

**GETTING TO KNOW YOU ENG 111-70**  
**FIRST NIGHT ASSIGNMENT**

Coming to college as an adult learner, we have the opportunity to meet new people, interact with others, and make new friends. This is not always easy to do, however. We have to leave our comfort zone, and that can make us uneasy.

In our ENG 111-70 class, we will be working together as a community, helping each other to improve our reading, writing and critical thinking skills. To that end, I would like to get to know a little about you as individuals. Please type responses to the following questions, and bring them to the opening class. Be as specific as possible in your responses. (You will learn that I always stress specifics in responses.) You will be reading your responses to class so that we will have a sense of who we are as a class, a class profile.

It is important to understand that we will be sharing most of our written work with our classmates. *Please do not include anything in your writing that will make you feel uncomfortable.* Thank you.

1. How would you characterize yourself? (What specific characteristics about yourself would you want a new friend to understand?)
2. Who or what has had the greatest influence on helping you become who you are today? Please explain your response.
3. What characteristics in other people really turn you off?
4. What do you most value in life? Why?
5. What comfort zone are you leaving?
6.
  - a. How do you feel about writing? (Overall, have you had good or bad experiences with writing?)
  - b. Were you required to write during high school? If so, in which classes? Was your writing evaluated? Did you find the evaluations helpful?
  - c. How would you evaluate your own writing skills?
7. What do you hope to get from this ENG 111 class? How can I best help you reach this goal?

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Your Reading Assignment to be completed prior to the first night of class is as follows: (You do not have to write out any exercises.)

- From *Patterns for College Writers*, pp. 1-8; 13-22; and 143-158.
- From *A Writer's Reference*, section A-1a, pp. 57-59.



# SPRINGFIELD COLLEGE IN ILLINOIS

## Adult Accelerated Program

Session 2007F

ENG 111-70

T 6:00-10:00 p.m.

Room D229, 6-8 p.m.; L26, 8-10p.m.

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## ENG 111-70 Composition and Rhetoric (3 credit hours)

**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. NOTE: Four-day-a-week sections of ENG111 are available for students who need more assistance with their writing skills. *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 (2007). A Writer's Reference. 6th ed.

Kirsner & Mandell (2007). Patterns for College Writing. 10th ed.

A college dictionary

3.5" formatted computer disk or a flash drive

Blue or black ink pens and a red ink pen

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

### 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 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 Outcomes (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, 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).

### 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 in-class 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, Ruszkiewicz, & Walters, *Everything’s an argument*).

- In its “Statement on Plagiarism,” the American Association of University Professors (AAUP) explained that plagiarism is “the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible” (*Redbook*).

Generally plagiarism is immoral but not illegal” (*Black’s Law Dictionary*). Diana Hacker explains that 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*).

The University of Northern British Columbia uses this definition of plagiarism: "Plagiarism is the presentation or submission of the work of another without citation or credits, as you own work. Whenever the thoughts, words, drawings, designs, statistical data, computer programs, or other creative work of others are used by either direct quotation or by paraphrasing, the author and the source must be clearly identified through the use of proper referencing."

Please note that it also constitutes plagiarism to recycle your own papers from other classes without acknowledgement: "submitting the same essay, paper or other term work for credit in more than one course constitutes a similar situation to complete [i.e. intentional] plagiarism" (the University of Northern British Columbia).

The SCI English department's policy is as follows: Plagiarism 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 on the assignment. A major offense will result in dismissal from or failure of the course.

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.

*Attendance is mandatory and will be strictly recorded.* Students who are absent the equivalent of one week of class must schedule a conference with the instructor. Students' final grades will be lowered one letter grade for each class missed beyond the equivalent of three weeks of class during the semester.

Because of the nature of this course, absences will negatively affect one's grade. Missed in-class written and oral work, by its very nature, cannot be made up.

To avoid class disruptions, students should be seated on time for class. Students who are not seated ten minutes after class has started will be counted absent.

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 absent 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 assigned 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 written evaluation of peer essays. (CBSLO 2, 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 will be ungraded requirements and responsibilities in this course. Most of these are exercises 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.

Grades for classroom discussion will be evaluated according to the “Discussion Rubric”, a guide created by the Director of the Resource Center. (See attachment)

Late papers will be deducted **10%** up to a week after the due date. *No assignment will be accepted for credit after a week from the due date.* If you have a legitimate excuse for not being in class, I will accept your assignment as a **Windows Attachment** to an email. I will not accept it in email format.

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:

- |                     |  |
|---------------------|--|
| 20% of final grade: | In-class graded exercises and quizzes on assigned material, peer evaluations, brief out-of-class journals, and class discussions |
| 10% of final grade: | Narrative/descriptive profile essay (minimum 500 words)  |
| 10% of final grade: | Autobiographical narrative/descriptive/exemplification essay (minimum 750 wds.)  |
| 10% of final grade: | Summary report using exemplification and MLA documentation (minimum 300 wds.)  |
| 15% of final grade  | Analysis using comparison/contrast and APA documentation (minimum 500 words)   |
| 20% of final grade  | Argument using causal analysis (minimum 1000 wds.)   |
| 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

**W** = an authorized withdrawal; the paper work must be completed by the official last day to drop a course with a **W**.

**I** = Incomplete. A minimum 75% of course work with a passing grade must be completed before a student may request an **I**. Students must submit a written request to their instructor for an incomplete grade. The proper forms must be filled out, and the remaining course work must be completed by the last official day of regular classes of the next semester. If students fail to complete the process on time, the Incomplete grade will automatically become an **E**.

## Course Outline

- I. Introduction and review
  - A. Introduction to the syllabus, texts, and course expectations
  - B. Review of standard English sentence structure, punctuation, and mechanics
  - C. Pretest
- II. Elements of critical reading
- III. The process of writing and elements of insightful writing
  - A. Prewriting options
  - B. Drafting: from first to sophisticated drafts
  - C. Peer review
  - D. Editing
  - E. Writing in the disciplines
- IV. Narrative and Descriptive modes of discourse
  - A. Critical inquiry & reflection for profile topic
  - B. Critical reading of model profile essays using narrative & descriptive modes
  - C. Sentence style and word choice
  - D. Critical writing: profile essay using narrative and descriptive modes of discourse
  - E. Peer evaluation
- V. Narrative, Descriptive, and Exemplification 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
  - D. Peer evaluation
- VI. Summary report writing using MLA documentation and exemplification
  - A. Critical reading of articles
  - B. Elements of summary report writing
  - C. Basics of MLA documentation and academic integrity
- VII. Analysis of two professional articles, using comparison/contrast and APA documentation
  - A. Analysis vs. report writing
  - B. Critical reading of articles
  - C. Comparison/contrast mode of discourse
  - D. Basics of APA documentation

- VIII. Argument
  - A. Elements of argumentation
  - B. Rogerian argument, Deductive and Inductive reasoning, &Toulmin logic
  - C. Common Logical Fallacies
  
- IX. Argument and causal analysis
  - A. Elements of causal analysis
  - B. Critical readings using cause and effect modes of discourse
  - C. Writing: causal analysis argument
  - D. Peer evaluation
  
- X. Basic introduction to mechanics of research
  - A. Academic integrity
  - B. Similarities and differences between APA and MLA documentation
  - C. Computer savvy
  
- XI. Final exam

### **Disabilities**

Springfield College-Benedictine University provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in campus-sponsored programs, activities, and services, or to meet course requirements, should contact the Director of the Resource Center as early in the semester 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 in-class 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**

ENG 111 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/>.

**Springfield College in Illinois is licensed to use Turnitin.com. This semester you will be required to submit some of the formal assignments to turnitin.com for the protection of your own and others' intellectual property. In addition to turning in a print copy of these essays to the instructor, final drafts must be submitted electronically to turnitin.com by the papers' due dates. Failure to do so will count as a "late" assignment.**

**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%20support/tii%20student%20qs.pdf)]. Turning in papers at the site also requires a class ID and an enrollment password. Our class ID# is: 1983040; the enrollment**

password is 111-70. If you experience problems completing this task, go to our Resource Center, lower level of Becker Library, where there are handouts with printed directions and computers for student use.

**Fall 2007**  
**ENG 111-70 Calendar of Due Dates (Subject to Change)**

\*\*\*During the course of the semester, there will be unannounced in-class graded exercises and quizzes on assigned material, including peer evaluations, and brief out-of-class journal exercises, the average of which counts **20 points** of the final grade. *There is no make-up for missed in-class exercises, quizzes, or peer evaluations.* Students who are absent receive a zero for missed in-class work.

*Use 12 pt. font size, Times New Roman font, and 1.5 line space to print essays. One page essay is equivalent to 250-300 words.*

Narrative and Descriptive Profile essay. Two pages, minimum 500 wds. (10 pts.) **Instructor's copy is due Oct. 23. Submit this essay to turnitin.com**

Autobiographical Narrative combining description, exemplification, and definition modes of discourse. Three pages, minimum 750 wds. (10 pts.) **Instructor's copy is due Oct. 30. Submit this essay to turnitin.com**

Summary report on "My First Conk" or "Stigmatic Uniforms" using exemplification and MLA documentation. (10 pts.) **Instructor's copy is due Nov. 6.**

Analysis of "Sex, Lies, and Conversation," using comparison/contrast, and APA documentation. Three pages, minimum 750 wds. (15 pts.) **Instructor's copy is due Nov. 13**

Argument using causal analysis as central mode of discourse. Four pages, minimum 1000 wds. (20 pts.). This paper will be presented to class; students may be video-taped. **Instructor's copy is due November 27. Submit this essay to turnitin.com**

Final exam: **Dec. 4, essay plus post-diagnostic test**

**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.

Line space your essays at 1.5. 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:

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ENG111-70

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 rubric 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 and 2, students may earn back 100% of points deducted for Level Errors by making appropriate corrections. On essays 3, 4, and 5, 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.

## **EVALUATION OF WRITTEN COMPOSITION**

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### **Content Evaluation (CBSLO 1, 2, 3, 4, & 6)**

I will first evaluate student essay content. Elements of content to be evaluated include the following:

- **original text**
- **focused thesis and developed content consistent with the specific assignment**
- **awareness of role, purpose, and audience**
- **logical organization and coherent presentation of ideas**
- **logical reasoning throughout the text**

- **proper and sufficient use of evidence to support critical observations and analysis**
- **diction, tone, and style consistent with purpose**
- **an overall sense of completeness and effectiveness.**

### **Writing Correctly (CBSLO 5)**

To help students strengthen their basic writing skills, all formal essays will be graded systematically for correctness in writing as well as for essay content. In order to eliminate errors of correctness in writing, students will be given the opportunity to earn back points on early essays by making appropriate corrections of errors: 100% on essays one and two, and 50% on essays three and four. To earn credit, corrections must be made **in red ink on the graded essay** and resubmitted within a week, unless otherwise notified. To correct common errors, use the appropriate lessons in *Writer's Reference (WR)* as indicated below (see the back inside cover of **WR** for a more detailed menu):

**Level Three errors** are the most serious errors, and **3 points will be deducted** for each Level Three error. Level Three errors relate to sentence structure errors.

- |                       |   |
|-----------------------|---|
| (G5) fragments        | (S5) sentence style errors: mixed construction          |
| (G6) run-on sentences | (S6, S7, and W2) emphasis, variety, and wordy sentences |

**Level Two errors** are somewhat less serious but still represent serious deviations from accepted grammar and usage standards. **Two points will be deducted** for each Level Two error. Level Two errors include **errors in :**

- |                                    |   |
|------------------------------------|---|
| (G1) subject-verb agreement        | (S4b) verb tense  |
| (G3a) pronoun-antecedent agreement | (S4a) pronoun shift                                     |
| (S1) parallelism                   | (S3) modifiers  |
| (W1) usage                         | (W4) appropriate language                               |
| (W5) exact language                | (G3b,c,d) pronoun reference, case, and problem pronouns |

**Level One errors** are the least serious errors, and **one point will be deducted** for each Level One error. Level One errors include **errors in punctuation (P1 - 7):**

- |                  |                        |                      |
|------------------|------------------------|----------------------|
| (P1) comma       | (P2) unnecessary comma | (P3) semicolon       |
| (P4) colon       | (P5) apostrophe        | (P6) quotation marks |
| (P7) other marks |                        |                      |

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

- |                    |              |                              |
|--------------------|--------------|------------------------------|
| (M1) spelling      | (M2) hyphen  | (M3) capitalization          |
| (M4) abbreviations | (M5) numbers | (M6) italics and underlining |

### **ENG 111-70 Weekly Calendar of Reading, Writing, and Study Assignments (Subject to Change)**

**Please Note: PCW signifies the text *Patterns for College Writing*  
WR signifies the text *A Writer's Reference***

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

You will be reading some of your essays to our class, and some assignments will be peer evaluated. Please do not write anything so personal you would feel uncomfortable sharing the material with your classmates.

All assigned readings from WR and PCW must be completed prior to class.

**\*\*\*The weekly calendar will be handed out Oct. 16. However, you must have completed the writing assignment “Getting to Know You” and the reading assignment (on the bottom of that assignment sheet) prior to the first class meeting. Bring your syllabus, assignments, and books to every class meeting. Also, bring to every class the disc or flash drive that holds your written assignments. (Be sure to save everything you write for class.) We will need these to finalize essays after peers help evaluate our writing.**