

ENG 101-116-Spring 2013

Chesapeake College—Wye Mills Campus

Class sessions each week =

Mondays & Wednesdays: 2:30 -3:45 p.m.

Humanities Building: Room 102

Instructor: Willow M. Pittman, M.Ed.

Email address: willowpittman@skipjack.chesapeake.edu

Office hours: By appointment

INTRODUCTION

This syllabus is considered as an introduction to your ENG-101 Composition class. This is a credited English 101 Composition class to assist you in creating writing skills that will serve to build the production of clearly organized and lively essays. Focusing upon for whom the essay is written, we will create an environment and a community of scholars who will work together for success. Instructor and students are a team. If you recognize you need more assistance than the course hours provide, please, ask for an appointment to discuss this as soon as you recognize there are presenting problems. There is also a section in the syllabus (“Additional Assistance”) that will inform you of the many dedicated programs available to assist you. A wealth of help is available to you in and outside the classroom.

COURSE DESCRIPTION

Instruction in the writing process and fundamentals of academic writing is the basic format. Students will learn to write clearly organized, well supported, thesis-driven essays. Analysis of written works and other texts, research methods and information literacy, and ethical use of source materials are studied. Students must write a passing research paper to satisfy course requirements. Expect to devote three hours per week attending class and a minimum of six hours of preparation time for each week’s class.

LEARNING OUTCOMES

Students will receive instruction in the writing process using published essays and other materials as models of student writing. Students will learn to write clearly organized essays using basic patterns of expression.

The English language, logic, library use, and the form and organization of research papers are studied. A research paper must be completed and receive a passing grade to satisfy course requirements.

In this course students must:

- write logically organized, syntactically coherent, and grammatically correct essays;
- develop coherent and arguable thesis statements for all papers;
- develop a clear and engaging writer's voice that appropriately addresses the intended audience while presenting the student's unique personality and style;
- locate, evaluate, and use bibliographic, web, and database sources proficiently and ethically;
- construct a 6 – 8 page research paper, integrating source material into a coherent argument, using MLA documentation format appropriately and ethically;

- summarize, evaluate, and draw conclusions from a variety of texts, written and visual, and apply the information to other writing tasks;
- use technology to word process papers, conduct research, communicate with instructors, and enhance classroom presentations.

It is my goal as [the instructor](#) that students in this course will:

- explore and develop their own, individual academic interests through reading and writing a variety of texts as well as consider how reading and writing can inform and illuminate your daily life;
- use on-campus and community resources to augment their learning and experience;
- push themselves to think critically and logically;
- take the initiative and be responsible for their learning outcomes in the course;
- hold each other accountable for their actions and words--particularly in small groups;
- accept each other's differences and respect each other's experiences and statements;
- develop an appreciation for culture(s), language(s), composition, rhetoric, and literature/film;
- develop an appreciation for the academic aspects of college.

I also would encourage you to:

1. Have the courage to collaborate openly and earnestly with your classmates in peer-reviewing sessions. This will help to significantly improve your writing skills and familiarize you with the art of critical analysis of writing.
2. Jump outside of your comfort zone and challenge yourself to research and learn about an unfamiliar cultural or contemporary issue.

TEACHING METHODOLOGY

This course will be taught as a traditional lecture course, but I will employ various technologies and strategies to facilitate different styles of learning. There will be at least six major writing assignments in this course and a variety of practice and diagnostic writing. We will cover a variety of disciplines within the writing field, focusing on model compositions, in-class reading and writing, and discussion to facilitate learning. We will also learn how to incorporate research, make appropriate citations, follow the Modern Language Association format and guidelines, and use information ethically. Collegiate-level vocabulary constructed and encouraged through prescribed processes (vocabulary lists and essay feedback) as well as individual and group instruction.

Important to the learning process will be small group organization and peer participation in learning. All students will be responsible for their rotating, small group's creative and academic output for each group assignment. Learning to work cooperatively with even distribution of work responsibility and peer assessment will be highlighted within the perimeters of these groups.

REQUIRED MATERIALS

- [*Chesapeake College Student Guide*](#) (2012-2013)
- [Norton Field Guide, packaged with They Say, I Say](#)
REQUIRED PACKAGE-- Author: BULLOCK, Edition: 2ND, Publisher: NORTON, ISBN: 9780393133257 (or you can buy the two books separately; see below)
- [They Say, I Say, with Readings](#) (Packaged with Norton Field Guild)
REQUIRED—Authors: Graff, 2nd Ed. 12; Publisher, NORTON; ISBN: 978039391273
- [Norton Field Guide to Writing, with Handbook](#) REQUIRED—Author, Bullock; Edition: 2nd 09, Publisher, NORTON; ISBN: 978039394397

NOTE: Other **Required Materials**: pen and pencils, USB flash drive, class notebook(s) WITH pockets to accommodate handouts, a standard yellow highlighter, small and medium sticky note pads, and a suitable folder to turn in your final research paper.

Suggested materials: *MLA Handbook for Writers of Research Papers*

Course Policies and Structuring

Please be aware this is a *collegiate* class; the standards for ENG-101 and General Education classes reflect this fact.

1. Students will complete reading assignments, grammar exercises and all writing assignments before each class meeting. Quizzes on vocabulary and other material will be given at the beginning of class and NO quizzes can be made-up or be allowed to take quiz after it has started. This rule strongly suggests you be on-time and take attendance seriously. Required drafts of your essays count as homework and, along with all late material, will be at the discretion of the instructor as to whether it is a “zero” or a reduced grade—as are all late assignments.
2. In-class assignments are mandatory and must be taken seriously. All work in-class is being assessed—including your participation in the class as a whole and in small groups.
3. REVISION of work is an extremely important part of the writing process and is a CORNERSTONE to success in this class. I am stressing this! Get your work written ASAP and then work on the quality and correctness. The days of sitting down and writing a paper then just turning it in unread and unrevised are over if you consider yourself a candidate for a college degree. Please understand these requirements:
 - a. There can be no “good” essay without careful revision, editing and proof-reading. If this is an obvious flaw in your writing process and your writing content, grammar or construction interferes with the meaning for the reader, it will be returned without evaluation. The student then has ONE week to visit the LRC with this “draft” to get help rewriting, formally revise the essay, and turning in the re-worked essay WITH the LRC feedback form from the tutor attached to it to me.
 - b. There are no revisions possible for in-class or timed essays

Required Student Conference Appointments

- I am **available by appointment** on Mondays and Wednesdays 12:00 p.m. **and before after discussing the time with me.** It is necessary to set up this time with me as I do not have an official “office” nor set office hours. I strongly encourage you to make an appointment if ANYTHING--and I do mean anything--is interfering with your ability to perform the requirement of the class. It is too late to give me this information at the END of the semester. Anything that is related to your success in my class should be considered joint responsibility between us. I can help with resolving most problems.
- If there are issues or concerns about your progress, performance or success you will get a **“We need to talk” sticker from me. Don’t ignore it.** Talk to me immediately and make an appointment for us to talk privately. After class does not usually work for me as I have other responsibilities that will provide only a few minutes to discuss anything. If it takes more that two minutes to clear something up or to make a request, make an appointment.
- I will cancel full class lecture to **hold one-on-one conferences** at a designated place on campus. One will take place just before midterms and the other for your research paper before the final due date. They will take as long as they take so please do no not schedule anything for the time it would take to have a regular class session.
- **At the mid-term appointment** you must bring in your accumulated portfolio essays and any other assignment I will require all to bring with them. You will also need to have your research topic, title page and a very basic table of contents for it at this time. Well before the final appointment you will be informed at to the contents of the second portfolio (all your final research paper parts) and any copies of other assignments.
- **IF YOU MISS YOUR ASSIGNED APPOINTMENT AT MID-TERM OR THE FINAL PERIOD** you will be counted as absent for the session and contact ME to reschedule. If you come unprepared you will be asked to leave, marked absent and must re-schedule with me during the established “office hours.” Both appointments are MANDATORY.

Course Evaluation

Midterm portfolio 20%	A=90% +
In-class assignments 10%	B= 80-89
Homework 10%	C= 70-79
Final portfolio 50% (Further	D = 60-69
information and criteria will	F = 0-59
be forthcoming on the research	
paper as the semester develops.)	

There are two required *portfolios* for this course: the midterm and final portfolios. The purpose of the portfolios is to give the student the opportunity to “showcase” his/her best work. While you will produce a number major essays in this course, only a few of them will appear in each portfolio. **It is important to understand that, while I will evaluate each essay you write for me in this class, I will not assign a permanent grade to any individual essay.** Grades on individual essays are meant to tell you what grade each

essay would receive *if I had to assign you a grade--right then and there*. Your grade for the class, as mentioned above, weighs heavily on the quality of work submitted in your portfolios. Also, you can't turn in any draft I have not officially reviewed.

- *Requirements for the midterm portfolio will be posted well before they are due!*
- *Requirements for the final portfolio:*
 - *ALL revised and completed essays*
 - The **midterm** (timed) and **final** (timed) essays (as is, no revision allowed).
 - The **research paper** (complete with table of contents, research question, annotated bibliography, works cited page, and copies of the sources used in the research paper).
 - all in-class writing done since October 15.
 - **An incomplete or missing midterm or course portfolio will earn a final course grade of F.**
 - Your course portfolio grades are based on your achievements -- on the quality of the writing -- not on effort (how **hard you worked**) or intention (what you **meant** to do).

The formatting requirements of the portfolios will be provided during class several times this semester.

Additional Assistance and Academic Support

If you have a disability that requires special accommodation, you must go to the Disability Support Services office (Ms. Judy Gordon) and acquire the appropriate documentation before your accommodations are met. If you had a documented disability in high school, it does not transfer automatically to the College; you must obtain this information yourself. Please see their website for more information:

<http://www.chesapeake.edu/students/disab.asp>.

Academic Support at the Learning Resource Center (LRC)

The Academic Support Center is located in L-105 of the Learning Resource Center in Wye Mills (and in the Multi-Service Center in Cambridge.) Tutors will work with you one-on-one or in small groups to provide assistance with a variety of disciplines, including writing (e.g., style, organization, content, voice, grammar, and documentation (including MLA and APA formats)), math, science, technology, and more. In addition to your notes and work so far, bring your assignment to your session. To make an appointment, use the online scheduler at <http://info.chesapeake.edu/lrc/> or call 410.827.5854. Check their website for current hours.

Other Collegiate Level Expectations by Instructor

Attendance

I don't distinguish between excused or unexcused absences although it is best to conference with me if you have an ongoing problem. If a student misses more than 3 classes the final grade may be impacted. If you miss more than 6 classes you will fail. Miss more than 20 minutes of class and you are counted as absent. I will not accept assignments if you are late to class so just make sure you are in class at roll-call if you want to submit your assignment. Students who miss class are expected to get the notes and the next class assignments from a classmate so make sure you find a "buddy" to call if you anticipate missing class.

Class Participation

Carry your weight in class discussions and during questioning periods if you want to assist yourself in getting a “C” or better. Scholars make contribution to the quality of the class’s content; poor students do not prepare enough to contribute. You WILL be assessed poorly if you do not contribute; the “right” answer is not always what will be appreciated; making input to the academic conversation is what is valued. How the material is related to your life would be an example of how you could contribute if you do not have anything to add to content. Speak up to establish yourself as a scholar.

Technology

As this is a composition course so students will be required to create documents on a computer and access coursework online. Very basic and brief training will be provided in class; however, if a student does not possess the knowledge required to complete class assignments and is not willing to use available resources to learn, s/he will not be successful in this course.

Cell phones, iPods, iPads, laptops, etc.

We live in the 21st century, so it is expected that students will have all the latest gadgets. These gadgets may be used in the classroom **if** and only **if** their use is of an academic nature. You may use your gadgets in this class during activities where their use is appropriate. We all know the difference but if you need an example: texting or being on task for any other activity during a lecture when you should be taking notes, listening or participating **is inappropriate** and will be dealt with; using the internet or your phone during a timed essay is considered academic dishonesty.

Email policy

Students will need to check their Skipjack and Angel e-mail daily not only for important information from Chesapeake College but also for important announcements and reminders from the instructor. **If you e-mail me, you should use Standard English format and structure.** Likewise, you should never e-mail your instructor to ask about what you missed when you weren’t in class. Use e-mail only to schedule appointments with me outside of class or to ask me very specific questions about your coursework; I do not need to know why you weren’t in class unless you must miss multiple classes due to an unforeseen emergency or hospital stay. When e-mailing your instructor, you should practice appropriate etiquette, include a subject, a greeting, a body, closing and other necessary contact information. My e-mail address appears at the beginning of this syllabus, and **I prefer you use your Skipjack mail.**

Syllabus Changes

I may change the requirements in this syllabus if I feel we need to spend more time on something or if I feel the need to add information. Any changes made to requirements, course policies, the calendar, or grade weights will be announced in class and/or provided in writing to the students.

Inclement Weather or Class Schedule Changes

When inclement weather or other events necessitate cancellation of all classes and the closing of the campus, special radio and television announcements and College telephone recordings will notify the community of such closings. The College Switchboard will carry a recorded message by 6:15 a.m. for day events or by 3:30 p.m. for evening events. Information will also be available on the College Website at www.chesapeake.edu by 6:15 a.m./3:30 p.m.

In the event of inclement weather or cancellation of classes (even those I cancel due to personal reasons), students will still have work to do and are responsible for going online to Angel to find out their assignments.

Academic Emergency Management Plan

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:

- Closure during the semester for up to one week: there will be an opportunity to make up work missed without significant alteration to the semester calendar.
- Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks): the College may extend the length of the semester.
- Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

Students can acquire information about closures on the College website or by calling (410) 822-5400 or (410) 228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility.

Readings Discussions:

It is impossible to write well without reading good writing, so an important part of our semester will be reading and discussing models of good composition. There will be at least one readings discussion day associated with each major paper. I will announce the schedule, along with the appropriate readings, at least one week in advance, and you must come to class prepared: having carefully read (and, ideally, highlighted) the required selection. I will assign a readings discussion grade based upon your in-class participation on those days. Successful students will:

- participate thoughtfully and regularly in class discussions;
- make comments that specifically reference the course readings for that day;
- contextualize their comments by respectfully referencing comments made by another student in order to disagree (with an explanation) or agree (with an addition or difference).

Drafting Workshops

All too often, students allow themselves only enough time to write a paper and press “print” before submitting the assignment. Yet drafting and revising are essential components of successful college writing, and so some of our in-class activities will be designed to support the drafting process.

- Come to class on “Workshop” days with a complete and substantive rough draft of the essay assigned for that day.
- Attend workshop days and thoughtfully complete in-class writings designed to support the drafting process.

There will be class sessions that are declared as “drafting” workshops during which instructor and peer review/assistance will take place. Please especially sure your work is well prepared.

Small Group Responsibilities

You ARE your group; your GRADE is your group's grade so make sure ALL members are up to speed and motivated to do their assigned work. In this case, you are your "brother's" (and "sister's") keeper.

Group membership will change over the course of the semester.

Vocabulary Glossary/List

You will find this important vocabulary list in your ENG 101 section on Angel and be provided with the list of the "next" words before a quiz. Words are powerful so it stands to reason they have power. A collegiate vocabulary is a solid pillar for good composition for all disciplines.

IMPORTANT TURN-IN CHECKLIST

. "Turn-in" Checklist to be used before each submission

- ☐ Full length assignment with ALL required parts & **stapled (not loose or paper clipped!)**
- ☐ Page numbers inserted—learn how to do automatically from toolbar.
- ☐ Spell-Checked and Proofread
- ☐ Typed & Double Spaced
(without extra spaces under title / between paragraphs, etc.)
- ☐ 12 pt. font (Times New Roman or Tahoma) with normal margins
- ☐ Staple rough draft to completed paper
- ☐ Properly headed with original, creative title
- ☐ Check syllabus and submit online when necessary
(on-line submissions should be attached, not copied/pasted)
(attachments should be saved in .pdf format)

Student Name

(Model Form for all Written Essays)

Instructor's Full Name

ENG 101 (With section after a dash)

Day (no comma) Month written out, year.

Center Your Title (creative expression of thesis)

Begin your essay here with a bold statement or some idea to catch your reader's interest. Do not use bold print, italics or underlining on the title or in the text unless it has been requested in your instructions. Only use double space—in every case! Use 12 point font and well-organized paragraphs with topic sentences and transitions. Don't forget to insert page numbers and to include works cited at the end of the essay. **Thesis here--at the end of the first paragraph.**

Always indent five spaces at paragraph beginning, but never add extra line spaces between paragraphs. Include a definition or your most important argument/ point FIRST...then create a strong topic sentence first to express other points.

Never end your essay with a blunt summary; always give your reflections/thoughts upon your essay and conclude with something the reader will remember—a strong statement, a very connected quote or profound thought. Margins for pages should be one inch on all sides.

Define, Entertain, Educate and leave audience with something to “chew” on.

“No-brainer” or boring essays written because you “have to” are not acceptable in college.

ASSESSMENT TOOL: Rubric for FIVE AREAS:

Criteria		Good Writing Rubric (Achievement Levels)		
	Poor	Fair	Good	Excellent
Thesis and focus (10% Weighting)	Paper does not seem to have any over-arching focus or controlling idea.	The thesis is either not clearly stated, or there does not seem to be a correlation between a controlling idea and the direction of the paper.	The focus of the paper implies the thesis, but it is not clear early in the paper, OR the argument of the body does not follow the purported thesis.	The thesis is made clear early in the paper, and the body of the paper reflects this focus.
Organization (20% Weighting)	Details seem to be presented in a random order, without clear order, unity, or coherence.	There is a general pattern to the material, but transitions are weak, and more thought should be given to the relative significance of the details.	The overall development of the details appears solid, but transitions could be stronger. The overall integration of the paper is less skillful than an excellent paper.	The details are presented in an order that effectively supports the thesis, and smooth transitions move the reader from one idea to another. Well thought out introduction and conclusion attract reader attention.
Style (10% Weighting)	Use of language is bland, inaccurate, or does not follow the conventions of academic English.	Work on sentence variety and stronger vocabulary.	You have a reasonable vocabulary and variety of sentence structures, but could be more creative. Be careful of the nuances in your word choices.	Your use of the language is creative, varied, and alive. Your word choices are not only sound, but creative, and your sentences are well constructed and show good variety.
Content and supporting details (50% Weighting)	The content is very general and the details lack depth, accuracy, relevance or evidence of logical argument. Source material, if required, is not well used or incorporated into the text of the paper. The paper does not meet the terms of the assignment.	There is an acceptable level of detail, but it is not rich. More support is needed. Work on using more concrete language, finding additional research and using more compelling direct or indirect quotations. Consider alternative perspectives could be needed. Quotations may not be smoothly embedded. The paper meets the terms of the assignment in a general way.	You have made a solid start on collecting the information you need to make a sound argument, but need to go a step further in finding more background, more current material, or in seeing other perspectives. The paper exceeds the basic expectations for the requirement.	Details are vivid and alive. The material is current and relevant to the thesis, and explores various perspectives. A depth of analysis gives evidence of strong critical thinking. Research is synthesized into a coherent argument. The paper not only fulfills all the requirements of the assignment but shows original thought and extra effort..
Grammar and Punctuation (10% Weighting)	Spelling, punctuation, and grammar demonstrate enough errors to interfere with the meaning of the paper. These areas must be reviewed carefully and corrected. Formatting rules need attention.	While the meaning still comes through, this is a not at a level that is acceptable in academia or the work place. There may be problems with required formatting.	There are not enough errors to be seriously distracting or annoying, but you should take a more careful look over the paper before you turn it in. Formatting generally follows required rules.	You show a good mastery of the rules of English grammar and spelling. (Sentences are complete and varied in structure, without run-ons and fragments. Commas, semicolons and other punctuation marks are handled properly. Point of view (1 st , 2 nd , 3 rd) person is used correctly and consistently. MLA or APA formatting rules are followed

Signatures/Affidavits

Name: _____(print)

Class: _ENG-101 ~~ Professor Willow Pittman

Section and time: _____

I. My signature below indicates I have read and understand this syllabus. I have a copy of it to keep. I agree to adhere to the requests and guidelines put forth in the body of the syllabus.

Signature: _____

II. According to the information within this syllabus, class discussion and my own prior knowledge, I understand the concept of plagiarism. With my signature below I promise not to participate in ANY reproduction or plagiarizing of another's writing or ideas. I know I must give specific and properly notated credit to any ideas or words (even paraphrasing) I have copied from anyone else.

Signature: _____