

ENGL 10100 Common Syllabus 2010-2011

English Composition I

Section xxxx Fall 2010

Class: (e.g. TR 10:00-11:15)

Location: (e.g. TECH 308)

Instructor:

Office:

Phone:

Email:

Office hours:

English office: Tech 353, 785-5202

Course Description

English 10100 is the first semester of the first-year composition sequence. This course is intended to help you write clear and effective prose for your work at Purdue North Central and beyond. English 10100 includes the study of the writing process; matters of grammar, structure, and style; and entails extensive practice in the writing and revising of expository essays—with the general purpose of developing academic prose and knowledge. Typically, thoughtful academic essays share these characteristics, which you will work on in English 10100:

Writing as a Process

Writers generally follow a process of writing, beginning with invention and ending with proofreading. By writing frequently and regularly, you will learn about, and engage with, all phases of the process of writing, including:

- topic and thesis development
- drafting
- concluding
- editing
- generating ideas for essay development
- organizing
- various phases of revision
- proofreading

You will discover that the process of writing is recursive, a process that might very well cause you to return to thesis development or organization even after an essay has already undergone several revisions. Your instructor and classmates will collaborate with you during the process of writing, and you will be encouraged to use contemporary technology to help you with your work.

Connecting Rhetorical Concepts with Your Writing

Academic prose typically develops from thesis statements that are written in response to specific audiences and purposes. Audience consideration and purpose will also cause you to make decisions in each essay concerning the most appropriate:

- strategy for essay development
- balance of generalization and detail
- vocabulary choices for audience and purpose
- tone, based on reader's relationship to subject

Rhetorical concepts will also guide you as you make decisions concerning the introduction, body, and conclusion of your essays; transitions; paragraph structure; the types of research to use (direct observation, personal experiences, and/or formal research); and the integration of those sources into your own writing.

Reading and Thinking Critically

As they work on their projects, writers of academic essays actively engage with texts—for English 10100, primarily printed works. To engage productively with texts, you will develop your ability to recognize genres of writing and sharpen your critical reading skills. You will also read for various writing purposes, such as summarizing, responding, analyzing, and synthesizing.

Researching Formally and Conventionally

Academic essays have thesis statements that are supported with specific, detailed evidence gathered from research. Although English 102 is the course that focuses on research skills, you will nevertheless begin developing your formal research techniques in English 10100 by:

- conducting research at the PNC library, including hard copy and electronic sources
- documenting sources using the MLA parenthetical citation system
- evaluating the credibility, reliability, and relevance of sources
- understanding what plagiarism is and learning how to avoid it

Course materials:

- Bullock, Richard. *The Norton Field Guide to Writing With Handbook*. 2nd ed. New York: Norton, 2009.
- The Merriam-Webster English Dictionary. Rev ed. New York, Merriam-Webster, 2004. (Recommended)

Internet Resources

- Blackboard: <http://blackboard.purdue.edu>
- PNCLibrary: <http://www.pnc.edu/depts/ls/index.html>
- *The Norton Field Guide to Writing* website: <http://www.wwnorton.com/college/english/write/fieldguide/index.asp>
- MLA Guidelines (2009 update): http://www.wwnorton.com/college/english/write/writesite/MLA_updates.pdf
- H- and I- Drive Access: <https://home.pnc.edu/NetStorage>
- PNC Writing Center: <http://www.pnc.edu/ll/writing>
- Purdue's OWL: <http://owl.english.purdue.edu>

ENGL 10100—Policies and Suggestions

Reading Requirements

You should expect to read and refer to your textbook and handbook often. Some of the reading you will do will involve the reading of essays related to the paper you are working on.

Grammar and style

Grammar will be covered throughout the semester as determined by your instructor. At the very least, you are responsible for identifying and correcting sentence fragments, run-on sentence, fused sentences, and comma splices. Your instructor will also help you learn about style throughout the semester and will refer you to the adopted handbook.

Special Accommodations

If you have a disability that will require accommodation over the course of the semester, please notify the instructor as soon as possible so that your needs can be discussed. If you have not done so already, please also provide appropriate documentation and request accommodations with the Disability Services Coordinator, Belinda Huley, bhuley@pnc.edu, SWRZ 38, (219) 785-5374.

Assignment Format

All final drafts should be typed according to “MLA Format for Page Layout” guidelines provided on our website <http://www.pnc.edu/eng/mla.html>.

Late Work Policy

Late work is unacceptable. However, individual instructors will determine their own policies on penalizing late work.

Plagiarism

A detailed explanation of plagiarism may be found on our website <http://www.pnc.edu/eng/plagiarism.html>. A student who plagiarizes may receive an F for the course or even be dismissed from the university.

Computer Classroom Protocol

As hard as it may be, you must refrain from using your computer at inappropriate times. No keyboarding or printing should take place during lecture and discussion times and no checking of e-mail or surfing the Web is allowed during class time unless requested by the instructor for research purposes. If a student is using the Internet, flipping through the various drives, updating his/her desktop appearance, e-mailing, chatting on line, or instant messaging, the student will be asked to leave and the absence will be considered unexcused. No food or drink is allowed in any computer lab.

Additional Information

- Please arrive on time for class and stay until finished.
- Any disagreement over grades must be accompanied by a one-page statement identifying the problem with the current grade and what grade should have been given, listing the strengths in the composition which were overlooked, and addressing the compositional concerns written by the instructor.
- All cell phones and pagers must be turned off during class. Failing to follow this guideline will cause the student to be asked to leave, and the absence will be considered unexcused. Note: You can of course ask your instructor for permission to set your cell phone to “vibrate” if you anticipate an emergency call—you must ask permission at the start of class, though.

Attendance

Students are expected to be present for every meeting of the class. Individual instructors determine whether absences may be excused for illness, death in the family, or official university functions, but they are not required to excuse such absences. Federal regulations require that faculty report all students who miss more than two successive class sessions to the Office of the Dean of Students for appropriate action. A student who finds that he or she is unable to attend the class faithfully should consult with an advisor about withdrawing from the course. When a student misses a class, it is his or her responsibility to get class notes and assignments from other students, and consult with the instructor about making up any missed work. Work that is not submitted on the due dates because of absence from class will be penalized, unless students have made satisfactory arrangements with their professors prior to the due date. Absence is no excuse for late or missing work.

How Unexcused Absences Will Impact Your Final Grade

| Classes that meet three times a week | Classes that meet twice a week | Classes that meet once a week |
|---|---|---|
| 3 absences = reduction of 1 letter grade | 2 absences = reduction of 1 letter grade | 1 absence = reduction of 1 letter grade |
| 4-6 absences = reduction of 2 letter grades | 3-4 absences = reduction of 2 letter grades | 2 absences = reduction of 2 letter grades |
| 7 or more absences = failure in course | 5 or more absences = failure in course | 3 or more absences = failure in course |

Overview of ENGL 10100 Assignments

Major Papers—worth at least 65% of final grade

You will write five major papers this semester. One paper could be a self-expressive paper, and three will be, to some degree, argumentative (such as evaluative, problem-solving, analysis, summary-response, or persuasive). You will complete three drafts per essay, and the length of each essay will be 750- 1,250 words each, depending on the assignment. You will be shown how to access the PNC Library resources before completing the most of the essays, and you will incorporate a modest amount of research (one or two sources) into these essays. You will also write a reflective analysis essay or letter at the end of the semester,

The first four papers will be individually graded with a provisional advisory grade by the instructor during the semester, generally after the draft has gone through at least one round of response and revision.

All English 10100 students are required to create a final portfolio. In order for the final portfolio to be eligible for grading, you must have submitted all major papers. A final portfolio eligible for grading should include:

- Final and early drafts of essays
- All previous drafts of essays that received instructor feedback
- Reflective essay or letter

Journals – worth at least 10% of final grade

Journal entries will be assigned by your instructor and may include free-writing, responses to readings, topic exploration, etc. Some journal entries must be vocabulary entries.

Additional Assignments – worth 25% of final grade

You can expect that your instructor will assign some work related to the creation and polishing of the various papers in the course. The guidelines for these assignments will come directly from your instructor and could include: grammar exercises or presentations, tests, homework, peer reviews and library exercises.

*******If the PNC website is not available for more than twelve hours (power outage in Westville, server is down), you can find information about your class at the PNC English Department Facebook site at:**

ENGL 10100 Portfolio Rubric

This rubric is a set of guidelines which your instructor will use to evaluate your writing. It describes the qualities your instructor will look for in five important areas: *Purpose/Audience, Topic/Thesis, Organization, Prose, and Process*. In each column, you will find a general description of what an “A,” “B,” “C,” “D,” or “F” portfolio will look like in terms of one of those five aspects. These descriptions are not meant to be read as items on a checklist but as indications of what a typical A, B, C, D, or F portfolio should look like. It is likely that your own writing has problems in some areas which are partially balanced out by successes in other areas; your instructor will use these descriptions to guide his or her evaluation of the quality of the portfolio as a whole.

| Criteria | A | B | C | D | F |
|------------------------------|---|---|---|---|---|
| Purpose/ Audience | <p>Essays</p> <ul style="list-style-type: none"> • fulfill the assignments in a fresh and mature manner • establish the writer's stance with attention and sensitivity to audience, purpose, and context • when appropriate to the assignments, demonstrate expertise in employing appeals to ethos, logos, and pathos | <p>Essays</p> <ul style="list-style-type: none"> • follow and fulfill assignments • establish the writer's stance • demonstrate a clear sense of audience, purpose, and context | <p>Essays</p> <ul style="list-style-type: none"> • follow the assignments • demonstrate some sense of audience and purpose | <p>Essays</p> <ul style="list-style-type: none"> • attempt to follow the assignments • demonstrate little awareness of rhetorical situation • may over- or under-estimate (or ignore) the audience's prior knowledge, assumptions, or beliefs • may show little sense of purpose | <p>Essays</p> <ul style="list-style-type: none"> • are inappropriate in terms of the purposes of the assignments and their rhetorical situations • show no clear purpose or direction |
| Topic/ Thesis | <p>Essays</p> <ul style="list-style-type: none"> • have clearly defined and focused topics • have clear theses that are supported with specific (and appropriate) evidence, examples, and details • use outside sources carefully and cite appropriately • demonstrate valid reasoning, good judgment, and an awareness of the topic's complexities | <p>Essays</p> <ul style="list-style-type: none"> • have fairly well defined and focused topics • have thesis statements which are adequate but could be sharpened • present thorough and more than adequate reasoning and support • demonstrate a thoughtful awareness of complexity and other points of view | <p>Essays</p> <ul style="list-style-type: none"> • have only generally defined topics • have only general thesis statements • make responsible use of supporting evidence which may be obvious and easily accessible • demonstrate little awareness of the topics' complexities or other points of view • need better development, organization, and reasoning | <p>Essays</p> <ul style="list-style-type: none"> • may have no thesis statements (or, at best, flawed ones) • fail to give obvious evidence • may present irrelevant evidence • inadequately interpret evidence • demonstrate insufficient understanding of the rhetorical situation • may rely too heavily on evidence from published sources or lectures without adding original analysis | <p>Essays</p> <ul style="list-style-type: none"> • fall seriously short of the minimum length requirements • are insufficiently developed • do not go beyond the obvious |

| Criteria | A | B | C | D | F |
|---------------------|--|--|---|--|--|
| Organization | <p>Essays</p> <ul style="list-style-type: none"> • use organizing strategies appropriate to purpose and subject • use introduction to establish context, purpose, and audience • use strong, engaging topic sentences • present well developed paragraphs which progress logically from what precedes them • present conclusions which go beyond mere restatement of the introduction | <p>Essays</p> <ul style="list-style-type: none"> • have an effective introduction and conclusion • present information in a logical order • use well-chosen transitions and topic sentences • divide paragraphs logically • provides support for thesis, but may need to do so in more detail, more consistently, and/or more precisely | <p>Essays</p> <ul style="list-style-type: none"> • are organized in a fairly clear way • could be outlined by a reader, despite occasional lack of topic sentences • have adequately developed and appropriately divided paragraphs • make transitions which may be mechanical but foster coherence | <p>Essays</p> <ul style="list-style-type: none"> • exhibit deficient organization • introductions or conclusions are not clearly marked or functional • paragraphs are neither coherently developed nor arranged • topic sentences are consistently missing, murky, or inappropriate • transitions are missing or flawed. | <p>Essays</p> <ul style="list-style-type: none"> • are plagued by more than one of the organizational deficiencies of a D essay: i.e., introductions or conclusions are not clearly marked or functional; paragraphs are neither coherently developed nor arranged; topic sentences are consistently missing, murky, or inappropriate; transitions are missing or flawed. |
| Prose | <p>Essays</p> <ul style="list-style-type: none"> • contain clear, readable, and sometimes memorable prose • contain few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers • exhibit stylistic grace and flourishes (subordination, variation of sentence and paragraph lengths, interesting vocabulary) | <p>Essays</p> <ul style="list-style-type: none"> • contain clear and readable prose • use sentence structure appropriate for educated readers, including appropriate use of subordination, emphasis, sentence variety, and modifiers • exhibit few sentence-level errors • use precise and appropriate vocabulary • contain punctuation, usage, and spelling conforming to Standard Written English | <p>Essays</p> <ul style="list-style-type: none"> • exhibit competent expression • use relatively simple sentence structure, relying on simple and compound sentences • are generally free of sentence-level errors • make correct though limited word choices • contain errors in spelling, usage, and punctuation revealing unfamiliarity with Standard Written English | <p>Essays</p> <ul style="list-style-type: none"> • may have numerous and consistent errors in spelling, usage, and punctuation that reveal unfamiliarity with Standard Written English (or a lack of careful proofreading) | <p>Essays</p> <ul style="list-style-type: none"> • contain numerous and consistent errors of spelling, usage, and punctuation which hinder communication |
| Process | <p>Portfolio as a whole</p> <ul style="list-style-type: none"> • demonstrates creative, flexible, and effective revision at both the global and local levels • demonstrates familiarity with several methods for generating material (e.g., freewriting, outlining, clustering, etc.) • exhibits outstanding improvement in writing over time | <p>Portfolio as a whole</p> <ul style="list-style-type: none"> • demonstrates effective revision at both the global and local levels • demonstrates familiarity with at least two methods for generating material (e.g., freewriting, outlining, clustering, etc.) • exhibits improvement in writing over time | <p>Portfolio as a whole</p> <ul style="list-style-type: none"> • demonstrates some effective revision at the global level • demonstrates familiarity with at least one method of generating material (e.g., freewriting, outlining, clustering.) • may not exhibit clear improvement in writing over time | <p>Portfolio as a whole</p> <ul style="list-style-type: none"> • fails to demonstrate effective revision at any but a superficial level • does not demonstrate familiarity with methods of generating material • does not exhibit clear improvement in writing over time | <p>Portfolio as a whole</p> <ul style="list-style-type: none"> • fails to demonstrate any revision • does not demonstrate familiarity with methods of generating material • does not exhibit any improvement in writing over time |