

English 111: Composition I
Fall 2024
Section 09: 10:00-11:20 a.m.
Mondays: Wickes 216
Wednesdays: Science East 127 (computer lab)

Professor: Dr. Kim Lacey (please, call me Kim!)
Office hours: M/W 12:00-1:00
and by appointment

Office: Z 231B
E-mail: krlacey@svsu.edu

Required texts to access:

You will need to have access to this text every day of class. It is Open Access and does not cost anything to use. You should use whatever technology you'd prefer to access it (e.g., phone, laptop, tablet).

Try This: Research Methods for Writers

Link: <https://wac.colostate.edu/books/practice/try/>

This text is also embedded on our Canvas site. "Pages" → "Try This"

Required technology to access:

ChatGPT (3.5 or 4.0): <https://chat.openai.com/auth/login>

Claude: <https://claude.ai/login>

Gemini: <https://gemini.google.com/>

Canvas

Other tools as they are released and/or we deem interesting.

Artificial Intelligence Policy

This semester, we will focus on writing with AI. My goals for all of us will be to learn how AI tools can strengthen our writing when used responsibly. You are required to note and cite any place where you use AI. Failure to indicate this will result in a lower grade.

Assignments and grading

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

Your final grade will be based on the following assignments:

"Try This" assignments: 2.5% each (60% total)

Reflective essays: 7% each (28% total)

Reflective portfolio: 12%

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.

A 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.

A 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. However, I'm not a robot. If there are extenuating circumstances, please talk to me.

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. Please note the majority of your writing will come from in-class work. If you arrive late and we have already completed an activity, you cannot receive credit for the activity. If you are absent and you miss in-class activities, you cannot receive credit for the activity. 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 a.m. the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

A 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 or Teams meeting, the details of 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.

This course section *will not* be recorded or broadcast online synchronously. It is a face-to-face course. Unless the university changes direction about the method of instruction, we will meet in-person.

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.

A note about self-care

I am conscious of your educational experiences over the last several years, and if there is any way I can support you in our learning environment, please let me know. I'm here to help!

Technology policies

I encourage you to use whatever note taking system and digital devices 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 must be turned silent 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 grade.

You should be actively using 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.

Accessibility and Non-Discrimination Clause

Students who need accommodation are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (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/>

Even though we are using AI regularly this semester, please note that passing off anything written by AI as your own writing is considered plagiarism. To avoid this scenario, you need to indicate what is your writing and what is produced by AI.

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.

Drop-in Hours:

Monday: 9-5 & 4-7 Online

Tuesday: 11:30-4 & 4-7 Online

Wednesday: 9-5 & 4-7 Online

Thursday: 11:30-3 & 4-7 Online

Friday: 12 - 3

Course Calendar

This calendar is a good indicator of where I'd like the semester to go, but remaining flexible is something we will keep in mind!

I will fill in or some of the readings as we go! Sometimes we will need more time with certain aspects of genres and other times we won't.

Reading must be completed before class. If you repeatedly neglect the reading, your final grade will be impacted.

"Try This" assignments are denoted by ## in the daily activities.

M, 8/26

Welcome to ENGL 111!

Overview of course

In-class writing

W, 8/28

Deep dive into course details

Introductions

Readings (see "Pages" → "In-class links and things!" on Canvas)

"I Need You to Say 'I': Why First Person Is Important in College Writing"

Kate McKinney Maddalena

<https://writingspaces.org/past-volumes/i-need-you-to-say-i-why-first-person-is-important-in-college-writing/>

"Really? Writing? Again?"

<https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/really-writing-again/>

M, 9/2

No class: Labor Day

Phase 1: Research Methods

W, 9/4

Write This (WT): pgs. 3-8

1.1 Preview Your Awareness of Research Methods

1.2 Consider Everyday Contexts

M, 9/9

No reading

1.3 Make a List of Curios

W, 9/11

WT: pgs. 8-9

1.4 Go on a Scavenger Hunt

M, 9/16

WT: pgs. 10-15

1.5 Plan Your Own Writing Research Project

1.6 Brainstorming with Methods

W, 9/18

WT: pgs. 15-20

Focus on Delivery: Writing a Research Proposal

Phase 2: Making Research Ethical

M, 9/23

WT: pgs. 21-25

2.1 Consider What Activities

W, 9/25

WT: pgs. 25-27

2.2 Making an Argument

Phase 1: Reflective essay due!

M, 9/30

WT: pgs. 27-32

2.3 Comparing Citation Systems

W, 10/2

Citation exercise (no reading)

Phase 3: Working with Sources

M, 10/7

WT: pgs. 41-44

3.1 Summarizing a Central Source

W, 10/9

WT: pgs. 44-48

3.2 Finding Keywords

Phase 2: Reflective essay due!

M, 10/14

No reading

3.3 Developing Your Semantic Worknet

W, 10/16

WT: pgs. 49-53

3.4 Developing Your Bibliographic Worknet

M, 10/21

Library Session

Meet in Z-111

W, 10/23

No reading

3.5 Investigating Lists of Sources

M, 10/28

WT: pgs. 53-56

3.6 Writing about Your Affinity Worknet

W, 10/30

WT: pgs. 57-59

3.7 Writing about Your Choric Worknet

M, 11/4

3.8 In-class sharing Worknets

Phase 4: Working with Words

W, 11/6

WT: pgs. 69-75

4.1 Identifying Corpuses & Identify the Rhetorical Context of a Corpus

M, 11/11

WT: pgs. 75-78

4.2 Content Analysis of a Text

Phase 3: Reflective essay due!

W, 11/13

WT: pgs. 79-83

4.3 Defining Rhetoric

4.4 Rhetorical Analysis

4.5 More Rhetorical Analysis

M, 11/18

No reading

4.6 Analyzing Keywords

W, 11/20

WT: 83-85

4.7 Genre Analysis

Phase 5: The Reflective Portfolio

M, 11/25

Review portfolio assignment

Portfolio set-up

Phase 4: Reflective essay due!

W, 11/27

No class: Thanksgiving Break!

M, 12/4

In-class studio day: Portfolio reflective letter

W, 12/6

Continued in-class work on portfolio

Course evaluations

Last day of class

M, 12/9

Portfolio due

ENGL 111 Rubric

No Credit: The paper does not fulfill the assignment. **No Credit:** The paper is illegible. **No Credit:** The paper is plagiarized; see English 111 Plagiarism Policy.

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.
"D" or "F" Papers (depending on severity of concerns)	<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.