English 101: Composition 1  
Course Objectives, Requirements, and Policies

DESCRIPTIVE OVERVIEW

English 101 will introduce you to the rhetorical foundations essential to addressing the demands of civic, professional, and academic writing. In this course, you will learn and practice the strategies and processes that successful writers employ to accomplish specific purposes in a variety of composing situations. These purposes include comprehension, entertainment, investigation, explanation, problem-resolution, evaluation, persuasion, and refutation. Throughout the semester, you will be asked to complete numerous readings on diverse subjects, to participate in whole-class and small-group discussions, and to respond to several informal and formal writing assignments. While working on the latter, you will learn to respond constructively to your peers’ texts and to use peer responses (along with extensive instructor feedback) to improve the quality of your work.

COURSE GOALS

After taking English 101, you should be able to do the following:

- generate effective compositions using various methods for critical thought, for the development of ideas, for the arrangement of those ideas to achieve a specific rhetorical goal, for the application of an appropriate style, and for revision and editing;
- demonstrate understanding of the ways that language and communication can shape experience, construct meaning, and foster community;
- analyze and describe rhetorical contexts and use such knowledge to increase the efficacy of communicative acts;
- analyze and use the forms and conventions of academic writing, particularly the forms and conventions of argumentative and analytical writing;
- produce texts that demonstrate an understanding of how purpose, process, subject matter, form, style, tone, and diction are shaped by particular audiences and by specific communicative constraints and opportunities;
- understand the relationship that exists between research and writing, explain kinds of research required by different kinds of writing, and compose effective texts using field research, library resources, and sources retrieved from electronic media;
- employ critical reading and listening as strategies for invention;
- compose reading and lecture notes that are concise and clear;
- synthesize information from multiple sources to engage in critical discourse;
- use Standard American English appropriately.

COURSE MATERIALS

Required Materials

- *The Norton Field Guide to Writing*. 3rd Ed. (Hardcopy or digital version.)
- *Humor: A Reader for Writers.*
- A standard file folder

Supplemental Readings

- *Portfolio Keeping*. 2nd Ed. or higher
Technical Requirements and Recommended Materials

- Access to a computer with an internet connection
- Access to D2L
- An SIU email address (so that your instructor can contact you)
- A USB storage drive, OneDrive, Evernote, Dropbox, or other means of storing and retrieving class work

Technical Support

- D2L—http://oit.siu.edu/salukitech

COURSEWORK

You will be required to write frequently throughout the semester—for a variety of purposes, for a variety of audiences, and in a variety of forms. Most of this work will provide direct and/or indirect contributions to the culminating project of English 101, which is the course portfolio. The course portfolio will contain revised versions of most of your major assignments and an analysis of your experience/development as a writer this semester.

Unit Essays

English 101 is divided into five units. Each unit will culminate in a formal composition. Your instructor will provide detailed assignment guidelines for these major writing projects, which are described briefly below:

Unit One—Literacy Narrative: For an audience of your 101 class, you will narrate and address the significance of an experience in which you learned the literate practices of a given field or community and, as a result, gained access to that field or community.

Unit Two—Advertisement Analysis: For a business audience, you will compose a report that evaluates the effectiveness of a given advertisement relevant to the context in which it appears.

Unit Three—Rhetorical Analysis: For an academic audience, you will summarize an article to be assigned by your instructor, as well as critique the rhetorical strategies employed by that article’s author.

Unit Four—Literature Review: For an academic audience, you will compose an essay that synthesizes information from various sources about a controversial or debatable issue as designated by your instructor.

Unit Five—Reflective Introduction for Course Portfolio: With attention to course readings and activities, as well as to the contents of your portfolio, you will compose an essay—targeted for readers in English 101—that discusses your experience and development as a writer during the semester.

In preparing each of these compositions, you will engage in invention, planning, drafting, revision, and editing activities, including peer review.

Format of Unit Assignments: All drafts of major essays must be typed and submitted as both a hard copy and an electronic copy as directed by your instructor. The first page should be labeled with your name, the course and section number, date, and unit number; subsequent pages should be numbered and labeled with your last name. The pages should have one-inch margins. The text should appear in 12-point Times New Roman font. Multiple pages should be connected with a staple or a paper clip.

Working Folders

During each of the five units listed above, your instructor, on pre-determined due dates, will collect informal exercises (e.g., plans, drafts, peer comments) for purposes of providing you with feedback, and he or she will keep track of your attention to these exercises in his or her grade book. At the end of the unit, your instructor will collect some or all of this material again as part of a “working folder,” or a record of your effort and development during the unit.
Consequently, it will be imperative that you retain all informal exercises produced in the context of the unit. Failure to submit your responses to such assignments in a timely and thorough fashion relevant to their original due dates will result in a deduction from the unit grade.

The working folder for each unit will also contain a draft of the major assignment or essay associated with that unit. The entire working folder contents for a given unit, then, will be assigned a grade that ultimately will account for 10% of your course grade. In addition, your essay draft will be assigned an “advisory grade,” or an indication of its quality at the time you submitted it. The advisory grades will not contribute to your final grade for the course since you will be able to revise most essays until the end of the term for submission in your portfolio; however, the unit drafts will be an integral part of the holistic working folder grade. Because you will need to consult the working folder contents for all units at the end of the semester as you are assembling your portfolio and composing your Reflective Introduction, you will need to keep all the working folder contents from previous units in a safe, readily accessible place as you embark on each subsequent unit.

**Final Exam**

You will be required to take a final exam during the officially scheduled exam period. The exam will ask you to generate an in-class essay that demonstrates your understanding and ability to utilize the strategies explicitly addressed in English 101. The subject matter will be announced near the end of the semester.

**Weights of Assignments in Determining Course Grade**

- Unit 1 Working Folder (including draft of Literacy Narrative) 10%
- Unit 2 Working Folder (including draft of Advertisement Analysis) 10%
- Unit 3 Working Folder (including draft of Rhetorical Analysis) 10%
- Unit 4 Working Folder (including draft of Literature Review) 10%
- Unit 5 Portfolio (including Reflective Introduction) 50%
- Final Exam 10%

**COURSE POLICIES**

**Late Work Policy**

Working folders—if you know you will not be able to attend class on the day a working folder is due, make arrangements in advance with your instructor for a revised deadline and secure written approval of this deadline (which you must include in the folder). If your need to miss class is sudden, make sure that you have emailed your major essay assignment to the instructor in the specified format before the assignment is due. Late submissions of working folders without prior approval will be accepted, but submissions under these circumstances will result in a deduction to the unit grade. Any submission after the deadline on the same day will receive a 5% deduction of possible points to be earned. For each day following (with a day starting at midnight), the folder will receive a 5% deduction.

Informal assignments—late informal assignments for unexcused absences will not be accepted for any reason and cannot be made up. Excused extensions of informal assignments are allowed. However, you will be asked to provide documentation of the reason for your absence if you want your instructor to allow you to make up an informal assignment. Planned excused absences will require prior arrangements with your instructor as well as written approval from your instructor. Unplanned excused absences will require after-the-fact, official documentation of the reason for your absence before you will be allowed to make up missed work.

(Never submit an assignment by leaving it on your instructor’s desk, giving it to your instructor’s officemate, or slipping it under your instructor’s door, as your instructor cannot be responsible for receiving such indirect submissions.)
**Attendance Policy**

Excessive unexcused absences will prevent you from passing this course. One day over three weeks of unexcused absences (consecutive or not) will result in automatic failure of the course. That’s nine class periods for a MWF schedule; six class periods for a T/TR schedule. Additionally, some substantial negative effects of total unexcused absences under the three-week mark are listed below:

- No in-class work can be made up without providing official documentation of the reason for the absence. Unexcused absences will result in a zero for work that took place during the missed class period.
- Work that comes in after the due date as a result of an unexcused absence will receive a deduction in accordance with the English 101 late work policy.
- Lack of participation in classroom activities will negatively impact your level of preparedness for succeeding on the unit assignments and, ultimately, the portfolio.

If you miss over three weeks of class as a result of excused absences (e.g., those resulting from extended illness), you must obtain official documentation (e.g., a letter from a medical doctor) that establishes (1) the cause of the excessive absence and (2) the necessity for having to miss so many class periods.

If you are absent for an extended period of time as a result of illness or other personal crises, you should seek the assistance of SIUC’s Transitional Services Office at 618-453-7041. Furthermore, please note that early departures for holidays will not count as excused absences. Excused absences for weddings, funerals, court dates, and other clearly compelling matters must be pre-approved by your instructor. Procedures for making up missed work as a result of these absences must be pre-arranged with your instructor.

All absences that you wish to be designated as excused as a result of illness or an emergency must be officially documented. This documentation must be provided to your instructor no later than two weeks after the absence in order for the absence to be excused. If you are not feeling well enough to come to class and wish the absence to be excused, you will need to provide evidence/documentation from a health care professional.

**Tardiness**

An unexcused tardy or early departure that exceeds ten minutes of class time, as well as chronic instances of tardiness or early departure, will count as disruptive behavior (see below). You will not be allowed to complete in-class assignments missed partially or in full as a result of being tardy or leaving early from class unless the tardiness or early departure is excused and approved by your instructor.

**Disruptive Behavior Policy**

Behavior that disrupts the educational environment in English 101 and that interferes with others’ learning opportunities will not be tolerated. Disruptive behavior in the English 101 class incudes, but may not be limited to:

- disrespectful treatment of your instructor or peers;
- patterns of tardiness or early departure;
- violations of the policy for responsible and considerate use of technology.

If it is determined that you are disrupting class, you will be referred to the Writing Studies Office. You will not be allowed to return to class until the behavior has been identified and the consequences of repeating the behavior clarified. This discussion will take place in a meeting with a Writing Studies Assistant or the Director of Writing Studies and, in certain cases, with the instructor of the class.

If repeated acts of disruptive behavior are observed after this meeting, you will be referred to the Chair of the English Department, the Director of Student Judicial Affairs, and/or the Dean of the College of Liberal Arts. Consequences for repeated disruptive behavior could include suspension or expulsion from the course.
Technology Policy
The considerate use of cell phones and technological devices is expected in the classroom at all times. Although technological devices (i.e., cell phones, headphones, laptops, tablets, etc.) can be distracting and disruptive, they can be used as legitimate educational tools in the composition classroom. Therefore, devices should always be turned off or set to “silent” prior to the start of class. If students are allowed to use headphones during work periods, then the volume should be set low enough to ensure that they are not disturbing others. If a student is in the midst of some family crisis that requires him/her to keep a cell phone turned on, he/she must keep the ringer set to “silent” and alert the instructor before class about the situation. If students need to take an emergency call, they should quietly leave the classroom and find a place where their conversation will not disturb others. Students should also avoid using their cell phone or other device during class time for anything other than approved educational purposes related to the course content. Being mindful and considerate of other students and the instructor by adhering to these policies will minimize potential disruption to the rest of the class.

Certain instructors may choose to further restrict the use of devices in their classroom. In these instances, the instructor will provide an addendum to this syllabus that clearly communicates to students their cell phone and/or device policy. The Writing Studies Office will support individual instructor’s decisions regarding technological devices in the classroom.

Lack of compliance with this or the instructor’s policy will be regarded as disruptive behavior.

Plagiarism
Plagiarism is the use of another author’s material and/or words in your own text without acknowledging that author’s contribution. In academic environments, plagiarism is an ethical violation that carries serious consequences. Please read the sections on plagiarism in The Norton Field Guide to Writing. In addition to the standards regarding plagiarism addressed in this book, the instructor will hold you to the standards immediately following:

- First, you are responsible for learning how to write effectively at the college level; therefore, even unintentional use of another author’s material will constitute plagiarism. You are responsible for understanding the standards taught in this class and abiding by them. If you are in doubt about a potential plagiarism problem, you should ask your instructor about the material before the assignment is due.
- Second, make no mistake about the fact that presenting even “unpublished” material written by someone else (e.g., a paper written by a friend for English 101 or another course) as if it were your own work is an act of plagiarism.
- Third, the use of texts in this class that you have written in the past or are writing during this semester for another course (the idea being to expand or rework them for submission in English 101) must receive written approval from your instructor. You should submit a copy of the text (or the assignment) to your instructor when you request permission. In the case of an assignment that is being composed in another class during this semester, your instructor will request permission from the other instructor.

Per the Student Conduct Code, violations of plagiarism standards will be referred by the instructor of record to the Office of Students’ Rights and Responsibilities (SRR), the Writing Studies Director, the English Department Chair, and the Dean of Liberal Arts. The student will also be notified when such a referral is made, and he or she will have “five days to respond to the charges.” Depending on the outcome of this exchange, a hearing may be scheduled. If so, “the Dean or designee will contact involved parties to arrange for a mutually convenient meeting time. The results of the hearing will be communicated to the student, instructor, [Writing Studies Director,] Department Chair, and SRR within five days of the date of that hearing.”

Substantiated accusations of plagiarism may result in a failing grade on the assignment; a failing grade for the class; or, for repeated violations, more severe disciplinary action. All cases of plagiarism—intentional or unintentional—once reported to SRR will be placed on file for reference relevant to any future violations of the Student Conduct Code.

Please also note that assisting others in the act of plagiarizing by providing them with your own work to turn in as their own—and/or submitting your work to online databases from which students can purchase papers to turn in as their
own—could be interpreted as an act of academic dishonesty and may be subject to disciplinary action under the Student Conduct Code.

**Proficiency Examination**

In accordance with the University’s policy toward “academically talented students,” the Writing Studies Program in the Department of English offers proficiency credit for English 101. The Writing Studies Program offers this credit to students who pass a nine-hour examination (spread across three testing periods), during which they must write in a variety of forms and thereby indicate that they have developed proficiency in the areas of written communication addressed in English 101, such as narration, self-reflection, analysis, and rhetorical criticism. To be eligible for this test, a student can never have enrolled in English 101 and received a grade (including a W, a PR, and an INC). Students interested in more details about proficiency examinations should consult the Undergraduate Catalog.

Students interested in taking the English 101 test must sit for three three-hour components. The three components will be administered on Tuesday, Wednesday, and Thursday during the first week of classes for the fall and spring semesters. For students who miss one of the first three sessions, a make-up exam can be scheduled by appointment (with the Writing Studies Office Manager) and must be started before 1:00 pm on Friday of the first week of class. Students must arrive one half-hour before an examination period begins and may not enter the examination room after the exam start time. To the exam, students should bring two blue or black ink pens and their SIUC student identification card. Students are allowed to use a grammar handbook and a dictionary that meet the approval of the exam proctor. (Recommended texts are *The Norton Field Guide to Writing* and *Webster’s Collegiate Dictionary.*) Specific dates, times, and locations for proficiency exams are available from the Writing Studies Office Manager (618-453-6811).

**Disability Support**

Students who require accommodations for physical or learning disabilities should contact the Disability Support Services office (618-453-5738). The Disability Support Services office will provide Accommodations Agreements that students with differing needs may submit to their instructors.

**Policy on Accommodating Religious Observances of Students**

Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed ahead of time. Students should familiarize themselves with the complete Policy on Accommodating Religious Observances of Students in the Undergraduate Catalog.

**Emergency Procedures**

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu) and on the Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu).

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting their location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.