



**For the first class on January 10, please read in *Patterns for College Writing* (PCW): Chapter 1: Reading to Write and Chapter 6: Narration, pages 83-100, which includes "Only Daughter."**

**SPRINGFIELD COLLEGE IN ILLINOIS**

*Adult Accelerated Associate Program*

Spring 2008 (Session A)

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

**Donna Metcalf**

**Class Meets 6 to 10 p.m. Thursdays      Room: D225**

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**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*. 6th Edition. Boston: Bedford/St. Martin's, 2007.

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing*. 10th Edition. Boston: Bedford/St. Martin's, 2007.

**Also:** A college dictionary, such as *The American Heritage Dictionary* or *Merriam-Webster's Collegiate Dictionary*.

Lined notebook paper, USB storage device, pens, pencils, highlighters, a folder with pockets. Bring all of your materials 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. You should not miss any classes. A student who misses class more than two times could fail English 111. If you have to miss class for any reason, please call or email me before or after class. 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. You will be marked absent for one-fourth of a class if you miss an hour.

WRITTEN ASSIGNMENTS: Students will write four essays, a summary, one “World’s Shortest Research Paper” and various in-class assignments. If an assignment is late, one letter grade will be deducted for each class day the assignment is late. Papers that are more than two weeks late will not be accepted. Students cannot make up in-class work. Papers can be rewritten after a conference with the instructor, but must be handed in at the next class session for an improved grade. No work will be accepted after the final exam is given.

Keep all graded work in a folder for the entire quarter. Keep all prewriting, drafts, notes, and revisions for each assignment. You are required to show the process that you went through for each writing assignment. You should also save all the work you do on your computer, a flash drive, or by emailing it to yourself.

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.

**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.

All papers will be required to be posted on SafeAssign. This will be explained in class.

**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 **5 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: One Summary (180 words) and one World's Shortest Research Paper (100 words) using MLA documentation **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) **15 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]

Assignment 9: All other in-class exercises, including discussion and quizzes [CBSLO-1, 2, 3, 4, 5, 6] **10 percent**

Incomplete grades: According to the SCI catalog, students requesting an incomplete grade for a class must have completed at least 75% of the course work. Students must make a request to me in writing no later than one week before final exams explaining in detail why they cannot finish the remainder of the coursework. Acceptable reasons are student illness requiring bed rest or hospitalization, major family crisis, or circumstances beyond the student's control. I will only issue an incomplete grade at my discretion.

## VIII. TOPICAL COURSE OUTLINE

**For the first class on January 10, please read in *Patterns for College Writing (PCW)*: Chapter 1: Reading to Write and Chapter 6: Narration, pages 83-100, which includes “Only Daughter.”**

### Week One (January 10):

#### In Class:

- Welcome to the course. Introductions.
- Discuss syllabus and course requirements.
- Discuss Chapter 1, “Reading to Write,” in *PCW*. Discuss critical reading and the connection between reading and writing.
- Discuss Chapter 6, “Narration,” to 100. Journal in class.
- Introduction to *A Writer's Reference*. Learn how to use it as a reference book.
- In-class writing sample (autobiographical journal assignment).
- Take assessment pretest—not part of semester grade, but score required.
- Assessment.

### Week Two (January 17):

- Discuss Chapter 2, “The Writing Process: Invention,” Practice invention techniques and writing effective thesis statements.
- Discuss Chapter 4, “Drafting and Revising.”
- Discuss narrative examples: “The Finishing School” 101; “My Mother Never Worked.” 108; “Thirty-eight Who Saw Murder” 120; and “The Dog Ate My Disk, and Other Tales of Woe” 475. Journal in class.
- Explain Narrative essay.
- In *WR* review Section S: Sentence Style. Exercises in class.
- Assessment.

**Week Three (January 24):**

- **Narrative essay due (500 words: 10 percent).**
- Chapter 5, “Editing and Proofreading.”
- Chapter 7, “Description,” which includes “Ground Zero” 162, “Once More to the Lake” 186 and “The Storm” 194. Also read “Dearly Disconnected” 434.
- Begin Summary assignment.
- Begin Descriptive essay.
- In *WR* review Section W: Word Choice. Exercises in class.
- Assessment.

**Week Four (January 31):**

- **Summary assignment due (160-180 words: 10 percent).**
- Draft of descriptive essay due. Peer editing.
- Discuss Chapter 10, “Cause and Effect.”
- Discuss cause/effect essay examples: “Who Killed Benny Paret?” 346, “A Peaceful Woman Explains Why She Carries a Gun” 371, “Mother Tongue” 487.
- Begin cause/effect essay.
- In *WR* review Section G: Grammatical Sentences.
- Assessment.

**Week Five (February 7):**

- Midterm conferences.
- **Descriptive essay due (500 words: 10 percent).**
- In *WR*, finish Section G.
- Draft of Cause and Effect essay for peer editing.
- Assessment.

**Week Six (February 14)**

- **Cause/Effect essay due. (500 words 10 percent).**
- Discuss Chapter 14, “Argumentation.”
- Begin argumentative essay assignment. Read argumentative examples: Debate on 650-668.
- Begin World’s Shortest Research Paper.
- Thesis statements for argumentative essays due.
- In *WR*, review Section P: Punctuation.
- Assessment.

**Week Seven (February 21)**

- **World’s Shortest Research Paper due (100-200 words: 10 percent).**
- Discuss Argumentative examples.
- Argumentative essay rough drafts due. Final peer editing.
- Individual Conferences.
- In *WR*, review Section P: Punctuation.
- Review for Final Exam.

- Assessment.

**Week Eight (February 28):**

- **Argumentative essay due. (750 words: 15 percent).**
- Assessment posttest—not part of semester grade, but score required.
- **Final exam. (10 percent).**
- 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 Director of the Resource Center 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/>.