

ENGL 10100 – English Composition I Common Syllabus Requirements

Course materials:

Required:

Bullock, Richard. *The Norton Field Guide to Writing With Handbook*. 2nd ed. New York: W. W. Norton & Co, 2009.

Recommended/Optional:

The Merriam-Webster English Dictionary. Rev ed. New York, Merriam-Webster, 2004.

Internet Resources

Purdue's OWL: <http://owl.english.purdue.edu>

H- and I- Drive Access: <https://home.pnc.edu/NetStorage>

<https://blackboard.purdue.edu>

Catalog description:

The first semester of the first-year composition sequence. This course is intended to help students write clear and effective prose for their work at the University and beyond. It 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. **Requires a grade a C- or higher to go on to ENGL 102.**

English 10100 students will learn to

- Demonstrate practical knowledge of the concept “rhetorical situation,” through the abilities both to analyze and to write effectively in different kinds of situations and for different audiences.
- Demonstrate proficiency with basic elements of rhetorical analysis (such as logos, ethos, and pathos) in a range of texts and the application of that facility in their own writing.
- Demonstrate the ability to produce essays with clear thesis statements that are supported with appropriate strategies and bolstered by suitable organizational skills.
- Demonstrate the ability to produce writing that effectively provides evidence and reasoning for assertions, for audiences of educated readers.
- Demonstrate the ability to incorporate effectively written sources into their own writing and to document those materials.
- Demonstrate the ability to use feedback to revise their own writing and the ability to provide useful feedback to others.
- Demonstrate the ability to edit and proofread their writing.

Generally, the purpose of English 10100 is to allow students to develop an understanding of the strategies that will help them develop academic prose and knowledge. Typically, thoughtful academic essays share the following features and strategies, 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:

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| • topic and thesis development | • generating ideas for essay development |
| • drafting | • organizing |
| • concluding | • various phases of revising |
| • editing | • 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 may be encouraged to use electronic 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
- depth of expertise
- 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; 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. 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 often are supported with specific, detailed evidence gathered from research. Although English 102 focuses more on academic research traditions, you will nevertheless begin developing your formal research techniques in English 10100 by:

- effectively incorporating written sources into your own writing
- 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

Attendance

The following statement is for traditional classes. The attendance policy for hybrid or online courses will be determined by individual instructors of those courses.

(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 to consult with the instructor about the possibility of 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 May 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

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, Jodi James, jjames@pnc.edu, S 38-E, (219) 785-5374.

Plagiarism

To plagiarize means to take or use another person's ideas, writings, or inventions as one's own. Plagiarism is both unethical and illegal. A writer cannot copy direct quotations without providing quotation marks and without acknowledging the source. When you put your name on a paper, you imply that the information, wording, and organization of that paper are yours. You are obliged to credit the source of any fact or idea that is not your own.

We take your academic integrity seriously, and so should you. As a writer and student, you are cautioned against (1) submitting someone else's work as your own, even if you have paid for it or obtained the author's permission; (2) using, without acknowledgment, word for word phrases, sentences, or paragraphs from the printed or electronic manuscript material of others; (3) using the materials of another after making only slight changes; and (4) using a rewritten form of someone else's materials. These guidelines apply to the work of fellow students or friends as well as the published work of professional writers, information found on the Internet, and electronic compositions such as Web sites and PowerPoint presentations.

PENALTIES FOR PLAGIARISM CAN INCLUDE FAILURE OF THE COURSE OR DISMISSAL FROM THE UNIVERSITY.

(A detailed explanation of plagiarism may be found on our website <http://www.pnc.edu/engl/plagiarism.html>.)

How your final grade will be determined

Major Papers

You will write five major papers this semester. One paper will be a self-expressive paper; three will be argumentative (such as evaluative, problem-solving, analyzing, persuasive, etc); and one will be a final reflective analysis of your own work throughout the semester. You will complete three drafts per essay, and the length of each essay will range from 1250-1750 words each, depending on the assignment. The first four papers will be individually graded with an "advisory grade" by the instructor during the semester, generally after the draft has gone through at least one round of response and revision.

Final Portfolio – worth at least 60% of final grade

All English 10100 students are required to create a final portfolio. Individual instructors will evaluate student portfolios based on program rubrics and will assign appropriate grades.

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 minimally:

A final portfolio assessment sheet

Final and draft copies of a reflective essay

Final and polished drafts of three of the first four essays

All previous drafts of essays that received instructor feedback

Minor Writing Assignments—worth up to 40% of final grade

Single-drafted exercises may include the following:

- Impromptu essays
- informal reactions
- journal entries
- free-writing
- responses to reading
- topic exploration
- process assignments (such as reflections of student writing and writing process
- peer response)

The following types of General Information will be determined by individual instructors.

Reading Requirements

You should expect to read and refer to your textbook and other assigned readings often. Some of the reading you will do will involve the reading of essays related to the paper you are working on while will allow you to focus on the various rhetorical strategies.

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.

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.

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 Internet 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. If either rings in class, the student will be asked to leave and the absence will be considered unexcused.

Course Calendar– to be determined by individual instructors.

Portfolio Rubric – separate document