

ENGL 111: Composition I
Winter 2019
Section 04: 10:00-11:20 p.m., Tu: SE 221, Th: SE 127

Professor: Dr. Kim Lacey (please, call me Kim!)
In-person office hours: Tu/Th 8:15-9:45 a.m.
and by appointment

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Required text to purchase: This text has been ordered at the bookstore, but feel free to shop around online for the cheapest price. However, make sure you find the correct edition.

Johnson-Sheehan and Paine, *Writing Today*, ~~3rd Edition~~ 4th edition
ISBN: ~~978-0-13-458641-0~~ 978-0-13-475973-9

There will be several other readings you will be required to read. These are on Canvas under “Pages” → “Corresponding Readings.” Any reading not in our textbook will be found on there. If you prefer printed copies, you will want to factor in your print balance costs for the semester.

Assignments and Grading

Assignment details are on Canvas under the “Assignments” and “Files” tabs:

Paper 1: Memoir: Food Traditions: 9%

Paper 2: Annotated Bibliography: Researching Food Histories: 9%

Paper 3: Argument: Food Questions: 12%

Paper 4: Proposal: Solving Food Issues: 12%

Paper 5: ePortfolio: Writing to Revise: 12%

Pop Reading Responses: 12% (3% each)

Online Peer-Review: 8% (submitting draft: 2% each); 12% (completing peer-review: 3% each)

Mid-Semester Assessment: 5%

Writing Center and Library Session Participation Reflections: 4% (2% each)

Professional in-class work ethic: 5%

Special note about professional in-class work ethic: Full credit requires that you show thorough preparation and focused participation in all required activities. You are *required* to arrive on time. Arriving more than 10 minutes late will count as an absence. Do not make “being 10 minutes late” a habit—you are expected to be in class on time. Excessive lateness is rude to your classmates and me. Repeated lateness will affect your “professionalism” grade. If you cannot respect your classmates and me by showing up on time, then you are not welcome to participate in that day’s activities. Additionally, we will be doing many in-class activities that will help you improve your writing and researching skills. The majority of these are “ungraded” but will help you in the long run. Even though many of these activities are ungraded, the quality work you put in during our class time effects the “professional in-class work ethic” grade. Occasionally, I will collect in-class work to monitor your progress and participation.

Special note about Writing Center and Library session participation: We will be visiting the library twice for a Writing Center and a research tutorial. For these visits, you are required to arrive on time (date and location are noted below on the “course calendar”). Because these sessions take time out of someone else’s busy schedule, please show them respect by actively participating, asking questions, and following instructions. You will also be responsible for a short in-class writing in response to this session the following class period which will account for these grades.

Grading Scale

↑95%: A

↑90%: A-

↑87%: B+

↑83%: B

↑80%: B-

↑77%: C+

↑73%: C

↑60%: D

0%: F

All grades will be posted on Canvas. I will not share grades on social media.

Special note on the grading scale: SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

Special note about extra credit and extensions: I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

Late work is unacceptable. Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

Special note about potential online course meetings

Unless the university closes, we will have class. If I “cancel” an in-person meeting, you will have some obligation for class in the form of an online activity, which I will circulate via email. If I know I must cancel in advance, I will also discuss the activity in class. If you do not complete that online activity on time, you will be marked absent for that day. These instances are rare, if they occur at all, but it is your responsibility to check your e-mail (at least once before class starts each day) for instructions.

Attendance

Beginning the second week of class, attendance will be taken during each class meeting. You are allowed two excused absences. On your third absence, your grade will be reduced by one half of a grade. For example, if you had an A, on your third absence it would become an A-. On your fourth absence, your grade will be lowered by a full grade. For example, if you had an A, on your fourth absence it would

become a B. On your fifth absence, you will be asked to drop the class. Use your excused absences wisely. Once they are gone, they are gone.

Technology Policies

I encourage you to use whatever note taking system you prefer. If, however, you choose to use a laptop or tablet, you are asked that it be used for class work and not for homework for your other classes or social activities. **Phones are prohibited during class time. Phones must be turned to silent during and must be stored away during class time.** You are required to be an active member of our learning community. Be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted by technology, this may affect your final professionalism grade.

I also strongly encourage you to use some sort of cloud storage in which you can store and access your work from multiple locations. I recommend Dropbox or Google Drive. Additionally, as SVSU students, you have access to Microsoft One Drive. Not having access to your work is not an excuse for late work. Be prepared for all possibilities.

Disability and Non-Discrimination Clause

Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services (phone: 989-964-4168). SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

Academic Integrity Policy

According to the *SVSU Student Handbook*, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions.

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution.

I reserve the right to use Turn It In. In ENGL 111, deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.

The full Academic Integrity Policy can be found here:

<http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

Writing Center Information

One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours: M-Th 11 a.m.- 6 p.m.
 Location: Zahnnow 250 (2nd floor of the library)
 Phone: 989-964-6061
 Website: www.svsu.edu/writingcenter

Course Calendar

Please note: **all readings must be completed before that day's class.** Not coming prepared with the reading completed will affect your in-class work professionalism grade.

A note on the reading: You will have a reading assignment almost every day. Make sure you plan time in your homework schedule for reading. Bring your textbook to class every day, even when there isn't a reading from it. We will use it at different times for various in-class activities.

A note on abbreviations: "WT3rd" refers to *Writing Today*, 3rd edition. "WT4th" refers to *Writing Today*, 4th edition. Only read the chapter to which your edition corresponds.

Date	Reading Due	Major Paper Due
First Course Memoir: Food Traditions		
		Writing diagnostic due in-class
Tu, 1/15	First day of class Syllabus overview Writing diagnostic	<i>**If you miss the first day of class, it is your responsibility to contact me to complete this assignment within one week. Otherwise, your professionalism grade will be affected.</i>
Th, 1/17	Syllabus details Review Paper 1 Introductions <i>Writing Today</i> (WT): Ch. 1	
Tu, 1/22	WT3rd and WT4 th : Ch. 4	
Th, 1/24	WT3rd: Ch. 5: pgs. 48-57 WT4th: Ch. 6: pgs. 61-70 <u>Readings on Canvas:</u> Douglas Bauer, "What Was Served" Shoba Narayan, "The God of Small Feasts"	

Roy Ahn, "Home Run: My Journey Back to Korean Food"

Tu, 1/29	Watch in-class, <i>Chef's Table</i> , "Christina Tosi"	Submit draft for Peer-Review due on Canvas by 11:59 p.m.
Th, 1/31	Writing Center session: Meet in Z-250	Online Peer-Review due on Canvas by 11:59 p.m.
Second Course Annotated Bibliography: Food Histories		
Tu, 2/5	Writing Center reflection: graded in-class writing Review Paper 2 <u>Readings on Canvas:</u> <ul style="list-style-type: none"> Annotated Bibliography samples 	Writing Center reflection due in-class Paper 1 Autobiographical Narrative: Food Traditions due on Canvas by 11:59 p.m.
Th, 2/7	Library instruction: Meet in Z-111	
Tu, 2/12	<u>Readings on Canvas:</u> <ul style="list-style-type: none"> Psyche Williams-Forsen, "Suckin' the Chicken Bone Dry: African American Women, History, and Food Culture" Lisa Heldke, "Let's Eat Chinese! Reflections on Cultural Food Colonialism" 	Library Reflection due in-class
Th, 2/14	WT3rd: Chs. 24 and 25 WT4th: Chs. 25 and 26	Submit draft for Peer-Review due on Canvas by 11:59 p.m.
Tu, 2/19	WT3rd: Ch. 28 WT4th: Ch. 29	Online Peer-Review due on Canvas by 11:59 p.m.

Third Course:
Argument: Food Questions

Th, 2/21	Review Paper 3 <u>Readings on Canvas:</u> <ul style="list-style-type: none"> Hank Shaw, "On Killing" Jon Entine and JoAnna Wendel, "2000+ Reasons Why GMOs are Safe to Eat and Environmentally Sustainable" 	Paper 2 Annotated Bibliography: Food Histories due on Canvas by 11:59 p.m.
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- Robin Mather, “The Threats from Genetically Modified Foods”
- Marion Nestle, “School Food, Public Policy, and Strategies for Change”
- Bill Turque, “Montgomery Officials Try Eating for \$5 a Day”
- Jim Geraghty, “Lawmakers’ Headline-Grabbing Food Stamp Diet”

Tu, 2/26	WT3rd: Ch. 11 WT4th: Ch. 12	
Th, 2/28	Mid-Semester Assessment	Mid-Semester Assessment due in-class
Tu, 3/5	No class: Spring Break	
Th, 3/7	No class: Spring Break	
Tu, 3/12	WT3rd: Ch. 22 WT4th: Ch. 23	Submit draft for Peer-Review due on Canvas by 11:59 p.m.
Th, 3/14	WT3rd: Ch. 26 WT4th: Ch. 27	Online Peer-Review due on Canvas by 11:59 p.m.
Fourth Course: Paper 4 Proposal: Solving Food Issues		
Review Paper 4		
<u>Watch in-class:</u>		
Tu, 3/19	Jamie Oliver, “Teach Every Child about Food” (21:46) Ron Finley, “A Guerilla Gardener in South Central LA” (10:39) Christien Meindertsma, “How Pig Parts Make the World Turn” (8:48) Tristram Stuart, “The Global Food Waste Scandal” (14:09)	Paper 3 Proposal: Solving Food Issues due on Canvas by 11:59 p.m.
Th, 3/21	Voluntary conferences Research day (on your own—no class meeting)	
Tu, 3/26	WT3rd: Ch. 12 WT4th: Ch. 13	

Th, 3/28	Workshop: Selecting Topics, Researching	
Tu, 4/2	WT3rd: Ch. 20 WT4th: Ch. 21	
Th, 4/4	In-class researching and workshop	Submit draft for Peer-Review due on Canvas by 11:59 p.m.
Tu, 4/9	WT3rd: "Ethical Chic: How Women Can Change the Fashion Industry" (pgs. 676-677); "How to Fix Grade Inflation at Harvard" (pgs. 528-530); from <i>A Modest Proposal</i> (pgs. 684-689); <u>Reading on Canvas</u> : "How to Fix Grade Inflation at Harvard" WT4th: "Ethical Chic: How Women Can Change the Fashion Industry" (pgs. 560-562); "How to Fix Grade Inflation at Harvard" (pgs. 528-530); from <i>A Modest Proposal</i> (pgs. 542-548)	Online Peer-Review due on Canvas by 11:59 p.m.
Fifth Course: Writing to Revise: ePortfolios		
Th, 4/11	Review Paper 5 Workshop: Set-up ePortfolios	Paper 4 Argument: Questions about Food due on Canvas by 11:59 p.m.
Tu, 4/16	Career Services Visit: Associate Director Tom Barnikow	
Th, 4/18	WT3rd: Ch. 19 WT4th: Ch. 20 Workshop: Revision	
Tu, 4/23	Course evaluations WT3rd: <u>Reading on Canvas</u> : "Reading Critically, Starting Your Portfolio" WT4th: Ch. 5	
Th, 4/25 (last day of class)	No class: Work on your own day (Kim's available for conferences if necessary)	
Tu, 4/30		ePortfolio due on Canvas by 11:59 p.m.

111 Rubric	Content	Organization	Style	Conventions
"A" Papers	<ul style="list-style-type: none"> •The paper engages its intended audience, demonstrating insight and complexity. •The paper convincingly, richly, and logically develops and supports a single focus and purpose. •When appropriate, the paper effectively integrates relevant outside sources. 	<ul style="list-style-type: none"> •The overall organizational structure is appropriate to the audience and purpose. •Paragraphs are thoughtfully and logically related and sequenced. •The opening effectively establishes the relationship between the reader and the paper's purpose, and the paper closes effectively. •Connections within and between paragraphs create cohesion. 	<ul style="list-style-type: none"> •The sentences are consistently clear, coherent, and syntactically varied. •Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing. 	<ul style="list-style-type: none"> •The grammar, spelling, punctuation, and usage conform to conventions of academic writing and lend credibility to the writer. •References to sources are accurately cited and documented according to the appropriate style manual. •Format is consistently correct and appropriate.
"B" Papers	<ul style="list-style-type: none"> •The paper engages its intended audience. •The paper develops/supports a single focus and purpose, with some richness of detail or evidence. •When appropriate, the paper correctly incorporates relevant outside sources. 	<ul style="list-style-type: none"> •The overall organizational structure is appropriate to the audience and purpose. •Paragraphs are logically related. •The opening establishes the relationship between the reader and the paper's purpose, and the paper comes to closure. •Connections within and between paragraphs usually create cohesion. 	<ul style="list-style-type: none"> •Sentences are usually clear, coherent, and syntactically varied. •Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing. 	<ul style="list-style-type: none"> •The paper is free of serious errors in grammar, spelling, punctuation, or usage. •References to outside sources are usually accurately cited and documented according to the appropriate style manual. •Format is correct and appropriate.
"C" Papers	<ul style="list-style-type: none"> •Although adequate in content, the paper may not fully engage its intended audience. •The paper generally develops/supports its focus and purpose, but may occasionally wander from its central idea. •The paper has adequate support but lacks some richness of detail. •When appropriate, the paper includes relevant outside sources, although they are not always purposeful or integrated. 	<ul style="list-style-type: none"> •The overall organizational structure is generally easy to follow and appropriate to the audience and purpose. •At times, paragraphs may lack internal coherence or may be mis-sequenced or slightly off track. •The paper's opening or closing may be mechanical or trite. •Connections within and between paragraphs are evident, but may be awkward, mechanical, or ineffective. 	<ul style="list-style-type: none"> •Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety. •Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing. 	<ul style="list-style-type: none"> •Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility. •References to outside sources are generally cited and documented, but not always in the appropriate style. •Format is generally correct and appropriate.

<p>“D” or “F” Papers (depending on severity of concerns)</p>	<ul style="list-style-type: none"> •The paper does not engage its intended audience. •The paper fails to develop/support its focus and purpose or wanders from its central idea. •The paper contains limited, irrelevant, or no supporting details. •Necessary outside sources are lacking or, if used, are not relevant, purposeful, clearly introduced or integrated. 	<ul style="list-style-type: none"> •The overall organizational structure is illogical, unclear and/or inappropriate. Paragraphs frequently seem unrelated or repetitive or are poorly constructed. •The opening is overly general, missing, or misleading. The closing is weak or missing. •Connections between and within paragraphs are missing or ineffective. 	<ul style="list-style-type: none"> •Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency. •Inappropriate word choice or tone detracts from the paper’s purpose and frequently displays a lack of command of the conventions of academic writing. 	<ul style="list-style-type: none"> •Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility. •References to outside sources are not clearly cited; documentation style is generally inappropriate. •Format is not consistently correct or appropriate.
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