

## Springfield College in Illinois

**ENG 112-80 - Composition and Research** (3 Credit Hours)

**Thursdays 6:00 p.m. – 10:00 p.m.**

**Room L13 – Becker Library**

**Fall 2007 Session F 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**

#### **ENG-112 (3)—Composition and Research:**

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 grade of C or better to receive credit toward graduation.*

Prerequisite: ENG 111 with a grade of C or better. IAI number: C1 901 R.

### **Course Goals and Objective**

ENG 112 is designed to teach students to use the writing process to create, revise, and edit their writing so that they will be prepared to write research papers in their other college classes and in their future professional careers, as well as teach students to evaluate and accurately read source materials.

### **Common Student Learning Objectives**

Common Student Learning Objectives (CSLOs) are derived from the mission statement. The following CSLOs are addressed in ENG 112:

#### 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)

#### Problem-Solving Skills (Lifelong learning and leadership)

Seek information and develop an in-depth knowledge base, grounded in research (PS-2)

Social Responsibility (Service and Leadership)

Make ethical and informed decisions (SR-2)

### **Course Based Student Learning Objectives (CBSLOs)**

Students who have successfully completed ENG 112 will be able to:

- 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)

### **Textbooks and Materials**

Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Readings Across the Disciplines*, Fourth Edition.

Hacker, Diana. *A Writer's Reference*, Fifth Edition.

At least two paper folders with pockets

\* It is also recommended you keep handy a good college dictionary and a thesaurus, as well as a thorough writing style guide, such as Strunk and White's *Elements of Style*. Floppy disks or a flash drive (memory stick) are also recommended.

### **Teaching methods and expectations**

ENG 112 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, exams, and quizzes. 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 World of Warcraft, or otherwise engaged in personal use while the instructor or your fellow students are speaking.

## **Course Requirements**

- Attendance: Students should make every effort to be present at each class session in order to gain every benefit from the course. 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**

### *MLA Research Essay*

This will be a research essay following the MLA style of citation. The procedure for completing this assignment is broken down as follows:

- \* Topic proposal, thesis statement and outline (250 words)
- \* Peer Review draft (at least 600 words)
- \* Final draft (1250 words)

### *APA Research Essay*

This will be a research essay following the MLA style of citation. The procedure for completing this assignment is broken down as follows:

- \* Topic proposal, thesis statement, and outline (250 words)
- \* Peer Review draft (at least 600 words)
- \* Final draft (1250 words)

### *Final exam*

There will be a comprehensive "question-and-answer" test given at the end of the course, which will determine how well students have grasped the basic concepts of composition and proper grammatical structure.

### *Textbook readings*

Students are expected read essays and chapters selected by the instructor from the textbook and the novel. Time will be allotted during class for group discussion of the readings.

### *In-class exercises*

From time to time the instructor will give assignments to be completed during the class session. These assignments may include short essays or reviews, grammar practices, and free-writing sessions.

### *Class participation*

Students are expected to be fully prepared for each session. This involves engaging in discussion, giving the instructor and fellow students your full attention, reading all pre-assigned text and completing all papers/projects before the day they are due, and bringing to class all necessary materials (textbooks, paper, pencil or pen).

### **Evaluation of final grade**

Final grades will be determined by the percentage of points earned from all quizzes, exams, short assignments, and class participation. 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)*

MLA Essay = 300 points

APA Essay = 300 points

Final Exam = 200 points

Exercises = 50 points

Peer Reviews (2) = 50 points each

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 ENG 112 are stated in earlier sections 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.

**Illinois Articulation Initiative (IAI)**

English 112, taken in conjunction with English 111, 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 Director of the Resource Center as early as possible.

**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.

## Weekly Schedule (subject to minor change)

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### Week 1

*Thursday, October 18*

Introduction to course; Assign MLA Research Essay; How to search for sources; Gathering source information.

**Assignment due today:** Read pp. 120-146 in Perspectives on Contemporary Issues.

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### Week 2

*Thursday, October 25*

MLA documentation and citation; Writing summaries and arguments.

**Assignment due today:** Topic proposal, thesis statement, and outline for MLA Essay.

**Also due today:** Read MLA section in Writer's Reference; Also read pp. 26-30 and pp. 54-66 in Perspectives.

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### Week 3

*Thursday, November 1*

Composing an MLA Works Cited page.

**Assignment due today:** Peer review of MLA Essay rough draft; Instructor assistance with MLA drafts.

*\* Make sure you bring a TYPED copy of your rough draft for peer review. Failure to produce a typed draft will result in a grade penalty.*

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### Week 4

*Thursday, November 8*

Assign APA research paper; Examine differences between MLA and APA styles.

**Assignment due today:** Final draft of MLA Essay.

**Also due today:** Read APA section in Writer's Reference.

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### Week 5

*Thursday, November 15*

APA documentation and citation; Instructor conferences on MLA Essay.

**Assignment due today:** Topic proposal, thesis statement, and outline for APA Essay.

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**\*\*THURSDAY, NOVEMBER 22—THANKSGIVING—NO CLASS\*\***

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### Week 6

*Thursday, November 29*

Composing an APA Works Cited page; Peer review of APA Essay; Instructor assistance with APA Essay.

**Assignment due today:** MLA Essay revision.

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### Week 7

*Thursday, December 6*

Review for final exam; Instructor conferences on APA Essay.

**Assignment due today:** Final draft of APA Essay.

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*Friday, December 7*

Course evaluation; Final Exam.

**Assignment due today:** APA Essay revision.

