

## English Composition I Syllabus

**Course Number & Title:** ENG 101-R, Composition I

**Department:** English

**Term:** Fall 2018

**Prerequisites:** Placement or Completion of ENG 100

**Credits:** 3

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### Instructor

**Instructor Name:** Curtis Allen

**Section Number:** R

**Class Time:** Tuesday/Thursday 12:15 PM – 1:30 PM

**Class Location:** Bixler 305

**Office Hours & Location:** Monday, Wednesday, & Friday 1 PM to 3 PM in Bixler 125

**Instructor Email:** [callen@ashland.edu](mailto:callen@ashland.edu)

My ordinary working hours are 8 AM to 5 PM, Monday through Friday. If you e-mail me outside of those hours (middle of the night or Sunday morning, for example) you probably will not get a response from me until my next working hours. I do not reply to e-mails while I am teaching a class.

**Instructor Telephone:** 419-289-5643

Please note that I am only near this phone during my office hours.

### Catalog Description

This course stresses the development of effective grammatical and rhetorical form through the assignment of expository and argumentative writing projects. Students will learn to reflect on ideas and observations, to use writing as a tool to sharpen those ideas, to reflect on their own writing process, and to use and cite sources accurately. May not be taken for S/U credit. Meets Core credit for composition I.

### Course Objectives

The goal of the Composition Program is to help students develop the ability to use writing as a thinking tool and to take responsibility for their own development as writers. Students generally do not leave the Composition Program as mature writers, but they should have developed a sense of what it means to write effectively and have acquired numerous tools to help them write and to continue to learn to write.

Composition I assumes that students have basic command of the mechanical aspects of composition and can write a brief essay with relatively few mechanical and grammatical problems.

### **Student Learning Outcomes for This Course**

1. analyze issues and language in a sophisticated expository, argumentative, or narrative text
2. write an argumentative or expository essay that represents an original position or interpretation
3. explore a thesis, theme, or point of view in depth
4. support a position or interpretation with specific examples and original analysis or detail
5. effectively evaluate the context, audience, and purpose to construct writing assignments
6. order ideas in a way that is appropriate to the context, audience, and purpose of the assignment
7. use language appropriate to the intended audience and purpose of the assignment
8. assess sources for credibility, bias, and relevant value
9. select, integrate, and cite appropriate sources
10. accurately apply documentation conventions
11. use language that clearly conveys meaning

### **Core Composition Outcomes**

1. Compose and communicate effectively for a variety of rhetorical purposes
2. In writing, frame and analyze a problem using relevant information
3. Write an appropriate argument, report, application, or other expressions of such inquiry.

### **Student assessment criteria**

Major papers for this course will be graded holistically. Holistic grading is an attempt to move beyond a “counting errors” approach to writing; it is an attempt to deal with a piece of writing the way real-world readers would respond. Essentially, the question is “Did this piece of writing work?”

Here is what this means for our course:

1. When the instructor reads your paper, he will write comments (both the positive and the negative) concerning the success of the paper. Instructors often use a rubric help shape their comments (one example from the National Council of Teachers of English is included in your course).
2. Holistic grading means that a paper with great spelling and grammar, but no content is not really a good paper. Neither is a paper with great content but poor spelling and grammar. Holistic grading also means that fixing a comma or two is not likely to change the grade very much.
3. Failing grades: The “F” is usually reserved for papers which, for one reason or another, just do not succeed. Perhaps the paper is nowhere near the assignment or perhaps it simply cannot communicate its point at all due to confusing grammar or logic.
4. Effort is impossible to grade. Some people do an excellent job of writing with little effort, while others struggle for every word. Effort cannot be graded; only results can be graded.

## Plagiarism Policy

- Plagiarism is the practice of passing off someone else's work as your own, whether this is in the form of unacknowledged quotations or ideas. Cheating also occurs when someone else writes any part of your paper. In other words, all work you do for this class must be your own. Plagiarism is not to be confused with receiving and responding to suggestions from others in draft workshops.
  - If two students submit papers which are substantially identical, the instructor will assume that plagiarism occurred. It is impossible to determine who is the original author and who copied, so in plagiarism cases where two students submit the same paper, both will receive the same penalty. *Do not loan out your rough drafts or permit friends to copy your electronic files.*
- It is your responsibility to understand today what plagiarism is and how to avoid it; do not wait until we cover it in class. If you have any questions about plagiarism or about the use and documentation of sources, please talk with your instructor. If you plagiarize, you may receive a grade of "F" for this course and be subject to disciplinary action.
- Please note: students are not permitted to turn in the same paper for two different classes at Ashland University.

## Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please ask your on-site person to contact Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

## Required Course Materials

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 8th ed., Bedford/St. Martin's, 2016.

## Recommended course materials

- Paper (spiral notebook is excellent) and pen or pencil.
- Expanding accordion file, the kind with dividers (so you can organize loose papers)
- You do not need to own a computer to pass this course because computers are available at several locations around campus. If you do choose to bring your own computer, keep it under control. English class is not a time for buying things on eBay, looking at porn, or gazing at Facebook.
- You have no need whatsoever for a phone in this classroom. English class is not a time for non-stop texting to all your friends.

**Grading Policies**

<b>Course Assignments</b>	
Essay 1	75
Essay 2	100
Essay 3a (summary)	25
Essay 3 (response)	100
Essay 4	100
Essay 5	100
Final	50
Quiz Average	50
Attendance	50
<b>Total</b>	<b>650</b>

<b>Assignment Grading Scale</b>			
A = 100	B = 84	C = 74	D = 64
A- = 91	B- = 81	C- = 71	D- = 61
B+ = 88	C+ = 78	D+ = 68	F = 50

The “Course Grading Scale” reflects a range for the course as a whole. Thus, if your overall average is between 83% and 85.9%, you can expect to receive a “B” for the course.

<b>Course Grading Scale (percentage)</b>			
A = 93-100	B = 83-85.9	C = 73-75.9	D = 63-65.9
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9
B+ = 86-89.9	C+ = 76-79.9	D+ = 66-69.9	F = below 60

### **Late Papers**

Each assignment has a due date printed on the assignment sheet. The assignment is due at the beginning of class on the due date.

- If your paper is late, you will lose 5% of the maximum possible grade, to a maximum of 20%, for each school day it is late. A “school day” here is a day that Ashland University is open for classes. If your paper is more than five school days late, you will submit a memo explaining the reason for your lateness, which the instructor will consider as he decides whether to accept the paper. After this five-day late window, the assignment drop box will close, and you must present a printed copy (along with your memo) to the instructor.
- If you upload an unreadable or blank paper to the Blackboard Drop Box, you have not met the deadline. There is nothing to grade.

### **Revisions**

You may rewrite any of Essays #1 through #4 and submit them for an improved grade. Here are the rules:

- Papers that received a C+ (76%) or better will not be regraded.
- All revisions must be highlighted, and you must turn in the graded paper with the revision to receive credit.
- Note that simply typing in corrections suggested by the instructor (punctuation, spelling, etc.) will not generally result in an improved grade.

### **Attendance Policy**

Your primary job is “student,” and you are expected to take that job seriously. You are expected to show up at the beginning of class, participate, and stay until the end of class. You get three (3) “personal day” absences during the semester which do not count against you.

You will lose attendance credit for:

- Showing up late. You are late if you show up between ten and twenty minutes after the class begins. You will also be marked late if you are in the habit of slipping out to spit tobacco juice, use the toilet, or use your phone.
- Sleeping in class. This includes doing homework for other courses, wasting time on your computer, etc.
- Unexcused absence. This includes showing up twenty minutes or more after the class begins.

**Excused absences:** You must ask me personally (not by e-mail) for an excused absence. The distinction between excused and unexcused absences is at the discretion of the instructor, but you would be wise to document requests for excused absences (note from your doctor, for example).

**Athletes:** When your participation in scheduled University events conflicts with class, you receive an excused absence. Here are the rules:

- You will give me an official letter or form from your coach asking for the excused absence. An oral request by you or one of your fellow students isn't enough.
- Work that is due during your absence is still due.

### **Incompletes**

The Incomplete is a temporary grade given to a student who has completed most of the course and has a passing grade but is unable to complete the course for major reasons beyond his/her control (such as a serious medical problem). The Incomplete is not intended for students who simply did not get around to doing all the work during the semester. The University academic calendar lists the final deadline for making up Incompletes each semester.

### **Grade Appeals**

If you believe your academic rights have been violated, you should, if possible, discuss the matter with your instructor. If you wish to appeal the case, you must appeal to the Director of Composition before going to the department chairperson, or to the Dean and Academic Council, who may confer with the Provost.