

Instructor:

Days/Time:

Section Number:

Room(s):

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

DESCRIPTIVE OVERVIEW

English 101 provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. In this course, students will learn and practice the strategies and processes that successful writers employ as they work to accomplish specific purposes. In college, these purposes include comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation. In addition to preparing students for academic communication, this core-curriculum course prepares students to use writing to realize professional and personal goals. Accordingly, class discussion and readings will address the function of rhetoric and of composing processes in a variety of contexts, with attention to various audiences. Throughout the course, while engaged in a diversity of composing endeavors, students will learn to respond constructively to their peers' texts and to use peer responses (along with extensive instructor feedback) to improve the quality of their own work.

PLACEMENT IN ENGLISH 101

To qualify for placement in English 101, students must have completed English 100 with a C or better or have elected to enroll in the course. Students should review a description of English 100 and the 100/101 Stretch Program. This information will help students identify the introductory composition course that corresponds to their interest in, their training in, and/or their facility with critical reading and writing. This information is available from the Writing Studies office (Faner Hall 2390).

COURSE GOALS

After taking English 101, students should be able to:

- 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 shape experience, construct meaning, and foster community;
- analyze and describe rhetorical contexts and use such descriptions 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 importance of research to writing, explain the kind of research required by different kinds of writing, and compose effective texts by judiciously using field research, library resources, and sources retrieved from electronic media;
- employ critical reading and listening as forms of invention;
- efficiently compose reading and lecture notes that are concise and clear;
- synthesize different and divergent information, using the integration of information from multiple sources to engage in critical discourse;
- use Edited American English appropriately.

COURSE MATERIALS

Required Materials

Maimon, Peritz and Yancey. *A Writer's Resource*. 3rd ed. McGraw-Hill, 2009.

Ramage, Bean and Johnson. *The Allyn and Bacon Guide to Writing, Brief Edition, MLA Update Edition (5th)*. Pearson/ Longman, 2009.

Reynolds and Rice. *Portfolio Keeping: A Guide for Students*. 2nd ed. Bedford/St. Martin's, 2006.

The Mercury Reader (custom), Southern Illinois University-Carbondale: Spring 2010 Version

Access to a computer that is connected to the Internet

Recommended Materials

A portable or desktop file case or an accordion folder

A portable USB storage device

A college-level dictionary

COURSE WORK

During the semester, your instructor will require you to write frequently—for a variety of purposes, for a variety of audiences, and in a variety of forms. Most of this work will provide direct or indirect contributions to the culminating project of English 101, the course portfolio (explained below). The portfolio will contain revised versions of your major assignments and an analysis of your writing and your communicative development during the semester.

Unit Projects

English 101 is divided into five units. By the end of each unit, you will produce a significant “formal” composition that is the equivalent of three to six double-spaced pages. For each unit, your instructor will distribute detailed assignment guidelines for the major composition associated with it.

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 in the context of the magazine in which it appears.

Unit Three—Summary/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 synthesize information from various sources about a controversial or debatable issue as designated by your instructor.

Unit Five—Reflective Introduction: 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 development as a writer during English 101.

Each of these texts will emerge from a process approach to writing, in which you engage in invention activities, planning activities, drafting activities, and revision/editing activities (including peer review). The formal composition for each unit and the materials used to write the composition will be submitted in a “working folder,” which is a folder that documents your work during a particular unit.

Format of Unit Assignments: All drafts of major essays for the course must be computer generated and submitted as both a hardcopy and an electronic copy as directed by your instructor. The first page should be labeled with your name, the course and section number, the date, and the 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.

Submission of Working Folders: During each of the five units listed above, your instructor, on pre-determined due dates, will collect preliminary informal exercises (idea sheets, plans, drafts, peer comments) for purposes of providing you with some feedback, and he or she will keep track of your timely and engaged 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; thus, 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 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 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, but the unit drafts will be an integral part of the holistic working folder grade. Indeed, it will be impossible for you to receive higher than fifty percent of the points available for the working folder grade without having submitted a *substantial* draft of the unit essay in addition to the informal assignments required by your instructor. (Important note: 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.)

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 receive written approval of this deadline (which you must include in the folder). If your need to miss class is sudden, make sure that, at least, you have e-mailed your major essay assignment to the instructor in the specified format before the assignment is due. 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. Your instructor will not be responsible for receiving such submissions.

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 five-percent deduction of possible points to be earned. Submissions on the next day (which starts at midnight) will receive another five-percent deduction. For each day that the assignment is submitted after the second day, the assignment will receive a five-percent deduction.

Informal Exercises

In some sense, each unit project will serve as a model for the portfolio that you will submit near the end of the semester. The working folder for each unit will be a collection of your work during that unit (the major unit assignment and smaller daily assignments). Each working folder that you compile should provide evidence of your growth as a writer during a specific unit (much as the course portfolio will provide evidence of your growth as a writer during the semester). During each unit, you will engage in work that will assist in preparing the text that you will submit for review at the end of the unit. Often, these small assignments will constitute stages in your own writing process for a particular major essay, but they might include other documents such as a peer review of a classmate’s work or a detailed summary of a reading. In determining the grades for working folders at the end of each unit, the instructor will “weight” exercises in accordance with their length and complexity. Though this course does not have a specific class participation grade, the informal exercises will indicate your level of effort and engagement.

In the case of unexcused absences, late informal exercises will not be accepted for any reason, and you will not be allowed to submit alternative assignments for missed work of this nature. If you know you will not be attending class on the day an informal assignment is due, you should e-mail it to your instructor before the start of class (but such posts do not excuse you from any work completed during the class period). For excused absences of any nature, you will be expected to provide documentation if you want your instructor to allow you to make up an informal assignment. For planned excused absences, you must make arrangements with your instructor for doing the work before the established deadline or for a later deadline. (You must receive written approval for any extensions of deadlines.) For unplanned excused absences, you will need to provide after-the-fact, official documentation of the reason for your absence before you will be allowed to make up the work that you missed.

Unless you are given other guidelines by your instructor, the informal exercises should be neatly written (on lined loose-leaf paper in blue or black ink) or computer generated. The first page of the assignment should be labeled with your name, the course and section number, the date, the unit number, and a brief assignment title (such as “Peer Review,” “Idea Sheet,” or “Page 10 Questions”). Work that is not labeled appropriately will be returned without a grade. Multiple pages should be connected with a staple or a paper clip.

Portfolio

This course has been designed to increase your ability to communicate, particularly in writing, by encouraging you to develop and then exercise a rhetorical sensitivity by which you identify the constraints and opportunities of any communicative challenge and respond appropriately. To improve this ability (which you already possess), this course is structured around a portfolio system, in which a large portion of your grade (fifty percent) is based on texts that you will be able to revise for much of the semester, drawing upon the rhetorical sensitivity that you develop, your instructor's comments, your peers' comments, and other resources that you might employ (for instance, the Writing Center). Near the end of the semester, you will submit your portfolio by gathering essays that you have completed during the semester and polished to "presentation quality" text. You will present this work to your instructor (in a two-pocket folder) as evidence of your ability to write and as evidence of your learning during the course of the semester. This collection of finished essays will be graded on the quality of the writing, not on effort. (Effort will be rewarded in the context of the working folder.)

Your instructor will judge the portfolio by engaging the collection of texts largely as an experienced reader (rather than as an educator). As he or she will have made regular comments on your writing (if you submit your rough drafts and visit him or her during the semester to discuss revision), your instructor will read your portfolio attentively but no longer with the kind of attention that supports formative commentary. Your instructor will read these texts against a rubric, based on the course guidelines, to see if your work is rhetorically effective and indicates that you have achieved the communicative goals set by the English 101 objectives. In the process of preparing your portfolio for presentation to your instructor, you will be asked to compose a Reflective Introduction (Unit 5 essay) that comments on your development as a writer as evidenced by the other formal essays that you've decided to submit.

Exam

In this class, you will be required to take a final exam during the officially scheduled exam period. The exam will ask you to generate an essay (employing strategies explicitly addressed in the context of English 101) on a subject matter to be announced near the end of the semester.

Percentages

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 Summary/Response)	10
Unit 4 working folder (including draft of Literature Review)	10
Unit 5 portfolio (including Reflective Introduction)	50
Final Exam (in-class essay—form and subject matter TBA)	10

COURSE POLICIES

Plagiarism

Plagiarism is the intentional use of another author's material and/or words in your own text without acknowledging that author's contribution. In the academic environment, plagiarism is a serious ethical violation that carries serious consequences. Please read the sections on plagiarism in the *Allyn and Bacon Guide* and in *A Writer's Resource*.

In addition to the standards regarding plagiarism addressed in those two books, your instructor will hold you to some other standards.

- First, as you are responsible for learning how to write effectively at the college level, *unintentional* use of another author's material will still constitute plagiarism. You are responsible for understanding the standards that will be taught in this class and abiding by them. If you are in doubt about a potential plagiarism problem, 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 the instructor when you request the 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.

Ostensible violations of the plagiarism standards will be referred to the Director of Writing Studies. She will select an appropriate response in consultation with the instructor of record. Substantiated accusations of plagiarism could result in either a failing grade on the assignment, a failing grade for the class, or a referral to the Chair of the English Department or Dean of the College of Liberal Arts for possibly more severe disciplinary action. In addition, such cases will also be reported to the Office of Student Judicial Affairs, where the information 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 on-line data bases 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.

Course Attendance Policy

Excessive unexcused absences will prevent students from passing this course. Students who miss more than a total of three weeks of class (9 class periods of a MWF schedule; 6 class periods for a T/TR schedule) as a result of **unexcused** absences will be assigned an “F” for the course. While one day over three weeks (consecutive or not) of unexcused absences will result in **automatic failure** of the course, the negative effect of total unexcused absences under the three-week mark inevitably will be substantial in that

- 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 completed 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 late work policy outlined in the English 101 course description;
- lack of participation in classroom activities will negatively impact one’s level of preparedness for succeeding on the unit assignments and, ultimately, the portfolio.

Students who miss over three weeks of class as a result of **excused** absences (e.g., those resulting from extended illness) must obtain official documentation (e.g., a letter from a medical doctor) that establishes 1) the cause of the excessive absences **and** 2) the necessity for having to miss so many class periods. In the interest of organizing and expediting the documentation process, students who are absent for an extended period of time as a result of illness or other personal crises should seek the assistance of SIUC’s Transitional Services Office (453-7041).

Please note that early departures for holidays will **not** count as excused absences. Excused absences for weddings, funerals, court dates and other such obviously compelling matters must be approved as such ahead of time by your instructor, and procedures for making up missed work must be formally arranged with the 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 the instructor no later than two weeks after the absence in order for the absence to be marked as “excused.” Therefore, if you are not feeling well enough to come to class and wish the absence to be excused, you will need to provide evidence of a visit with a health care professional.

Tardiness

Unless excused by the instructor, an instance of tardiness or an early departure from class exceeding ten minutes will count as an unexcused absence. Unless approved by the instructor in the case of valid excuses, students will not be allowed to complete in-class assignments missed partially or in full as a result of being tardy or departing early from class. Chronic tardiness may be regarded as disruptive behavior (see below).

Policy Regarding Cell Phone Use

The increased prevalence of cell phone use in our society has necessitated articulation of a policy for using phones responsibly in classroom settings. Any student who brings a cell phone—or other mobile communication device—to class is responsible for

turning it off *before the beginning of the official start time*. If you are in the midst of some family crisis that requires you to keep your cell phone turned on, you must keep the ringer set to “manner mode” and must alert your instructor before class about the situation. Doing so will minimize potential disruption as you prepare the instructor up front that you might need to take a call. If you need to take an emergency call, quietly leave the classroom and find a place where your conversation will not disturb others. Lack of compliance with this policy will be regarded as disruptive behavior, and violators will be subject to the consequences for disruptive behavior outlined in the following section.

Disruptive Behavior Policy

Behavior that disrupts the educational environment in English 101 and that, therefore, interferes with others’ learning opportunities will not be tolerated. Disruptive behavior in the context of the English 101 classroom includes (but may not be limited to)

- disrespectful treatment of your instructor or peers
- patterns of tardiness
- violations of the policy for responsible cell phone use

A student determined by his or her instructor to be “disruptive” will be referred—along with a report describing the offending behavior—to the Director of Writing Studies or her Administrative Assistant. A student in this situation will not be allowed to return to class until the offending behavior has been specifically identified and the consequences of repeating the behavior clarified in the context of a meeting between the student, the Director of Writing Studies, and, in certain cases, the instructor reporting the behavior. Following this meeting, repeated acts of disruptive behavior as identified by the instructor will result in referral to the Chair of the English Department, the Director of Student Judicial Affairs and/or the Dean of the College of Liberal Arts. Consequences could include suspension or expulsion from the course.

Incompletes

An “Incomplete” is a special end-of-course designation granted only to those students who have regularly attended class and who are in good standing relevant to course work completed but who, for catastrophic, officially documented reasons outside their control, are unable to finish a large portion of the required course work. “Incompletes” will be granted by the instructor of record in consultation with the Director of Writing Studies, and subsequent completion of the course will be governed by a contract signed by the instructor and student to be approved by the Director of Writing Studies.

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 and on the Department of Safety’s website www.dps.siu.edu.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your 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.

Disability Support

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

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 fourth, make-up session will be offered on the Saturday morning following the first week of classes. 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 SIU student identification. Students are allowed to use a grammar handbook and a dictionary that meet the approval of the exam proctor. (Recommended texts are *A Writer's Resource* and *Webster's Collegiate Dictionary*.) Specific dates, times, and locations for proficiency exams are available from the Writing Studies Secretary (453-6811).

INSTRUCTOR INFORMATION

Name

Office

Phone/E-mail

Office Hours