

ENG 164W Composition I Syllabus Fall 2010; Credit 3

Meeting Days/Times:	Section 4; MWF 8-8:50; EV 360
Instructor:	Dr. Carroll Ferguson Nardone
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Office Hours:	MWF 11-12:30 or by appointment

Course Description

The course catalog states that ENG 164, Composition I, is the basic study in English diction, sentence structure, and rhetoric with emphasis on the development of a thesis or claim. More specifically, the course involves the study of skills and methods used in writing at the university level, with an emphasis on writing academic texts and incorporating appropriate documentation. As the first half of a two-semester sequence that constitutes first-year composition at SHSU, ENG 164 is designed to introduce students to the nature of writing for academic purposes and to build a solid framework for students' understanding of how reading, writing, and knowledge acquisition operate concurrently in academic contexts.

Aims and Outcomes

Freshman composition is a core requirement because writing well is an essential part of a university education. By the end of ENG 164, you will be able to develop a thesis or claim, in a discernable and effective order, and demonstrate that you have a command of the conventions of written English appropriate to the freshman level in college. The course includes a review of grammar and grammatical terminology as they relate to the writing process. English 164 is intended to improve student writing skills through the study of and writing of essays and other texts representing several rhetorical types. Your instructor will emphasize the importance of reading and demonstrate the relationship between the reading and writing process using a variety of texts such as short fiction, non-fiction, poetry, essays, and examples of professional writing across disciplines. You will also learn to work with peers to review your writing and the writing of others to help you develop the life-long skill of working with others through team-based collaboration. Among the skills you will learn is the ability to move beyond the copyediting stage in revising your own texts. Thorough revision includes the re-visioning of the text, its structure, its contents and how effectively it meets the needs of its intended audience and purpose.

Course Objectives

Upon completion of ENG 164W students will be able to:

- Analyze audience, purpose and context
- Respond appropriately to different rhetorical situations and constraints
- Read analytically and think critically
- Build a solid connection between reading and writing
- Integrate and document the ideas of others across disciplines, using various citation methods, (MLA, APA, CSE, etc.)
- Use the process method to develop well-organized, formal texts in support of a thesis or claim
- Evaluate and critique others' writing logically and constructively, including that of their peers
- Employ collaborative learning strategies
- Identify persuasive appeals in written and visual texts
- Demonstrate the conventions of standard American English grammar and appropriate mechanics across various genres and writing situations.

Required Textbooks

1. Keith Walters and Michal Brody. *What's Language Got to do With It?* W.W. Norton & Co., 2005. (ISBN: 978-0-393-97884-1)
2. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 2nd ed. W.W. Norton & Co., 2009. (ISBN-13: 978-0393933611)
3. Hacker, Diana. *A Writer's Reference: With Writing across the Disciplines*, 6th ed. Bedford/St. Martins, 2010. (ISBN-13: 9780312471675)

Note: There are many editions of this handbook. Please make sure you have the Writing across the Disciplines edition. Many of our class activities will be derived from this text. Because contents vary across editions you will not have access to the material you need without having this particular edition.

4. A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.

Attendance

Attendance is mandatory for successful completion of this course. Even a moderate number of absences may seriously jeopardize your ability to learn the material and pass the course. Since much of our work will build on material previously completed and will include team and group interaction, you should make every effort to attend class and be on time. Students must be in the classroom for the entire time in order to receive full credit for attendance. Your attendance is expected and will be documented. Department policy is that up to three hours of absence will receive no penalty. Plan this time carefully, because any absence beyond three hours will result in a two-percentage-point deduction from your end-of-semester grade.

Class activities and assignments cannot be made up and no exam or quiz may be made up unless **prior** arrangements have been made with the instructor. If emergencies occur during scheduled exam times, the student **must** contact the instructor within 24

hours in order to qualify for a make-up. No make-up tests will be administered during class time. **It is the student's responsibility to contact the instructor regarding any missed test or quiz.**

Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. His office will assist you in gathering the required documentation and make sure all your professors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

If you are unable to attend a class, you must make sure you are prepared for the session when you return. Much of what you need to know in order to be prepared will be on the calendar, but unanticipated events can occur during classes that may change the calendar. Contact a classmate to see what unanticipated assignments, discussions, etc., you might have missed; this will help ensure that you are not surprised when the class is doing something for which you are not prepared.

Exams

Students in ENG 164 will take a two-part diagnostic exam at the beginning of the semester. The purpose of the exam is to determine particular strengths and weaknesses in students' writing so that the instructor can tailor the class activities to student needs. The diagnostic test at the beginning of the semester will not be considered a component of the student's course grades, but students should take the same care and reflection in completing the exam as if it were a portion of their course grade.

Students will also take a final exam designed to allow students to show how well they have mastered the course objectives. This test will include a written portion and a grammar/mechanics portion and will be included within the student's course grade average.

Grading Plan

This is a "W" course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Other assignments may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.

Assignments:

Blog postings (10 x 10 points each).....	100
Summary/Response papers (5 x 20 points each)	100
Peer Workshop responses (5 x 10 points each)	50
Integrating Sources quizzes (2 x 50 points).....	100
Formal writing assignments (5 x 100 points).....	500
Final exam (50 pts. Writing; 100 pts. grammar/mechanics)	150
Total.....	<u>1000</u>

Explanation of Assignments

- *Blogs*
Throughout the semester you will be required to post 10 blogs to the class blog space. Blogs serve an instructive purpose and show that you are engaging with the course material. Actively participating in the blogging activity is your opportunity for expanding class discussion and getting assistance with ideas that need more clarification. Your blog posts, along with those of your classmates and instructor, will form a large part of your learning and are not considered an optional component of the course. Guidelines for posting and evaluation will be given to you as the semester begins.
- *Summary/Response papers*
Effective summarizing of articles, papers, and books (among other things) is important for writing well and is a valuable skill in any college-level course. You will be required to complete 5 summary responses of selected works throughout the course. We will learn what makes an effective summary and will practice the skill prior to your creating your own. Primary texts and due dates will be listed on the calendar.
- *Peer Workshop responses*
As part of your writing you will learn to critique the writing of others and of your peers. Time will be spent in class learning how to provide constructive feedback and response to a variety of writing samples, so we will all practice and learn strategies to become valued evaluators. In order to turn your final paper in for grading, you must receive two peer evaluations and provide two evaluations for your peers. Your written evaluations to your peers will also be assessed and computed as part of your final course grade.
- *Integrating Sources quizzes*
Two quizzes covering sources, plagiarism, in-text citations, methods of developing cue sentences, varied citation styles, and the integration of sources will be required during the semester. Practice quizzes and the dates of the for-credit quizzes will be listed on the calendar.
- *Formal writing assignments*
The bulk of your grade will come from your ability to create formal written documents in the course. Each of the five essays will include time spend in various stages of the writing process. Essays will be drafted, will go through guided peer-editing, and will be revised by the original author before the instructor collects the paper for grading. All formal assignments must include all preliminary work in order to get credit for the paper. The five essays will represent a variety of writing styles and assignments and are designed to help you develop your college-level writing skills.

Final Grade Equivalents:

900-1000 pts. =	A
800-899 pts. =	B
700-799 pts. =	C
600-699 pts. =	D
599 or fewer =	F

Classroom Policies

Individual and group responsibility

During the semester you will be working in teams whose responsibility will be to read and provide constructive criticism on each member's written work and at times create a document as a team. Because your input is essential to the success of the entire team, your attendance is required. Failure to work as part of the collaborative team will mean that you do not have the proper background to do the assignment and no grade will be recorded.

If you are to bring a draft of an assignment, make sure you are clear about its purpose and have that draft with you. Do not come to class without the needed materials, including your book, your drafts, and supplementary materials. You must have prepared the proper materials by the calendar deadline in order to be able to participate and get the full benefit of the class interaction. Failure to work as part of a classroom cooperative will jeopardize your individual grade.

Assignments

Because writing is a process and involves various stages, students are expected to work through projects in a step-by-step fashion and **turn in all of these steps** when the assignments are due. If any step in the process of a particular assignment is missing or completed unsatisfactorily, the final paper will not be accepted.

Your instructor may require that you submit all of your essays to a plagiarism detecting service such as turnitin.com. Your enrolling in the course and electing to stay in that section constitutes your agreeing to submit your work as your instructor requires.

Cell Phones and Electronics

The use (including visible presence) of cell phones, text messagers, and all similar electronic devices is prohibited during class-time. Failure to comply with this policy will result to expulsion from the classroom. Even the visible presence of such a device during a test will result in a zero for that test. All such devices should be turned off or put in a silent mode and not be taken out during class.

Computer Use (for computer classrooms)

Using the computer during class for other than class assignments will not be tolerated. If you access Facebook, Twitter, or any other site not affiliated with our coursework during class, you will be **asked to leave the classroom**, since it will be obvious that you do not care to attend to the class activities.

DO NOT check e-mail, surf, or engage in any activity with the computers while the instructor is lecturing or while you are working on an assignment. DO NOT use the computer for any activity other than that assigned while students are working independently or in teams. If you need to access the Internet or your email to retrieve a draft or assignment, be sure you receive permission before accessing the sites. The penalties for using the computer for other than course work during class are:

- ✦ an absence being registered for that day
- ✦ a zero being recorded for the current assignment

University Policies

Academic Honesty

English department policy states that a paper or assignment, which evidence can support as plagiarized or in any manner not the result of a student's own intellectual endeavors, will receive zero points. **The second offense will result in failure of the course and possible university disciplinary action.** Submitting your own previously written work for a current assignment or submitting an assignment in more than one class without the prior permission of the instructors is also considered academically dishonest. For information on plagiarism and other **Classroom Rules of Conduct**, see the following site: <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center, Lee Drain Annex (tel. 936.294.1720). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should not constitute interference with registered members of the class or instruction.

Instructor Evaluations

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Course Calendar

The syllabus/course calendar is tentative and subject to change. Such changes will be announced in class; significant changes will be documented in a written revision.

Readings are listed before the class activities. You must read the assignment pages or texts prior to class on the Monday of the week listed unless otherwise noted. Key to reading assignments:

WL= *What's Language Got to Do With It?*

TS = *They Say/I Say*

WR = *A Writer's Reference*

Blog due dates are listed in bold. Please be sure to post your blogs according to the guidelines listed on BlackBoard, under the **Course Documents** link.

WEEK 1
Aug 25-27 Wed: Introduction to the course
 Fri: Diagnostic writing

WEEK 2
Aug 30-Sep 3 Mon: Diagnostic grammar/mechanics test
 Wed: Myth Busting 101
 Fri: Disciplines, Discourse, and "Dirty Little Secrets"

Note: *Sept. 1 is the last day to register or process schedule changes by 5 p.m.*

WEEK 3
Sep 6-10 Mon: *Labor Day. No class.*
 READING for Wednesday
 Wed: Citation Styles and Purposes
 Fri: Citation Practice Quiz

September 10: Twelfth class day. Last day to drop without a "Q" and receive 100% refund by 5:00

WEEK 4 **READING:**
Sep 13-17

WEEK 5
 (September 20-24)

WEEK 6
 (September 27-October 1)

WEEK 7
 (October 4-8)

WEEK 8
 (October 11-15)

WEEK 9

(October 18-22)

WEEK 10

(October 25-29)

WEEK 11

(November 1-5)

WEEK 12

(November 8-12)

WEEK 13

(November 15-19)

November 19: Last day to drop courses online without a letter grade of "F" by 5:00 p.m. After today, "Q" drops must be processed in the Registrar's Office, and instructor approval is required.

WEEK 14

Nov 22-26

Monday: **Classes will meet; absence policy applies**

November 24-26: Thanksgiving holiday

WEEK 15

(Nov. 29-Dec. 3)

WEEK 16

(December 6-10)

December 10: Last class day. Deadline to resign and drop courses with the mark of a "W" is 5:00 p.m. Last day to drop a course without the grade of "F," before taking any scheduled exams.

Final Exam

The final is an in-class final to be administered during the time to be specified for each section by the University. The final (15% of course grade) parallels the diagnostic writing and grammar/mechanics tests given at the beginning of the semester. It will consist of a writing section (50 pts) and a grammar/mechanics section (100 of course grade).

Grades will be posted by Monday, December 20, 12:00 p.m.