



**For the first class on August 22 please read in *Patterns for College Writing* (PCW): Introduction: pages 1-9 and Chapter 4, 71-88 (includes "Only Daughter").**

## SPRINGFIELD COLLEGE IN ILLINOIS

### *New Horizons*

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

**Fall 2006 (Session E)**

**Donna Metcalf**

**Class Meets 6 to 10 p.m. Tuesdays**

**Email [Dmetcalf@sci.edu](mailto:Dmetcalf@sci.edu)**

**Room D225**

**(Lab D220)**

**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 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. 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, a folder with pockets. It is VERY important to bring a disk with you to each class.

### **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:**

#### **A. Goals (general)**

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

#### **B. 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).

#### **C. 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. (I can check my email at school before class, but I generally leave home around 4, so please call before that, if possible.) Please keep track of your absences.
- If you have to miss, be sure to find out what is due at the next class meeting. You can check the syllabus, or call and/or email to make sure you understand what is due. If you miss a week then come the next week unprepared, it is like missing two weeks. All work is due on time, whether or not you are in class.
- 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.
- 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.

- **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.
- **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.

### **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. Any student committing academic dishonesty will receive an E or a zero on the assignment and may possibly fail the course.

**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.**

## VII. MEANS OF EVALUATION:

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**

#### Assignments

- Assignment 1: Grammar exercises, in class and on line **10 percent** [CBSLO-5]
- Assignment 2: Narrative essay (500 words) **10 percent** [CBSLO-1, 2, 3, 4, 5]
- Assignment 3: Descriptive essay (500 words) **10 percent** [CBSLO-1, 2, 3, 4, 5]
- Assignment 4: Two Summaries of articles using MLA documentation (400 words) **20 percent** [CBSLO-5,6]
- Assignment 5: Cause/Effect essay (500 words) **10 percent** [CBSLO-1, 2, 3, 4, 5]
- Assignment 6: Assignment 9: Argumentation essay (750 words) **20 percent** [CBSLO-1, 2, 3, 4, 5]
- Assignment 7: Final exam **10 percent** [CBSLO-1, 2, 3, 4, 5, 6]
- Assignment 8: Journal entries (weekly) **10 percent** [CBSLO-1, 2, 3, 4, 5, 6]

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

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 may lose 10% from the grade the assignment earns for each class day the assignment is late.

Your grade will be based on the following requirements:

- Students cannot make up work that is done in class. It is impossible to make up a discussion of an essay or a quiz that was given in a class that you miss.
- Students must attend all scheduled conferences with instructor.
- 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 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 or 13 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. We will have time to work in the lab each evening and I am happy to help you. Do bring a disk or drive to each class.

### XIII. TOPICAL COURSE OUTLINE

#### Week One (August 22):

**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.
- 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.
- In-class writing sample (autobiographical journal assignment).
- Take assessment pretest—not part of semester grade, but score required.
- Assessment.

#### Week Two (August 29):

- Discuss narrative examples: “Finishing School” 89; “My Mother Never Worked.” 96; “Thirty-eight Who Saw Murder 101; 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.”
- Discuss and do summary, paraphrasing, in-text citations, and works cited in sections MLA2 (331-334) of WR. Introduction to online grammar exercises.
- Start narrative essay assignment.
- Begin first Summary and Documentation assignment.
- Assessment.

#### Week Three (September 5):

- Chapter 3, “Drafting and Revising.”
- **Narrative essay due (500 words: 10 percent).**
- Discuss Chapter 5, “Description” 136-140 and Chapter 11, “Definition” 491-495.
- Read “The Way to Rainy Mountain” 169, “The Storm” 183, and “Ground Zero” 158.
- **Complete Summary assignment 1 in class (400 words: 10 percent).**
- Begin descriptive essay.

- In WR discuss Sentence Style S1, S1, S3. Do online exercises.
- Assessment.

#### **Week Four (September 12):**

- Draft of descriptive 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.
- In WR discuss Sentence Style S3, S5, S7. Do online exercises.
- Assessment.

#### **Week Five (September 19):**

- Midterm conferences.
- **Descriptive essay due (500 words: 10 percent).**
- Begin Summary and documentation 2 (in class).
- Discuss and review unity and coherence.
- Grammar exercises on line.
- Draft of Cause and Effect essay for peer editing.
- In WR discuss Word Choice W2, W3, W5, W6. Do online exercises.
- Assessment.

#### **Week Six (September 26)**

- **Summary and documentation 2 due (400 words: 10 percent).**
- **Cause/Effect essay due. (500 words 10 percent).**
- 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.
- In WR discuss Grammatical Sentences G3, G5, G6. Do online exercises.
- Assessment.

#### **Week Seven (October 3):**

- Discuss Argumentative examples.
- Argumentative essay rough drafts due. Final peer editing.
- Final grammar exercises on line.
- Individual Conferences.
- In WR discuss Punctuation P1, P2. Do online exercises.
- Assessment.

#### **Week Eight (October 10):**

- **Argumentative essay due. (750 words: 20 percent).**
- Assessment posttest—not part of semester grade, but score required.

- Conferences for argumentative essays and prepare for final exam.
- **Final exam--in-class essay (400 words: 25 points).**
- Final Assessment.

### **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/>.