

Ivy Tech Community College Lafayette/Regional Syllabus

Course Information

Semester: Fall 201020

Course and Section Number: ENGL111 31D
(CRN # 37116)

Credits: 3.0

Course Title: English Composition

Contact Hours: 3 Hours Lecture

Prerequisites/Corequisites: Demonstrated competency through appropriate assessment or earning a grade of “C” or better in ENGL 025 Introduction to College Writing II and ENGL 032 Reading Strategies for College II

School: Liberal Arts and Sciences

Program: Liberal Arts

Days: MWF

Time: 8 :30 – 9 :20 AM

Building: Ivy Hall

Room: 2158

Faculty Information

Name: Kate Koppy

Office Location: N/A

E-mail address: kkoppy@ivytech.edu

Contact Phone Number: 574.612.XXXX no calls after 9 PM, please

Fax number: 765-269-5148

Office Hours: Ivy Hall Student Lounge W 9:20 – 10:30 AM

School Office: Ivy Hall 1166, 765-269-5710

Catalog Description:

English Composition is designed to develop students’ abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

General Course Objectives:

Upon successful completion of this course the student will be expected to:

1. Understand communication theory and the roles audiences play in the writing process.
2. Apply critical reading and thinking skills to the writing process.
3. Demonstrate an awareness of language as a tool for learning and communication.
4. Develop strategies for making independent, critical evaluations of student and published texts.

5. Research and critically evaluate information to produce writing with APA or MLA formal documentation, which consists of in-text citations and final list of all sources cited.
6. Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.
7. Write well-organized essays with a firm thesis and a clear introduction, body, and conclusion.
8. Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content, and setting an appropriate tone.
9. Demonstrate an understanding of the various rhetorical modes, including argumentation and analysis, and apply that understanding in various writing environments, including an essay test.
10. Support a thesis statement with valid reasons and evidence.
11. Follow the conventions of standard written English, in sentence structure, punctuation, grammar and usage, and spelling.
12. Recognize and develop styles appropriate to varied writing situations.

Additional Course Learning Objectives:

1. Work cooperatively within your assigned group to complete both group and individual tasks.
2. Realize the power of academic writing to foster discovery and learning.

Course Content:

Topical areas of study will include -
 Reading and thinking critically
 Prewriting, drafting, editing, and revising
 Generating ideas
 Identifying an audience
 Developing a thesis
 Conducting library and other research methods
 Gathering, evaluating, and using sources for research

Paraphrasing, summarizing, and quoting
 Organizing the essay
 Using rhetorical modes including exposition, argumentation and analysis
 Following conventions of standard written English
 Writing essay exams
 Avoiding plagiarism
 Documenting sources (MLA and/or APA)
 Developing style

Required Texts:

Reid, Stephen. *The Prentice Hall Guide for College Writers, 9th edition*. Upper Saddle River, NJ: Prentice Hall, 2009.

Supplies:

You will need someplace to take notes in class. This may be a notebook that you use for more than one class. You will also need a one-subject notebook dedicated to be a journal for this class. I will sometimes collect this and return it to you at the next class.

Teaching Methods:

This course is designed with a cooperative learning model. In order for everyone to learn, we must each be responsible for doing our assigned work, for showing up on time, and for participating in group discussions and activities. If you feel you will not be successful in this learning environment or that you are not responsible enough to have other students depend on you, please come to see me, and I will help you arrange to take a different section of this course.

Grading and Evaluation:

Course grades are available for students by logging into the College's online student system, Campus Connect, at the following address: <http://cc.ivytech.edu/>. Grades will not be distributed by mail.

Methods of Evaluation: quizzes, homework, class activities, journal, formal writings, attendance and participation

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69% (not transferable in many programs); F=59% and below

Research Assignments:

We'll do some informal research individually and in groups that contributes to the assignments in the first half of the semester. In the second half of the semester, we'll work on a larger research project. The topic will be something that relates to your major.

Additional Assignment/Grading Information:

Your grade for this course will consist of points earned for in-class activities and attendance and for points you earn on your written compositions. I will evaluate your writing using the form below. Unless otherwise indicated, each essay or writing project you write will be worth 100 points.

Makeups/Late submittals:

Assignments are due at the beginning of class on the due date. Papers handed in late will not receive passing credit.

Attendance:

You can't learn if you're not here. The focus of this class is examining, discussing, and practicing the process of writing. Therefore, class attendance and active participation are important. In addition, much of the in-class work for this course cannot be made up. If a student misses class or is consistently tardy, s/he foregoes participation points and risks missing graded work. If absences are excessive, the student is subject to an administrative withdrawal.

Final Withdrawal Date and Responsibility for Withdrawal

You may withdraw from most courses online through your Campus Connect account. Course withdrawal may also be done in person at the School Office, Advising Center, or Registrar's Office. Your student ID is required for in-person withdrawals. Withdrawing by phone requires verification of your student identification number ("C" number). Email withdrawals are acceptable for Internet courses as long as the email is sent from your Ivy Tech email and the body of the email includes your student identification number (C#); semester enrolled in this

course; and course title, course number, and CRN number located on your schedule or at the top of the course syllabus (Sample: English Composition, ENGL 111 01D, CRN 12345).

Withdrawing from a course may delay progression toward program completion and may impact your financial aid. If you must withdraw, consult with your academic advisor and with a financial aid advisor, if applicable. There is no refund for withdrawn courses.

The last day to withdraw from this course is April 11, 2011.

Additional Class Information:

❖ None

Academic Honesty Statement:

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Conduct:

Cell Phones in Class: Cell phones and pagers should be turned off when you are in class. If your cell phone or pager rings during class, points may be deducted from your grade. If you have unusual circumstances, you should talk to the instructor.

Any use of cell phones and pagers during a quiz or test is strictly prohibited. Any student who violates this policy will earn a zero on the quiz or test.

Emergency calls may be addressed to the Registrar's Office at (765) 269-5609; the Registrar's staff will have you contacted in the classroom. After 5:00 p.m., calls may be directed to the main switchboard at (765) 269-5100. In the event of an emergency after 9:00 p.m., calls should be directed to the security officer on duty at (765) 269-5254, (765) 430-2882, or (765) 430-2883.

Laptops are permitted provided they are used to take class notes. In this classroom setting, such devices and materials inhibit your full participation in the class and interfere with your learning. In short, avoid the temptation to "multi-task" in this class. I will be giving the class my full attention and I expect the same courtesy and discipline from you.

Food: The odor of food or the sound of food being eaten is distracting. Try not to bring food to class, unless perhaps you bring enough to share.

ADA Statement:

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services at the beginning of each semester. The Disabilities Services Coordinator is located in the Learning Resource Center, Ivy Hall Room 1157F. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Extra Assistance:

The Student Support and Development Advisor whose office is located in Ivy 1145, can provide academic counseling to assist with general academic and daily life management skills, such as time and stress management. He can also provide limited personal counseling and referral to outside assistance agencies.

List any available tutoring or other outside sources of assistance.

Veterans/Military Notice:

If you are a Veteran, currently serving as a member of the Armed Forces (Active, Reserve or National Guard), or an immediate family member, promptly communicate with your instructor any potential commitments or deployments that may interfere with course requirements. If you are receiving GI Bill benefits or have questions about your benefits, contact the Veterans Affairs Office, room 1349. An active Student Veterans Organization is also available on campus.

Virtual Library:

The Ivy Tech Virtual Library is available to students on- and off- campus, offering full-text journals and books and other resources essential for course assignments. The Virtual Library is available to students on and off campus, offering full-text journals and books and other resources essential for course assignments. The Virtual Library can be found under the “Library” tab on the first page of Campus Connect.

E-mail:

E-mail communication from the College is directed to the online student system. Students are responsible for checking their e-mail accounts, even if they also use other e-mail accounts. Please refer to the Ivy Vine Student Handbook for more information.

Course Evaluations:

Course evaluations by students will be conducted at the end of the course using the College’s “Course Evaluation” form.

Emergency Procedures:

Please note emergency evacuation procedures posted in the classroom.

Certification and Licensing Statement:

Ivy Tech cannot guarantee that any student will pass a certification or licensing exam. Your success will be determined by several factors beyond the instruction you are given in the classroom including your test-taking skills, your willingness to study outside of class, and your

satisfactory completion of appropriate practice exams. Certification and licensure exam questions are drawn from databases of hundreds of possible questions; therefore, a thorough understanding of the subject matter is required. Ivy Tech's coursework is designed to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam.

Copyright:

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Children on Campus Policy

So that each student may give full attention to the task of learning, and to comply with insurance regulations, children are prohibited from attending classes, exams, clinical, or laboratories with the parent or guardian. Children also may not accompany adults using the Learning Resource Center or open computer laboratory. Students are also discouraged from bringing children to scheduled meetings with a course instructor, faculty, or advisor so that the student's full attention may be focused on the topic of discussion.

If a student brings a child to class, an exam, or a clinical, the student and the child will be asked to leave. Exceptions may be made for instructional activities which meet the course objectives. The student will be responsible for any consequence detailed in the course syllabus for missing the class, exam, etc. Students are encouraged to make alternative arrangements for children in the event of school cancellations, childhood illnesses, and other issues. Unaccompanied children cannot be left in the library.

Right of Revision:

NOTE: This syllabus and the information contained within it are subject to change without notice.

EBGL 111 31D: Assignments and Tentative Course Schedule:

Class Meeting	Topic	Assigned Work	Work Due and Exams
Week 1 M 1/10			
W 1/12			
F 1/14	Observing		quiz
Week 2 M 1/17	Martin Luther King, Jr. Holiday – NO CLASS		
W 1/19	Grammar: Adjectives		
F 1/21			quiz
Week 3 M 1/24	Grammar: Verbs		Observing rough drafts and Journals due
W 1/26	Peer Review Workshop		
F 1/28	Remembering		quiz
Week 4 M 1/31	Main Idea and Thesis Statement		Observing final copies due
W 2/2			
F 2/4	Grammar		quiz Remembering rough drafts due
Week 5 M 2/7	Reading		
W 2/9	Peer Review Workshop		
F 2/11	taking and making notes summary and response		
Week 6 M 2/14	Punctuating quotes		
W 2/16	NO CLASS MEETING	Conferences	
F 2/18	NO CLASS MEETING		
Week 7 M 2/21	Presidents' Day Holiday – NO CLASS		
W 2/23	Summary essay peer review. You must bring a copy to class with you.		Remembering final copies due. Bring Summary draft to class
F 2/25	Turning research topics into questions. Punctuating Quotes	Come to class having read: pp. 568-9	quiz
Week 8 M 2/28	Finding Information	Come to class having read: pp. 569-576	
W 3/2			Summary Final Copies Due

F 3/4	Library work day. Spend at least one hour in the library looking for information related to your general topic. We will not meet in the classroom, and I will not take roll in the library. Work at your convenience.	E-mail or call me (if necessary) to tell me what you found. Make brief bibliographical entries for any sources you find.	
Week 9 M 3/7	Ch. 7 Investigating - Come to class having read: pp. 238-239 and "Choosing a Subject" pp. 259-60. How can this tool relate to your work?		
W 3/9			
F 3/11	Research proposal workshop		quiz
Spring Break – NO CLASS			
Week 10 M 3/21	Ch 8 Explaining – Come to class having read : pp. 286-293 and "Collecting" pp. 310-312. How can this tool relate to your work?		Research Proposal Due
W 3/23			
F 3/25	Annotated Bib workshop		quiz
Week 11 M 3/28	Ch 9 Evaluating – Come to class having read: pp. 340-341, "Professional Writing" pp. 351-354, and "Collecting" pp. 362-364. How does this relate?		Annotated Bibliography Due
W 3/30			
F 4/1	Outline workshop		quiz
Week 12 M 4/4		Outline and Source Conferences	
W 4/6	No class meeting		
F 4/8	No class meeting		
Week 13 M 4/11	Ch 11 Arguing		
W 4/13			
F 4/15			quiz
Week 14 M 4/18	No class meeting	Rough Draft Conferences	
W 4/20	No class meeting		
F 4/22	No class meeting		
Week 15 M 4/25			
W 4/27			
F 4/29			Research Essay Due
Week 16 M 5/2	Chapter 12 Responding to Literature		
W 5/4			
F 5/7			

Essay Evaluation Form

Name	Assignment	Date	Date
A 100 99 98 97 96 95 A- 94 93 92 91 90	This paper is sophisticated and is a pleasure to read. It stays focused on the assigned topic, and the topic is richly and fully developed. It has a clear thesis and organizational pattern. Sentence structures are varied, and the style is appropriate for the audience. Transitions and connections flow smoothly and naturally, and errors of conventions (spelling, punctuation, and grammar) are nonexistent. The format of the essay matches the requirements of the assignment. The instructor finds little to correct and is required only to suggest options the writer might try in future drafts.		
B+ 89 88 87 B 86 85 84 83 B- 82 81 80	This paper is good, though less sophisticated and not as engaging of the reader as the A paper. It keeps its focus on the assigned topic, though the topic is more superficially developed. The thesis may be less clear and the organizational pattern occasionally difficult to follow. Sentence structures are usually varied, and the style is usually appropriate for the audience. Transitions and connections usually flow smoothly, and errors of conventions (spelling, punctuation, and grammar) are only occasionally distracting. The format is as the assignment requires.		
C+ 79 78 77 C 76 75 74 73 C- 72 71 70	This paper occasionally loses its focus, digressing from the assigned topic. Its development of the topic is also lacking in completeness. The thesis may be difficult to pinpoint, and the organizational pattern is hard to discern. Sentence structures are mostly simple (though sometimes they attempt complexity with errors), and the style may often be inappropriate for the audience. There are problems with connections being absent or unsuccessful. Errors of spelling, punctuation, and grammar are sometimes distracting. There are some errors in the format of the paper.		
D 69 68 67 66 65 64 63 62 61 60	This paper has trouble maintaining its focus. Its topic is poorly developed, or the wrong topic is developed. The thesis and organizational structure are not apparent. Sentence structure shows little variety, or is plagued by errors. The style is not appropriate for the assignment or the writer's goals. The sentence structure shows little variety, or is plagued by errors. The style is not appropriate for the audience. Connections are mostly absent, and the spelling, punctuation, and grammar errors distract the reader. There are multiple errors in the format of the paper. This paper requires substantial revision to reach a "readable" quality.		
F	This paper is not on the topic assigned. OR, The paper is plagiarized. OR No paper was submitted. OR This paper shows no attempt to take the assignment seriously.		
Comments:			