



## **For Class One:**

Before you come to the first class, please

1. Come prepared to discuss *five* current controversial issues of your choosing about which you feel we should be educated. These will become possible topics for your MLA paper.
2. 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.
3. Read and discuss Chapter 1: Writing Critically and Conducting Research in *Perspectives on Contemporary Issues* to page 10.

## **SPRINGFIELD COLLEGE IN ILLINOIS**

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

### **Fall 2006 (Session F)**

**Donna Metcalf**

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

**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. 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:

Ackley, Katherine Anne. *Perspectives on Contemporary Issues*. Fourth Edition. Boston: Thompson/Wadsworth, 2006.

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, a folder with pockets.

## 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. This is very important!

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 essays, using in-text citations and works cited, working in revision groups, editing final drafts, and answering reading questions. 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.

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.

PEER REVIEW: Students are expected to participate in instructor-guided peer review.

## VII. EVALUATION OF ASSIGNMENTS:

Four Worlds Shortest Research Papers (MLA) 10%  
 Research Proposal 10% (500 words)  
 Draft of Paper 10%  
 Final MLA Paper 25% (1500 words)  
 Two Worlds Shortest Research Papers (APA) 10%  
 APA Paper 15% (500 words)  
 All other class assignments 10%  
 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:**

*Perspectives on Contemporary Issues* is abbreviated *PC*. *The Writer's Reference* is *WR*.

#### **Week One (October 17):**

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: Writing Critically and Conducting Research in *Perspectives on Contemporary Issues* to page 10.

Read and discuss Chapter 2: Writing a Summary in *Perspectives*.

Explain and assign Worlds Shortest Research Paper (WSRP).

Do *They Say, I Say* exercise 1 in class.

Assessment.

#### **Week Two (October 24):**

Begin thesis and research proposal.

Read Chapter 4: Writing an Argument in *PC*.

Read Chapter 6: Writing a Research Paper Using MLA Style to page 126.

Read and discuss Chapter 22: Environmental Studies in *PC*.

Do *They Say, I Say* exercise 2.

In *WR* read pages 295-325. (Sections R1-R4) Discuss in class. Also 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 Three (October 31):**

Read Chapter 5: Synthesizing Material in *PC*.

Read Chapter 24: The Workplace in *PC*.

Do *They Say, I Say* exercise 3.

**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 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 Four (November 7):**

Read Chapter 25: The Economic Impact of Outsourcing in *PC*.

Do *They Say, I Say* exercise 4.

**First two pages of draft with documentation** due tonight. (Bring copies of your sources for conference grading)

Assessment.

### **Week Five (November 14):**

**Draft due.** Peer Editing. Bring two copies of your final paper to class with Works Cited page and copies of your sources.

Read Chapter 23: Marketing and the American Consumer in *PC*.

Assessment.

**Week Six (November 21)****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.

**Complete first APA WSRP** from an article of your choice in *PC*.

Assessment.

**Week Seven (November 28):**

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.

Assessment.

**Week Eight (December 5)****APA paper due.**

Final Exam.