

Tu Th *English 101- Composition and Rhetoric Syllabus* Semester: Spring 2013
 CRN# 20656 1:30-2:55 room 509 CRN# 20662 3:05-4:30 room 203 CRN# 20664 4:45-6:10 room 203

Instructor: Judy Cormier, Associate Professor of English
Office: 2798 **Hours:** Mon.-Thurs. 12:00-1:00
E-mail: judy.cormier@imperial.edu **Telephone:** x6709
 (I would prefer that you use e-mail rather than telephone.
 You don't have to contact me for single absences.)

Materials:

These materials are required. We will be using them extensively.

- *Mercury Reader*. Pearson Custom Publishing. 2012. Print. ISBN: 1-256-56317-X.
 (The above book can only be purchased at the IVC bookstore. There is a copy on reserve in the library.)
- Glenn, Cheryl, and Loretta Gray. *Harbrace Essentials*. 1st ed. Boston: Wadsworth Pub, 2011. Print. ISBN: 978-0-495-90836-4 (This book can be rented from the bookstore.)
- Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications: New York. 1993. Print. ISBN: 0-486-27802-6
- Dictionary or spell-checker.
- Loose-leaf 8 ½" x 11" white notebook paper (Get correct size.)
- **Black** ink pens. (Blue doesn't photocopy well.) In-class papers are written in ink
- There will be some copying expenses. You will need to print out various handouts from my website or Blackboard. These will be used for both in-class and out-of-class papers.

Bring these materials to every class meeting.

Class Description:

English 101 is the college-level course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write exposition that is thoughtful and clear, including the production of a well-documented research paper. Appropriate English placement or satisfactory completion of English 09 with a grade of "C" or higher is required.

Expectations:

It is expected that students who enter a transfer-level writing course will already have a good mastery of basic writing skills. We will be doing very little grammar and sentence skills. If you are still struggling with poor punctuation, pervasive grammar errors, or distracting ESL problems, you should acquire the necessary skills before starting English 101.

Before ending this class, the student will be able to demonstrate various research, reading and composition skills, including the following **Student Learning Outcomes:**

- The student will be able to demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.
- The student will be able to demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
- The student will be able to develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement.

Disruptive Students: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

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Attendance Policy:

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

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The following are *your* responsibilities:

- If you choose to stop attending class, drop yourself officially through the office. If you stop attending class and do not drop, you may receive an "F" in the class.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

Grading Policy:

- Papers are awarded points based on a six point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores. (See essay rubric for specific grading criteria.) The points are averaged in two groups. (See portfolio page for more information and specific assignments.)

Scale: 6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing or incomplete

Homework and Late Work Policy:

- I reserve the right to refuse to accept late work. Homework due dates are listed in the class outline.
- If I accept your late work, it may lose up to half of a grade (usually .5 points). Make-up work needs to be done in a timely manner. Except under serious and extenuating circumstances, make-up work is still considered late.
- I may make changes in the outline or portfolio.
- Please do *not* e-mail late work to me. Hand it to me at the next class.

Keep all graded papers. These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

Lecture notes can be found on my website or on Blackboard.

To access my website go to the IVC homepage. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

All out-of-class essays must be submitted to Blackboard SafeAssign *before* you hand in the hard copies to me. I will not score an out-of-class paper, unless it is in Blackboard first (see instructions under **Homework and Late Work Policy**). Papers can only be submitted once. You don't need the WC page in Blackboard.

To access Blackboard and submit a homework paper into SafeAssign:

- Go to the **IVC homepage**.
- Click on **Students**.
- Click on **Blackboard**.
- Type in the first part of your email address (example: mary.smith) and your password.
- Find **our class** and click on that.
- From the menu on the left click on **Assignments (assignments and instructions)** .
- Find the **appropriate assignment** and click on that (Look for the big green check mark.)
- From the Browse box click on **Browse**, find your file, click on it and then click **open**.
- Click **Submit**.

Plagiarism and Cheating:

Cheating and Plagiarism. IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

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As a student you are able to benefit by finding information for your own work. However, academic honesty requires that you "give credit where credit is due" and document your sources. This is true of direct quotations, indirect quotations, summaries, and paraphrases. Any time you get information from a source other than general knowledge from your own head, you need to document it in **both** the Works Cited page **and** internally in the paper. If you do not acknowledge and cite your sources, this is called plagiarism.

Plagiarism **also** occurs when information is taken from a source, there are no quotation marks, and only a few words have been changed (even if the source *is* cited.) We will be going over how to avoid plagiarism, and this information is also in your text.

Disabled Students:

Disabled Student Programs and Services: Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. Visit or call DSP&S, Mel Wendrick Access Center, Room 2117, (760) 355-6312 -----IVC Arts, Letters and Learning Services Division

If you have a disability that I should know about, please let me know the first day of class, and bring verification from the Disabled Student Programs and Services office as soon as possible.

Classroom Courtesy:

- Try to be on time to class. Straggling in late (especially on a regular basis) is rude. If you do enter the class after it has started, take the first available seat. Please don't thread your way around the room looking for the perfect location, especially if I am lecturing. That is very distracting for everybody.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No drinks with lids that will come off when the cup hits the floor!
- No borrowing of texts and other materials during in-class writing. Bring your own materials.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or "street" language during discussions. Don't assume *everyone* in your group uses that kind of language or approves of it. In other words, let's show some *class* in this class! ☺
- PLEASE turn cell phones off! Thank you.

Welcome!



Instructor reserves the right to add, change, or eliminate assignments. Late work may lose points and might not be accepted at all. Pages reference *Harbrace Essentials* 1st ed.

January

15

TOPICS: Introduction to class. Competency vs facility. How we learn (U.R.A.) Long-term & short-term memory. Meta-cognition logs. Timed test.

HW: Buy textbooks. Review punctuation, grammar, and writing pp. 2-235.

(Note: The bookstore does not keep most textbooks for more than a few weeks, so . . .)

Print out English 101 handout package from Blackboard. It is under **Syllabus**.

Print syllabus.

Read *Establishing Style, Tone and Voice*. It is under **Miscellaneous Lecture Notes** on Blackboard.

Read *Rhetorical Devices and Figures of Speech* also under **Miscellaneous Lecture Notes**.

17

DUE: -----

TOPICS: Hallmarks of informality. Grammar and punctuation review.

HW: (Check out this O.W.L. for more grammar practice: <http://owl.english.purdue.edu/>.

Click on non-Purdue instructors and students.)

Do assigned readings and guide questions. Number questions 1-13.

22

DUE: -----

TOPICS: Finish grammar and punctuation review.

HW: Work on guide questions / meta-cognition logs.

24

DUE: -----

TOPICS: The writing process. Essay introductions and conclusions. Outlining.

HW: Work on guide questions / meta-cognition logs.

29

DUE: -----

TOPICS: Writing and evaluating effective thesis statements.

HW: Read MLA research information and plagiarism pp. 248-336. (Spend time on these pages.)

Work on guide questions / meta-cognition logs.

31

DUE: -----

TOPICS: Paragraph development. Organization and evaluation of point-structured essays.

Review of essay scoring criteria.

HW: Work on guide questions / meta-cognition logs.

February

5

DUE: -----

TOPICS: Writing college-level research papers.

HW: Find and read background information for paper #1.
Finish guide questions / meta-cognition logs.

7

DUE: **Guide questions / meta-cognition logs for readings**

TOPICS: Research papers continued.

HW: Continue prepping for paper #1.

12

DUE: -----

TOPICS: Research papers continued.

HW: Continue prepping for paper #1.

14

DUE: -----

TOPICS: Analyzing reading in compare/contrast papers. Instructions for essay #2.

Taking in-class essay tests. Test terminology. Presentation of manuscript and cursive papers.

HW: *In-class paper next class.* Bring textbook and proper materials.
Work on paper #2

19

DUE: **Paper #1**

TOPICS: In-class essay.

HW: Work on paper #2

21

DUE: -----

TOPICS: Writing process analysis papers. Writing definition papers. Using analogies to explain complex ideas. Group exercise—prepping for essay #3. Catch-up.

HW: Do background exercise for paper #3 (recommended)
Work on paper #2.

26

DUE: **Logical fallacies exercise**

TOPICS: Recognizing and avoiding logical fallacies. In-class exercise.

HW: Bring prep materials for paper #3 in-class essay next class.
Work on paper #2.

28

DUE: **Paper #3**

TOPICS: In-class essay.

HW: Submit the paper #2 into Blackboard

March

5

DUE: Paper #2. Sign up research subjects for research paper

TOPICS: How to do a research package. Individual conferences.

HW: Bring copy of *Macbeth* to next class.

Do research and follow the outline given to you. **Type up a detailed research prewriting package (includes précis / summary of important information you found about the subject as well as a formal outline with thesis and an annotated working bibliography.)**

7

DUE: -----

TOPICS: Working with fiction. Introduction to *Macbeth*. The following subjects and skills will be studied and practiced as we progress through the play:

- Comprehension of classical literature.
- Evaluation of plot devices.
- Paraphrasing.
- Predicting.
- Finding and tracing universal themes, metaphors and symbolism.
- Character analysis.
- Vocabulary development.
- Historical context (historicism).
- Text annotation skills.
- Writing a literary analysis paper.

HW: Work on research paper and research package.

12

DUE: -----

TOPICS: *Macbeth* Act I group discussion (Prediction. Documentation of rising action)

HW: Begin annotating text. Work on research paper and research package.

14

DUE: -----

TOPICS: *Macbeth* Act II group discussion (Historical context. How social conventions influence literature.)

HW: Work on research paper and research package.

19

DUE: -----

TOPICS: *Macbeth* Act III group discussion (causal analysis / character analysis).

HW: Work on research paper and research package.

21

DUE: -----

TOPICS: *Macbeth* Act IV group discussion (definition).

HW: Work on research paper.

Submit research package into Blackboard.

26

DUE: -----

TOPICS: *Macbeth* Act V group discussion (exposition / description).

HW: Work on research paper.

28

DUE: -----

TOPICS: Discussion. The true story of *Macbeth* and historical sources.

HW: Work on research paper.

April**1-6 Spring Break****9**

DUE: -----

TOPICS: Writing a literary analysis paper. Finish discussion.

HW: Finish research paper.

11

DUE: -----

TOPICS: How to do a literary pre-writing study package. Review point-centered essays, especially for paper #5.

HW: **Bring completed research paper next class** (This is "grade-saver" day).
Submit this paper into Blackboard.**16**DUE: **Completed research paper draft and research package** (includes précis, outline with thesis and annotated working bibliography.)

TOPICS: Peer-editing and conferencing of research paper.

HW: -----

*Because we are at the end of the semester, I will take extra points off for late papers.***18**DUE: **Group assignments**

TOPICS: Work on project summaries and paper outline.

HW: Type up summaries and charts. Type paper and outline.

23

DUE: -----

TOPICS: Work on charts and thematic timeline.

HW: Draft paper #5. Do thematic graphic and timeline.

25DUE: **Paper #4 (research paper)**

TOPICS: Edit paper. Work on thematic graphic.

HW: Work on materials

30

DUE: -----

TOPICS: Edit paper. Work on materials.

HW: Submit this paper into Blackboard.

MAY

2

DUE: -----

TOPICS: How to give effective oral presentations.

HW: Finish paper and materials.

Read *Working with Satire* on Blackboard under **Miscellaneous Lectures**.

7

DUE: **Paper #5 and study package. Presentations**

This project has several parts to it, so be sure you have completed all required materials.

- Thematic and character charts (paranormal, kings and witches)
- Modified shaped poem (thematic graphic)
- Annotated thematic timeline
- Summaries of acts 1-5
- Formal paper outline for literary analysis essay (with thesis)
- Literary analysis paper (**paper #5**) and presentation.

TOPICS: Oral and visual presentations of paper and graphic. Last day.

Have a great vacation!



Portfolio

Instructor reserves the right to make changes in this portfolio

The research package, paper and participation in class editing is worth 50% of your final grade.

Grading: Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing, incomplete or unacceptable

Assignments

50%

Scores

- ___ Guide questions / meta-cognition logs for readings
- ___ Paper #1
- ___ Paper #2
- ___ Paper #3
- ___ Paper #5 project: Includes paper, quality of presentation and study package materials.

50%

- ___ Paper #4 research paper and research package:
 - Outline
 - Working bibliography
 - Précis
 - Editing day (or office conference) participation credit
 - 12 page research paper
 - Timely submission into SafeAssign

Essay Criteria and Scoring Rubric

Criteria for a high-quality (A) paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not “top-loaded” all on one end.

DEVELOPMENT:

Paragraphs are fully developed and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper avoids logical fallacies. It shows the student’s ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés like the plague.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources’ credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. The student shows engagement in the research process by submitting a précis, outline and working bibliography (if required). There is no plagiarism in this paper. Student tries to find primary as well as secondary sources.

MECHANICS AND LANGUAGE:

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no GPS errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper is written in formal language and uses appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typo’s and other typing errors.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric

Reminder: I normally slice points off for using the wrong size notebook paper.

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You *rock!*

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. It is written at an English 99 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some *serious* studying!

2.0-2.8 (“D”) Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps it was not submitted into Blackboard on time (if required) or the SafeAssign score was unacceptably high.