

Springfield College in Illinois
ENG 111-80: Composition and Rhetoric (3 Credit Hours)
Urban League Center
Thursdays 5:30 p.m. – 9:30 p.m.

Fall 2007 Session E Syllabus

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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.

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.

** A student must earn a grade of 'C' or better to receive credit toward graduation.*

Textbooks and Materials

Hacker, Diana. *A Writer's Reference*, Fifth Edition.
Kirszner, Laurie G. and Stephen R. Mandell, *Patterns for College Writing*.

* It is also recommended you keep handy a good college dictionary, as well as a good thesaurus. Additionally, investing in a flash drive (memory stick) or a set of floppy disks to bring to class would be beneficial.

Course Goals and Objectives

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)

Academic dishonesty (cheating or plagiarism) 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.

Teaching methods and expectations

ENG 111 is intended as a community in which the instructor and students work together to master the craft of composition. The course will involve a combination of lecture, discussion, in-class writing labs, peer review workshops, and individual conferences. In order for this community to be a success, students must attend class regularly and be prepared to discuss reading assignments and participate in classroom exercises.

Class Discussions

Many class sessions will consist of open discussion, and the instructor will lecture only when necessary. Students are expected to respect the following guidelines for class discussions:

- 1) The purpose of each discussion is to explore new ideas, not to criticize, and all students are expected to participate in an open-minded manner.
- 2) Students and the instructor will collaborate to try to find the best answer instead of forcing opinions on others.
- 3) Students and the instructor will stick to the topic and talk briefly so everyone may participate.
- 4) Students and the instructor will listen quietly while others are speaking.
- 5) Students and the instructor will respect the diversity of the class. Insults or negative attitudes will not be tolerated.

Electronic Devices

When you're in class, please be respectful of both the instructor and your fellow students by turning off all cell phones, pagers, iPods, CD players, etc. These devices are very disruptive to the classroom learning experience. Students who feel it necessary to use their phones during class—whether making or taking a call, text messaging, or web browsing—will be asked to leave the room. Laptop computers are fine to use in class, provided you are not surfing the 'net, working on other homework/projects, playing Grand Theft Auto, or otherwise engaged in personal use while the instructor or your fellow students are speaking.

Course Requirements

- Attendance: Since this is only an eight-week course, it is vital all students make an effort to be present at each session. Penalties for excessive absences may be enforced. Attendance will be taken at the beginning of each class session. Students are also expected to be **on time** for each class session.
- Computer literacy: Students are expected to have a working knowledge of the computer and basic word processing skills. Students requiring assistance in this area are encouraged to visit the Resource Center.

- Instructor conferences: Students are required to attend individual conferences with the instructor to discuss their work. Conferences will be scheduled either during class time or outside of class time, depending on each student's preference. Students who fail to attend a scheduled conference will have 10% deducted from their essay grade.
- Peer reviews: Students are expected to participate in instructor-guided peer reviews of each other's work. Students who take an unexcused absence on a peer-review day or who fail to present a typed essay for review will have 10% deducted from their final draft grade.

Assignments and grading

Essays

There will be **four** formal essays assigned in this course, each one examining a topic of the student's choice through the use of a designated compositional approach. Essay length will vary for each assignment. The procedure for writing each essay involves penning a first draft that will be presented to your classmates for peer review. You will then have time to revise your paper according to the suggestions given by your partner before it is to be turned in to the instructor for final grading. At the time you submit your final draft, you must also provide the instructor with the peer-reviewed draft.

Readings

Selected chapters from the required textbooks will be regularly assigned. Each student is expected to have read all assigned material before the date listed on the weekly schedule and to be prepared to participate in classroom discussion of the material.

In-class work

Exercises, quizzes, writing practices, class participation, and the final exam are all factored into your final grade point total.

Format for formal essays

All formal essays must be typed and double-spaced using a clear, easy-to-read font no less than size 12, with one-inch margins on the top, bottom, and both sides. Page numbers should be positioned in the **upper-right** corner of each page, *except* for the first page. The first page should include the title of your essay centered below the header in the **upper-left** corner.

The header should follow this format:

Your name
Course number and section
Name of the assignment
Date

Evaluation of final grade

Final grades will be determined by the percentage of points earned from the four formal essays, the two exams, and all in-class activities (writing and grammar exercises, text discussion, and peer review). Attendance is also a very important factor in determining your final grade.

Grading scale

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

Fail = Below 600 points

Point values (1000 points possible)

Narrative Essay = 100 points

Descriptive Essay = 100 points

Cause/Effect Essay = 150 points

Argumentation Essay = 200 points

Final Exam = 200 points

Peer Review (4) = 25 points each (100 points total)

Quizzes and In-class exercises = 100 points total

Class Participation = 50 points

Late assignments and incomplete grades

All essays and take-home assignments are due at the beginning of the class session listed on the weekly schedule. Likewise, all reading assignments should be completed before the scheduled day of discussion.

If you take an unexcused absence the day an assignment is due and you do not make arrangements to turn it in to the instructor beforehand, a zero will be given for that assignment. If you take an unexcused absence on the day of an exam, you will not be allowed to make it up and a zero will be given.

According to the SCI catalog, students requesting an incomplete grade for a class must have completed at least 75% of the course work.

It is the policy of this instructor that students must present a written statement no later than one week before final exams explaining in detail why they are unable to finish the course. Acceptable reasons include: illness requiring bed rest or hospitalization, major family crisis, or other circumstances beyond the student's control. Approval of incompletes is at the discretion of the instructor.

Assessment

Goals, objectives, and learning outcomes that will be assessed in English 111 are stated in the "Goals and Objectives" section of this syllabus. Specific classroom assessment techniques (CATs) that are used in ENG 111 are pre and post tests, individual conferences, one minute papers, and other short in class

exercises as deemed necessary to meet students' needs. 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.

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. For more details, see the iTransfer website at <http://itransfer.org/IAI/>.

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.

WEEKLY SCHEDULE (subject to minor change)

Week 1

Thursday, August 23

Introduction to course; Overview of syllabus and expectations; Discuss Chapter 1—Reading to Write in *Patterns for College Writing*; Discuss details of Essay 1—Narration; In-class writing exercise.

Week 2

Thursday, August 30

Discuss Gross essay; Discuss the narrative process; Discuss Practice invention techniques and writing effective thesis statements; Grammar exercise.

Assignment due today: Read Chapter 2—The Writing Process in *Patterns*; Read Chapter 6—Narration in *Patterns* (pages 83-93 ONLY); Read Daniel Gross's "Playing by the Rules," pp. 114-117 in *Patterns*.

Week 3

Thursday, September 6

Discuss details of Essay #2—Description; Discuss editing and revising.

Assignment due today: Peer review of rough draft of Narrative Essay.

* Make sure you have a TYPED copy for peer review. Failure to provide a typed draft will result in penalty. Final draft of Narration Essay.

Also due today: Read Chapters 4 & 5 in *Patterns*; Read Chapter 7—Description, pp. 143-159, in *Patterns*; Read essay in *Patterns*.

Week 4

Thursday, September 13

Discuss details of Essay #3—Cause and Effect

Assignment due today: Final draft of Narration Essay.

* Make sure to turn in your peer-reviewed rough draft along with your final draft, as well as your individual peer-review forms

Also due today: Read Chapter 10—Cause and Effect, pp. 327-342 in *Patterns*; Read Katha Pollitt's "Why Boys Don't Play with Dolls," pp. 361-363 in *Patterns*.

Week 5

Thursday, September 20

GRAMMAR QUIZ; Individual conferences; Catch up on questions/concerns about the course.

Assignment due today: Peer review of rough draft of Cause and Effect Essay.

Week 6

Thursday, September 27

Discuss details of Essay #4—Argumentation; In-class argumentation exercise.

Assignment due today: Final draft of Cause and Effect Essay.

Also due today: Read Chapter 14—Argumentation, pp. 555-573; Read De Coster and Edmonds's "The Case for Wal-Mart," pp. 652-655 in *Patterns*.

Week 7

Thursday, October 4

Review for Final Exam; Introduction to MLA citations and research sources;
Research exercise.

Assignment due today: Peer review of rough draft of Argumentative Essay.

Also due today: Read MLA handout; Bring to class a list of potential research sources.

Week 8

Thursday, October 11

Final Exam.

Assignment due today: Final draft of Argumentative Essay.
