

## ENG 1113 Composition I Syllabus

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5-Saturday - Fall 2009

Course: **ENG 1113 Principles of English Composition I**

**3-0-3**

**Instructor:** Kelli McBride      **Office Information:** Scott 109-8; PH: 405-382-9274

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**Class Schedule and Office Hours (in Scott 109-8 unless noted):**

### **Catalog Description:**

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Principles of English Composition I is a study of correct usage and writing modes. The class places particular emphasis upon writing short expository and persuasive essays. Prerequisite: ACT of 19 or higher or 40 or higher on the ASSET Writing Skills Exam. The student must receive a grade of "C" or better to advance to ENG 1213. (Fall, Spring) OSHRE Matrix: E002      **Semesters Offered:** Fall, Spring

### **Rationale:**

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This class stresses the components of scholarship: thinking, research, communicating, editing. Students will write a minimum of four essays, demonstrating college level thinking and communications skills. ***This course is required for all associate degrees.***

### **Mission Statement:**

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Seminole State College's mission is to:

- Offer courses, provide programs, and confer associate degrees as authorized by the Oklahoma State Regents for Higher Education
- Enhance the capabilities of individuals to achieve their goals for personal development by providing quality learning experiences and services that respond to diverse individual and community needs in a changing global society
- Prepare Students to continue their education beyond the two-year level, to train students for career and other educational opportunities, and to make available resources and services designed to benefit students and the community at large

### **General Education Outcomes:**

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SSC students are expected to achieve the following outcomes. This course addresses the outcome **bolded** below:

**Outcome 1: Demonstrate college level communication skills.**

Outcome 2: Demonstrate an understanding and application of scientific principles.

Outcome 3: Demonstrate knowledge related to functioning in society.

Outcome 4: Demonstrate an understanding of the roles of history, culture and the arts within civilization.

### **Degree Program Outcomes:**

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Program Outcomes for each SSC degree are available in the document, *Degree Program Outcomes*, available in the Assessment Office.

### **COURSE OUTCOMES:**

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Students in this course are expected to achieve the following Course Outcomes:

**Gen. Ed. Course Outcomes**

**Outcome**

- Outcome 1
- A: Demonstrate an understanding of writing process -- original and analytical thinking, counter-arguments, thesis support and audience awareness
  - B: Demonstrate an understanding of essay structure – thesis development, argument proportion and emphasis, logical order, smooth flow and synthesis of ideas, coherent and developed paragraphs, introduction and conclusion, persuasive argument strategy
  - C: Demonstrate sentence skill – clarity, consistency and coherence through proper use of subordination, coordination, effective use of repetition and parallelism
  - D: Demonstrate appreciation of language, word choice and tone – appropriately formal language, clear and concise meaning, strong verbs, precise nouns, euphony, word form mastery, appropriate tone, third-person
  - E: Demonstrate basic grammar mechanics – standard punctuation and spelling, correct use of Modern Language Association Style
  - F: Demonstrate, through testing and performance, an understanding of the requirements for academic honesty – ability to use formal research documentation, direct and indirect quotation, giving original sources proper credit in all cases

**OBJECTIVES:**

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**Course Objectives**

**Outcomes**

- A - E Draft and write papers to demonstrate a thorough understanding of analytical thinking, use of arguments, thesis development, audience, support, paragraphing, sentence skill, word choice, tone, euphony, diction, grammar and style.
- F Test on key components of attribution until successful. Demonstrate a high regard for academic, scholarly respect for sources throughout all written assignments.

**Course-embedded Assessment**

The General Education Outcomes, Degree Program Outcomes, Course Outcomes, and Learning Objectives have been provided to inform students of the expectations for this course. To determine if those expectations have been met, the College assesses each these outcomes. Courses are evaluated through the course-embedded assessment process by using one or more of the following options\*: A: Pre- and Post-Tests; B: Pre- and Post-Writing; C: Performance; D: Observations; E: Rubrics; F: Projects and Portfolios; G: Classroom Response System; H: Creative Assessment; I: Any combination of A-H. (\*Updated May 2007)

This class uses option I of the Seminole State College Assessment Program, a combination of Options A and B.

**Teaching Methodology:**

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In English 1113, the instructor will make various reading and writing assignments from textbooks, handouts, or other sources for class discussion. Furthermore, the instructor will lecture while students take notes. These presentations will focus on the knowledge and competencies that students will need to develop their writing skills. The instructor will conduct and the students will participate in all formal class discussions, which are an integral part of this course.

**Correspondence:**

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All email contact from students must originate from their SSC email account provided by the college. Students can access their account by going to the SSC home page at <http://www.sscok.edu> and clicking on the “Student Campus Access” button in the right-hand column. The college has provided instructions for accessing and using email. I will not accept any email from students other than this account, unless they can verify that their accounts do not work. If this is the case, I will temporarily allow them to use a second address until they resolve the problem.

### ***Attendance and Late Assignments:***

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Attendance is mandatory in this class. **Missing class will result in an F for the course.** Because many afternoons we will be workshopping, you might be able to make up missing an hour if it is an afternoon absence only. You should contact me to discuss options. Tardies will also significantly influence your grade should they become habitual. Because we will do most assignments in class, I will accept nothing late. You will also have ample time to complete assignments that may be due the next class meeting, so there should be no reason for late work. You are also responsible for typing, correctly formatting, and printing your essays to turn in at the beginning of class. **Do not show up to class with a thumb drive, laptop, handwritten paper, or an excuse why you couldn't finish your essay.** This is college, and students in college type papers in English class.

Should you become seriously ill, you should drop the class. The extreme time compression of this course does not allow for any absences ***for any reason.***

### ***Evaluation Procedures***

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**Grading Policy:** The grade for each assignment will depend on coherent and organized use of grammar, mechanics, essay structure, and other aspects of good writing as covered in each unit. Students who turn in all assignments on time will usually find enough practice and enough instruction that both their grades and their abilities will prove satisfactory. Students earn points toward a final grade as follows:

- A. **Essays (90%):** We will write 5 essays. The essays count for different percentages of your grade, increasing in weight and length. Essay 1 = 5%; Essay 2 = 15%; Essay 3 = 25%; Essay 4 = 40%; Essay 5 = 5% (in-class essay, written the last day of class). You will draft all essays in class and have a chance to revise them during the week. Before leaving each day, you must show me your rough draft for my approval.
- B. **Class participation, homework, and exams (10%):** a combination of attendance, attentiveness and contributions to classroom discussion, as well as a variety of informal assignments based on the text or handouts. You will have 2 exams in this class. One is the plagiarism quiz, is a take-home quiz that you must pass with 100% to pass the class. The other exam covers MLA (tests your knowledge of proper MLA style and documentation).
- C. **Proper use of MLA style:** Essays and other formal assignments will be evaluated in part on presentation and compliance with MLA style. You should use 12 point, Times New Roman font. Present all work neatly. I will not grade work you submit that is illegible, does not include the proper paper trail (rough draft, prewriting), or does not follow the formatting guidelines listed on the assignment sheet. You must staple together work of two or more pages and include a completed writing checklist. If an assignment is due and you have printing problems, bring a copy of your work on disk or email me a copy of the assignment by the time class meets to avoid a late penalty.
- D. Each assignment handout will designate a **page length requirement** for the final essay. For each quarter page that the essay is short, I will deduct 5 points from the final grade.
- E. **Each essay or major assignment must include a signed checklist.** Failure to include this checklist will result in a NA grade for the assignment. A fraudulent checklist will also result in an NA grade. See the checklist at the end of this syllabus for further explanation.

- F. **Emailed work:** Should you need to email me an assignment, include **all** information in one file: checklist, essay, and works cited page.

### Grading Scale:

A+ = 98	A = 95	A- = 92	D+ = 68	D = 65	D- = 62
B+ = 88	B = 85	B- = 82	F+ = 58	F = 55	F- = 50
C+ = 78	C = 75	C- = 72	N/A = 0 (plagiarism, essays that do not fulfill the assignment, etc.)		

- A: ongoing, consistent, exemplary work. It is not a reward for work that is merely adequate or error free. An A paper in the course consistently meets virtually all of the criteria state above in an exemplary way, with only **minor** flaws or lapses.
- B: ongoing, consistent, high-quality work that, however good it is, falls short of being "exemplary." Work that receives a B meets most of all of the criteria, but it may not do so consistently, or may contain frequent **minor** lapses, or a **few** major problems.
- C: work that consistently fulfills assignments but in a way that "gets by." This work is neither exemplary nor necessarily interesting. It may be boring. It will meet some but not all of the criteria, but will probably not do so consistently.
- D: performance that consistently suggests a **minimal** engagement with and mastery of the course's concepts and skills. Assignments or part of assignments may be missing, or may meet only a few of the stated criteria.
- F: work that is done so poorly that the only possible conclusion is that a student has not learned or applied the concepts and skills of the course.
- N/A: work not done at all, that does not have the required documentation (works cited page, parenthetical notation, quote minimum), fails to appropriately document outside sources (plagiarism), or does not have a checklist or rough draft (either turned in previously or accompanying final draft)

### Texts:

Isaacs, Jessica, eds et al. *The Power of Language; The Language of Power*. 2<sup>nd</sup> edition. Boston: Pearson Custom, 2006. Print.

Troyka, Lynn Quitman, and Douglas Hesse. *QA Compact*. Upper Saddle River: Pearson, 2007. Print. **OR**

Troyka, Lynn Quitman, and Douglas Hesse. *QA Compact*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice, 2010. Print.

(**Note:** We can no longer get the 1<sup>st</sup> edition of the handbook, so some of you will have the 2<sup>nd</sup> edition. The class will use the new 2009 MLA standards for documentation. You will receive a handout that lists the changes from the last version of MLA. You can also go to <http://easybib.com> for help creating work cited pages. This site has both the old and 2009 MLA guidelines. Be sure you click on the 2009 version when filling out the form for your source.)

### Additional Materials:

A good dictionary would be helpful. *The Elements of Style*, by Strunk and White, is always a good reference book for a writer.

### ADA Statement:

Under SSC policy and federal and state laws regarding Americans with Disabilities Act, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal

opportunity to perform in class. Students who are in need of assistance in dealing with any special needs that affect their ability to deal with the physical and/or learning environment required in this course, or in the classroom setting, need to advise the instructor immediately after the first class. It is the student's responsibility to notify the instructor on the first day of class.

### ***Tobacco and Food Policy:***

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In order to protect the health of students, faculty, and staff of SSC, and to comply with HB 2529, the use of any tobacco product is prohibited in all campus buildings and on the grounds. The policy does allow for tobacco use only in parking areas and on campus roads. Students may have food and drink in the classroom during class time as long as neither is distracting. You must also clean up after yourself.

### ***Academic Honesty:***

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The instructor and the instructor's academic superiors have final authority over the grades given to students or the lowering of grades because of cheating or plagiarism.

***Plagiarism:*** As defined by Seminole State College, plagiarism is the use, without acknowledgement, of a person's ideas and/or materials, either in whole or in part, to fulfill course assignments. The purchase of any written material which is intended for presentations as one's own work in partial fulfillment of a course assignment will also be considered an act of plagiarism. Consequences of plagiarism will comply with those listed in the Seminole State College Handbook.

By formal definition, plagiarism is the use of someone else's ideas or language, presenting such material as one's own. If an interested, scholarly reader cannot distinguish which material is original and which material a writer took from another source, the result is plagiarism, regardless of whether the writer intended to deceive.

***Civility:*** College is a community of scholars. College tradition demands a respect for others and their ideas. For many students, college represents a vital step toward the opportunity for financial and intellectual independence. Simply stated, rules for this class include the requirement that no one stand in the way of someone else trying to learn. This requirement includes some specific rules:

- **Turn off** all cell phones before entering class. If you forget, and your phone rings, do not answer it.
- Behave appropriately. This includes: **listening** when the teacher is talking; paying attention during lecture and discussion; attending to the business of class and not chatting with friends; speaking appropriately. Avoid language that might offend others. Speak your ideas forcefully and with passion, but also with respect for others.
- Take responsibility. Be on time for class, ready to learn. Don't whine about any failures, and accept correction gracefully; it is intended to help. Remember that the responsibility for learning rests primarily on the student. Learn for the sake of knowledge, not just to earn a grade.
- Students may leave to use the restroom at any time without asking permission. However, students must only leave class for reasonable amounts of time. It is not acceptable to get up every 30- minutes and be gone for 10-15 minutes.
- Remember that the teacher's office hours are for the use of the student. Seek help, and ask questions whenever you are unsure about the course material.

### ***Note:***

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I may modify this syllabus as need arises and provide new printouts when necessary.