

English Composition 1301-41  
Fall 2012

Office: Maes 43\*; Phone: 880-7782  
Office hours: TU-TH by appointment;

TU/TH 9:30-11:00 am

Email:

\*temporary office SBS 207F

**Textbooks:**

*The Longman Reader 11<sup>th</sup> ed.*

*The Little, Brown Handbook 12<sup>th</sup> ed.*

**--Supplemental Text:**

*Some Ways of Writing/A Writer's Way: A Supplemental Guide to Writing for Composition and Sophomore Literature.*

**Other Materials:**

A college level dictionary.

A folder with pockets that will be used to keep up with papers, in-class writing assignments.

scantron for the final exam

**Objectives:**

Emphasis in the course is placed on organizing and writing at least **four** substantive expository essays, or equivalent projects, each of which is to be a **minimum of 500 words in length**—though in summer sessions, the number of essays may be adjusted accordingly. Students will also read and understand expository prose in order to prepare for the more difficult reading in 1302. Students should thus recognize thesis, structural techniques, and stylistic manipulation in their expository prose readings and their own writing. Students must structure these essays in MLA format.

The English Department and The Writing Program are committed to the idea that individualized instruction shows better results than grading essays. So instructors should feel free to use individualized evaluation in place of grading. However, for the sake of consistency, we would like instructors to have students submit at least **four** essays/writing assignments. *The essays will show progressively more mature exposition of topics.* Other assignments that stress the writing process of prewriting, drafting, and thoughtful revising should also be included as the semester progresses. Most or all of these essays should be the result of drafts, conferences, workshops, or exercises conducted by or reviewed by the instructor, a grader, or the writing center. The key is the process. Each essay should be the result of several steps. The final essay should reflect what students have learned in the course. It should count as a significant percentage of the total course work in order to be an indicator of a student's proficiency at the end of the term. The final exam may be a standardized grammar test. Instructors may also require students to turn in a fifth essay or write one in class. Further, the student learning outcomes for 1301 are as follows:

**STUDENT LEARNING OUTCOMES: ENGL 1301**

**. Communication:**

**1. Writing**

- a. Students will compose informative, argumentative, or analytical essays with a clear thesis and introduction.
- b. Students will compose informative, argumentative, or analytical essays with organized supporting paragraphs.
- c. Students will use standard conventions of English grammar and punctuation and write clear and efficient sentences
- d. Students will maintain a style and persona appropriate for a particular purpose and audience

**2. Oral or visual communication**

Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or Students will participate in class or group discussions.

**Critical Thinking**

In an essay or presentation, a student will compose and sustain an argument.

### **Personal Responsibility**

Any rhetorical act is both personal and social. In written responses (preferably complete essays), presentations, discussions (online or face to face) students show an understanding of the complexities and dynamics of personal (the self) and social responsibilities (one's family, culture, country, politics, society, etc.). They also reveal their consideration through appropriate integrations of audience, purpose, and persona.

### **Teamwork**

In group projects, team presentations, peer reviews/grading/editing, or in-class discussions; students should actively contribute to the progress of the group or class as a whole.

**Drop/Add Dates:** If you are unable to complete this course, it is **your** responsibility to drop or withdraw from the course. Failure to do so will result in your receiving a grade of "F." The last day to drop a class without penalty is 10/1. The last day to drop with penalty is 11/5. Attendance does apply to determining academic penalty.

### **Evaluation Procedures:**

10% Grammar Project

15% Daily grade (comprised of quizzes, WWB letter, exercises)

15% Essay I

20% Essay II

25% Essay III

15% Final exam

\* Note that 60% of your grade will come from your essay grades.

\*\*I reserve the right to adjust these numbers as needed.

\*\*\*Essays must be completed in full parameters (this means that all essays must have clear thesis statements, introductory paragraphs, supporting paragraphs, and concluding paragraphs) in order for you to receive a passing grade for the class.

**Scale: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F**

*NOTE:* The English Department, Developmental Studies, The College of Arts and Sciences, STARS, ACES, and Lamar University's Curriculum Council have noticed that students more quickly complete their composition courses and core curriculum courses if they earn at least a C in English 1301 before enrolling in English 1302. Therefore, the English Department, STARS, Developmental Studies, ACES, and many majors RECOMMEND that students earn a C in English 1301 before enrolling in English 1302. Likewise, as of Fall 2008, Lamar University's Curriculum Council REQUIRES that a student earn a C in 1301 before progressing to 1302. Some colleges and departments in the university require a C to receive credit for 1301, and some colleges and departments require a C to receive credit for both 1301 and 1302. Students should see their departmental or college advisors for specific requirements.

\*\*Remember: Your grades are your responsibility.

***Student with Disabilities:*** It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal education opportunities. Should you need to do so, you should contact the office for disability services to request accommodation.

Callie Trahan, Coordinator ([callie.trahan@lamar.edu](mailto:callie.trahan@lamar.edu))

Pamela Ervin, Senior Assistant ([pamela.ervin@lamar.edu](mailto:pamela.ervin@lamar.edu))

Wimberly Bldg., Room101

880-8026 or 880-8347

### **Attendance Policy:**

Because attendance and participation are required, regular attendance is necessary for the satisfactory completion of coursework. In addition, due to the in-class writing requirements, tardiness and absences will impede the successful comprehension and completion of coursework. Thus, missing four classes will result in the deduction of one letter grade from the final average. Subsequently, missing five classes will result in the deduction of two letter grades from the final average. Any student missing six or more classes will not have met course requirements, and the resulting grade will be an F. Also, as stated before, your attendance record will apply to your grade if you drop after 9/26. Please take this policy very seriously as I do adhere to it.

Also, coming late to class will affect the satisfactory completion of coursework. If a student is late, or exits class early more than twice, the subsequent late arrivals and early exits will result in absences. In addition, sleeping in class, checking email or other sites not related to coursework, listening to music or answering phones and other such activities will be considered equivalent to absences. Take this very seriously. Please notify me prior to any conflicts. It is always **your** responsibility to obtain missed work, handouts or assignments. Finally, coming to class unprepared is highly discouraged in the college classroom.

**\*\*Notification of personal circumstances must be made within 48 hours of the pertaining incident\*\***

### **A note to Dual Credit students:**

Additionally, you may find that occasionally your high school calendar does not follow our Lamar class schedule. On these days, you may attend the class in one of the following ways: you can come to campus, your facilitator may hold class for you, your facilitator may record the class, or your facilitator may request a copy of the class from Region 5.

### **Other Policies:**

#### Email policy

To make sure that I receive and do not accidentally delete your emails, please *make sure to include a subject*. Also, when sending me an attachment, make sure you indicate what you are sending me; otherwise, I may not know what I am receiving. Use the following template as a guide to writing me messages to clearly send me assignments via email:

I am (fill in your name here), and I have attached (indicate the assignment you have attached here, like my essay I, titled "..."). Please let me know if you receive it.

**\*\*Dual Credit students must copy all emailed assignments to their facilitators.**

When I require an assignment to be emailed to me, I send email confirmations of received assignments. Dual Credit students will either receive an email directly from me, or I will alert the facilitator via email which essays I have received. All other students will receive an individual email. You are responsible for checking your email (or with your facilitator) to verify that I received your assignment. I will not allow you to resubmit an assignment *unless* you can forward me the original email you sent when the assignment was due--the email must show compliance with the set due date.

#### Classroom policy on late work/make-up exams:

I do not accept late assignments unless preapproved on an individual basis. In addition, approved late assignment grades will be docked one letter grade per day. Please note that per day does not mean per class meetings. I do not offer make-up exams or quizzes unless approved on an individual basis.

*On test days, you will not be permitted to leave the classroom while your test is in progress; if you leave, then I will take up your exam and will consider it completed.*

Classroom policy on academic dishonesty:

You are responsible for all assigned work. This means that the work must be done by you. Any work submitted academically dishonestly (this includes plagiarized, colluded, etc.) will receive a zero, and the grade for the course will be an F.

**Academic Dishonesty Policy:**

**Plagiarism and Cheating**

Students are specifically warned against all forms of cheating and plagiarism. The Lamar University Student Handbook states:

“Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenders include, but are not limited to, cheating on an examination, or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials” (81).

One aspect of the handbook’s definition of cheating is, “purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm” (82). Plagiarism is defined as, “the appropriation and the unacknowledged incorporation of another’s work or ideas into one’s own offered for credit” (82). Students seeking guidance to avoid plagiarism may consult the course instructor, recent handbooks such as The Little, Brown Handbook and the MLA Handbook for Writer’s of Research Papers, consultants in the Writing Center, and websites such as <http://www.utexas.edu/depts/doc/sjs/academicintegrity2.html> or <http://indiana.edu/~wts.wts/plagiarism.htm>. Faculty members in the Department of English and Modern Languages investigate all cases of suspected plagiarism. The course instructor may issue an incomplete, even to a graduating senior, while the investigation is underway. The student may be asked to provide a copy of the paper in digital form in order to facilitate the investigation. Punishments for cheating or plagiarism may range from a zero on the paper to an F in the course, with a letter placed in the student’s file both in the major department and in the Student Affairs Office. The department recommends expulsion as an appropriate punishment for a second offense.

Students may appeal the faculty member’s decision through the departmental plagiarism review committee, the dean of Arts and Sciences, and the student discipline procedure.

The Texas State University System has established the following Disciplinary Procedures for Academic Dishonesty:

1. Academic Process. All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean, and eventually, to the vice president of academic affairs (whose decision shall be final) before imposition of the penalty. At each step in the process the student shall be entitled to written notice of the offense and/or of the administrative decision, and opportunity to respond, and an impartial disposition as to the merits of his/her case. After completion of the academic process, the academic officer making final disposition of the case shall refer the matter to the chief student affairs officer for any additional discipline that may be appropriate.
2. Disciplinary Process. In the case of flagrant or repeated violations, the chief student affairs officer may take such additional disciplinary action as he/she deems appropriate. No disciplinary action shall become effective against the student until the student has received procedural due process under *Subsection 5.6* and the following exception as provided under *Subsection 5.15* of the Texas State University System Board of Regents Handbook.

**Where to go if you need additional help with your writing:**

Visit the Writing Center in the Library (409) 880-8571.

Director: Melissa Hudler

**Please do not hesitate to ask me questions about grading procedures, assignments, notes, or any other class related topic.**

**I try to answer all emails and phone messages within a 48 hour period, excluding weekends.**

**Have a great semester!**

Course Plan

This is the general plan that we will follow. I reserve the right to adjust the plan as needed. You will be notified of any changes with ample time to make any adjustments.

Note: Students should be prepared to discuss and respond to writing daily writing prompts over the readings. These prompts help progress toward each major writing assignment. You need to complete all readings assignments prior to coming to class. Due dates for reading assignments are indicated by LR (this means that the text is in your *Longman Reader* and should be read by the specified date), and LBH (this means that the text is in your *Little, Brown Handbook* and should be completed by the specified date). To clarify, look at Thursday, 8-30—the reading assignment in your LR is due when you come to class that day. Please do not hesitate to ask me questions along the way.

Week 1

T 8/28 Course overview; syllabus overview; in-class writing

R 8/30 Reading's connection to writing; reading process; WWB letter assigned; writing process overview; LR 13-27 (Writing Process).

Week 2

T 9/4 Assessing thesis statements and evidence; LR 28-39 (Writing Process), 72-86 (Description), 158-161 (Hughes), 314-325 (Roberts).

R 9/6 Generative development and unity; Essay I assigned; LR 431-443 (Definition), LR 40-46 (Writing Process), LR 95-101 (Parks)

Week 3

T 9/11 Paragraph review; LBH 79-116 (Paragraphs)

R 9/13 Outlines and how to use them; LBH 45-47 (Writing Process); LR 327-330 (Rego), LR 415-419 (Darley and Latané)

Week 4

T 9/18 LR 46-79 (Writing Process); Peer review/self review you must bring a printed (*not* handwritten) copy of your essay to class. If you do not bring a printed essay to class (when class begins), then you will not be admitted to class, and you will receive an absence (no excuses like, "I forgot to print!"); Grammar component: Commas can save lives!

R 9/20 Essay I due; Assign grammar project

Week 5

T 9/25 Comparison-Contrast; Assign Essay II; analytical reading; Group work

R 9/27 Prewriting; error chart--Bring your LBH to class; LR 372-376 (Chapman)

Week 6

T 10/2 Effective sentences; LBH 427-433 (Variety), LBH 533-545 (Exact Language), LBH 545-552 (Writing Concisely)

R 10/4 Essay development and revision

Week 7

T 10/9 Peer Review: you must bring a printed (*not* handwritten) copy of your essay to class. If you do not bring a printed essay to class (when class begins), then you will not be admitted to class, and you will receive an absence (no excuses like, "I forgot to print!")

R 10/11 Essay II due; A brief history of Argumentation

Week 8

T 10/16 Persuasive appeals: LR 474-508 (Argumentation-Persuasion); Essay III assigned; prewriting

R 10/18 Evaluate arguments--Bring your LR to class

Week 9

T 10/23 LR 211-214 (Johnson); Essay III proposal submission; Error chart

R 10/25 Thesis proposal; LR 525-530 (Twain); identifying appeals

Week 10

T 10/30 Prewriting; assessing introductions and conclusions

R 11/1 Reading assn: Swift's "A Modest Proposal" due today; bring introduction to class

Week 11

T 11/6 Reading assn: King's "Letter From Birmingham Jail" and pre-reading due today; bring conclusion to class

R 11/8 King continued; identifying appeals

Week 12

T 11/13 Peer Review: you must bring a printed (*not* handwritten) copy of your essay to class. If you do not bring a printed essay to class (when class begins), then you will not be admitted to class, and you will receive an absence (no excuses like, "I forgot to print!"); Group work

R 11/15 Essay III due; Begin presentations

Week 13

T 11/20 Presentations

R 11/22 Thanksgiving

Week 14

T 11/27 Presentations

R 11/29 Presentations, if needed; Final Exam Review

Week 15

T 12/4 Final exam 8:00-9:20 pm; BRING A SCANTRON; Do not come late to the final exam--if one of your classmates finishes the test and leaves before you arrive, you will not be eligible to take the test; you must make arrangements with me for a make-up exam and will be docked one letter grade for the exam.

Final grades are due on Thursday, December 13<sup>th</sup>

I will email your final numerical averages to your facilitators on by 1:00 pm on December 13<sup>th</sup>.

Please let me know if you have questions on grades, course schedule or course content.

Have a great semester!