

**English 111: Freshman Composition**  
Saginaw Valley State University  
Fall 2011

<b>Instructor</b>	Dr. Kim Lacey
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<b>In-Person Office Hours</b>	MW 1:15p-2:15p TR 10:15a-12:30p Also available by appointment
<b>Online Office Hours</b>	F 10a-2p 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

<b>Course Meeting Days</b>	TR 8:30a-9:50a
<b>Locations</b>	T: Curtiss Hall 220 R: Curtiss Hall 101

**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 Raimés and Maria Jerskey. Wadsworth/Cengage: 2011.  
Custom edition for Saginaw Valley State University.

\*\*Special note about *Keys for Writers*: you must purchase this edition from the SVSU bookstore. You will receive a special code for the online edition and we will be using the online tools this semester.

**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)	Correcting Misunderstandings	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: 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 using InSite's PeerMark	30 points each/150 points total
Weekly Reading and Class Discussion Learning Log	150-200 word summary and response posted on VSpace. 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	50 points
End of Semester Assessment	In-class written evaluation	50 points
Active Attendance	Active attendance includes being prepared for 'pop' in-class writing assignments, having the assigned reading completed, and being	75 points

	prepared to participate in class and small group discussions.	
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**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 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** Zahnnow 308 (3<sup>rd</sup> floor of the library)  
**Phone** 989-964-6061  
**Website** [www.svsu.edu/writingcenter](http://www.svsu.edu/writingcenter)

### Course Calendar

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

ABGW = Allyn & Bacon Guide to Writing

KFW = Keys for Writers

<b>T 8/30</b> <b>What is this class?</b>	<b>Reading:</b> X <b>In-class:</b> Course overview; In-class writing; Introductions <b>Look ahead:</b> Syllabus response due on Thursday on VSpace
<b>R 9/1</b> <b>What is college writing?</b>	<b>Reading:</b> ABGW 132-146 <b>In-class:</b> Introduce Literacy Narrative; how to structure a sophisticated autobiography <b>Look ahead:</b> No class on Tuesday
<b>T 9/6</b>	<b>No Class: University Closed for Labor Day</b>
<b>R 9/8</b> <b>Is it okay to use the first person?</b>	<b>Reading:</b> ABGW 146-152 ; “The personal essay and the first person character”; “First Person Singular: Sometimes, It Is about You” (distributed on VSpace) <b>In-class:</b> Why me? <b>Look ahead:</b> Reading due on Tuesday
<b>T 9/13</b> <b>Is there something I understand but confuses others?</b>	<b>Reading:</b> Intro to <i>How Does it Feel to be A Problem?</i> Distributed on VSpace <b>In-class:</b> Introduce Informative essay; Prewriting activity: preconceptions and misperceptions <b>Look ahead:</b> Submit draft of Literacy Narrative essay to InSite by Thursday’s class
<b>R 9/15</b> <b>How can I help other writers?</b>	<b>Reading:</b> KFW 40-50 <b>In-class:</b> Peer review for Literacy Narrative <b>Look ahead:</b> Literacy Narrative essay due Tuesday

<p><b>T 9/20</b>  <b>How can I inform and persuade?</b>  <i>*Literacy Narrative essay due by 9 pm*</i></p>	<p><b>Reading:</b> ABGW 177-200  <b>In-class:</b> Writing to inform, arguing to convince  <b>Look ahead:</b> Don't forget to submit Literacy Narrative essay tonight!</p>
<p><b>R 9/22</b>  <b>How do I integrate my research?</b></p>	<p><b>Reading:</b> <i>They Say/I Say</i> templates (distributed on VSpace); KFW 145-160  <b>In-class:</b> Discussion about persuasive writing techniques  <b>Look ahead:</b> Meet in Z303 on Tuesday</p>
<p><b>T 9/27</b>  <b>How can the writing center help me?</b>    <i>Meet in Zahnow 303</i></p>	<p><b>Reading:</b> X  <b>In-class:</b> Meet in Zahnow 303: Writing Center Presentation  <b>Look ahead:</b> Reading for Thursday</p>
<p><b>R 9/29</b>  <b>How can I prepare for essay exams?</b></p>	<p><b>Reading:</b> ABGW 609-622  <b>In-class:</b> Strategies for summary and response writing  <b>Look ahead:</b> Submit draft of Informative essay to InSite by Tuesday's class</p>
<p><b>T 10/4</b>  <b>How can I provide productive criticism?</b></p>	<p><b>Reading:</b> X  <b>In-class:</b> Peer Review for Informative essay  <b>Look ahead:</b> Start thinking about image examples for next essay</p>
<p><b>R 10/6</b>  <b>What is an image analysis?</b></p>	<p><b>Reading:</b> ABGW 241-260  <b>In-class:</b> Introduce Image Analysis essay; How irresponsible images lead to irresponsible memory  <b>Look ahead:</b> Meet in Z-111 on Tuesday</p>
<p><b>T 10/11</b>  <b>What research tools are available at the library?</b>    <i>*Informative essay due by 9 pm*</i></p>	<p><b>Reading:</b> X  <b>In-class:</b> 2<sup>nd</sup> library instruction (Z-111)  <b>Look ahead:</b> Submit paper tonight! Mid-semester assessment on Thursday!</p>
<p><b>R 10/13</b>    <i>*Mid-Semester Assessment*</i></p>	<p><b>Reading:</b> X  <b>In-class:</b> Mid-semester Assessment  <b>Look ahead:</b> Reading for Tuesday</p>
<p><b>T 10/18</b></p>	<p><b>No class: Scheduled Conferences (Brown Hall 358)</b></p>
<p><b>R 10/20</b>  <b>How can images take on new meaning?</b></p>	<p><b>Reading:</b> ABGW 260-279  <b>In-class:</b> How to analyze advertisements  <b>Look ahead:</b> Check out <a href="http://adbusters.com">adbusters.com</a></p>
<p><b>T 10/25</b>  <b>How do parodies and satires work so well?</b></p>	<p><b>Reading:</b> Look through <a href="http://adbusters.com">adbusters.com</a>  <b>In-class:</b> Adbusters analysis; small group responses  <b>Look ahead:</b> Reading for Thursday</p>

<b>R 10/27</b> <b>What is an exploratory essay?</b>	<b>Reading:</b> ABGW 153-164 <b>In-class:</b> Introduce Exploratory essay and Annotated Bibliography; Prewriting activity <b>Look ahead:</b> Submit draft of Image Analysis by Tuesday's class
<b>T 11/1</b> <b>Can I provide feedback for images?</b>	<b>Reading:</b> X <b>In-class:</b> Peer review for Image Analysis essay <b>Look ahead:</b> Think about possible topics for final papers
<b>R 11/3</b> <b>How can I expand my topic?</b>  <i>*Image Analysis essay due by 9 pm*</i>	<b>Reading:</b> X <b>In-class:</b> Expanding topic ideas <b>Look ahead:</b> Don't forget to submit Image Analysis paper!
<b>T 11/8</b> <b>What is an annotated bibliography?</b>	<b>Reading:</b> ABGW 164-179 <b>In-class:</b> Researching for reputable sources <b>Look ahead:</b> Reading for Thursday
<b>R 11/10</b> <b>I found my sources...now what?</b>	<b>Reading:</b> KFW 145-160 <b>In-class:</b> Introduce Persuasive essay; Correctly integrating sources; Using sources to make an argument <b>Look ahead:</b> Submit draft of Exploratory essay to InSite
<b>T 11/15</b> <b>How do I give feedback on an opinion?</b>	<b>Reading:</b> X <b>In-class:</b> Peer review for Exploratory essay (not annotated bibliography) <b>Look ahead:</b> No class on Thursday
<b>R 11/17</b>	<b>No class: Scheduled Conferences (Brown Hall 358)</b>
<b>T 11/22</b> <b>What is a classical argument?</b>  <i>*Exploratory Essay and Annotated Bib due by 9 pm*</i>	<b>Reading:</b> ABGW 331-352 <b>In-class:</b> Discussion strategies to take a stance <b>Look ahead:</b> Don't forget to submit your Exploratory essay and Annotated Bibliography! (Oh, and enjoy your Thanksgiving!
<b>R 11/24</b>	<b>No class: Thanksgiving Break</b>
<b>T 11/29</b> <b>How do I make a claim with reason?</b>	<b>Reading:</b> ABGW 353-377 <b>In-class:</b> Forming the framework for an effective argument <b>Look ahead:</b> Keep working on your Claim with Reason essay!
<b>R 12/1</b> <b>What do I think about that...and why?</b>	<b>Reading:</b> X <b>In-class:</b> Resources for Writers video; in-class writing <b>Look ahead:</b> Submit draft of Claim with Reason essay to InSite by Tuesday
<b>T 12/6</b> <b>Why does peer review have to end?</b>	<b>Reading:</b> X <b>In-class:</b> Peer review for Claim with Reason essay <b>Look ahead:</b> Think about your experiences in this course



<p><b>R 12/8</b>  <b>Wait...the semester is almost over?</b></p>	<p><b>Reading:</b> ABGW 492-494  <b>In-class:</b> Strengthening conclusions; practice writing conclusion  <b>Look ahead:</b> Final assessment on Tuesday—note time change</p>
<p><b>T 12/13</b>  <b>8:30-10:20</b></p> <p><b>What am I going to do with all my free time!?</b></p> <p><b><i>*Claim with Reason essay due by 9 pm*</i></b></p>	<p><b>Reading:</b> X  <b>In-class:</b> Final Assessment  <b>Look ahead:</b> Enjoy your break!</p>