

COURSE: ENGL 101 -Composition (3 semester credits)

South Dakota State University

Taught at Lake Area Technical Institute

Instructor: Mrs. Cynthia Stupnik (605) 882-LATI; ext. 346

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MATERIALS NEEDED:

- *The New McGraw-Hill Handbook*
- Three-ring binder or folders for the plethora of handouts
- ClearThru—ShowFile display book or ½ inch 3-ring binder
- Notebook for taking notes, pens, and pencils
- 1- pocket folder to hand in articles/abstracts and grammar quizzes
- Expandable file folders-(6-10 sections) for research

COURSE DESCRIPTION:

English Composition 101 concentrates on all phases of the writing /communication process. Prewriting, drafting, revising, and editing are used to help students develop clear, concise, and unified writing styles that will serve them well in their chosen career areas. Modes of discourse covered are description, instruction, exposition, and persuasion. With each of the writing assignments, students will participate in peer revisions and individual writing conferences with the instructor. During the course of each writing assignment, students will be required to submit organized rough drafts to a reading audience of peers and utilize written peer responses as a basis for revision. To address the needs of business and industry, ENGL 101 will emphasize expository writing. All writing is done on personal computers. Grammar and punctuation exercises and quizzes will be assigned in order for students to re-develop a thorough knowledge of the proper writing rules. A tentative weekly assignment schedule is attached. The instructor reserves the right to change, alter, adjust, and adapt all assignments to meet the needs of each class.

PREREQUISITES:

Enrollment in English 101 requires no prerequisites if the student has an ACT score of 18 or higher or a COMPASS score of 71 or higher. If a student does not meet one of these requirements, he or she must successfully complete Practical Writing EN 100 and retake and pass the COMPASS test before enrolling in English 101.

TECHNOLOGY SKILLS:

To successfully complete the work for this course, students will need basic keyboarding and word-processing skills. To successfully complete the research requirements, they will need to be able to search the Internet and various online databases. At an appointed time during the semester, instruction will include demonstration and discussion of these skills.

COURSE REQUIREMENTS:

Students will read textbook lessons from *The New McGraw-Hill Handbook*, essay examples handouts, and online materials to better comprehend the requirements for the written assignments. Students will read and discuss these materials critically in order to comprehend their contents clearly and thoroughly.

Students will write a minimum of three well-developed paragraphs, two major essays of approximately two-three pages, and one research/I-Search paper of approximately five pages. For the final project, they will create paper and electronic portfolios that encapsulate the best of their work. By using one of the many software writing and publishing programs like Word, Quark, or Publisher, they will format and design a selection of their graded assignments and incorporate appropriate and supportive graphics, pictures, quotes, or other types of clip art to make their work more visual.

COURSE GOALS AND OUTCOMES:

Broadly, this course seeks to help students improve their ability to read text critically, to research and consider issues thoroughly, to think about them clearly, and to write about them convincingly. These objectives are in accord with and, thus, satisfy two of the System General Education (SGE) goals:

Goal #1: “Students will write effectively and responsibly and will understand and interpret the written expression of others.”

Student Learning Outcomes: “As a result of taking courses meeting this goal, students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure [assessment based upon your performance on various exercises and responses and on the major essays];
2. Write logically [assessment based upon your performance on the major essays];
3. Write persuasively, using a variety of rhetorical strategies (e.g., exposition, argumentation, description) [assessment based upon your performance on the major essays];
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools [assessment based upon your completion of the research component of the major essays and various documentation exercises].”

Goal #7: “Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.”

Student Learning Outcomes: “Students will:

1. Determine the extent of information needed [assessment based upon your ability to provide sufficient evidence to support your claims in the major essays];
2. Access the needed information effectively and efficiently [assessment based upon your ability to find relevant sources and incorporate them into the major essays];
3. Evaluate information and its sources critically [assessment based upon your ability in class discussion and in the major essays to challenge and/or corroborate the validity of other writers’ claims];
4. Use information effectively to accomplish a specific purpose [assessment based upon your ability in the major essays to gather sources, incorporate them appropriately into your essays, and thereby persuade readers that your arguments are plausible and cogent.];
5. Use information in an ethical and legal manner [assessment based upon your ability to fairly and accurately represent others’ ideas through quotation, paraphrase, and summary—and to do so, in the case of paraphrase and summary, in your own words].”

In addition, students will learn how to:

- Plan the Essay
 - Choose a subject and narrow it so that they can develop it sufficiently within the limits of the assignment;
 - Create a plausible, cogent argument—and explicit thesis—by fairly and thoroughly exploring the subject and the audience’s assumptions about it.
- Organize the Essay
 - Sequence the points of the essay clearly, coherently, and persuasively—making apparent to readers the logical progression of ideas both within and between paragraphs and the relation of those ideas to the thesis;
 - Begin and conclude the essay in engaging and thought-provoking ways.
- Support the Essay
 - Organize details, examples, facts, and plausible conjectures to develop and to substantiate the claims.
- Use Language Precisely, Correctly, and Effectively
 - Seek out the appropriate word in a given context;
 - Abide by grammatical rules and recognized standards of formal usage, but also determine which occasions and contexts might warrant departing from such rules and usage.
- Revise and Polish the Essay
 - Reconceive and restructure the argument, and gather and deploy more effective evidence;
 - Edit and proofread.

INSTRUCTIONAL METHODS:

To successfully complete the work of the course, the instructor and students will devote class time to 1) discussing and analyzing the reading assignments and various essays; 2) discussing and practicing the various stylistic, analytic, and written strategies outlined in the course description; 3) free-writing, drafting, and writing the essays; 4) reading and commenting upon other classmates' work (through peer-review).

ATTENDANCE POLICY:

Since attendance is a critical factor for success on the job, we at Lake Area Technical Institute feel that attendance is important to success in school as well. (Please read "Class Attendance" in the 2006-2007 *Student Handbook & Campus Planner*.) A common employment policy is to allow 10% time absent per semester. Using that percentage then, students in a three-credit course could be absent SIX HOURS without penalty. Students who miss a class need to make sure they get the assignments and handouts well enough in advance to be prepared for the next class session

Students should use these six hours wisely. After six hours are missed, students will be dropped and will have to make plans to retake the course at a later time. Under special circumstances, such as an extended illness, medical leaves of absence can be requested. (See the student handbook.) Note: School-related absences are NOT counted in the six hours. Students should get in the habit of calling or emailing the instructor if they believe that they will be absent or late for class before class is to begin.

In addition, attendance is taken on the hour. Since a student's tardiness causes unnecessary interruption and confusion during lecture and discussion, he/she will be counted absent after 10 minutes unless the facilitator has been notified about extenuating circumstances.

ASSESSMENT:

A student's grade is based on a sum of all points earned during the semester. Quizzes, tests, daily exercises, including grammar and punctuation exercises, and final drafts with peer reviews are graded and contribute to the final grade. Some of these assignments are graded as pass/fail. Others are graded by points allotted versus points earned. Written assignments are graded upon quality of content (including use of source materials), clarity of form (including correct documentation), and clarity of style (including grammatical correctness). Students will receive a rubric that states the points earned for each paragraph and each major essay. All assignments are averaged at mid-term and at the end of the semester to determine a student's grade for the course. Essays are assessed by the following criteria:

GRADING POLICY:

Most points are earned on written assignments that are graded holistically according to the following criteria:

The grade of "A" ("exceptional"*) designates that an essay demonstrates

- an excellent command of subject matter
- a clear explanation and synthesis of ideas
- independent thought
- thorough and persuasive substantiation of claims
- clear and effective organization
- precise, correct, and effective usage
- correct grammar and punctuation

The grade of "B" ("above average") designates that an essay demonstrates

- a reasonable command of subject matter
- a capacity for explanation and synthesis of ideas, though it is not fully realized
- a capacity for independent thought, though it is not fully realized
- sufficient substantiation of claims
- mostly clear and effective organization
- mostly precise, correct, and effective usage
- mostly correct grammar and punctuation

The grade of "C" ("average") designates that an essay demonstrates

- an adequate command of subject matter
- some weakness or inconsistency in its explanation and synthesis of ideas
- relative absence of independent thought
- inconsistent substantiation of claims
- significant lapses in organization
- significant lapses in usage
- significant lapses in grammar and punctuation

The grade of “D” (“lowest passing grade”) designates that an essay demonstrates

- an inadequate command of subject matter
- insufficient explanation and synthesis of ideas
- unexamined, clichéd thinking
- inadequate substantiation of claims
- poor, hard-to-follow organization
- numerous errors in usage
- numerous errors in grammar and punctuation

The grade of “F” (“failure”) designates that an essay demonstrates

- a majority of the qualities of a “D” essay but to a degree unacceptable in college-level writing
- a failure to follow or complete the assignment

* Terms quoted within parentheses appear in *South Dakota State University Bulletin: Undergraduate Programs, 2004-2005* (19).

There is NO extra credit, but the instructor takes attendance into consideration when averaging students' grades. **Any one who has perfect attendance at the end of the semester will receive a bonus 25 points; any student who has missed only one hour will receive 20 bonus points. (A student's tardiness is also considered into this factor.) No other points will be administered to a student's grade due to attendance. The instructor reserves the right to change, modify, and judge outstanding situations when deemed necessary.**

The grading scale, which is followed by all general education instructors, is as follows:

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

LATE PAPER POLICY:

Due dates are announced well in advance for all writing assignments; therefore, assignments are due on those specified dates. Except in extenuating circumstances where a student has communicated a problem to me the instructor, late work is not acceptable. Work that is not handed in due to a student's absence needs to be handed in on the next school day, not class day. In addition, if a student is absent when a quiz or any other in-class assignment is given (one that needs to be handed in before class is over), he or she will not be allowed to make up the work. An assignment not handed in on the specific due date will be subjected to a grade no higher than 80%. If the same assignment is not handed in the next school day, the grade will be reduced to 50%. After the third day, the paper will no longer be accepted for grading purposes.

ADA Statement:

Students are entitled to ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Office of Disability Services, Educational Services/Library, Jeanie True.

*** ACADEMIC HONESTY POLICY:**

Plagiarism of any kind will NOT be tolerated. In written assignments and other class projects, it is unethical and unprofessional to present work done by others in a manner that indicates that this is the original work of the student presenting the material. Cheating and/or plagiarizing (from Internet sources as well as other sources) are unacceptable and a justifiable cause for the student to earn a zero on that project and/or in some cases, be dropped from the class. In addition, a research paper without sufficient and appropriate citation will be considered plagiarized and subjected to the appropriate penalties. (Please read "Institute Policies and Standards" in the Lake Area Technical Institute's *Student Handbook & Campus Planner*.)

PROFESSIONAL ATTITUDE:

At all times, students will conduct themselves within the boundaries of professionalism. Students are to **turn off cell phones or place them on vibrate and shut down Instant Messaging-types of communication** during class time. **In addition, students are not to sleep during class.** If the instructor needs to take disciplinary action because of a student's inappropriate behavior, the consequences could include temporary or permanent class suspension. (Please read "Class Etiquette" in "Institute Policies and Standards" in the *Student Handbook & Campus Planner*.)

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