



## COMPOSITION I

ENG 151 Section: 012

Credit Hours: 3.00

Lab Hours: 0.00

Lecture Hours: 3.00

IAI Core: C1 900

IAI Majors:

Semester: Fall 2014

Course Begins: 8/19/14

Course Ends: 12/11/14

Days: Tuesday/Thursday

Times: 11:30 a.m. – 12:50 p.m.

Room: A345

**Instructor:** Laura Power

**E-mail:** LPOWER@MCHENRY.EDU

**Phone:** 815-479-8544

**Student Conference Hours:** Mondays, Tuesdays, and Wednesdays, 1 – 2:30 p.m., Room A377  
Tuesdays & Thursdays 10:30 – 11:30 a.m., Room A377  
Thursday, 1 – 2:30 p.m., **Room A210**

**Office Location:** A377

**Website:** [www.lauraborkpower.com](http://www.lauraborkpower.com)

### Required Course Materials

- *How to Write Anything* by John Ruskiewicz, ISBN: 978-0312674892
- Writing utensils (pen/pencil)
- One (1) notebook that will serve as your class writing notebook
- One (1) pocket folder in which to keep class readings, activity sheets, and other loose-leaf materials
- A college level pocket dictionary to use for in-class writing and quizzes

### Course Description:

Composition I teaches the fundamentals of effective writing combined with the reading of selected texts. Students read and write narrative, descriptive, expository, and argumentative prose with emphasis on clear, concise expression of ideas.

**Course prerequisite: Successful performance on the English placement test or an ACT English score of 21 or equivalent.**

### Course Objectives:

Upon completion of the course, students will be able to:

1. Create successful academic prose that is readable, coherent, and grammatically appropriate for the college level
2. Construct and perform effectively within specific academic rhetorical situations
3. Engage all stages of the writing process, including pre-writing, drafting, revising, exchanging peer response, and editing
4. Locate, document, and cite necessary outside sources that might enhance student writing while demonstrating a commitment to academic integrity and the avoidance of plagiarism

5. Analyze various academic and student texts, demonstrating critical thinking and an awareness of effective styles

### Course Outline

- I. Writing at the College Level
  - A. Academic Prose
  - B. Readability
  - C. Coherence
  - D. Critical stance
  - E. Grammatical appropriateness
  - F. Evidence
  - G. Thesis
  - H. Structure
  - I. Style
  - J. Syntax
  - K. Word Choice (Diction)
- II. Rhetorical Situation
  - A. Constructing purpose, audience and forum
  - B. Performing rhetorically (argument)
- III. The Writing Process
  - A. Pre-writing
  - B. Drafting
  - C. Revision
  - D. Peer review
  - E. Editing
- IV. Introductory Source Inclusion
  - A. Locating sources
  - B. Incorporating sources
  - C. Documenting sources
  - D. Citing sources
- V. Textual Analysis
  - A. Differentiating between types of text
  - B. e.g. student essay, academic article, popular media, online materials, literature
  - C. Critical thinking
  - D. Awareness of style

| **Course Break-Down (100%):**

| **Grading Scale:**

Narrative Essay—**10%**

Report—**10%**

Causal Analysis—**15%**

Argument Essay—**20%**

Rhetorical Analysis—**5%**

In-Class Activities—**20%**

Quizzes—**20%** (5 quizzes @ 4% each)

(Fractioned grades are not automatically rounded up):

100% – 90% = **A**

89% – 80% = **B**

79% – 70% = **C**

69% – 60% = **D**

59% – 0% = **F**

### **Plagiarism**

Plagiarism occurs when you use another author’s ideas and words without properly giving credit to (citing) the source of the information. Plagiarism will not be tolerated in this class, and it violates the MCC Student Code of Conduct. A claim of “accidental” plagiarism is not an excuse. Students caught plagiarizing any part of their work will receive an automatic failing grade for the paper in question, and the incident will be reported to the Dean of Students for further academic consideration. Students caught plagiarizing more than one time will receive an automatic grade of “F” for the course.

### **Mutual Respect**

The nature of this class demands that you put forth your writing for peer review on a frequent basis and that you put forth your ideas and opinions during discussion in every class period. The goal of this process is to develop each writer’s craft, self-critical eye and editorial sense, critical thinking, and practice of revision. So, you will treat the opinions and ideas of others in class with respect, and you will treat the classroom on the whole with the same courtesy. Disrespectful behavior of any kind (including non-class related cell phone and computer use) will not be tolerated and student may be asked to leave class.

### **Attendance**

There is no “attendance” grade for this class and your grade will not be docked based solely upon class absence. **However**, graded activities done in class (in-class activities and quizzes) **cannot be made up**, regardless of the excuse for your absence (i.e. you will get a grade of zero for any activity you’re absent for). Ultimately, you are responsible for your attendance and your participation in this class, and you are responsible for contacting your classmates or contacting me, via e-mail, phone, or during my office hours (not class time) if you have questions about any class work that you have missed due to absence.

### **Grading and Late Work Policies**

Elements of the **writing assignments** will only be counted for full credit if they are turned in by the dates and times they are due, and through the required submission method (sometimes via hard copy in class, sometimes via Canvas, but never via regular e-mail). Late writing assignments can be turned in, for credit, for one week (seven [7] days) after the assignment’s original due date and will drop one letter grade as a penalty for being late. After the one-week grace period is over, the assignment will not be accepted for any credit. No exceptions will be made.

We will be taking **five quizzes** throughout the semester. They will be administered and taken through Canvas during scheduled class time. It will not be possible to take late quizzes. If you are absent or tardy for a scheduled quiz (i.e. if you arrive after a quiz has started), you will miss those points and you cannot make them up.

The **in-class writing activities** will also either be completed during scheduled class time or assigned and started during class time (occasional small group work). If you are absent for **any part** of a scheduled in-class activity, you will miss those points and you cannot make them up.

### Course Schedule

*The following is a schedule of class activities, assignments, and readings for the semester. It is subject to change.*

<b>Week 1: August 19 &amp; 21</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> Welcome & Class Introduction <input type="checkbox"/> Syllabus Overview & Setting Expectations	<input type="checkbox"/> Academic Style <input type="checkbox"/> The POGAC
<b>Week 2: August 26 &amp; 28</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> Reviewing the Thesis Statement <input type="checkbox"/> Elements of Narrative <input type="checkbox"/> Analyzing Narratives <input type="checkbox"/> In-Class Activity	<input type="checkbox"/> Narrative Essay: Elements, Examples, and Assignment <input type="checkbox"/> Outlining: Elements & Examples
<b>Week 3: September 2 &amp; 4</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> <b>DUE:</b> Narrative Essay Outline <input type="checkbox"/> Organizing a Draft	<input type="checkbox"/> <b>DUE:</b> Narrative Essay Rough Draft <input type="checkbox"/> Peer Review of Rough Draft
<b>Week 4: September 9 &amp; 11</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> Revising and Editing: Turning a Rough Draft into a Final Draft <input type="checkbox"/> Quiz 1	<input type="checkbox"/> <b>DUE:</b> Narrative Essay Final Draft <input type="checkbox"/> Report: Elements, Examples, and Assignment
<b>Week 5: September 16 &amp; 18</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> <b>DUE:</b> Report Outline <input type="checkbox"/> Information Literacy: Guest Speaker from MCC Library	<input type="checkbox"/> MLA Boot Camp: Citing Sources <input type="checkbox"/> In-Class Activity
<b>Week 6: September 23 &amp; 25—BANNED BOOKS WEEK!</b>	
<b>Tuesday</b>	<b>Thursday</b>
<input type="checkbox"/> <b>DUE:</b> Report Rough Draft <input type="checkbox"/> Peer Review of Report Rough Draft <input type="checkbox"/> Quiz 2	<input type="checkbox"/> Celebrating Banned Books Week! <input type="checkbox"/> In-Class Activity: Why Do People Want to Ban Books?
<b>Week 7: September 30 &amp; October 2</b>	

<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Causal Analysis: Elements, Examples, and Assignment</li> <li><input type="checkbox"/> Analyzing Causal Analysis</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Causal Analysis Outline</li> <li><input type="checkbox"/> In-Class Activity</li> </ul>
<b>Week 8: October 7 &amp; 9</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 3</li> <li><input type="checkbox"/> Working on our Causal Analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Causal Analysis Rough Draft</li> <li><input type="checkbox"/> Peer Review of Rough Draft</li> </ul>
<b>Week 9: October 14 &amp; 16</b>	
<p><b>Tuesday</b></p> <p><b>PROFESSIONAL DEVELOPMENT DAY— CAMPUS CLOSED, NO CLASSES!</b></p>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of Evaluation</li> <li><input type="checkbox"/> In-Class Activity</li> </ul>
<b>Week 10: October 21 &amp; 23</b>	
<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Causal Analysis Final Draft</li> <li><input type="checkbox"/> Argument Essay: Elements, Examples, and Assignment</li> <li><input type="checkbox"/> Analyzing Arguments</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Argument Essay Outline</li> <li><input type="checkbox"/> Using Sources to Support Our Argument</li> </ul>
<b>Week 11: October 28 &amp; 30</b>	
<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Business Emails: A New Genre</li> <li><input type="checkbox"/> In-Class Activity</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Argument Essay Rough Draft</li> <li><input type="checkbox"/> Peer Review of Rough Draft</li> </ul>
<b>Week 12: November 4 &amp; 6</b>	
<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing MLA Source Documentation</li> <li><input type="checkbox"/> In-Class Drafting and Revision</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lab Reports &amp; Essay Exams</li> <li><input type="checkbox"/> Personal Statements</li> </ul>
<b>Week 13: November 11 &amp; 13</b>	
<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Argument Essay Final Draft</li> <li><input type="checkbox"/> Rhetorical Analysis: Elements, Examples, and Assignment</li> <li><input type="checkbox"/> Analyzing Rhetorical Analysis</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Rhetorical Analysis Outline</li> <li><input type="checkbox"/> In-Class Activity</li> </ul>
<b>Week 14: November 18 &amp; 20</b>	
<p style="text-align: center;"><b>Tuesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz 5</li> <li><input type="checkbox"/> Rhetorical Analysis Check-Ins</li> </ul>	<p style="text-align: center;"><b>Thursday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>DUE:</b> Rhetorical Analysis Rough Draft</li> <li><input type="checkbox"/> Peer Review of Rough Draft</li> </ul>
<b>Week 15: November 25 &amp; 27</b>	

<b>Tuesday</b> <input type="checkbox"/> In-Class Drafting <input type="checkbox"/> Business Letters & Résumés	<b>Thursday</b> <b>THANKSGIVING HOLIDAY--</b> <b>CAMPUS CLOSED, NO CLASSES!</b>
<b>Week 16: December 2 &amp; 4</b>	
<b>Tuesday</b> <input type="checkbox"/> <b>DUE:</b> Rhetorical Analysis Final Draft <input type="checkbox"/> Rhetorical Analysis Presentations	<b>Wednesday</b> <input type="checkbox"/> Course Evaluation <input type="checkbox"/> Class Photo! 😊

**Withdrawals:** The last day to drop this course is **November 13, 2014**. Failure to attend class does not constitute official withdrawal. If students are considering a withdrawal, they should consult directly with the instructor and an academic advisor. Students may withdraw from a class through the Registration Office, either in person or by fax: (815) 455-3766. In their request, students should include their name, student ID number, course prefix, number and section, course title, instructor, reason for withdrawing, and their signature. Withdrawal from a course will not be accepted over the telephone.

Please refer to the following link for other important college dates: [www.mchenry.edu/academiccalendar.asp](http://www.mchenry.edu/academiccalendar.asp)

**General Education Goals:**

1. Critical Thinking: To identify, define, analyze, synthesize, interpret, and evaluate ideas.
2. Information Literacy: To locate, evaluate, and use resources effectively.
3. Effective Communication: To develop, articulate, and convey meaning.
4. Ethical Awareness: To identify and make responsible choices in a diverse world.
5. Technological Literacy: To use tools skillfully.

**Assessment:**

Some student work may be collected for the purpose of assessment, including student competency in the general education goals, the program, or the course.

**Effective Summer 2014: Student E-Portfolio:**

The instructor of the course will designate at least one graded assignment for possible inclusion in the student E-portfolio. Students applying for an AA, AS, AFA, AES, or AGE degree must document their learning outcomes with a graded assignment for each of the five general education goals by the time of graduation. These five assignments and a cover letter will be in the student E-portfolio in Canvas.

**Special Needs Statement**



McHenry County College offers support services for students with special needs. It is your responsibility to meet with the Special Needs Coordinator and provide current documentation regarding a disability. Please call or stop by the Special Needs Department, (815) 455-8676, Room A260, as soon as possible if you would like more information about the accommodations that are available. In addition, it is important for you to discuss those accommodations with your instructor so you are fully able to participate in this course.

### **Academic Integrity**

As an educational community, McHenry County College values the pursuit of academic excellence and integrity. In accordance with this philosophy and Chapter 10, Act 5 of the 1994 Illinois Community College Act, academic dishonesty in any form, including cheating, plagiarism, and all other acts of academic theft, is considered intolerable. Appropriate sanctions, up to and including suspension from the College will be imposed by authorized College personnel.

### **Copyright Policy**

MCC will maintain current procedures and guidelines to ensure that all staff and students comply with applicable copyright laws and other intellectual property protection laws. The College will encourage staff and students to engage in the development of intellectual property and facilitate ownership protections with respect to such development of intellectual property.

The College expects that staff and students will act responsibly and ethically in a manner consistent with all copyright laws and College copyright procedures and guidelines. This policy authorizes the College to adopt and maintain such procedures and guidelines necessary to ensure compliance with copyright laws and to facilitate ownership protection with respect to the development of intellectual property.

### **Student Code of Conduct and the Judicial Process**

Consistent with the MCC mission is an expectation that students will govern themselves in terms of appropriate behavior with emphasis on self-respect and respect for others. It is the practice of the College to respect the properly exercised rights of its students. The College recognizes a student's rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities at MCC.

MCC has adopted a Student Code of Conduct and judicial process to maintain a learning environment of respect, civility, safety, and integrity for all members of the MCC community.

Whenever possible, sanctions for violations of the Student Code of Conduct may be educational in nature. However, violations affecting the health and safety of members of the MCC community are deemed to be the most serious. Therefore, acts of violence, threats or dangerous behavior are most likely to result in a suspension from the College. Violations of the academic dishonesty policy may also result in suspension or expulsion from the institution and/or reduced or failing grade.

### **Children on Campus**

For the safety of children on campus, children (i.e., less than 16 years of age) are not permitted on campus unattended by a parent/guardian, except when they are attending classes offered by MCC for children. The College requires that no children be allowed into a classroom/laboratory environment, including the Testing Center, Learning Center and computer labs, solely for the purpose of a parent/guardian to provide direct supervision of his/her child.

### **Teaching Schedule**

The scheduling of the activities and teaching strategies on this syllabus, but not the objectives or content, may be altered at any time at the discretion of the instructor.

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### **Resources**

The following are useful resources available to you as a student at McHenry County College:

**Advising and Transfer Center:**

**Phone (815) 479-7565; Office A257**

[www.mchenry.edu/atc](http://www.mchenry.edu/atc)

**Library:**

**Phone (815) 455-8533; Office A212**

[www.mchenry.edu/library](http://www.mchenry.edu/library)

**Counseling:**

**Phone (815) 455-8765; Office A257**

[www.mchenry.edu/counseling](http://www.mchenry.edu/counseling)

**Special Needs:**

**Phone (815) 455-8676; Office A260**

[www.mchenry.edu/specialneeds](http://www.mchenry.edu/specialneeds)

**Financial Aid:**

**Phone (815) 455-8761; Office A262**

[www.mchenry.edu/financialaid](http://www.mchenry.edu/financialaid)

**Tutoring and Study Skills (Sage Learning Center):**

**Phone (815) 455-8579; Office A247**

[www.mchenry.edu/sage](http://www.mchenry.edu/sage)