

ENGL 111, Sec. 10/Sec. 05: Composition I

Saginaw Valley State University

Fall 2012

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In-Person Office Hours	Tuesday, Thursday: 12:00-3:00 pm Also available by appointment
Online Office Hours	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

Course Meeting Days	Location
Sec. 05: M/W 10-11:20 am	M: SE 206
Sec. 10: M/W 1:00-2:20 pm	W: SE 223

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

John Mauk and John Metz: *The Composition of Everyday Life*; Brief 4th Edition
ISBN-13: 978-1111840549

Keys for Writers (SVSU edition)

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.

E-mail: Check your e-mail daily. It's the university's official mode of communication, and there is no excuse why you shouldn't check it often. You need to have internet access for this course. Our campus is wireless and many other locations off campus also have free Wi-Fi, so be sure to take advantage. If you are having difficulty connecting, make sure you call my office (989-964-2016). Not having access is not an excuse.

VSpace: All grades will be posted on VSpace.

Course Assignments and Grading

Detailed descriptions can be located on VSpace and will also be discussed in class.

Papers:

- P1. Reflective Analysis (Ch. 2): 10%
- P2. Concept Analysis (Ch. 5): 10%
- P3. Responding to Arguments (Ch. 8): 10%
- P4. Proposing Solutions (Ch. 11): 10%
- P5. Reflective Portfolio: 25%

Other Assignments:

- Exploratory Essays: 2% each/8% total
- Writing Groups (use concepts in each chapter): 2% each/8% total
- Peer Review: 2% each/8% total
- Professionalism: 7%
- Mid-Semester Assessment: 5%

Grading Scale

- ↑95%: A
- ↑90%: A-
- ↑87%: B+
- ↑83%: B
- ↑80%: B-
- ↑77%: C+
- ↑73%: C
- ↑60%: D
- 0%: F

Course Policies

The decision to take this course is yours, but once you make that decision, you have responsibilities to everyone else in this community of learners. It is your responsibility to abide by the following course policies in order to contribute to our classroom's productivity.

Attendance: It is in your best interest to attend class regularly. Attendance means much more than simply showing up to class. Attendance in ENGL 111 means being

present in class through active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Attendance will be taken during each class meeting. **You are allowed two free absences. On your third absence, 2% will be deducted from your final grade. On your fourth absence, and additional 4% will be deducted from your final grade. If you miss more than four classes, you will be asked to drop and/or fail this course.** 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.

Situations that Count as Absences:

- Arriving more than 10 minutes late or leaving more than 10 minutes early
- Using technology inappropriately during class (texting, Facebook, Twitter, etc.): All computer labs have surveillance software and I will use it to enforce this situation
- Coming to class unprepared to participate (this includes peer-review days if you don't have a draft)

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. I can see you texting, so don't do it.

Late Work: 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 after the paper deadline. If you do not receive a confirmation e-mail, I did not receive your paper.

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 students right to learn or complete academic requirements” (34).

In ENGL 111, any student who engages in any of these behaviors that undermine the educational process will be asked to leave the class immediately, and lose any possible credit for that class period. To return to the class, the student will be required to schedule a meeting with the instructor to discuss his or her plans for modifying their behavior in question.

Important Note: In any case of cheating, plagiarism, or engaging in behavior that undermines the educational process in addition to the consequences outlined above, the instructor may choose to report the behavior to the Office of Student Conduct, following the protocols outlined on pages 32-37 in the *SVSU Student Handbook*.

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-R 8:30a-7p
	F 10a-2p
Location	Zahnow 308 (3rd floor of the library)
Phone	989-964-6061
Website	www.svsu.edu/writingcenter

Course Calendar

It is possible that this schedule will change. If it does, I will notify you in class and in writing via e-mail.

Date	Read Before Class	Writing Stage
M 8/27		Writing Diagnostic
W 8/29	Syllabus	P1: Preliminary Questions

	P1 assignment sheet	
M 9/3		
No Class: Labor Day		
W 9/5	EL: 26-38	P1: Focused Details
M 9/10	EL: 40-59	Writing Groups
P1: Exploratory Essay Due by Midnight		
W 9/12		P1: Discussion and Exploration
M 9/17		P1: Peer Review
W 9/19		
Writing Center Tutorial: Meet in Z-303		
M 9/24	P2 assignment sheet	P2: Preliminary Questions
P1: Due by Midnight		
W 9/26	EL: 122-138	P2: Focused Details
P2: Exploratory Essay Due by Midnight		
M 10/1	EL: 140-155	P2: Writing Groups
W 10/3		P2: Discussion and Exploration
M 10/8		P2: Peer Review
P2: Due by Midnight		
W 10/10	P3 assignment sheet	P3: Preliminary Questions
M 10/15	Peter Sacks' <i>Generation X Goes to College</i> , Ch. 6: 54-59 (on VSpace)	P3: Focused Details
W 10/17		

Mid-Semester Assessment (in-class)		
M 10/22		P3: Discussion and Exploration
W 10/24 P3: Exploratory Essay Due by Midnight	EL: 246-260	Writing Groups
M 10/29		P3: Peer Review
W 10/31	P4 assignment sheet	P4: Preliminary Questions
M 11/5 P3: Due by Midnight	EL: 352-364	P4: Focused Details
W 11/7 Library Day: Meet in Z-111		
M 11/12 P4: Exploratory Essay Due by Midnight	EL: 365-381	Writing Groups
W 11/14	P5 assignment sheet	P4: Discussion and Exploration
M 11/19		P4: Peer Review
W 11/21	Bring all exploratory essays from semester	Reflecting on writing experiments
M 11/26 P4: Due by Midnight	Bring all self-reflections from peer-review	Reflecting on your evolution as a writer
W 11/28		

No class: Thanksgiving Break		
M 12/3	Bring all formal papers from semester	P5: Focused writing about formal papers
W 12/5 Last Day of Class!	Bring working portfolio in binder	P5: Determine what will go into your portfolio and order
W 12/12 P5: Reflective Portfolios Due to my office (B 358) by 5 pm		