

#### Format

Type out-of-class writing assignments. Essays not typed will earn no credit.

Double space your essays. Set the computer to do this (do not hit “Enter” at the end of the lines.

Leave a one-inch margin on all sides of your paper.

Use 12 font size and Times New Roman font.

Write a full endorsement in the upper left corner of page one, including ID number (last four digits of your social security number), course number and meeting time, the assignment and the date:

0000  
ENG111-(section #)  
Meeting days and time  
Assignment  
Date

Center titles and cite page numbers in the upper right corner of all pages after the first.

Fill out the appropriate information at the top of the evaluation sheet and staple it to the essay.

#### How to Earn Back Credit

All essays will be evaluated according to the Evaluation of Written Composition Guide (see below) and according to content rubrics for specific assignments.

On essays 1& 2, students may earn back 100% of points deducted for Level Errors by making appropriate corrections. On essays 3 and 4, 50% of all Level Error corrections made may be earned back. In order to earn credit back, corrections of level errors ***must be made in red ink on the evaluated essay*** within a week (unless otherwise directed).

Treat all assignments as professional assignments, the goal of which is publication. You may be asked permission to use your essays for future teaching purposes, for publication consideration, and/or for use at English conferences.

**Springfield College in Illinois is licensed to use Turnitin.com. With the exception of the first assigned paper, all other formal papers will be required to be submitted to Turnitin <[www.turnitin.com](http://www.turnitin.com)> for the protection of your own and others' intellectual property. In addition to turning in a print copy of formal essay assignments to the instructor, final drafts of papers must be submitted electronically to Turnitin.com by the paper's due date. Failure to do so counts as an assignment being "late".**

**You will need to set up a user name and password with Turnitin.com. Proceed to the following link for step-by-step instructions on setting up your user name and password as well as for submitting papers: <[http://www.turnitin.com/static/training/support/tii student qs.pdf](http://www.turnitin.com/static/training/support/tii_student_qs.pdf)>. Turning in papers at the site also requires a class ID and an enrollment password. Our class ID# is: 1459470; the enrollment password is ENG111. If you experience problems completing this task, you can go to our Resource Center, lower level of Becker Library, where there are handouts with printed directions and computers for student use. I will also allow time during our first class meeting to help students who cannot complete this task by our first meeting date.**

#### **Spring 2006B**

#### **ENG111 Calendar of Due Dates for Formal Written Assignments(Subject to Change)**

\*\*\*During the course of the semester, there will be unannounced inclass graded exercises on assigned material, including peer evaluations, the average of which counts **15 points** of the final grade. *There is no make-up for missed inclass exercises or peer evaluations.* Students who are absent receive a zero for missed inclass work.

*Use 12 pt. font size, Times New Roman font, and double space printed essays. One page essay is equivalent to 250-300 words.*

**Electronic copies must be turned in to Turnitin.com for essays due March 21 and 28, April 4, 11, and 25; and May 2. Print copies for the instructor must be submitted for all essays on the assigned due dates.**

- |            |   |
|------------|---|
| T March 21 | Narrative and Descriptive Profile essay. Two pages, minimum 500 wds. (10 pts.)  |
| T March 28 | Autobiographical Narrative combining description, exemplification, and definition modes of discourse. Three pages, minimum 750 wds. (10 pts.) |
| T April 4  | Summary Report of 2 articles using APA Documentation. (10 pts.)   |

- (essays TBA)
- T April 11 Rhetorical analysis using comparison/contrast, exemplification, and APA documentation. (Essays TBA). Three pages, minimum 750 wds. (15 pts.)
- T April 25 Argumentation using causal analysis, exemplification, and APA documentation. Minimal research on chosen topic. Four pages, minimum 1000 wds. (20 pts.)
- T May 2 From APA to MLA documentation exercises. (5 pts.)  
Final exam: posttest and essay. (15 pts.)

### **TOPICAL COURSE OUTLINE**

**It is important that you bring to every class the two text books, *A Writer's Reference (WR)* and *Patterns for College Writing (PCW)*, as well as your 3.5" formatted computer disc or USB storage device.**

The WR text is a handbook that should help students overcome basic standard English writing problems and help students understand elements of research writing and documentation. The PCW text teaches students elements of critical reading and writing skills. Each chapter in PCW has a teaching section, a checklist, and samples of student and professional writings.

We will approach all reading and writing assignments by critically examining and applying the following characteristics: **exigence, purpose, audience, occasion, knowledge, and modes of discourse (*epaokm*)**

**\*\*\*Assignment to be completed prior to our first class meeting:**

*Reading* assignment: From PCW read for understanding the teaching and checklist sections of chapters 1, 2, and 5. Read Suzanne Berne's essay "Ground Zero," pp. 158-162, and Annie Dillard's essay "Living Like Weasels," pp. 164-168.

*Writing* assignment: Choose **one** of the following paragraphs, paragraph 9 of "Ground Zero," or paragraph 1 or paragraph 2 of "Living Like Weasels". Choose the one that you found most interesting, and write that paragraph word for word, paying close attention to sentence structure and word choice (diction). Then in your own words, explain what it was that you found of interest in that particular paragraph. Finally, explain how the paragraph contributed to an understanding of a key element of the entire essay. Bring your responses to our first class meeting; you will be sharing this information with your classmates during class.

### **Week One (March 7)**

Welcome and introductions.

Discuss syllabus and course requirements.

Share written responses to selected paragraph from "Ground Zero" or "Living Like Weasels".

Discuss critical reading and writing strategies: PCW pp. 5 – 12, invention and arrangement.

Elements of narrative and descriptive writing for profile essay.

Assessment pre-test (not part of semester grade, but necessary for assessment purposes).

Computer lab: log on to Tunrinin.com.

Prewriting profile essay.

Written Assignment: the final draft of the profile essay is due March 21, both print version for the

instructor and submission to Turnitin.com. Minimum 500 words.

Reading Assignment: from WR, sections G5, G6, & S5.

from PCW, chaps. 3 & 4, teaching and checklist sections, and essays

“Only Daughter,” pp.84-87, “My Mother Never Worked,” pp. 96-99;

“Indian Education,” pp. 126-131.

### **Spring Break: March 13 – 19: No classes**

#### **Week Two (March 21)**

The Process of Writing, PCW, chaps. 1-3

- A. Prewriting options
- B. Drafting: from first to sophisticated drafts
- C. Peer review
- D. Editing

Narrative and Descriptive modes of discourse

- A. Critical reflection for autobiographical narrative
- B. Critical reading of autobiographical narrative models
- C. Critical writing: autobiographical narrative using description and exemplification

Computer work: peer work on profile essays. Attention to sentence structure in editing process.

Written assignment: autobiographical narrative, minimum 750 words.

Reading assignment: from WR, sections G1, S4b, G3a, S1, W1, and S4.

from WR, APA -1, -2, -3.

from PCW, chap. 9 comparison/contrast, and essay “Sex, Lies, and Conversation,” pp. 407-412.

#### **Week Three (March 28)**

Report writing using APA documentation and comparison/contrast mode of discourse

- A. Elements of comparison and contrast as modes of discourse
- B. Elements of report writing
- C. APA documentation

Critical reading of “Declarations” for report writing

Computer work: peer work on autobiographical narratives

Work on an outline and first draft of report on “Declarations”

Written assignment: report on the “Declarations” using APA documentation

Reading assignment: Hugh Highland Garnet’s “An Address to the Slaves of the United States of America” (handout)

from PCW, chap. 6, exemplification, and the essay “The Human Cost of an Illiterate Society,” pp. 229-237.

#### **Week Four (April 4)**

Rhetorical analysis using comparison/contrast, exemplification, and APA documentation

- A. Analysis vs. Report writing
- B. Critical reading of articles
- C. Review of APA documentation and assigned modes of discourse
- D. Elements of argumentation

Computer work: peer evaluation of reports

Work with APA documentation and problems with standard English

Written assignment: rhetorical analysis of Garnet's "Address to the Slaves" and Stanton's "Declaration", minimum 750 words.

Reading assignment: PCW, "Cause and Effect," chap. 8, teaching and checklist sections.  
Essays, "Why Boys Don't Play with Dolls," pp. 335-338, and "A Peaceful Woman Explains Why She Carries a Gun," pp. 345-349.

### **Week Five (April 11)**

Argumentation, proposal writing, and causal analysis

- A. Review elements of argumentation
- B. Rogerian Argument, Deductive and Inductive Arguments, & Toulmin Arguments
- C. Common Logical Fallacies
- D. Elements of and critical readings using cause and effect modes of discourse
- E. Preparation for causal analysis using minimal research, and APA documentation

Computer work: peer evaluation of rhetorical analysis

Using computers to access articles for research

Keyboarding on topics of interest for argumentation or proposal writing.

Written assignment: Draft the causal analysis essay *without using sources*. Submit it to Turnitin.  
Bring two print sources on your research topic to our next class.

Reading assignment: PCW, review chap. 12, "Argumentation": teaching and checklist sections.  
Essays: "Violent Films Cry, ...," pp. 612-616; "Whodunit – The Media?" pp. 618 – 622; and "A Modest Proposal," pp. 676-685.

### **Week Six (April 18)**

Critical discussion of assigned essays, evaluating elements of argumentation and proposal.

Review elements of research writing: how to incorporate material from outside sources into our own essays using academic integrity. APA in WR.

Review elements of argumentation and proposal writing.

Computer work: draft the causal analysis using a minimum two sources. Use APA documentation.

Written assignment: final draft of causal analysis with minimal research, minimum 1000 words.

\*\*\*Practice reading your essay; we may video-tape the readings.

Reading assignment: PCW, chap. 11, "Definition."

Essays: "The Untouchable," pp. 498-502 and "The Ways We Lie," pp. 470-479.

### **Week Seven (April 25)**

Presentation of student essays.

Working with MLA

Discussion of assigned essays.

Handout: preparation for final exam essay

Review of standard English sentence structure, usage, grammar & punctuation.

Computer: begin drafting essay response for final exam essay

Written assignment: final exam essay

Review for the objective part of the final exam

### **Week Eight (May 2)**

Presentation of final exam essays.



**(P7)** other marks

**Errors in mechanics (M1-6):**

**(M1)** spelling

**(M2)** hyphen

**(M3)** capitalization

**(M4)** abbreviations

**(M5)** numbers

**(M6)** italics and underlining