

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
English
Revision Date: 04-01-13

Term: Fall Semester 2013
Course: Composition I
Class Time: First or Second Period
Class Room: Mr. Fangman's room
Instructor: Mr. Fangman
e-mail: contact through Edmodo on iPads or lfangman@wahoowarriors.org
Phone(s): not applicable
Office Hours: Free period is fourth hour. Creative Writing sixth hour is also a good time to come in and ask a question. I am usually here by 7:45 and stay until 4:00 p.m. On nights I have chess club I will be here until five p.m. Questions can be asked most periods if you are polite and wait by door until I am ready to help.
<i>Course policies follow this syllabus and Grading procedure will align with SECC grading requirements</i>

I. CATALOG DESCRIPTION

- Course Number: ENGL1010
 Course Title: Composition I
 Prerequisite: Appropriate placement score OR grade of "C" or higher in ENGL0980 or ENGL0999.
- Catalog Description: Composition I offers instructional practice in the techniques of effective writing so the process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.
- Credit Hours: 4.5
 Class Hours: 45
 Lab Hours: 0
 Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A.** Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.
- B.** Develop ideas and clear insights to provoke creative and critical thinking.
- C.** Offer students opportunities to develop and refine writing skills through revision.
- D.** Analyze, evaluate, and discuss writing in order to identify and employ rhetorical strategies.
- E.** Learn and use research skills to responsibly evaluate and incorporate information.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:***
- 1. Create and develop effective thesis statement.
 - 2. Write unified and well-supported essays with coherent paragraphs.
 - 3. Acknowledge different audiences and appropriately adapt to them.
 - 4. Develop and incorporate appropriate rhetorical methods.
 - 5. Evaluate student, peer, and professional writing.
 - 6. Revise essays for content, structure, tone, voice and diction.
 - 7. Edit (proofread) the draft carefully to eliminate errors in grammar, usage, and

- mechanics.
- 8. Evaluate and incorporate source information.
- 9. Use a recognized formatting and citation format.
- B. General Education Learning Outcomes**
 - 1. Communicate Effectively: The ability to confidently communicate in writing, speaking, reading and listening – logically and coherently for a specific purpose and audience, while using and acknowledging sources effectively. *(GELO 1)*
 - 2. Thinking Critically: The ability to examine data, ideas, issues and arguments; understand and evaluate assumptions and evidence; and reach logically valid conclusions. *(GELO 2)*
 - 3. Information Literacy: The ability to identify the need for information; identify and assess sources; and interpret, synthesize, organize and use information within legal and ethical guidelines. *(GELO 5)*

IV. CONTENT/TOPICAL OUTLINE

- A. Audience**
 - 1. Recognize and value the importance of audience.
 - 2. Identify, address and meet readers' needs.
- B. Purpose**
 - 1. Distinguishing among various purposes of writing (such as reflective, informative, and argumentative).
 - 2. Select primary purpose.
 - 3. Select secondary purpose(s) as needed.
- C. Subject**
 - 1. Read and discuss student, peer, and professional essays.
 - 2. Identify topics.
 - 3. Narrow topic to a breadth appropriate to assignment.
- D. Invention**
 - 1. Employ prewriting strategies, such as brainstorming, clustering, free writing.
- E. Organization**
 - 1. Recognize organizational patterns (such as inductive, deductive, chronological, spatial, emphatic).
 - 2. Select appropriate organizational patterns for essays (description, narration, exposition, argumentation).
- F. Thesis**
 - 1. Create and develop Thesis.
- G. Essays**
 - 1. Create effective introductory paragraph.
 - 2. Compose unified supporting paragraphs.
 - 3. Select details to clearly and logically support thesis.
 - 4. Provide effective conclusion.
- H. Revision and Editing**
 - 1. Revise for audience and purpose.
 - 2. Assess alternative methods of ordering information.
 - 3. Evaluate effectiveness of transitions.
 - 4. Add or eliminate information relevant to thesis.
 - 5. Proofread and correct writing to meet common acceptable standards of grammar, usage, and mechanics.
- I. Research**
 - 1. Learn and use primary and secondary research sources.
 - 2. Evaluate sources for credibility and relevancy to topic and purpose.
 - 3. Synthesize, integrate, and analyze source material.

4. Use a standard, recognized style for formatting and documenting sources.
5. Recognize and avoid plagiarism.

V. INSTRUCTIONAL MATERIALS

A. Required texts:

1. X. J. Kennedy; Dorothy M. Kennedy; Marcia F. Muth, *The Bedford Guide for College Writers, with Reader* (2-in-1), 9th edition, Bedford, 2011. ISBN (for individual purchase): 0-312-60154-9.
2. Lunsford, Andrea, *The Everyday Writer*, 5th edition, Bedford/St. Martin's, 2013. ISBN: 1-4576-1267-4.
3. (#1 & #2 sold at the SCC bookstore as a package at a discount). ISBN: 1-4576-6341-4.

B. Other resources:

1. A sixty-page college ruled notebook for journals. This notebook needs to be handed in to the instructor, so it should only be used for a journal in this class.
2. A second sixty-page college ruled notebook for writing responses to readings in the book, taking quizzes, writing notes, etc.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Lecturing
2. Small and large discussion groups
3. Collaborative projects
4. Peer response groups
5. Journaling
6. Conferencing
7. Computer-aided instruction
8. Interactive elements/methods

VII. METHODS OF EVALUATION

A. Course grades will be based on class and group participation, daily work, revisions, final drafts, and/or portfolio.

C. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS

- A. General Requirements
 - 1. In order to receive a passing grade for ENGL1010, students must complete sufficient work assigned by their instructors to earn a course grade of “C” or better.
 - 2. To ensure that this objective is met, a minimum grade of “C” in ENGL1010 is required to qualify for transfer.
- B. Other requirements as determined by instructor/college.

SYLLABUS STATEMENTS

Statement of Equal Opportunity and Nondiscrimination

It is the policy of Southeast Community College to provide equal opportunity and non-discrimination in admission, attendance and employment matters for all qualified persons, attending or seeking admission to the College, without regard to race, color, ethnicity, religion, sex, age, marital status, national origin, veteran status, sexual orientation, disability, or other factors prohibited by law. Inquiries concerning the application of Southeast Community College's policies on equal opportunity and nondiscrimination should be directed to the Vice President for Access, Equity and Diversity, SCC Area Office, 301 S. 68th St. Place, Lincoln, NE 68510; Phone (402) 323-3412; FAX (402) 323-3420 or Internet e-mail; jsoto@southeast.edu

Americans with Disabilities Act – Reasonable Accommodations

If you have a disabling condition that may substantially limit your ability to participate in this class, it is your responsibility to contact the Disability Services provider on campus. For additional information and assistance contact:

Lincoln	Room J2	402-437-2620
Milford	Assessment Office	402-761-8202
Beatrice	Jackson Hall – Room J406	402-228-8242

Academic Integrity

Academic Integrity is one of the basic principles of a college community. SCC encourages and expects the highest standards of academic honesty from all students. Please note that cheating, plagiarism, or other forms of academic dishonesty are monitored and subject to disciplinary action.

Electronic Devices

Personal use of any electronic device not authorized by the instructor is **prohibited**. **Violations may lead to formal disciplinary action.** Instructors, for instructional purposes, may allow in the classroom the **use of cell phones and personal electronic devices.**

Firearms/Weapons Strictly Prohibited

SCC policy prohibits the possession of firearms, weapons, or fireworks on College property or at any College-sponsored event. Effective January 1, 2007, Nebraska State Statute 28-1202 makes it unlawful to carry a concealed handgun into a meeting of the governing body of a political subdivision, or collegiate athletic event; school, school grounds, school-owned vehicle, or school-sponsored activity or athletic event. These prohibitions apply to EVERYONE (employees, students, invitees, and visitors) and are enforceable EVERYWHERE (all college property and all college-related events.) Violations of these prohibitions will result in disciplinary and/or law enforcement action.

Course Specific Information

Assignments: (Grades in each category are weighted, so no matter how many points are in each category, the category still counts for the percentage of grade stated below.)

--Polished writing (25 pages) will be **60%** of your total grade.

FIRST QUARTER

*Observe a scene (2 pages)	100 points
*Recall an Experience (3 pages)	100 points
*Compare and Contrast (3 pages)	100 points
*Evaluation and Review (3 pages)	100 points

SECOND QUARTER

* Take a stand (3 pages)	100 points
* Propose a Solution (3 pages)	100 points
*Cause and effect (3 pages)	100 points
Process paper using Snapguide iPad app—explain and Show how to do something. (counts as 3 pages) Explanation of where you learned the skill.	100 points

Papers we do not write first quarter may be written second quarter. If we are ahead of pace second quarter papers may be written in the first quarter or papers may be added to the class. THE HIGHEST GRADE A STUDENT CAN EARN FOR A LATE PAPER WITHOUT MAKING ARRANGEMENTS IN ADVANCE WITH THE INSTRUCTOR IS 70%.

Journals (30 pages) will be **12.5%** of your final grade.

Miscellaneous Class Work will be **22.5%** of your final grade.

- *vocabulary
- * punctuation/grammar/usage
- * in class or out of class written responses to readings in textbook
- *class participation
- *quizzes over readings
- *class participation in writing workshops
- *sharing writing
- * ACT questions and quizzes
- *revision revising/self editing each student paper, editing other

student papers in writers' workshops, plus revision practice through sentence combining exercises, ACT writing editing practice, writing author reflections, and conferencing with your teacher on your writing.

The highest grade a student can receive for late miscellaneous work is 70% credit.

Final Shared In-class essay will be 5% of your total grade. (2 pages)

It is the final assessment for ALL Comp.I students in the SCC system. Basically it's a timed (45 minute) writing assignment where students read an article a day or two before the exam then they write about that article on exam day. Afterwards, instructors "**share**" the essay with other instructors who grade it.

These in class essays will be administered toward the end of the semester (Nov. 18-Dec.6) on a date chosen by Mr. Fangman that fits with our class schedule.

Adding in this essay meets the course requirement of having a minimum of 25 pages of polished writing.

Polished writing 60% + journals 12.5% + Miscellaneous 22.5% + Final Shared in Class Essay 5% = 100% of grade

What are workshops?

A workshop is class time in which you read other students' papers, and they read yours. These workshops are valuable opportunities to get your work evaluated before you turn it in, and also to find out exactly what a reader needs for your paper to be a successful and meaningful piece. Workshop grades are based on participation, a willingness to read anyone's paper and share with anyone, and giving effective feedback.

What are author notes?

Author notes may be part of the miscellaneous assignments. The author's notes provide a chance to explain the writing process and creation of the piece. The writer will, in a one page minimum, double-spaced, cover memo, explain their frustrations, successes, worries, drafting, revising, provide background information, etc. Students may share anything and everything they feel is necessary to share about their piece before it is read. Author notes are part of a polished piece of writing, and they are graded on the level of reflection and self-analysis of the writing process.

Smarthinking.com

Smarthinking.com is a free service provided by SCC. You will be required to submit your final two essays to smarthinking for review and feedback. This is SCC's writing center and an opportunity for you to get feedback from another instructor to improve your writing. You must submit to me a copy of the instructor's feedback, so I can review comments and give you credit for doing so. Plan ahead. Turn around time is two days.

Turnitin.com

Turnitin.com is another SCC resource we will be using this semester. You will be required to submit all of your essays to turnitin.com. This site checks for plagiarism and provides an opportunity for you to fix any errors that you find before you turn your writing in for a grade.

Class Policy and Rules

School rules are listed in the student handbook and will be adhered to in this class. Other rules are listed below:

Sit up straight
Track the speaker
Answer in complete sentences
Respect others by waiting and listening

Tardiness

Go to your seat when you enter the classroom. Begin work when the bell rings (or sooner). The school handbook is followed for tardies.

Food

This is a morning class but we do not eat breakfast in the room. No food in the room.

Work Expectations

Sloppy work will not be graded until expectations are met.

Preparation

You are expected to be prepared with all materials necessary for the day's activities: iPad, pen, notebooks, class textbooks, and anything else I have asked you to bring to class. You should be prepared with any reading or other assigned work. Remember that an assignment is not completed if it is not read when called for by me. Do not ask to go print typed work; it will be late. Please refer to the late policy.

Late Policy

Assignments will be listed on the updated class schedule as we progress throughout the year. Assignments are listed in advance so there is plenty of time to complete them. There are no surprises, so being absent due to illness or activity is not an excuse to turn in late work. If you are absent on a due date because of a school activity, make arrangements to get your paper turned in before you go. If you are ill on a due date, make arrangements to turn your paper in as soon as you return. If your paper is late (beyond the above guidelines), I will subtract ten points from your earned grade per late day. Plan to turn your work in on time.

I realize circumstances do happen. To get an extension you must explain your predicament to me previous to the due date. The earlier the better!

Understand that my willingness to extend a student's deadline will be on an individual basis.

Attendance Policy

Students are required to follow guidelines set by Wahoo High School in regards to attendance. See the student handbook. If you do not earn credit according to the Wahoo High School attendance policy outlined in the handbook, then you will not get passing credit for this course. Note—I will not chase you down if you miss class; you are responsible for seeing me.

Other class work

You may NOT do work from other classes in my class. No exceptions. I do give you writing time in class—that is NOT study hall time. Work time given to you in class is for you to make progress on your writing craft during a time when you can conference with your teacher or peers. This is valuable...do not waste it!

Incompletes

A grade of incomplete is only considered for students who have completed at least 80% of the coursework, are in passing standing, and under exceptional circumstances. Incompletes must be negotiated prior to the end of the term and completed within the first two weeks of the following term.

Drops

Please be aware that I will not drop you from the class if you stop showing up. If you choose to drop, you must see Mr. Libal and Mrs. Kopish, and then be sure you follow up to notify SCC of your decision.

iPads

Remember, iPads are the schools. This is a sharing class. Students need to be willing to share with other students (not just friends) and Mr. Fangman. Mr. Fangman has the right to look at what you are doing on your iPad at any time to make sure you are on task. Students who are not willing to accept this or whine about it will have their iPads confiscated immediately.

Academic integrity is one of the basic principles of a college community. Wahoo expects the highest standards of academic honesty from all students. Please note that cheating, plagiarism, or other forms of academic dishonesty are monitored and subject to disciplinary action, which will, at minimum, include a meeting with Mr. Libal, me, and a phone call to your parents. Any papers found to be plagiarized or have parts that are plagiarized will earn a grade of zero.

Writing Journal

Writing freely about subjects/topics can help a writer clarify thoughts, ideas, and approaches to more formal writing assignments. This quarter, I want you to practice writing freely using a journal-style of writing, with an emphasis on developing critical thinking skills. This will be a weekly assignment, due on Wednesdays generally. By quarter's end, my hope is that you will have generated 30 journal pages of writing.

Here are the specifics:

- 1) Each week you will be reading and responding to a different article/essay from your textbook, *The Bedford Guide for College Writers*.
- 2) As you begin to journal about the reading, you will need to give the **title** and **author** of it along with a **short summary** in the first paragraph. (The summary will prove to me that you read the assignment.) This paragraph should be no more than ½ a page.
- 3) Begin responding to that week's reading assignment, letting your mind work through every angle of it. Your response might explain whether you agree or disagree with the author. Your response might consider how what we believe controls what we do. Or, your response might evaluate the effectiveness of the writing itself. You may support your response with examples from your own life, your own ideas about the topic, thoughts or opinions that are inspired by the piece, stories from your life that come to mind that are similar, etc. As you write, keep in mind that these responses might develop into a more formal piece of writing this quarter. Your goal should be to fill two notebook pages (front and back side of a page is two pages) (margin to margin) with ideas, thoughts, stories, and examples that help you clarify your thinking about that reading assignment.
- 4) While this is informal writing, I expect you to use capitalization rules, punctuation rules, grammar rules, and paragraphing to the best of your ability. (I won't grade these items in this journal, but you should be practicing what you already know as well as what you'll be learning in this class.)
- 5) I will collect these each *Wednesday and you will receive a grade (*see below) for doing the entry. This activity is worth 12.5% of your quarter grade. Don't blow it off! Budget your time so that you can read the assignment and write effectively about it and get it turned in each Wednesday.
- 6) This is journal writing, not formal writing, so I will only read/grade these for content, some organization, and length, not grammar, punctuation, or spelling. However, you should try to practice your best at writing in paragraphs and complete sentences. The more you become aware of your writing, the more likely your writing will improve. Proofread the journal before handing it in.
- 7) I will have the authority to reject an entry if I can't read it because of your handwriting or if the content is offensive to me or has no point to it. **Please consider audience, purpose, and legibility.**
- 8) Entries must cover full pages-- handwritten, margin-to-margin (top to bottom, side to side) at least 10.5" X 8" notebook paper, college ruled.

Grade Scale per entry

Meets content criteria (see above) plus 2 full pages =100%

Meets content criteria (see above) plus 1.5 pages=80%

Meets content criteria (see above) plus 1 page=60%

Meets content criteria (see above) plus < 1 page=0-30%

***PLEASE NOTE:** Late journals will earn 50% credit. However, no credit can be earned for a late journal once the next journal is due. **EXAMPLE:** A student who does not turn in the August 20 journal can get half credit until the end of the day on August 27th. On Wednesday August 27, the day the new journal is due, no credit can be earned for the journal due on August 20th. It is your responsibility to keep up with this assignment. I will try to remind you about it, but if I don't, you are still responsible for turning in the journal entry each Wednesday of the semester. The final entry will be due December 3, 2013.

Weekly *Reading Assignments

Wednesday, August 20

"The Right to Fail" by William Zinsser (pp. 624-626)

Wednesday, August 27

"Be Cool to the Pizza Dude" by Sarah Adams (pp. 615-616)

Wednesday, September 3

"The New Literacy" by Clive Thompson (pp. 587-589)

Wednesday, September 10

"In Defense of Consumerism" by Llewellyn H. Rockwell Jr. (pp. 638-640)

Wednesday, September 17

"What's Love Got to Do With It?" by Anjula Razdan (pp. 501-504)

Wednesday, September 24

"Helicopter Parenting Turns Deadly" by Judith Warner (pp. 506-508)

Wednesday, October 1

"The High Cost of Manliness" by Robert Jensen (pp. 532-535)

Wednesday, October 8

"Black Men and Public Space" by Brent Staples (pp. 536-538)

Wednesday, October 15

"America's War on the Overweight" by Kate Dailey and Abby Ellin (pp. 575-579)

Wednesday, October 22

NFL: Dodging the Concussion Discussion?" by Frank Deford (pp. 573-574)

Wednesday October 29

"The Popular Crowd" by Jake Halpern (pp. 222-225)

Wednesday November 5

"Low Goals and Safe Targets" by Linda Babcock and Sara Laschever (pp. 548-550)

Wednesday November 12

"Give Me Five More Minutes" by Christy De'on Miller (pp. 497-500)

Wednesday November 19

"From Now On, Let Women Kill Their Own Spiders" by Dave Barry (pp. 539-541)

Wednesday December 3

“Why We Crave Horror Movies” by Stephen King (pp. 559-561)