

APPENDIX A--Course Syllabus

IVY TECH STATE COLLEGE
REGION 14—BLOOMINGTON

ENGL 111-08 ENGLISH COMPOSITION COURSE SYLLABUS, SPRING 2012

*This syllabus outlines the requirements, expectations, and policies for this course.
Become familiar with it and refer to it throughout the semester.*

COURSE TITLE: English Composition
SCHOOL: Liberal Arts and Sciences
CONTACT HOURS: 3

COURSE NUMBER: ENGL 111-08
PROGRAM: General Studies
CREDITS: 3

PREREQUISITES: Demonstrated competency through appropriate assessment or earning a grade of “C” or better in ENGL 025 Introduction to College Writing II and ENGL 032 Reading Strategies for College II.

INSTRUCTOR: Christine Brandel
OFFICE: C119, 812. 330.6291
E-MAIL ADDRESS: cwall10@ivytech.edu
OFFICE HOURS: Monday and Wednesday 2-3; Tuesday and Thursday 12.30-3; Friday 1-2
Other times available by appointment
The best way to contact me is via email. Use the class email guidelines

CATALOG DESCRIPTION AND OBJECTIVES: English Composition is designed to develop students’ abilities to think, organize and express their ideas clearly and effectively in writing. This course incorporates reading, research and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison analysis, persuasion and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class. Upon successful completion of this course the student will be expected to:

1. Understand communication theory and the roles audiences play in the writing process.
2. Apply critical reading and thinking skills to the writing process.
3. Demonstrate an awareness of language as a tool for learning and communication.
4. Develop strategies for making independent, critical evaluations of student and published texts.
5. Research and critically evaluate information to produce writing with MLA formal documentation, which consists of in-text citations and final list of all sources cited.
6. Apply strategies for the composition process such as drafting, collaboration, revision and peer evaluation to produce written documents.

7. Write well-organized essays with a firm thesis and a clear introduction, body and conclusion.
8. Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content and setting an appropriate tone.
9. Demonstrate an understanding of the various rhetorical modes, including argumentation and analysis and apply that understanding in various writing environments, including an essay test.
10. Support a thesis statement with valid reasons and evidence.
11. Follow the conventions of standard written English in sentence structure, punctuation, grammar and usage and spelling.
12. Recognize and develop styles appropriate to varied writing situations.

COURSE CONTENT: Topical areas of study will include:

- | | |
|----------------------------------|--|
| *Reading and thinking critically | *Following conventions of standard written English |
| *Generating ideas | *Invention, drafting, revising, and editing |
| *Identifying an audience | *Gathering, evaluating, and using sources |
| *Writing essay exams | *Conducting library and other research methods |
| *Developing a thesis | *Paraphrasing, summarizing, and quoting |
| *Organizing an essay | *Documenting sources |
| *Developing style | *Using rhetorical modes including exposition, argumentation and analysis |
| *Avoiding plagiarism | |

REQUIRED TEXTS AND SUPPLIES

- Stephen Wilhoit, *A Brief Guide to Writing from Readings*, 5th edition.
- Lizbeth Bryant and Heather Clark, *Essays on Writing*.
- *[sic]*, Volume 4, Ivy Tech's literary magazine.
- Access and regular use of Ivy Tech email and our Blackboard page.

ATTENDANCE POLICY:

Students are required to attend all classes, arrive on time, and be prepared to work: **you will earn one point for each class you do so. Points available during a missed class cannot be made up.** Remember: **this is not a correspondence class**; if you are interested in doing the work, but not in showing up to class, you should register for the online version of ENGL 111. If there is an appropriate reason for a student's absence or late arrival, the student must let the instructor know (in advance if possible), and it is the student's responsibility to find out what was covered and to make sure you are prepared for the next class (check Class Sessions on Blackboard).

STUDENT BEHAVIOR STATEMENT: Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students will not be tolerated. This includes use of mobile phones and laptops.** We are in class for a reason: to improve your writing. Playing on laptops and phones not only wastes your time and mine, but it distracts others in the class. **Neither should be used during class.** At the instructor's discretion, a student causing problems may be asked to leave the class for the session. If a student persists

in causing problems, further disciplinary action may be taken, up to and including dismissal from class and/or the College.

ACADEMIC HONESTY STATEMENT: The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests, or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

The instructor reserves the right to use the resources of the College to check student work for plagiarism.

COPYRIGHT STATEMENT: Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College of Indiana contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

DISABILITY AND SUPPORT STATEMENT: Ivy Tech State College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms. The Disabilities Service Coordinator is Sue Gauck, Room C108.

There are other resources on campus which can be beneficial to you: Ivy Tech offers Tutoring Centers for further support, Tel: 812.330.6617. The Virtual Library, which can be accessed through Campus Connect and Blackboard, also has helpful information as well as being our primary source for research.

DISCUSSION GUIDELINES: Being involved and engaged with class helps with all stages of the writing process. **You will earn one point for each class in which you participate** (up to 15 points). During class discussions, your contributions (whether comments or questions) must be focused, appropriate, clear, and supported when appropriate. **You may also earn bonus points by participating in an online discussion** (up to 10 points). You will be required to post one comment as well as one response to another's comment to receive one bonus point. Details about the Bonus Discussion will be given in the first class.

METHODS OF EVALUATION AND ASSIGNMENTS: Grading procedures will be established by the instructor and will be clarified at the first class sessions. Students will write a minimum of 5,000 words excluding rough drafts during the semester. Writing is a process and therefore students must complete each step of the writing process.

All writing for this class, regardless of its context, should follow the conventions of standard written English in sentence structure, punctuation, grammar and usage, and spelling.

GRADING SCALE/ASSIGNMENTS:

Original Assessment	(250-500 words)	_____ 5 points
INFORMATIVE SYNTHESIS #1		
Plan		_____ 5 points
Rough Draft/Peer Review		_____ 5 points
Final Draft	(750-1000 words)	_____ 50 points
INFORMATIVE SYNTHESIS #2		
Research Practice		_____ 5 points
Annotated Bibliography		_____ 10 points
Plan		_____ 5 points
Rough Draft/Peer Review		_____ 5 points
Final Draft	(1250-1500 words)	_____ 75 points
ARGUMENTATIVE SYNTHESIS		
Argument Proposal	(500-750 words)	_____ 15 points
Annotated Bibliography		_____ 15 points
Plan		_____ 5 points
Draft/Peer Review		_____ 5 points
Argumentative Synthesis	(1500-1750 words)	_____ 100 points
FINAL ANALYSIS		
Final Draft	(750-1000 words)	_____ 50 points
PARTICIPATION		
Attendance		_____ 30 points
In Class Discussion		_____ 15 points
Online Bonus Discussion Bonus		_____ 10 points
TOTAL		_____ 400 points
<p><i>A=90-100% B=80-89% C=70-79% D=60-69% F=59% or less</i></p>		

The general guidelines for grades are:

- A** An A paper is outstanding. It explores the subject in great depth and reveals attention to nuances and complexities of the topic at hand. It is focused, carefully supported, nicely organized, meets the requirement of the assignment and exhibits the writer’s mastery of mechanical skills and style.
- B** A B paper is better than average. It examines the subject in some depths. The thesis is supported and the organization is generally clear. Paragraphs and sentences are generally

well constructed. Mechanics are clear for the most part. The paper meets all the requirements of the assignment.

- C** A C paper offers an acceptable examination of the subject, but it lacks depths. The thesis is present but not well supported with examples and illustrations. Skeletal overall organization is present. Paper may depend on generalizations and lack detail. Paragraphs may not be fully developed. Sentences are clear but may be awkward at times. The paper meets the major requirements of the assignment.
- D** A D paper demonstrates below average effort. It does not examine the subject in depth and lacks organization. Paragraphs are not well developed. Awkward sentence structure may create problems for the reader. It may exhibit significant mechanical difficulties. It may not meet all the requirements of the assignment.
- F** An F paper is unacceptable. It lacks a thesis and organization. Paragraphs are not developed. It lacks details and examples. It may be difficult to follow, incomprehensible or incoherent. It does not meet the requirements of the assignment.

MLA FORMAT AND DOCUMENTATION GUIDELINES:

Always double-space, using one-inch margins and 12 point Times New Roman. On the first page, list your name, the course and instructor's name, the date, and the assignment (with word count) flush left at the top. The essay's title should be centered below this; do not attach a separate title page. Each page should also have a header that includes your last name and the page number.

Student 1
Elizabeth Student
Professor Christine Brandel
ENGL 111-XXN
1 Feb. 2012
Informative Synthesis #1 (1025 words)
An Investigation into the Purpose of Higher Education
One might never believe that blah blah blah.....

We will be discussing and practicing MLA documentation throughout the class. It is not essential to memorize (or even like or understand) MLA rules. What is essential is to follow them exactly. Using a documentation system helps writers to establish their credibility as well as to avoid accusations of plagiarism. Your book offers advice on MLA; additionally, as an Ivy Tech student, you have access to NoodleTools through the Library website, which can help you accurately use MLA documentation.

SUBMITTING YOUR WORK: Work should be original to this class and turned in at the beginning of the class it's due. All work must be typed and double-spaced; use correct MLA format (see above) and documentation; and be paper-clipped together. When you use outside sources, you must attach a copy of the relevant page to the final draft. **Assignments must be in the correct format to be accepted. All four projects must be completed to receive a C or higher in the course.**

RIGHT OF REVISION STATEMENT: The above is subject to change in the event of extenuating circumstances as determined by the instructor. Otherwise, students should rely on this document for class and assignment information.

CLASS THEME: This semester we will be focusing on higher education. We'll be examining its past, present, and future in the United States as well as looking at how other countries approach higher education. We'll be using a theme so that we can read, discuss, and learn from each other and so that each of our assignments will build on one another.

CLASS SCHEDULE:

	TUESDAY	THURSDAY
WEEK 1 Jan 10-12	Introduce Class Discuss writing process Discuss class theme <i>HOMEWORK:</i> <i>Write Original Assessment</i> <i>Read Critical Reading Chapter in Wilhoit</i> <i>Investigate Blackboard, including reading email guidelines</i> <i>Bring [sic] to class</i>	ORIGINAL ASSESSMENT DUE Discuss critical reading and thinking Discuss and practice informed assessments Discuss class theme <i>HOMEWORK:</i> <i>Read Chapters on Summary, Paraphrase & Quoting in Wilhoit</i> <i>Bring Bryant and Clark to class</i>
WEEK 2 Jan 17-19	Discuss summary, paraphrase, and quoting Practice critical reading, summary, paraphrase, and quoting with Bryant and Clark Discuss class theme <i>HOMEWORK:</i> <i>Read Plagiarism Chapter</i> <i>Bring Bryant and Clark to Class</i>	Discuss plagiarism and MLA documentation Practice documentation with Bryant and Clark Discuss class theme <i>HOMEWORK:</i> <i>Read Critique Chapter and Hacker and Biberman articles.</i>
WEEK 3 Jan 24-26	Discuss and practice critique Discuss Hacker and Biberman articles <i>HOMEWORK:</i> <i>Read "Are Too Many Students Going to College?"</i>	Read and discuss "Are Too Many Students Going To College?" <i>HOMEWORK:</i> <i>Read Informative Synthesis Chapter in Wilhoit.</i>
WEEK 4 Jan 31-Feb 2	Discuss synthesis Practice synthesis with Hacker, Biberman, and "Are Too Many Students Going to	IS #1 PLAN DUE Discuss sentence level Discuss rubric

	College?" Discuss organization <i>HOMEWORK:</i> <i>Complete plan for IS #1</i>	<i>HOMEWORK:</i> <i>Begin drafting IS #1</i> <i>Bring Wilhoit to next class</i>
WEEK 5 Feb 7-9	Discuss and practice introduction and conclusion techniques Review synthesis Discuss peer reviews <i>HOMEWORK:</i> <i>Finish drafting IS #1</i> <i>Bring two copies of draft to class</i>	IS #1 DRAFT/PEER REVIEW Group peer review of sample Informative Synthesis Review MLA documentation <i>HOMEWORK:</i> <i>Revise/edit IS #1</i>
WEEK 6 Feb 14-16	IS #1 DUE Introduce Informative Synthesis #2 Discuss global higher education <i>HOMEWORK:</i> <i>Read "Global Trends in Higher Education"</i> <i>Meet in Room A218 for next class</i>	MEET IN ROOM A218 Discuss research <i>HOMEWORK:</i> <i>Choose topic for IS #2</i> <i>Begin Research Practice (use Virtual Library and Blackboard info)</i>
WEEK 7 Feb 21-23	Review research techniques Discuss "Global Trends in Higher Education" <i>HOMEWORK:</i> <i>Research for IS #2</i>	RESEARCH PRACTICE DUE Discuss global higher education <i>HOMEWORK:</i> <i>Keep researching</i>
WEEK 8 Feb 28- March 1	Review using sources and MLA documentation Review organization <i>HOMEWORK:</i> <i>Complete IS #2 Plan and bring to class</i> <i>Complete IS #2 Annotated Bibliography</i>	IS #2 PLAN/ANNOTATED BIB DUE Discuss global higher education <i>HOMEWORK:</i> <i>Begin drafting IS #2</i>
WEEK 9 March 6-8	Review critical reading and analysis Practice critiquing and analyzing Kahlenberg article <i>HOMEWORK:</i> <i>Complete draft of IS #2</i> <i>Bring two copies of draft to class</i>	IS #2 DRAFT/PEER REVIEW Watch and discuss President Obama speech <i>HOMEWORK:</i> <i>Begin revising/editing IS #2</i>
Mar 13-15	No class during Spring Break	
WEEK 10 Mar 20-22	Review critical reading and analysis Practice critiquing and analyzing "A Mandate for Reform" <i>HOMEWORK:</i> <i>Finish revising/editing IS #2</i>	IS #2 DUE Introduce Argumentative Synthesis <i>HOMEWORK:</i> <i>Read Argumentative Synthesis Chapter</i>
WEEK 11 Mar 27-29	Discuss and practice counterarguments and Rogerian techniques Discuss logical fallacies	AS PROPOSAL DUE Discuss AS topics

	<p><i>HOMEWORK:</i> Choose AS topic Write AS proposal</p>	<p><i>HOMEWORK:</i> Continue research Bring laptops to class</p>
WEEK 12 April 3-5	<p>Review organization issues Review using sources and MLA documentation</p> <p><i>HOMEWORK:</i> Finish research Complete AS Plan/Annotated Bibliography</p>	<p>AS PLAN/ANNOTATED BIBLIOGRAPHY DUE Review sentence level issues</p> <p><i>HOMEWORK:</i> Begin drafting AS</p>
WEEK 13 Apr 10-12	<p>Review and practice synthesis</p> <p><i>HOMEWORK:</i> Continue drafting AS</p>	<p>Review and practice argument</p> <p><i>HOMEWORK:</i> Finish drafting AS Bring two copies of draft to class Bring any questions on AS to class</p>
WEEK 14 Apr 17-19	<p>AS DRAFT/PEER REVIEW One-to-one feedback time</p> <p><i>HOMEWORK:</i> Begin revising/editing AS</p>	<p>Discuss higher education in Indiana</p> <p><i>HOMEWORK:</i> Finish revising/editing AS</p>
WEEK 15 Apr 24-26	<p>AS DUE Discuss Final Analysis</p> <p><i>HOMEWORK:</i> Choose topic and audience for FA</p>	<p>Discuss critical reading and writing Discuss FA</p> <p><i>HOMEWORK:</i> Begin organizing FA</p>
WEEK 16 May 1-3	<p>Discuss class theme</p> <p><i>HOMEWORK:</i> Complete FA draft and bring a digital copy to class Meet in Room B201 for next class</p>	<p>MEET IN ROOM B201 Revise/edit Final Analysis FINAL ANALYSIS DUE</p>

STUDENT RESPONSIBILITY: Students are expected to responsibility for meeting all of the course's requirements. **Please contact your professor regarding any difficulties you are experiencing.** Please use your time wisely in preparing your work. The last day to withdraw from this class is 8 April 2012.

Also, please take advantage of early registration for the next semester. You will be reminded through Campus Connect, email, posters and the monitors throughout the campus when registration opens. These are the benefits of acting early: a schedule that will meet your needs, no waitlists, no multiple building assignments, the ability to schedule a work and social life around your classes rather than the other way around. Please be a responsible student and act accordingly. Remember that well prepared students are successful students.