

**English 111: Composition I**  
Saginaw Valley State University  
Winter 2012

<b>Instructor</b>	Dr. Kim Lacey
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<b>In-Person Office Hours</b>	Monday, Wednesday: 2:00-3:30 pm Tuesday, Thursday: 12:30-1:30 pm Also available by appointment
<b>Online Office Hours</b>	I prefer that you make an appointment for an online office hour meeting, but if you see me online, please feel free to chat with me. Skype: kim.lacey5 Google Chat: krlacey Zimbra Chat (through SVSU's e-mail): krlacey Twitter: @kimlacey

<b>Course Meeting Days</b>	Tu/Th 4:00-5:20 pm
<b>Locations</b>	Tu: Education South 126 Th: Education South 214

**Required Texts (both texts are available in SVSU's bookstore in Curtiss Hall):**

*The Allyn and Bacon Guide to Writing, Brief 6<sup>th</sup> edition*, by John Ramage, John Bean, June Johnson. Pearson/Longman: 2012. 13 Digit ISBN: 978-0-2-05823154

*Keys for Writers, 6<sup>th</sup> edition*, by Ann Raimes and Maria Jerskey. Wadsworth/Cengage: 2011. Custom edition for Saginaw Valley State University.

**Course Technology:**

E-mail: I regularly send e-mails from VSpace. Please check your e-mail daily.

VSpace: All grades will be posted on VSpace.

CourseKit (coursekit.com): We will be setting up accounts on the second day of class. Our course code is: WWJKPK

Twitter: Suggested Twitter feed: @AdviceToWriters

**Course Description:** *Frequent writing assignments to produce informal and formal texts, with emphasis on academic thinking and writing. Develops effective writing processes, from inventing and investigating through organizing, drafting, revising, and editing. Helps students meet the needs of their readers. Includes workshop approaches to develop students' ability to analyze and evaluate their own writings as*

*well as the writings of others.*

**Prerequisite:** "P" grade in ENGL 080 or satisfactory performance on Course Placement Test in writing.

**Course Outcomes:** The student who successfully completes English 111 will be able to:

1. Use writing processes that develop exploratory drafts into revised prose for specific audiences, including the ability to: a. Generate, select and focus writing topics; b. Plan, organize, and structure writing to develop a focus and purpose; c. Use specific and credible evidence to support positions in a convincing manner; d. Review, critique, revise; e. Edit writing to conform to the general conventions of Standard English.
2. Produce formal college-level essays that exhibit the requisite skills to attain a C level or better on the course rubric, which signals that a student is prepared to enter Communication Intensive courses and engage in academic discourse at the university level.
3. Conduct introductory library and other research, integrate facts and evidence from multiple sources, and document appropriately.
4. Read critically and analyze material written for multiple audiences and purposes.
5. Effectively participate in interactive/collaborative reading and writing activities.

**Course Practices:**

1. Students will write approximately 10,000 words in the course, at least half of which will come from formal essays.
2. Students will write a minimum of five formal essays; two or more of these essays will incorporate multiple outside sources, documented appropriately. Students will also produce a variety of other less formal pieces.
3. Students will learn about documentation with a focus on MLA and APA; they will be provided with opportunities for in-class writing as well as instruction in essay exam strategies.
4. Students will receive library orientation, including a tour and an introduction to hands-on and online research resources.
5. Students will be provided with hands-on opportunities to develop technological skills for creating and/or sharing documents (i.e., word processing, e-mailing, and online workshopping or online discussion).
6. Instructors will assess students' products using clearly defined criteria, including course rubric, sample papers, and other materials provided by the instructor.
7. Instructors may take product and process (journals, drafts, portfolios and conferences) into account when assessing student performance in the course.

8. Instructors will base at least 75% of a student’s final course grade on the evaluation of formal essays.
9. Instructors can only give the grade of “C” or higher to a student who earns 70% of total points possible in the course, and demonstrates significant competency in all course outcomes.
10. Instructors will actively engage in strategies that work toward student retention and student success.

**Course Assignments:** *Detailed essay descriptions are located on VSpace and will be discussed at length in-class. All essays will be run through TurnItIn.com to ensure authenticity.*

*Essays*

Essay 1	Literacy Narrative (Ch. 6)	My Relationship with Writing and Reading	3 pages	150 points
Essay 2	Informative Essay (Ch. 8)	Surprise Reversal	4 pages	200 points
Essay 3	Image Analysis Essay (Ch 10)	The Parody or Satirical Image	4 pages (including images)	200 points
Essay 4	Exploratory Essay and Annotated Bibliography (Ch. 7)	Topic Proposal and Annotated Bibliography	Proposal: 1-2 pages Ann Bib: 10 sources	250 points
Essay 5	Claim with Reason Essay (Ch. 13)	Sophisticated Persuasive Essay	6 pages	350 points

*Paper Guidelines:* I will only accept Word Documents (“.doc” or “.docx”) or PDFs. Please, no “.wpd” or “.wps” All essays must use the APA format for all in-text citations and reference pages. All essays must be double-spaced, use 12 point Times New Roman or Calibri font, with no larger than 1” margins. If you do not format your essay correctly, you will receive a 5% deduction for that essay.

*Other assignments*

Peer Review	For each essay assignment, you will review three other essays in class.	25 points each/100 points total
Weekly Reading and Discussion Response (Due every Thursday by 9 pm)	150-200 word summary and response posted on CourseKit. I will post one question each week to our CourseKit Stream. You are responsible for responding to this question. Please leave your response as a comment. Responses will be evaluated on a scale of 0-5. 0=not completed, 1=weak, 3=okay, 5=good	75 points

Mid-Semester Assessment	In-class summary and response essay	75 points
Final Assessment	In-class written evaluation	75 points
Active Attendance	Active attendance includes being prepared for 'pop' in-class writing assignments, having the assigned reading completed, and being prepared to participate in class and small group discussions.	75 points

**Total Overall Points in the Course:  
1,550 points**

### Grading Scale

↑93%: A	1550-1442
↑90%: A-	1441-1395
↑87%: B+	1394-1349
↑83%: B	1348-1287
↑80%: B-	1286-1240
↑77%: C+	1239-1194
↑70%: C	1193-1085
↑60%: D	1084-930
↓60%: F	929-0

**English 111 Rubric:** All essays in the course will be graded based on the ENGL 111 Program rubric, attached to this syllabus. The rubric will be adapted by the instructor to more closely fit each of the different assignment goals. The ENGL 111 Rubric is located in *Keys for Writers* and after the course calendar on this syllabus.

**Attendance:** It is in your best interest to attend class regularly. Please take note of the “active attendance” section of the course assignments. Attendance means much more than simply showing up to class. Attendance in ENGL 111 means active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Attendance will be taken during each class meeting. **If you are more than 10 minutes late, you will be marked absent.** Please find a classmate and exchange e-mail addresses. In case you miss class, it is your responsibility to contact a classmate to find out what you missed. My office hours will not be used as a “make-up” class period.

*Attendance bonus:* At the end of the semester if you have near perfect attendance (no more than one absence) you will receive 10 points of extra credit.

**Technology Policy:** I encourage you to use whatever note taking system you prefer. If, however, you choose to use a personal computing device, you are asked that it be used for class work only. Phones

must be turned to silent during class time. If you are expecting an important phone call during class, please sit near the door so you can leave the room without disrupting others. No texting.

**Late Work:** Late work is unacceptable. Please ensure that your work is submitted on time. I will send a confirmation e-mail once I receive your essay. If you do not receive a confirmation e-mail, I did not receive your essay.

**Disability / 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, Curtis Hall, Room C-112, 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.

**"Cheating** occurs whenever one attempts to gain an advantage through a violation of rules regarding the relevant behavior. It should be assumed that collaboration is cheating unless explicitly authorized" (16).

**"Plagiarism** involves intentionally or unintentionally presenting another person's expressions – ideas, opinions, illustrations, data, style – as one's own expression" (16).

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.

**In ENGL 111 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.**

**"Undermining the Educational Process'** occurs whenever one attempts to prevent another's learning or subverts the recognized means by which learning occurs" (16).

The goal of SVSU faculty is to help each student achieve success through learning the concepts and skills for which the course was designed. In a university classroom, the learning that takes place is determined by the quality of the interactions of all members of the class.

Specifically the *SVSU Student Handbook* states, "No student shall engage in conduct that disrupts or interferes with the educational activities in classrooms . . . computer laboratories . . . or any other place where education and teaching activities take place. This includes, but is not limited to, such behaviors as talking at inappropriate times, drawing unwarranted attention to him or herself, engaging in loud and distracting behaviors, displaying defiance or disrespect to peers or threatening any University employee or student. No student shall engage in conduct that is disruptive or interferes with the rights of others on University property . . . nor shall a student obstruct, disrupt, interfere, or attempt to interfere with another student's right to learn or complete academic requirements" (34).



How can the Writing Center help me?  <b>**Meet in Z-303**</b>	<b>In-class discussion: Writing Center Presentation (Z-303)</b> <b>Look ahead:</b> Peer review on Thursday. Bring a copy of your Literacy Narrative.
Th 1/26 How can I help my peers?	<b>Read before class:</b> X <b>In-class discussion:</b> Peer review for Literacy Narrative <b>Look ahead:</b> Literacy Narrative due on Tuesday
Tu 1/31 How do I correct misunderstandings?  <b>**Literacy Narrative Due to CourseKit by 9 pm**</b>	<b>Read before class:</b> “How Does It Feel to be a Problem?” (Distributed on CourseKit) <b>In-class discussion:</b> Introduce Informative Essay; “Diversity Day” <b>Look ahead:</b> Reading for Thursday
Th 2/2 What is a surprise reversal?	<b>Read before class:</b> ABGW 177-191 <b>In-class discussion:</b> Structuring a surprise reversal <b>Look ahead:</b> Sample Informative Essays on CourseKit
Tu 2/7 How can model essays help me understand an assignment?	<b>Read before class:</b> ABGW 192-200; Sample Informative essays on CourseKit <b>In-class discussion:</b> Strengths and weaknesses of examples <b>Look ahead:</b> Meet in Z-101 on Thursday
Th 2/9 How can the library help me with research?  <b>**Meet in Z-101**</b>	<b>Read before class:</b> X <b>In-class discussion:</b> Library Day (Z-101)—please attend! Critical for later assignments! <b>Look ahead:</b> Reading from KFW
Tu 2/14 What are the 5Cs?	<b>Read before class:</b> KFW 351-389 <b>In-class discussion:</b> 5Cs <b>Look ahead:</b> Mid-semester assessment in-class on Thursday
Th 2/16  <b>**Mid-semester assessment**</b>	<b>Read before class:</b> X <b>In-class discussion:</b> Mid-semester assessment <b>Look ahead:</b> Peer review on Tuesday. Bring a copy of your Informative Essay.
Tu 2/21 How can I give appropriate feedback?	<b>Read before class:</b> X <b>In-class discussion:</b> Peer review for Informative Essay <b>Look ahead:</b> Start thinking about what parody means
Th 2/23 What is a parody?	<b>Read before class:</b> ABGW 241-270 <b>In-class discussion:</b> Introduce Visual Analysis essay <b>Look ahead:</b> Informative Essay due on Tuesday
Tu 2/28 What are rhetorical appeals?  <b>**Informative Essay due on CourseKit by 9 pm**</b>	<b>Read before class:</b> Ethos, pathos, logos (handout on CourseKit) <b>In-class discussion:</b> Rhetorical appeals; skits <b>Look ahead:</b> Be prepared to work on Visual Analysis essay in-class on Thursday
Th 3/1 How do I analyze parodies?	<b>Read before class:</b> Browse through <a href="http://adbusters.com">adbusters.com</a> <b>In-class discussion:</b> How parodies make social commentary <b>Look ahead:</b> Read sample Visual Analyses essays

Tu 3/6	<b>No class: Spring Break</b>
Th 3/8	<b>No class: Spring Break</b>
Tu 3/13 How do I judge other papers?	<b>Read before class:</b> Sample Visual Analyses essays on CourseKit <b>In-class discussion:</b> Effectiveness of analysis <b>Look ahead:</b> Visual Analysis peer review on Thursday
Th 3/15 How can I give proper feedback?	<b>Read before class:</b> X <b>In-class discussion:</b> Peer review for Visual Analysis <b>Look ahead:</b> Visual Analysis due Tuesday
Tu 3/20 What are we doing for the rest of the semester?  <b>**Visual Analysis due on CourseKit by 9 pm**</b>	<b>Read before class:</b> Sample Annotated Bibliographies and Exploratory Essays on CourseKit <b>In-class discussion:</b> Assignments #4 & #5 <b>Look ahead:</b> Be prepared to work on Annotated Bibliography in-class on Thursday
Th 3/22 How do I summarize sources?	<b>Read before class:</b> ABGW 153-176 <b>In-class discussion:</b> Structuring Annotated Bibliographies and Exploratory Essays <b>Look ahead:</b> Reading for Tuesday
Tu 3/27 How do I effectively argue a point?	<b>Read before class:</b> ABGW 331-358 <b>In-class discussion:</b> Classical argumentation <b>Look ahead:</b> Think about questions you have about citing
Th 3/29 How do I form a research question?	<b>Read before class:</b> ABGW 517-527 <b>In-class discussion:</b> Research questions <b>Look ahead:</b> Scheduled conferences next week
Tu 4/3 No class: Scheduled conferences  <b>**Annotated Bibliography and Exploratory Essay due at conference**</b>	<b>Check conference schedule on CourseKit</b>
Th 4/5 No class: Scheduled conferences  <b>**Annotated Bibliography and Exploratory Essay due at conference**</b>	<b>Check conference schedule on CourseKit</b>
Tu 4/10 How to I sustain an argument?	<b>Read before class:</b> ABGW 359-377 <b>In-class discussion:</b> Keeping an argument going strong <b>Look ahead:</b> Be prepared to work on incorporating research in-class on Thursday
Th 4/12 How do I incorporate research responsibly?	<b>Read before class:</b> ABGW 553-575 <b>In-class discussion:</b> Using sources to your advantage <b>Look ahead:</b> Read sample Claim with Reason essays on CourseKit



<p>Tu 4/17 Wait...the semester is almost over?</p>	<p><b>Read before class:</b> Sample Claim with Reason essays on CourseKit  <b>In-class discussion:</b> Effective arguments  <b>Look ahead:</b> Peer review on Thursday. Bring a copy of your Claim with Reason Essay.</p>
<p>Th 4/19 Why does peer review have to end?</p>	<p><b>Read before class:</b> X  <b>In-class discussion:</b> Peer review for Claim with Reason essay.  <b>Look ahead:</b> Final assessment in-class on Tuesday</p>
<p><b>Tu 4/24 (Time Change: 4:30-6:20)</b>  What am I going to do with all my free time!?</p> <p><b>**Claim with Reason Essay due to CourseKit by 9 pm**</b></p>	<p><b>Read before class:</b> X  <b>In-class discussion:</b> Final assessment  <b>Look ahead:</b> Enjoy your summer!</p>