Spring 2016 English 120H: Honors Composition
Course Objectives, Requirements, and Policies

DESCRIPTIVE OVERVIEW

English 120: Honors Composition is intended to introduce students to strategies for critically reading, thinking, and writing in the context of a “microworld” (Geisler), a community defined by its common interest and knowledge in a given subject matter. Though not as specialized as an academic discourse community, the construct of a microworld can help students “bridge” to academic writing by emulating the general structure of an academic discourse community—particularly as it provides a set of intellectual and rhetorical commonalities and conventions that unite communicators in focused contexts. The uniting factors in an English 120 microworld are a standardized set of research-based assignments and the specific section theme of “Beautiful Systems” (adapted from Dr. Jane Cogie).

COURSE MATERIALS

Required Materials

Optional Material

COURSEWORK

English 120H is divided into six major essay projects and a final presentation. For each course unit, you will produce a significant formal composition. In addition to the essay projects, you will be required to complete informal assignments that are pertinent to a given unit.

Unit Essays

For each of the six formal essays, you will engage in a process through which you will implement invention and planning strategies, review peers' work, have peers review your work, and then revise and edit your texts for submission to the instructor.

**Essay One—Statement of Research Interest/Working Bibliography**: For an audience of your peers, you will compose an essay of at least three pages in length that expresses your interest in a specific topic pertinent to the course's theme and compile a list of resources relevant to the topic. For the Statement of Research you will 1) explain why you are interested in this topic, 2) provide any personal experiences to the topic, 3) include reasons why you feel the topic deserves further study, and 4) consider the various ways that you could conduct research for this project. For the Working Bibliography, you should include at least ten resources.

**Essay Two—Summary and Response**: Using one of the resources from your Working Bibliography, you must describe, evaluate, and engage with the resource's arguments. More specifically, you should do the following: 1) introduce the text, 2) summarize the article's thesis and main points, and 3) respond to its purpose, main argument, and sub-claims. The essay should be approximately five pages in length.
Essay Three—Annotated Bibliography: For an audience of your peers, you must expand on your Working Bibliography and summarize and analyze the resources included within it. The finished Annotated Bibliography should contain at least ten entries, with each entry having 1) MLA-appropriate citations, 2) a summary of the source's content (approximately a third of the page), and 3) your evaluation of the source's potential value to your own research.

Essay Four—Research Proposal: For an audience of your peers, you must provide 1) an explanation of a certain aspect of your research topic that deserves greater attention and 2) a resolution to said problem. In approximately 5 pages, you should include 1) a tentative title for your final research essay, 2) a description of the current problem, 3) an explanation of the purpose of your research, 4) a brief overview of your research to date, 5) a plan for the completion of your project, and 6) a bibliography.

Essay Five—Exploratory Essay: The Exploratory Essay details the ideas and arguments you have encountered during your research and the manner in which your knowledge and/or opinion altered. The purpose of this essay is to review your previous research processes and examine the manner in which your resources work with each other and/or important aspects of your research focus. The Exploratory Essay should be approximately five pages in length and should be targeted for an audience of your peers.

Essay Six—Call-to-Action Essay: You must consider an issue related to the theme and research question as well as a possible solution to it. This essay expands on your research to date, as you examine 1) a solution to the problem, 2) the individuals capable responding to your call for action, and 3) the manner in which you want your audience to act. While writing this essay, you should consider the most appropriate venue or place of publication for your essay and the rhetorical appeals you need to make to be convincing. In approximately ten pages, the essay should include 1) an introduction that identifies A) the stakeholders, B) your role as the writer and C) and the purpose of your writing; 2) an appealing argument for your solution; and 3) a proposal for the manner in which the action should be implemented.

Presentation—Essay Presentation: For the final exam, you will present your Call-to-Action essay to your instructor and peers. Your argument must be convincing and thus, you should have a presentation prepared as opposed to reading from your essay. The presenter must expect to field questions from the instructor and peers.

Key Deadlines

Please Note! All assignments and dates are tentative and subject to change.

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>February 11th</td>
<td>Unit 1: Statement of Research Interest/Working Bibliography peer review (in class)</td>
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<td>February 12th (by midnight)</td>
<td>Unit 1: Statement of Research Interest/Working Bibliography</td>
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<td>February 16th</td>
<td>Unit 1: Statement of Research Interest/Working Bibliography peer review submission (bring to class)</td>
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<td>February 25th</td>
<td>Unit 2: Summary and Response peer review (in class)</td>
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<td>February 26th (by midnight)</td>
<td>Unit 2: Summary and Response</td>
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<td>March 1st</td>
<td>Unit 2: Summary and Response peer review submission (bring to class)</td>
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<td>March 10th</td>
<td>Unit 3: Annotated Bibliography peer review (in class)</td>
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<td>Unit 3: Annotated Bibliography peer review submission (bring to class)</td>
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<td>March 31st</td>
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<td>April 1st (by midnight)</td>
<td>Unit 4: Research Proposal</td>
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<td>April 14th</td>
<td>Unit 5: Exploratory Essay peer review (in class)</td>
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<td>Unit 5: Exploratory Essay</td>
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<td>May 5th</td>
<td>Unit 6: Call-to-Action Essay peer review (in class)</td>
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<td>May 6th (by midnight)</td>
<td>Unit 6: Call-to-Action Essay</td>
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| May 10th (14:45-16:45) | • Unit 6: Call to Action Essay peer review submission (bring to class)  
|                       | • Unit 6: Call to Action Essay presentation |

**Please Note!** Our section's final exam is held at a different time to the 120H common exam.

**Submission Procedures**

Unless noted, all assignments must be:

- Uploaded to their respective dropboxes in D2L before class.
  - To access a given dropbox, go to [Salukinet.siu.edu](http://Salukinet.siu.edu) > My Courses > SIU Online (Desire2Learn) > ENGL-120H-002 – Honors Composition > Activities > Dropbox. Click on the desired dropbox and then click on the Add a File button.
- Peer review worksheets must be physically submitted on their assigned due dates.
  - **Please Note!** You can only receive credit for peer review activities if you:
    - Are present during the designated peer review day.
    - Have a significant working draft of the assignment. The draft can be either a hard or digital copy; however, you must be able to access the file during class. For example, if the file is corrupted or your laptop battery dies and you cannot properly share your work with your partner, you will not receive credit. Working drafts must **not** be accessed through your phone!
    - Submit the peer review sheet on the assigned due date.
  - Scans or photographs of your peer review sheets will **not** be accepted!

**Points Breakdown**

- **Unit 1: Statement of Research Interest & Working Bibliography**: 135
  - Informal Activities: 25
  - Peer Review: 10
  - Final Draft: 100
- **Unit 2: Summary & Response**: 135
  - Informal Activities: 25
  - Peer Review: 10
  - Final Draft: 100
- **Unit 3: Annotated Bibliography**: 185
  - Informal Activities: 25
  - Peer Review: 10
  - Final Draft: 150
- **Unit 4: Research Proposal**: 135
  - Informal Activities: 25
  - Peer Review: 10
  - Final Draft: 100
- **Unit 5: Exploratory Essay**: 135
  - Informal Activities: 25
  - Peer Review: 10
  - Final Draft: 100
Grading Rubric

- **A:** An A paper demonstrates exceptional use of rhetorical skills and resources to construct a convincing argument. An excellent paper will flawlessly incorporate textual evidence into the argument and provide an analysis that primarily developed from the writer him/herself and not from mere summary of the cited resources. An A paper contains little to none grammatical and stylistic mistakes. This grade is reserved for the most intellectually stimulating arguments and therefore, somewhat rare to receive.

- **B:** A B paper contains a strong and original argument that is slightly underdeveloped. Conviction ultimately separates the A paper from the B paper, as the latter posses an argument that needs further support in order to be fully persuasive. A B paper still must correctly include textual evidence into the argument and contain few grammatical and stylistic errors.

- **C:** A C paper typically demonstrates knowledge of the general debate but little to no analysis by the author. A C paper uses textual citations but in a manner where the quote's significance may not be clear. C papers tend to have a few grammatical and stylistic errors, but these mistakes do not greatly hinder the overall argument.

- **D:** A D paper demonstrates a very limited knowledge of the argument and no analysis by the author. A D paper uses little to no textual citations and has numerous grammatical and stylistic mistakes. This grade will often be given to submissions that are shorter than the required length of the assignment.

- **F:** An F paper reveals that the author knows very little or even nothing about what he/she is writing. An F paper uses little to no textual citations, has numerous grammatical and mistakes, and is considerably short. If a student continuously receives F's on his/her work, then it is in the best interest of the student to withdraw from the course.

**COURSE POLICIES**

**Late Work Policy**

- **Informal Assignments**—Informal assignments that are late for unexcused reasons will not be accepted and cannot be made up. If your reason for missing an exercise is excused (see attendance policy below), you may be allowed to make it up; however, you will be asked to provide documentation of the reason for the absence. Planned excused absences will require prior arrangements with and written approval from your instructor. Unplanned excused absences will require after-the-fact, official documentation of the reason for the absence before you will be allowed to make up missed work.

- **Submission of Major Assignments**—Late submission of major assignments will accrue a 5% deduction for each day that the essay is late. If you know you will not be able to attend class on the day an essay is due, make arrangements for submitting it in advance with your instructor. If you need to miss class suddenly, email your instructor with the essay in the correct format before the end of class and bring a hard copy of the essay upon your return.

(Please Note: You should 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 students 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/R schedule. Additionally, some substantial negative effects of total unexcused absences under the three-week mark are listed immediately 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 120H late work policy.
- Lack of participation in classroom activities will negatively impact your level of preparedness for succeeding on the unit assignments.

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 120H and that interferes with others’ learning opportunities will not be tolerated. Disruptive behavior in the English 120H class includes, but may not be limited to:

- disrespectful treatment of your instructor or peers;
- sleeping or eating during class;
- 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 asked to leave the class and then 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.

Food will not be permitted in the classroom!

**Technology Policy**

The considerate use of technological devices such as notebooks or tablets is expected in the classroom at all times. Devices must always be turned off or set to “silent” prior to the start of class. Headphones must always be stowed away during class and never rest on the student's ears or neck.

Cell phones must not be used at all during class. If a student is caught with his/her cell phone during class, the instructor will ask the student to put the device away. If the student is caught with his/her cell phone again during the semester, he/she will be asked to leave the current session and cannot return to the course until first seeing the Writing Studies Office (refer
to the Disruptive Behavior Policy). 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. 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 Read, Reason, Write. 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 120H 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 120H) 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.

As 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.

### Email Correspondence

Students are encouraged to communicate regularly with their instructor; however, proper email etiquette is required for this course. A common occurrence among students today is to treat emails similar to text messages. An email, especially one sent to a position of responsibility such as a professor, a university employee, or a manager, is a formal letter document that requires the writer to demonstrate courtesy. Thus, any email that a student writes to the instructor of record and discussion leader must contain the following:
• A clear subject (e.g. "ENGL 120H-002—Question about Homework")
  o Emails with vague subjects such as "Question," "Class," or "Homework" will be ignored and deleted.
• A salutation (e.g. "Dear …")
• The complete absence of chat-speak
• Farewell (e.g. "Regards, [Your Name]")

Any emails that fail to adhere to these requirements will be ignored and deleted.

**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.