

ENGL 101 – Composition and Rhetoric

Course Syllabus – Summer 2013

Class Meetings

Section 30188 meets daily 10:00 a.m. to 12:10 p.m. in Room 403.

Instructor and Office Hours

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Office 2780

Office Hours by appointment during summer session.

Course Description

The standard 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 an exposition that is thoughtful and clear, including the production of a well-documented research paper.

Specific Course Objectives

Learning objectives are those observable criteria which are utilized in assessing the development of the student related to the course subject.

1. The student will demonstrate the use of discovery techniques in writing and interpret readings, thereby developing his/her own point of view for further writing.
2. The student will show supporting details in his/her own writing as well as identify and evaluate supporting details in the writing of others.
3. The student will apply the principles of essay structure, focusing on introduction-body conclusion, thesis statement, rhetorical modes, and will be able to identify, analyze, and apply the principles of essay coherence in others' and own writing.
4. The student will identify logical fallacies and apply the principles of the nature of evidence, as well as identify and analyze essay coherence, especially in relation to tone, purpose, and audience.
5. The student will develop text interpretation supported by citations, synthesized with the study and application of research documentation and library skills to produce a research paper.
6. The student will practice connotative and figurative language, while writing for an academic audience requiring carefully edited sentences.

7. The student will write a series of at least four essays, incorporating the rhetorical modes, along with a persuasive research paper, composing a total of 8,000-10,000 words.
8. The student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

Required Textbook and Materials

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*, 6th ed. New York: Bedford/St. Martin's, 2012.

The student will be required to submit assignments through Blackboard; therefore, the student is required to have Internet access. The student must be able to navigate Blackboard and to check her/his IVC email account daily for announcements or updates from the instructor.

The student is expected to purchase a good, quality dictionary such as *Webster's New Collegiate Dictionary* for use throughout the semester. Bilingual students are encouraged to use bilingual dictionaries as well.

In-class writing assignments must be completed in black or blue ink on paper with clean edges.

Evaluation of Student Progress

The specific student learning objectives will be assessed through a number of reading and writing assignments designed to increase specific target skills. The following is a listing of the course components and their subsequent percentage of the student's final grade:

A	90-100 points
B	80-89 points
C	71-79 points
D	65-70 points

Description of Course Components

Essay Writing

The student will prepare, draft, and revise four (4) essays during designated class periods. The student is expected to produce acceptable academic writing which is clear, direct, and relatively free of errors in grammar, punctuation, and spelling. Common (*critical*) errors to be avoided are given below.

The instructor will review the in-class essays and provide feedback to the student. The student will then revise the essay and type the essay in correct MLA or APA format as assigned. The revised, typed essay must then be submitted through SafeAssign in the Blackboard shell for this class.

Instructor's Note: In-class essays will be written on the date assigned. If a student is absent and arrives after the class has begun the 50-minute timed period, it is the student's responsibility to schedule a one-hour block appointment with the instructor to write a proctored 50-minute essay.

Critical Errors	
	No clear, identifiable thesis statement
	Disorganized/rambling paragraph
	Sentence fragment, comma splice, or fused sentence
	Punctuation errors (apostrophe, semicolon, quotation mark, and <i>the</i> comma)
	Misspelling common words
	Errors in verb tense, agreement, or form
	EL syntax errors
	Incorrect parenthetical reference (essay revisions only)
	Incorrect MLA documentation (essay revisions only)

Research Paper

The student will write an Analytical and Evaluative Response Paper. *The target paper will be 3000 words in length (approximately 8 pages).*

The student will prepare and submit materials for each phase of the research paper project in sequence. Each step in the sequence must be completed and approved by the instructor before the next step can be submitted. Only one step can be submitted per 24-hour period.

The student will assemble a "Research Paper Notebook" in which all research paper project materials will be collected. The "Research Paper Notebook" must be submitted at each phase with all materials included.

The phases of the research paper project are sequenced. The student must complete each phase satisfactorily before proceeding to the next phase.

1. **Selecting a Subject and Narrowing the Topic:** The student will submit a typed, memorandum to the instructor (in an appropriate business memorandum format) which identifies *three* (3) proposed topics for a *persuasive research paper*.
 - The student will describe each topic and how the topic will be developed in a minimum of 300 words per topic.
 - The student will also include a detailed writing plan. The writing plan will detail the steps to be completed and proposed completion dates, covering a 4-week period, for the project.
 - The memorandum must include an affirmation that the student has never written a paper on the selected topics and guaranteeing that student will not purchase the assigned paper in whole or in part.

[5 points; all or nothing]

[The Selection Memorandum is due by 1:00 p.m. on May 24]

2. **Preliminary/Working Bibliography:** The student will submit a bibliography to the instructor listing a minimum of fourteen sources (books and periodicals from electronic databases) related to the student's declared major. The bibliography must be typed and follow appropriate MLA or APA documentation (as assigned).

[5 points possible; all or nothing]

[The Preliminary/Working Bibliography is due by 1:00 p.m. on May 31]

3. **Comprehensive Outline:** The student will prepare and submit an outline for the research paper. The outline must be typed, and it must include research notes and citations (from at least five sources).

[5 pts for Content; 5 pts for Format]

[The Comprehensive Outline is due by 1:00 p.m. on June 7]

5. **Final Draft:** The final, submitted draft of the research paper must be typed in accordance with MLA or APA formatting guidelines (as assigned). Works Cited or References page(s), with correct bibliographic listings, must be included (a minimum of five sources).

The Final Draft must be submitted through SafeAssign in the Blackboard shell for this class.

[20 points possible]

[The Final Draft must be submitted by 10:00 a.m. on June 14]

Maintenance of Records

The instructor will return to the student all graded essays and the research paper materials. The student should keep these materials until after the final grade has been posted and accepted. These materials will be needed in the event the student elects to challenge the posted final grade.

Plagiarism and Cheating

Submitting a research paper is a form of publication protected by the appropriate copyright laws of the United States. Therefore, the use of another's words, phrases, ideas, and/or organization, delivered as the student's own words, phrases, ideas, and/or organization is plagiarism. *Any student found to have plagiarized material in an essay assignment will receive a zero grade for the essay assignment. Any student found to have plagiarized materials in the research paper will receive a failing grade for the course, and a report to the appropriate campus authorities will be submitted.*

Given the definition of plagiarism, the following rule-of-thumb will apply to papers submitted in this class. Any three words (or more) taken in sequence from a published source, without correct punctuation and documentation, is considered plagiarism. For the purposes of this class, there is no difference between accidental and intentional plagiarism.

It is not considered cheating if students elect to form study groups. *Each student is expected to write her or his own papers. Any student who submits an essay or research paper with evidence of cheating will receive a zero grade for the assignment.*

Instructor-Student Writing Conferences

The student is encouraged but not required to schedule periodic conferences with the instructor. These conferences must be scheduled in advance. The student must bring in one or more specific writing questions or problems. Instructor-Student conferences should take approximately twenty minutes. Conferences scheduled for extra credit must occur prior to the drop deadline for the semester (limit of one conference per week). A total of three such conferences can be counted as extra credit.

Attendance Policy / Disrespectful Behavior

The student is expected to attend every scheduled class period, to arrive in the classroom before class begins, and to remain in class until the class period concludes.

When attending class, it is required that the student demonstrate respect for the instructor and fellow students. *Coming to class unprepared is considered disrespectful behavior.* Perceived disrespect (or disruptive behavior) will prompt the removal of the student(s) from the class for the remainder of the class period.

Official withdrawal from the course is the student's responsibility.

Accommodations

Any student with a documented disability (i.e., learning disability, physical, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disabled Student Programs and Services at the beginning of the semester.

Any recording (audio or visual) of the lecture components of class must have the explicit, written permission of the instructor.

Tentative Class Schedule (Summer 2013)

- May 20 Class Roster / Blackboard / Prewriting
- May 21 Distribution of Syllabus / Prewriting for Essay 1
- May 22 Essay 1 / The Research Paper Writing Process
- May 23 Essay Revision / MLA & APA Formats
- May 24 Library Tour / MLA & APA Documentation

- May 27 *Memorial Day* - no class
- May 28 Research Paper conferences
- May 29 Cause-Effect Prewriting
- May 30 Cause-Effect Drafting / MLA & APA Documentation questions/answers
- May 31 Quoting, Summarizing, Paraphrasing

- June 3 Introduction to Outlining
- June 4 Comparison/Contrast Prewriting & Drafting
- June 5 Advanced Outlining
- June 6 Small group peer review and instructor conferences: comprehensive outlines
- June 7 Supporting Details

- June 10 Introduction to Fallacies
- June 11 The Nature of Evidence
- June 12 Evaluation of Credible Source Materials
- June 13 Small group peer review and instructor conferences: final draft of research paper
- June 14 Definition Essay Prewriting

- June 17 Definition Essay Drafting
- June 18 The Academic Writing Process reviewed
- June 19 Connotative & Figurative Language in Academic Writing
- June 20 Final Class Meeting: Course evaluation

ENGL 101 Grading Rubric for Essays

<i>Content and Development</i> <i>5 Points</i>	<i>Points Earned</i> <i>x/5</i>
	Instructor Comments:
All key elements of the assignment are covered in a substantive way.	
<ul style="list-style-type: none"> • The essay meets the following criteria: <ul style="list-style-type: none"> ○ The introductory paragraph ends with an effective thesis sentence. ○ Each body paragraph focuses on a single idea stated in a topic sentence at the beginning of the paragraph. ○ The concluding paragraph sums up the main idea of the essay. 	
The content is comprehensive, accurate, and effective.	
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	
<i>Readability and Style</i> <i>5 Points</i>	<i>Points Earned</i> <i>x/5</i>
The tone is appropriate to the content and assignment.	
Sentences are complete, clear, and concise.	
Sentences are well-constructed, with consistently strong, varied sentences.	
Paragraphs are developed in a logical sequence appropriate to the assigned rhetorical mode.	
<i>Mechanics</i> <i>5 Points</i>	<i>Points Earned</i> <i>x/5</i>
Rules of grammar, usage, and punctuation are followed.	
Spelling is correct.	
Complete sentences, correct subject-verb agreement, and consistent tenses are used.	
<i>Total</i> <i>15 Points</i>	<i>Points Earned</i> <i>x/15</i>
<i>Overall Comments:</i>	

ENGL 101 Grading Rubric for Research Paper Final Draft

<i>Grading Criteria</i>	<i>Instructor Comments</i>
<p>The “A” Paper contains a clear thesis with logical organization and paragraphing with effective transitions.</p> <ul style="list-style-type: none"> • The paper provides a thorough response within the parameters of the assignment. • The paper is formatted correctly according to MLA or APA guidelines as assigned. • The paper contains no errors in sentence structure, grammar, punctuation, mechanics, or spelling. • The paper is enjoyable to read (Excellent). 	
<p>The “B” Paper contains a clear thesis with logical organization and paragraphing with effective transitions.</p> <ul style="list-style-type: none"> • The paper provides a clear response within the parameters of the assignment. • The paper followed correct MLA or APA format guidelines as assigned. • The paper contains only a few errors in fragments, comma splices, fused sentences, verb tense and/or subject tense agreement (Above Average). 	
<p>The “C” Paper is generally related to the topic but with limited development.</p> <ul style="list-style-type: none"> • The paper remains within the parameters of the assignment • The paper is formatted correctly. • The paper contains some errors in grammar, spelling, or punctuation, but those errors will not interfere with the reading (Average). 	
<p>The “D” Paper does not respond directly or completely to the topic.</p> <ul style="list-style-type: none"> • This paper repeats (or lists) rather than develops points. • The paper lacks clear organization or wanders outside the parameters of the assignment. • This paper lacks an appropriate academic tone. • The paper does not follow proper MLA or APA format guidelines. • This paper contains numerous errors in grammar and punctuation which interfere with the reading (Below Average). 	
<p>The “F” Paper is unclear or off topic; it lacks any apparent organization or is outside the parameters of the assignment; and/or it is difficult to read as a result of errors in grammar and punctuation. The paper does not follow proper format guidelines.</p>	
<p><i>Total 20 Points</i></p>	<p><i>Points Earned x/20</i></p>