

ENG 1113 Composition I Syllabus

HYBRID CLASS – 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

E-mail: k.mcbride@sscok.edu **Class website:** <http://kellimcbride.com/1113.htm>

Class Schedule and Office Hours (in Scott 109-8 unless noted): See attached handout

Catalog Description:

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:

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: 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

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.

Note: I may modify this syllabus as need arises. Any change I make, I will inform you and provide printouts when necessary.

Degree Program Outcomes:

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

Course Outcomes:

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

Gen. Ed. Outcome Course Outcomes

- 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:

Course Outcomes	Objectives
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:

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. Each week, students will have 2 hours of class time via WebCT and student email. This time will mainly be focused on peer review, discussion posts, and idea generation. Students will take input from the online time, apply that to their work, and come to class in the evening ready to share a revised form of their work, or to continue discussions. Face-to-face class time will include workshops on student writing, and students will bring copies of their work for all members of class when the teachers instructs them to do so.

Attendance and Late Assignments:

Regular attendance is mandatory in this class. One night class is equal to an entire week of regular class. Students are responsible to contacting the teacher and turning in work due and/or getting missed assignments. Most of this will be posted to WebCT, but students should be sure that the teacher did not give a verbal assignment in class.

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 or to turn in electronically. **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 many absences **for any reason.**

Evaluation Procedures

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. **Units 1-4 Essays (20%):** This grade is made up of the four essays you write over the course of the semester. Each essay will be worth 100 points. Every essay unit will have an accompanying assignment handout that details each essay. The emphasis of the class is on persuasion/argumentation, and each of these essays will focus on a different aspect: analysis, synthesis, summary, and evaluation.
- B. **Portfolio (55%):** You will choose 2 of the 4 essays you submitted throughout the semester to revise a second time. Only essays for which you received a grade are eligible for portfolio revision. You will also write a cover letter that argues for the grade you feel you have earned this semester and discusses the progress you have made as a writer/researcher. You will receive instructions at the end of the semester for assembling the portfolio.
- C. **Class participation and homework (20%):** Participation is a combination of attendance (logging in to the WebCT site as well as coming to class), attentiveness and contributions to classroom discussion. Homework covers a variety of assignments, including those to practice MLA documentation. Each assignment will vary in points.
- D. **Exams (5%):** You will have several exams in this class. The pre- and post-tests will cover MLA and plagiarism information. The MLA pre-test counts as a 25-point grade, but the post-test is a 100-point exam that counts as your final exam. The Plagiarism Quiz counts as a 10-point grade. To prepare for the post-test, I may give smaller

Note: I may modify this syllabus as need arises. Any change I make, I will inform you and provide printouts when necessary.

exams or quizzes throughout the semester. You will have notice of any exam, but quizzes may be take-home or pop-quizzes. You must pass the plagiarism quiz with 100% to pass the class.

- E. **Proper use of MLA style:** Essays and other formal assignments will be evaluated in part on presentation and compliance with MLA style. The guidelines for your essays come from the “Essay Formatting Guide,” “Essay Checklist” and each essay handout. If you have problems formatting your essay in terms of margins, spacing, and headers, please go to the web site and download the MLA Template I’ve created (<http://kellimcbride.com/eng1213.htm#template>). It is a Microsoft Word document. If you are using another word processing program, I cannot guarantee that the file will work. You will receive up to a 10-point deduction for errors in essay formatting (outside of MLA documentation problems in parenthetical notation and the works cited page).
- F. Each assignment handout will designate a **page length requirement** for the final essay. For each quarter page that the essay is short, I may deduct 5 points from the final grade.
- G. **Each revised essay must include any previous version of that paper I may have graded.** Failure to include graded drafts with a revision paper will result in a NA grade for the assignment. In such cases, the student will receive the first grade for that assignment.
- H. **Emailed work:** Electronic submissions must include **all** information in one file: 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 include required attachments as specified by the handout or teacher.

Texts:

Isaacs, Jessica, eds et al. The Power of Language/ The Language of Power. 2nd edition. Boston: Pearson

Custom, 2006.

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

Note: I may modify this syllabus as need arises. Any change I make, I will inform you and provide printouts when necessary.

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: 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:

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:

I may modify this syllabus as need arises. Any change I make, I will inform you and provide printouts when necessary.

ENG 1113 & 1213: Principles of English Composition I & II

Essay Formatting Guidelines

1. Use standard paper (8.5 x 11 white paper) for typed work (no onion skin, etc.)
2. For work two pages or longer, place page numbers in upper right hand corner of paper, prefaced by your last name (e.g. Smith 2). All word processing programs have a page number option to make it easy to insert the numbers. Check the help menu for details.
3. In the upper left corner of the **FIRST PAGE ONLY**, place the following information (this is a bit different than the MLA in your handbook):
 - i. Your Name
 - ii. My name, class and time (e.g. ENG 1113, 10:00)
 - iii. Date turned in
 - iv. Assignment (e.g. Narrative Rough Draft)
4. On the next line, center the title of your essay/paragraph. Do not use quotation marks or all caps. Capitalize all words in your title except articles and prepositions (unless one begins the title). For example: The Time of My Life
5. The text of your essay should be left justified - not centered or full.
6. When typing, use **ONLY 12 point**, Times New Roman font.
7. Use 1" margins all around for typed work (the header of your page will be ½ inch from the top, but WORD automatically adjusts for that if you set 1" margins).
8. Staple or paper clip your work together.
9. Double space everything

The following is an example of the first part of a first page:

Joe Student

McBride: ENG 1213, 11:00

September 15, 1999

Civil Disobedience Essay, Final Draft

Putting It on the Line

Breaking the law is not something I would ever take lightly. My parents raised me to have a respect for the rules governing our country. However, I do love my family immensely, and if one of them was hurt or in trouble, I could see myself subverting the law to help him or her out.



Instructor's Schedule

Kelli McBride

Fall 2009

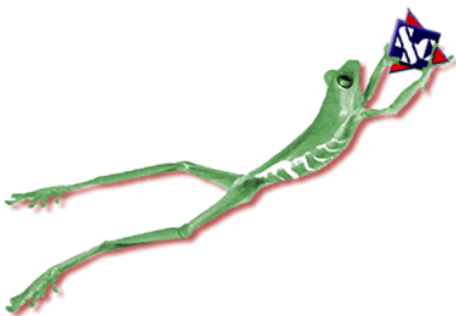
Office Information:

Room: Scott #109-8 Phone: 382-9274

e-mail: k.mcbride@sscok.edu

Class Web Site: <http://kellimcbride.com>

TIME	MONDAY	WEDNESDAY	FRIDAY	TIME	TUESDAY
9:00 11:30	Administrative Council	Office	Office		
12:00- 12:50	ENG 2543.01 & HUM 2543.02 Survey of British Literature I Scott 101				
1:00-4:00		Office	Office		Office
5:00-6:00	Wednesday Nights Only: OFFICE				
6:00-9:00	<p style="text-align: center;">HYBRID CLASS WEDNESDAY NIGHTS ONLY</p> <p style="text-align: center;">ENG 1113.11 Principles of English Composition I ROOM: Cclz 109 (+2 hours online) DATES: August 19-October 7</p> <p style="text-align: center;">ENG 1213.12 Principles of English Composition II ROOM: Cclz 109 (+2 hours online) DATES: October 14-December 9</p>				
TBA	<p style="text-align: center;">ONLINE CLASS</p> <p style="text-align: center;">ENG 1213.09 Principles of English Composition II Log into WebCT for course information</p>				
8:00-5:00	<p style="text-align: center;">5-SATURDAY CLASS</p> <p style="text-align: center;">ENG 1113.11 Principles of English Composition I ROOM: Scott 101 DATES: Meets November 7, 14, 21 and December 5, 12</p>				



Additional Comments: Additional office time is available by arrangement.