IVY TECH COMMUNITY COLLEGE

ENGL 111, ENGLISH COMPOSITION

COURSE TITLE: English Composition
COURSE NUMBER: ENGL 111   SECTION: TBD
PREREQUISITES: Demonstrated competency through appropriate assessment or earning a grade of "C" or better in English 9(H) and English 10(H)
SCHOOL: Liberal Arts and Sciences
CREDIT HOURS: 3
CONTACT HOURS: Lecture: 3
DATE OF LAST REVISION: Spring, 2022
EFFECTIVE DATE OF THIS REVISION: Fall, 2022

CATALOG DESCRIPTION: English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1.   Understand communication theory and the roles audiences play in the writing process.
2.   Apply critical reading and thinking skills to the writing process.
3.   Demonstrate an awareness of language as a tool for learning and communication.
4.   Develop strategies for making independent, critical evaluations of student and published texts.
5.   Research and critically evaluate information to produce writing with APA or MLA formal documentation, which consists of in-text citations and final list of all sources cited.
6.   Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.
7.   Write well-organized essays with a firm thesis and a clear introduction, body, and conclusion. (11-12.W.1, 11-12.W.3, 11-12.W.4, 11-12.W.6)
8.   Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content, and setting an appropriate tone. (11-12.W.1)

9.   Demonstrate an understanding of the various rhetorical modes, including argumentation and analysis, and apply that understanding in various writing environments, including an essay test. (11-12.RL.1, 11-12.RL.2, 11-12.RL.3)
10.   Support a thesis statement with valid reasons and evidence. (11-12.W.5)
11.   Follow the conventions of standard written English, in sentence structure, punctuation, grammar and usage, and spelling. (11-12.W.6)
12.   Recognize and develop styles appropriate to varied writing situations.(11-12.W.1)
13.   Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.). (11-12. RN.1, 11-12.RN.2, 11-2.RN.3)
14.   Demonstrate an awareness of cultural differences in writing in order to employ writing practices that communicate effectively across cultures. (11-12.RN.4)

COURSE CONTENT: Topical areas of study will include –

Reading and thinking critically
Generating ideas
Identifying an audience
Developing a thesis
Organizing the essay
Developing style
Avoiding plagiarism
Using rhetorical modes including
    exposition, argumentation and analysis
Prewriting, drafting, editing, and revising
Conducting library and other research
    methods
Following conventions of standard written
    English
Writing essay exams
Gathering, evaluating, and using sources
    for research
Paraphrasing, summarizing, and quoting
Documenting sources (MLA and/or APA)

METHOD OF EVALUATION: Your grade will be determined by the following:

Writing Project 1:	100 points
Writing Project 2:	100 points
Writing Project 3:	200 points
Writing Project 4:	100 points
Conferences and Writing Assignments	600 points
Annotated Bibliography (2)	100 points
MLA/APA Exercise	50 points
Research Project 1:	100 points
Research Project 2:	100 points
Research Project 3:	200 points
Research Project 4:	100 points

School of Liberal Arts and Sciences Grading Guidelines:
> A = 90% - 100%
> B = 80% - 89%
> C = 70% - 79%
> D = 60% - 69%
> F = 59% and below

TEXTS AND MATERIALS:
- As determined by Ivy Tech Dual Credit Requirements

ACADEMIC HONESTY STATEMENT:
The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

COPYRIGHT STATEMENT:
Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other

proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

ADA STATEMENT:

Ivy Tech Community College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

COURSE ADJUSTMENT STATEMENT:

The instructor retains the prerogative of changing or adjusting the course syllabus to best accommodate the pace of progression and the needs of the students.

VIRTUAL LIBRARY STATEMENT:

The Ivy Tech Virtual Library is available to students on- and off- campus, offering full-text journals and books and other resources essential for course assignments. Go to http://www.ivytech.edu/library and choose the Virtual Library link for your campus.

ATTENDANCE STATEMENT:

Student performance and participation in this course throughout the entire semester is directly related to academic success and completion. Students may attempt to improve grades by repeating courses (**allowable once per course**). Financial aid recipients, however, should review their situations carefully since payment for repeated courses can be disallowed. Student transcripts will contain a complete record of all activity. The student's grade point average will reflect the highest grade earned.

Attendance will be formally reported and recorded for Ivy Tech at the 60% mark in the course. Active participation and current contact with the instructor is essential to assure participation recorded as a YES.

GRADING STANDARDS

Percentage grades will be used for all graded work:
        A: 90-100%   **B**: 80-89%   **C**: 70-79%   **D**: 60-69%   **F**: 0-59%.

In this class, you are working to improve your writing in five major areas: rhetorical stance, focus, development, organization, and style. Although the description following each criterion may change slightly as you write different types of papers, the basic criteria remain the same.

A essays

Rhetorical Stance: The writing has excellent balance of voice, subject, and purpose; and the paper has sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. The writer's purposes are appropriate for the writing situation. Promises made to the reader early are kept. Expectations for the reader are set and then met. Ideas, examples, and reasons developed in the body of the paper clearly relate to the focus.

Development: These essays have ample supporting evidence, sensory details, specific examples, statistics, quotations, or other data. Supporting evidence immediately follows the writer's assertions. The writer shows rather than just tells. Appropriate research (personal experience, interviews, surveys, library sources) supports the writer's main idea, thesis, or claim. The writer shows how or why the evidence is relevant to the main idea or claim.

Organization: The ideas and paragraphs proceed in some logical and apparent sequence or pattern. The writer uses sufficient audience cues to let the reader know what has been discussed, what is being discussed, or what will be discussed. Attention-getting titles and leads, essay maps, summary and forecasting statements, paragraph hooks, transition words or phrases, and effective conclusions guide the reader from the beginning to the end.

Style: These papers have appropriate voice and tone, as well as effective sentences and word choice. The style is appropriate for the purpose and audience. In addition, these papers avoid problems in usage, grammar, punctuation, mechanics, and spelling that interfere with the writer's ideas or distract from the audience's pleasure in reading. The student maintains formal academic writing style throughout.

B essays

Rhetorical Stance: The writing has good balance in voice, subject, and purpose; and the writer has shown a sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. Promises made to the reader are fulfilled. Deficiencies in focus may exist, but the overall purpose is still clear.

Development: These essays have good supporting evidence. Typically, support may be thin or deficient in spots, but relevant evidence supports assertions or general statements.

Organization: The ideas and paragraphs proceed in some logical and apparent sequence or pattern. Occasional deficiencies in audience cues may exist, but the overall shape is clear to the reader.

Style: Typically, these papers communicate clearly; but the voice may not be as clear as preferred; or a few deficiencies in sentence structure, word choice, grammar, or punctuation exist. The student maintains formal academic writing style.

C essays

Rhetorical Stance: Writing has rhetorical purpose; but it may have some problems balancing voice, subject, purpose, and sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. Often, though, these essays shift the focus at some point in the essay.

Development: Typically, these essays do have some supporting evidence; but some evidence is not relevant; or some assertions or general statements are left unsupported.

Organization: Often, an overall pattern or sequence may exist, but the writer has made little effort to guide the reader through the major ideas.

Style: Sometimes, these papers have a lackluster style, appearing to be written mechanically to fulfill an assignment rather than directed to a specific audience. Distracting sentence errors may interfere with communication. Formal academic writing style is used, but some deficiencies remain.

D essays

A "D" essay is deficient in three of the five criteria or has one major flaw that seriously disrupts communication.

F essays

An "F" essay has severe problems in rhetorical stance, focus, development, organization, or style. The essay does not communicate successfully with the audience or meet minimal

expectations. Often, the essay is a writer's early draft that shows little or no collecting, shaping, or revising.

GENERAL COURSE POLICIES:
The course policies were drafted with the underlying belief that **all students are responsible adults who fully expect to endure the consequences of their choices and who are committed to reaping the greatest possible educational benefit from their experiences as Ivy Tech Community College. PLEASE NOTE: *Your instructor retains the right to modify these course policies as he or she deems necessary for optimal class performance.***

Class Decorum:
All cell phones and other electronics must be turned off when class is in session.

Class discussions often involve personal stories and self-disclosure. As a matter of courtesy, **do not discuss any other student's personal information outside of this class.** Likewise, **do not choose topics for assignments (written or oral) that would cause you embarrassment or discomfort when shared with others** in the class.

Students are encouraged to present their opinions in a forthright manner, discuss topics objectively, and refrain from personal attacks or judgmental behaviors. **It is entirely possible that you will hear views and opinions with which you disagree.** If you feel that you may be unable to discuss or hear about potentially sensitive topics without maintaining your composure, then perhaps this is not a good time for you to participate in a college class. **Remember that we are here to challenge ourselves intellectually--not to convert others to our ways of thinking.**

Students should be aware that each person's behavior and attitude affect the learning process for everyone in the class. Students who do not appear to be taking the class seriously, or who are disrupting the learning process for others, may receive a lowered grade.

Reading Assignments:
Complete all assigned reading *prior* to the class meeting for which it is listed on the syllabus.

Written Assignments:
Because peer review is required in writing classes, do not choose topics that will cause you discomfort or embarrassment. All written assignments (with the possible exception of in-class writings) are to be typed, double-spaced, on white, 8.5x11 inch unlined paper. If you are using a word processor, use a 12-point font (Arial or Times New Roman) and 1-inch margins. Include your name on the assignment. Do not use report covers or folders, unless instructed. Staple in upper, left-hand corner of paper (no paper clips or bent corners).

Plagiarism:

Stealing another person's thoughts or ideas (i.e., plagiarism) is a serious offense. Punishments range from failing an assignment to failing the course to expulsion from the College. Instructors do not have to award credit for plagiarized assignments and may seek harsher punishments for students who plagiarize. Researched material used in student papers must be properly documented to avoid plagiarism.

Due Dates:
Assignments should be ready to turn in at the ***beginning*** of class on the day they are due, unless otherwise instructed.

Late Assignments:
It is the instructor's prerogative to accept, or not accept, assignments after the beginning of class on the day they are due. If accepted, late assignments will likely incur a penalty of 50%. If the instructor gives the student an extension and the student fails to meet the new deadline, the assignment will receive a letter grade of "F" (0% to 59% of assignment value).

Attendance, Participation, Tardiness:
The effectiveness of any traditional course is dependent upon class cohesion, rapport, and interaction; therefore, attendance is essential. Attendance is taken at the beginning and, possibly, at the end of each class. In addition to being physically present for each class, students are expected to arrive on time, participate in class discussions and activities, submit graded and non-graded assignments on time, and behave in a manner that is conducive to learning (see ***Class Decorum***). Failure to meet these expectations may result in the loss of points or grade reduction.

Students are expected to be present during all class sessions. Your instructor may or may not allow excused absences. You should recognize that a missed class, regardless of the reason for the absence, cannot truly be recovered and is likely to have an adverse effect your performance in the course. Likewise, students who arrive late or leave early are not meeting their obligations to the class. Your instructor may impose sanctions on any student who misses class time (e.g., lowering grades, refusing to accept assignments completed while the student was absent, recommending withdrawal from the course).

If you miss a class and choose not to withdraw:
First, check your syllabus to see what was covered on that day. Next, contact one of your classmates to obtain copies of class notes and handouts. If your instructor accepts make-up assignments, make arrangements with your instructor to make up any missed work. **Do NOT ask the instructor to teach the class a second time for your benefit.**

Be aware that students who miss even 1 class may be reported to the Records Office as "stopped attending." If you are receiving financial aid, failing to return to class to complete a course can result in your having to pay back funding immediately. If you are reported as "stopped attending," but return to class at the next scheduled session and complete the course successfully, your financial aid will not be adversely affected.

Withdrawals:

If a student cannot complete a course, it is the student's responsibility to be aware of dates for course withdrawal and complete the necessary paperwork. The student must give the withdrawal or "drop/add" form to the Records Office after obtaining all appropriate signatures. Be sure to keep a copy for your own records.

Failure to officially withdraw from a class that you have stopped attending will result in a final grade of "F." If you are receiving financial aid, failing to complete a course can result in your having to pay back funding immediately.

Incompletes:

A student has the right to request incomplete status only when extreme and unusual circumstances exist which prevent him or her from completing components of the course which affect his or her final grade. Students who simply have not attended, have been slow to complete assignments, or who have not put forth their best effort are not entitled to incomplete status. Incomplete status may be granted only when the student has obtained the instructor's approval AND:

- the student has not completed the final exam and arrangements have been made with the instructor to complete the final exam, OR
- the student has performed satisfactorily in the course until near the end of the term and arrangements have been made with the instructor to complete the unfinished work, not to exceed 20% of total graded course assignments.

If incomplete status is granted, the student has no more than 30 days to complete the unfinished work. Students who do not make the necessary arrangements or who do not satisfactorily complete all required course work by the appropriate deadline will receive an "F" or earned grade.

FINAL NOTE:

Although the policies described in this syllabus may suggest otherwise, it is assumed that each student enrolled in this course is a serious, self-motivated student. Most of you will have no problem meeting the requirements of this course. Please know that your instructor is concerned about your progress and wants you to ask for help whenever you are unsure of how to proceed in this class.

Course Calendar

Note: The following schedule is approximate. Changes may occur due to instructor illness, weather, the need to spend more time on a topic, etc. All changes will be announced both in class and online whenever possible.

Class Dates/Weeks	In-Class Work	Homework
Week 1	Syllabus Overview; Introductions; Diagnostic Essay	Acquire textbook
Week 2	What are Essays; Academic Writing; Writing Process; Active Reading—Adler Article; WP 1—Assign Article; Double Entry	Purdue OWL AOW #1
Week 3	BSU Resources (Bracken Library & Databases); Plagiarism; Computer Use; Summarizing Arguments; Double Entry Due; Turn Double Entry into Paper	AOW #2; Double Entry *Envision 1-35*
Week 4	Unity Exercise; Thesis Statements; MLA Overview; Introductions for Summary;	AOW #3; Introduction *Envision 38-41; 207-216*
Week 5	WP 1 Rough Draft and Final Due; Assign WP 2 (Multimedia)	WP 1 *Envision 43-59; 217-230*
Week 6	Finding Sources; Reliability (Database use versus Google); Drawing Comparisons; Making Connections	AOW #4 *Envision 64-82; 236-242*
Week 7	Creating Multimedia project; Outlines/Storyboard; Works Cited and References	AOW #5 *Envision 83-96; 242-268*
Week 8	Rough Draft and Final WP 2 Due	Complete WP 2; Revision; Peer Review; Editing
Week 9	Assign WP 3; Visual Rhetoric; Latin; Says Does Because Assignment; Deeper Meanings	AOW #6; Advertisements *Envision 97-98; 104-128*

Week 10	Source Reliability; Incorporating Borrowing; Rhetorical Mapping; Says-Does-Because	AOW #7; Says Does Because *Envision 131-156*
Week 11	Says/Does/Because Due—Convert into paper; Purpose of Additional Sources	AOW #8; Locate Additional Source *Envision 160-183*
Week 12	WP 3 Rough Draft and Final Due; Assign WP 4; Assign Proposal; Bracken Library	Complete WP 3; Revision; Peer Review; Editing *Envision 190-204*
Week 13	Finding a Voice; Arguments; Academic Arguing; Rhetorical Persuasion; Random Thesis;	Purdue OWL Exercise; Brainstorming; Proposal and Sources (10) *Envision 105-111*
Week 14	Annotated Bibliography	
Week 15	Planning Research; One Annotated Bibliography Entry Due; Outlines; Proposal Due; Opposing Viewpoint; MLA and APA	Sources for Annotated Bibliography (8) *Envision 155-159*
Week 16	Voice and Integrating Sources (Templates); Finished Annotated Bibliography Due	They Say, I Blog; Opposing Viewpoint Blog; Outline
Week 17	Outline Due; Argument Language; Conferences	Revision; Editing
Week 18	More Conferences; WP Rough Draft and Final 4 Due	Complete WP 4; Revision; Peer Review; Editing
Week 19	Reflective Workshop	
Winter Break		
Week 1	Citations; Library Databases; Assign RP# 1	

Week 2	Form Groups; Library Database; Scholarly Articles; Group Project; Topic Development Time; Worksheets	Begin Research Complete Worksheets
Week 3	APA Documentation; Group Time; Q&A; Plagiarism; Packet Due Presentations	Finish RP# 1 Prepare Presentations
Week 4	Assign RP# 2: Research Process; Note Taking; Proposal; Annotated Bibliography	Research Planning Research and Secondary Sources
Week 5	Gathering Sources; Brainstorming; Library Databases	Proposal Due Research Proposal
Week 6	Comparative Critique; Research Work	
Week 7	Making critical comparisons; Discussion	(RP# 2) Comparative Critique Due
Week 8	Annotated Bibliography Workshop	Ball Point Text (Annotated Bibliography)
Week 9	RP# 2 Due; Assign RP# 3; Layout of APA Research Paper	Annotated Bibliography Due
Week 10	5 Part Introduction; Voice in Academic Research; 5 Part Discussion	Complete Introduction
Week 11	Abstract; Research Note Review; Writing Workshop	Incorporating Sources
Week 12	RP# 3: Rough Draft; Peer Review; Final Paper	RP# 3 Due with Research Notes
Week 13	Assign RP# 4; Begin Literature; Short Summary; Literary Devices; MLA documentation;	#1 Short Summary Responses (SSR) Due

Week 14	Lit Discussion; Parts of Lit Criticism (OWL); Comparisons; Summary of Literature	#2 SSR due
Week 15	Lit Discussion; Making Comparisons; Assign Research Question/ Proposal; Plot Summaries; Research	#3 and #4 SSRs Due
Week 16	Literary Analysis Exercise; Introductions and Thesis; Research	#5 SSR Due
Week 17	Peer Review to Introductions and Thesis; Outlines; Research	Proposal Due Introduction/Thesis Due
Week 18	Rough Draft Due; Peer Review; Final Project Due	Finish RP# 4
Week 19	**Finals**: Final Reflection	