



SPRINGFIELD COLLEGE IN ILLINOIS

SCI Adult Accelerated Programs

ENGLISH 112-70 Composition and Rhetoric (3 credit hours)

Spring 2006 (Session B)

Donna Metcalf

Class Meets 6 to 10 p.m. Wednesdays

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Room D225

Home phone: 217/245-5947 (after 9:30 a.m. and before 9 p.m. please)

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

Welcome to English 112. 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:

Course Description (from the SCI catalog):

In ENG 112, students will build on the rhetorical skills learned in ENG 111. They will concentrate on critical reading, thinking and writing skills basic to analysis, persuasion, argumentation and problem solving. They will learn and apply conventions of inquiry and research. They will learn to use MLA and APA documentation systems. A research paper is required. A student must earn a C or better to receive credit toward graduation. This course was formerly Composition and Literature. Prerequisite: ENG 111 with a grade of C or better. IAI C1 901R.

II. TEXTBOOKS and MATERIALS:

Everything's an Argument with Readings, Third Edition, Lunsford et al., 2004.

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

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.

III. 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.

IV. GOALS, OBJECTIVES, and STUDENT LEARNING OUTCOMES:

ENG 112 course goals:

- To teach students to use the writing process to create, revise, and edit their writing so that they will be prepared to write research essays in their other college classes and in their future careers.
- To teach students critical reading and writing strategies specific to argumentation, proposal, and research writing.
- To teach students to evaluate and accurately read source materials.

Common Student Learning Objectives:

- CK-1 Content Knowledge (Lifelong learning): Know and apply the central concepts of the subject matter
- CK-1 Content Knowledge (Lifelong learning): Use current research to support assumptions and beliefs
- CS-1 Communication Skills (Lifelong learning and leadership): Communicate effectively in oral and written forms
- PS-2 Problem-Solving Skills (Lifelong learning and leadership): Seek information and develop an in-depth knowledge base, grounded in research
- SR-2 Social Responsibility (Service and Leadership): Make ethical and informed decisions

Course Based Student Learning Objectives:

- CBSLO-1: Reinforce the rhetorical skills and conventions learned in ENG 111. (CK-1, CS-1)
- CBSLO-2: Comprehend, analyze, and critique a variety of texts including academic discourse. (CK-1, CK-2, PS-2, SR-2)
- CBSLO-3: Engage topics in which the writer explores argumentation and proposal writing as a means of self discovery and produces texts designed to persuade the reader of the writer's commitment. (CK-2, CS-1, PS-2, SR-2)
- CBSLO-4: Select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose, and using an accurate representation of the ideas of the sources. (CK-1, CK-2, CS-1, PS-2, SR-2)
- CBSLO-5: Recognize the existence of academic discourse communities with their different conventions and forms. (CK-1, CK-2, PS-2)

- CBSLO-6: Demonstrate satisfactory control over standard English conventions and conventions for documenting sources. (CK-1, CS-1, SR-2)

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 112. If you have to miss class for any reason, please call or email me before class. After you have missed one class, please schedule a conference with the instructor. This is very important! 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 need to leave early, it should be only for emergencies.

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. There are many non-graded requirements in ENG 112. 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, one letter grade will be deducted from the grade it earns for each class day the assignment is late. Students cannot make up in-class work or daily work.

Keep all graded work in a 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.

Type all out-of-class writing assignments. 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 or 13 font size and Times New Roman font or a comparable one. *Let me know if you need to learn how to do any of this formatting. I am happy to help you.*

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.

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.

VII. EVALUATION OF ASSIGNMENTS:

Four Worlds Shortest Research Papers (MLA) 10%
 Research Proposal 15% (500 words)
 Draft of Paper 10%
 Final MLA Paper 30% (1500 words)
 Two Worlds Shortest Research Papers (APA) 10%
 APA Paper 15% (500 words)
 Final Exam 10%

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 112 to earn credit toward graduation.

VIII. 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.

IX. 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.

X. 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.

XI. 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/>.

XII. TOPICAL COURSE OUTLINE for ENG 112:

Everything's an Argument is abbreviated *EA*. *The Writer's Reference* is *WR*.

Before you come to the first class, please

- 1. Read Chapter 1: Everything Is an Argument and Chapter 2: Reading and Writing Arguments in *EA*.**
- 2. Come prepared to discuss *five* current controversial issues of your choosing about which you feel we should be educated.**
- 3. Explain in writing why each topic is important to you and who your targeted audience would be. Rank the issues according to priority. Type this first assignment and plan to hand it in the first night.**
- 4. Answer No. 5 on page 50 in *EA*. Bring the example to class and be ready to explain how the argument you have chosen works. (This will make sense after you read Chapter 2.)**

Week One (March 6):

Welcome to the course. Introductions.

Discuss syllabus and course requirements.

Take Assessment Pretest—not part of the semester grade, but score required.

Discuss your five current controversial issues.

Read and discuss Chapter 1: Everything Is an Argument (pages 3-26) in *EA*.

Read and discuss Chapter 2: Reading and Writing Arguments (pages 27-50) in *EA*.

Explain and assign Worlds Shortest Research Paper (WSRP).

Reading in class. (handout) Begin WSRP 1.

Assessment.

Week Two (March 13): (No Classes this week: Spring Break)

Week Three (March 20):

Begin thesis and research proposal. Keep copies of all of your sources.

Discuss Readings in “Mirror, Mirror....” (begins on 457). Read introduction 457-461. Also

“People of Size, 462; “Globalization of Beauty,” 474; and “The Culture of Thin,” 477.

In *WR* read pages 295-325. (Sections R1-R4) Write out ten major ideas you learned in this section. (Hand in.) Discuss in class.

Read and discuss Chapter 20 and Chapter 21 in *EA*.

Read and discuss avoiding plagiarism in MLA1 and MLA2 (pages 329-334) in *WR*. Begin online exercises.

First WSRP due. Second WSRP due next week.

Assessment.

Week Four (March 27):

Second WSRP due.

Research Proposal due (Conference grading). *You cannot begin your research until your proposal has been approved.*

Complete two more WSRP that use the articles you will use for your research.
 Read and discuss Chapter 3: Readers and Context Count and Chapter 4: Arguments from the Heart in EA.
 Readings in EA.
 Read and discuss summarizing and integrating sources in MLA3, MLA4 and MLA5 in WR.
 Read and discuss MLA in-text citations and list of references in (pages 340-377) in WR.
 Complete on-line exercises for MLA. Assessment.

Week Five (April 3):

First two pages of draft with documentation due tonight. (Bring copies of your sources.
 Conference Grading)
 Read and discuss Chapter 6: Arguments Based on Character and Chapter 7: Arguments Based on Facts and Reason in EA.
 Readings in EA. Assessment.

Week Six (April 10)

Draft due. Peer Editing. Bring three copies of your final paper to class with Works Cited page and copies of your sources.
 Readings in EA.
 Chapter 10: Evaluations and Chapter 13: Humorous Arguments.
 Assessment.

Week Seven (April 17):

MLA Research Essay Due.
 Begin APA paper. (Subject will be assigned.)
 In WR read pages 390-417. (This will show you how to use APA documentation.) Do on-line exercises.
 Chapter 9: Arguments of Definition and Chapter 18: What Counts as Evidence.
 Readings in EA.
Complete first APA WSRP.
 Assessment.

Week Eight (April 24):

Review for Final.
Second APA WSRP due.
 Continue to review APA documentation. Complete exercises on APA documentation.
Draft of APA paper due tonight for peer editing.
 Take Assessment Posttest. Review for Final Exam.

Week 9 (May 1)

Final Exam.
APA paper due.