

ENGLISH COMPOSITION I

Revised 1.4.12

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COURSE NUMBER: ENG 101

PREREQUISITE(S): Entrance exam placement or ENG 100 and RDG 100 with a minimum grade of C.

CO-REQUISITE(S): None

COURSE DESCRIPTIONS This is a (college transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. A minimum grade of "C" is required for credit.

GENERAL EDUCATION OUTCOMES **Students who complete the general education core curriculum should be able to demonstrate**

- 1. rationality, logic, and coherence, through critical thinking;**
- 2. their ability to express themselves effectively in written and oral communication;**
3. their ability to express themselves effectively in quantitative and qualitative terms;
- 4. their knowledge of the value and significance of diverse cultures;**
5. the scientific method of inquiry;
- 6. their knowledge of global, political, social, economic, and historical perspectives; and**
- 7. their ability to access, retrieve, synthesize, and evaluate information.**

TEXTBOOK(S): REQUIRED:
Bullock, Richard and Francine Weinberg. The Little Seagull Handbook. New York: W. W. Norton, 2011. Print.
ISBN: 978-0-393-91151-0

Sieg, Judy, ed. The Reader. 3rd ed. Upper Saddle River: Pearson, 2010. Print.
ISBN: 978-0-558-81807-4

REFERENCE(S): <http://www.wwnorton.com/college/english/write/little-seagull-handbook/>

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT: Access to a computer with Windows 2000 or newer (compatible with Microsoft 2007) and Internet access.

METHOD OF INSTRUCTION:

This course will be taught by a variety of methods, which may include lecture, audio-visual materials, peer critique sessions, and collaborative learning techniques. In addition, instructors may enhance the course through use of a BlackBoard platform or the SCC portal team site, and may include discussion boards, chat rooms, posted lectures, streaming video, and other virtual learning tools.

GRADING SYSTEM:

93	-	100	=	A
85	-	92	=	B
75	-	84	=	C
65	-	74	=	D
0	-	64	=	F

Students must show progress in the content and form of their writing to receive a passing grade in ENG 101. Writing assignments will be graded for content (what students have to say--depth of thought, development, etc.) and form (how students say what they have to say--grammar, mechanics, punctuation, etc.).

GRADE CALCULATION METHOD:

<u>Four analytical essays, documented</u>	=	50%
<u>Other writing assignments, which may include rough drafts, journals, or expressive/illustrative writings such as descriptive, narrative, or exemplification essays</u>	=	15%
<u>One 1-page summary, documented</u>	=	10%
<u>One in-class essay written during the final class period or final exam period</u>	=	10%
<u>Class preparation and participation, quizzes, daily grades</u>	=	10%
<u>Test of basic research skills</u>		5%
		<hr/> 100%

(See also **Class/Lab Procedures** for more specific requirements)

Students must master all ENG 101 student learning goals in order to receive an overall passing grade in this course; failure to master any one of the goals will result in a failing grade for the semester.

(An overall grade of C is required for transferability and for acceptance into ENG 110, ENG 102, ENG 260, or ENG 265.)

Students enrolled in ENG 101 are expected to have an understanding of standard English grammar and mechanics. Students who are weak in these areas might consider enrolling in or auditing a transitional English class prior to taking ENG 101.

Students found guilty of committing an act of academic misconduct at any level of their class work/communication (including, but not limited to, homework assignments, journals, drafts of or final written assignments, and classroom or online discussions) will receive a sanction. All students suspected of academic misconduct will be referred to the Chief Instructional Officer or her designee. See Academic Conduct, below, as well as Appendix I, "Plagiarism Sanctions," in the Student Code for Spartanburg Community College.

Because instructors in the Humanities & Languages Department encourage students to write several drafts of their assignments before presenting a final draft, and because they maintain high expectations of their students' adherence to standards, students should not assume that late or inferior work is acceptable. The acceptance of late assignments (**with documented evidence of a sound reason for lateness**) and the opportunity to rewrite are privileges that may or may not be granted by the instructor; **if the instructor does grant such privileges, only one late assignment and one rewrite are allowed per semester.** The administration of make-up tests is also at the instructor's discretion. **If these are allowed, a student may make up a maximum of one missed test per semester in this course.**

Essay #3 and Essay #4 (written outside of class) and all in-class writings, including the final essay, may NOT be rewritten or submitted late without the instructor's recommendation and the department chair's approval for extraordinary circumstances.

ATTENDANCE POLICY:

The student is responsible for punctual and regular attendance in all classes, laboratories, clinical, practica, internships, field trips, and other required class activities. The College does not grant excused absences; therefore, students are urged to reserve their absences for emergencies. When illness or other emergencies occur, the student is responsible for notifying instructors and completing missed work if approved for late submission by instructors. Students should not expect instructors to re-teach material. In order to return to class prepared, students should follow the instructor's agenda and, if possible, communicate with classmates.

The student is tardy if not in class at the time the class is scheduled to begin and is admitted to class at the discretion of the instructor. In addition, students are expected to remain in class for the entire time it is scheduled.

Students should be aware that grades are drastically influenced by absenteeism, tardiness, and leaving class early. Essays and presentations, exams, in-class assignments, homework, and quizzes may earn zeroes if they are due when a student is absent, if they are due at the beginning of a class period for which the student is tardy, or if they are due at the end of a period when a student leaves early.

See the instructor's addendum for specific policies regarding the acceptance of late work and the ability to make up missed tests. **If they are allowed, only one major assignment and one test may be completed/submitted late. The final essay written outside of class and the in-class writings may not be submitted late or rewritten without the instructor's and department chair's approval.**

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student enrolling in and attending at least one course session remains enrolled until the student initiates a withdrawal. The instructor's signature is not required; students wishing to withdraw must contact the Student Records office (864-592-4681 or www.sccsc.edu/Records or visit room SSB 156 on Central Campus).

Withdrawal Policy: During the first 75% of the course, a student may

initiate a withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. (Neither can an instructor; instructors do not initiate withdrawals at any point.) Extenuating circumstances require documentation and approval by the appropriate department head and academic dean. **The deadline for students who wish to withdraw from this course is _____.**

Absences for Religious Holidays: Students who are absent from class in order to observe religious holidays are responsible for the content of any activities missed and for the completion of assignments occurring during the period of absence. Students who anticipate their observance of religious holidays will cause them to be absent from class and do not wish such absences to penalize their status in class should adhere to the following guidelines:

1. Observance of religious holidays resulting in three or fewer consecutive absences: Discuss the situation with the instructor and provide written notice at least one week prior to the absence(s). Develop (in writing) and instructor-approved plan which outlines guidelines for making up activities and assignments.
2. Observances of religious holidays resulting in four or more consecutive absences: Discuss the situation with the instructor and provide the instructor with written notice within the first 10 days of the academic term. Develop an instructor-approved plan with outlines guidelines for making up activities and assignments.

ACADEMIC CONDUCT:

ACADEMIC MISCONDUCT: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic misconduct including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

All students suspected of committing plagiarism in any work, graded or ungraded; oral, graphic, or in writing, will be referred to the Vice President of Academic Affairs or her designee. Please see the matrix of sanctions for plagiarism in the SCC Student Handbook, Appendix I.

CELLULAR PHONES AND PAGERS/BEEPERS: Cellular phones, pagers and beepers are not permitted to be turned on or used within the classroom. Use of these devices during classroom time will be considered a violation of the student code as it relates to "disruptive behavior."

In Humanities & Languages courses, students may not use any electronic devices such as cell phones, laptops, blackberries, iPods, MP3 players, or other PCDs in the class room. (Laptops may be used only if the instructor specifically requests them.) Blue tooth devices, ear plugs, and earphones are prohibited as well. With proper identification, emergency responders may keep cell phones active during class.

**CLASS/LAB
PROCEDURES:**

Writing Requirements:

**Instructors will provide students with assignments and rubrics for assignments, either in hard copy or on a class web site.

**Students in ENG 101 should be prepared to present hard copies of all class-related writings in a folder: prewriting, brainstorming, drafts, in-class writings, graded assignments, all papers with tutors' or the instructor's comments, etc. Instructors have the right to ask for a student's folder at any time during the term.

The minimum requirements for ENG 101 are

- (A) Four essays developed through analysis; they may include arguments from definition, from comparison, from cause and effect, from process analysis, and/or from classification and division

Paper #1 must include documentation from a primary source (from The Reader) and a bibliographic entry in MLA format

Papers #2 and #4 must include documentation from secondary sources and a Works Cited page, all in MLA format. At least one of these must fulfill student learning goal #3: to create a research paper that combines original thought with synthesized material.

Paper #3 is a standardized assignment that all ENG 101 students must complete; it provides the College with data for general education accountability. The broad topic will be the same for all sections of ENG 101, as will the basic requirements: an analytical paper developed in a minimum of five pages, including citations from a minimum of five sources in a variety of media, in MLA format.

- (B) A one-page summary (in MLA format, with Works Cited entry and any necessary citations) of a college-level writing
- (C) An ungraded in-class diagnostic essay written during the first week of class; instructors will make comments on the papers, allow the students the opportunity to review them, and then keep them until the end of the semester
- (D) A graded in-class essay written during the final class period or the final exam period. Instructors will not give students any preliminary readings or information about this in-class writing other than it will be an analytical essay. The purpose of this essay is to prepare students for the kind of writing under pressure they will encounter both in academia and in the broader world of work.
- (E) Other reading and writing assignments as determined by the instructor
- (F) A basic research skills test, taken online after completion of a research tutorial

Students intending to enter ENG 110, ENG 102, ENG 260, or ENG 265, or who plan to transfer to a 4-year institution should keep their ENG 101 folders.

In ENG 101, essays submitted that contain the following are unacceptable and cannot receive a passing grade:

1. no thesis
2. failure to support the thesis
3. five different spelling errors (including apostrophe usage)
4. an average of more than two major sentence structure errors on a page
 - fragments
 - run-ons (fused or comma splices)
 - subject-verb agreement errors
 - faulty structures
5. failure to answer the assignment
6. plagiarism, failure to signify quoted material, and/or failure to cite sources within a text at any stage (draft or final essay) of the composition process, and/or failure to include a correctly formatted (in MLA) works cited or works consulted page (see also Academic Conduct).

All major essays must be produced on a computer (except for the in-class assignments). Instructors who allow or require electronic submissions (formatted in MS Word and emailed as an attachment) may require students to submit a paper copy within 24 hours of the emailed text in order for an assignment to be considered for a grade.

At least one assignment will have an international or intercultural focus.

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services by calling (864) 592-4818, toll-free 1-800-922-3679; via email through the SCC web site at www.sccsc.edu/resources/disabilities; or by visiting the office located in the East Building Room 30-B on the SCC Central campus. Contacting Student Disability Services early in the semester gives the College an opportunity to provide necessary support services and appropriate accommodations.

STUDENT LEARNING GOALS:

Students must master all ENG 101 student learning goals in order to receive an overall passing grade in this course; failure to master any one of the goals will result in a failing grade for the semester.

Upon satisfactory completion of this course, the student should be able to:

- I. Analyze content and rhetorical structure in essay models
 1. read assigned selections
 2. participate in discussions that analyze selections
 3. respond to selections through written assignments
- II. Support a thesis in an academic essay with well-organized, relevant evidence

1. formulate a thesis sentence that defines the purpose of the paper
 2. include as thesis support primary source quotes in rhetorical structure analyses and other written assignments
 3. develop an essay with a distinct introduction, body, and conclusion
 4. present material in a way that clearly addresses an academic audience
- III. Synthesize researched materials in a coherent original essay focused on a clear thesis
1. conduct research of secondary sources using a variety of media
 2. discriminate between valid sources and invalid sources
 3. integrate evidence, source materials, into the body of the research essay in order to support and illuminate original thought
 4. stay true to the original author's meaning when incorporating his or her ideas and/or words
 5. present an original argument that follows from the synthesis of valid secondary sources
 6. use transitional expressions and patterns to achieve coherence in writing
- IV. Document source materials using Modern Language Association (MLA) guidelines
1. use MLA guidelines to signify quoted and paraphrased material and to format in-text citations wherever documentation is needed
 2. use MLA guidelines to format a works cited and/or consulted page (bibliographic list of references)
 3. follow all MLA formatting guidelines
- V. Avoid plagiarism
1. limit quoted material in essays to powerful, finely-turned phrases and words; avoid full sentences and long quotes except when they are extraordinarily striking or necessary to the essay's meaning
 2. put quoted words, phrases, and sentences in quotation marks exactly as they appear in the original source; show changes by using ellipses and/or brackets
 3. use signal phrases and verbs to introduce quotes, paraphrases, and summaries
 4. completely change wording and sentence structure of paraphrases and summaries; cite sources
- VI. Compose essays free of major grammatical, mechanical, spelling, and punctuation errors
1. review rules of usage, mechanics, and grammar when needed; compose essays that include fewer than (an average of) two major grammar errors per page
 2. use dictionary to proof for spelling errors; compose essays that include fewer than five different incorrectly spelled words (including errors from apostrophe usage)
 3. proofread and revise all drafts before producing a final essay; take advantage of academic support services such as the Tutorial Learning Center