A. **Academic Division:** Liberal Arts

B. **Discipline:** English

C. **Course Number and Title:** ENGL1010 English Composition I

D. **Course Coordinator:** Beth Franz
   **Assistant Dean:** Deb Hysell

**Instructor Information:**
- **Name:** Click here to enter text.
- **Office Location:** Click here to enter text.
- **Office Hours:** Click here to enter text.
- **Phone Number:** Click here to enter text.
- **E-Mail Address:** Click here to enter text.

E. **Credit Hours:** 3

F. **Prerequisites:** READ0080 & WRIT0090 (minimum grade of C- required for both) or qualifying placement test scores

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

**On Campus Sections**

*ENGL/WRIT Value Bundle*
- **Authors:** MacMillan
- **Copyright Year:** 2017
- **ISBN # 9781319143800** (Only available at the Campus Bookstore)

*The above bundle includes the components below*

- *Brief Bedford Reader 13th* - **ISBN #: 9781319031183**
- *Easy Writer 6th* - **ISBN #: 9781319050764**
- *Writers Help 2.0 4-Year Access Code* - **ISBN #: 9781457694400**

**Off Campus Sections (High Schools)**

*ENGL/WRIT Value Bundle w/2016 MLA*
- **Authors:** MacMillan
- **Copyright Year:** 2016
- **ISBN # 9781319090920** (Only available at the Campus Bookstore)

*The above bundle includes the components below*

- *Brief Bedford Reader 12th* - **ISBN #: 9781457636967**
- *Easy Writer5th* - **ISBN #: 9781457640469**
Writers Help 2.0 4-Year Access Code - ISBN #: 9781457694400

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analyses, and essays in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience. (OTM for First Writing Course TME001)

K. College Wide Learning Objectives:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcomes</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td>Written Communication VALUE Rubric, Final Portfolio, weeks 15-16</td>
</tr>
<tr>
<td>Communication – Speech</td>
<td></td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td></td>
</tr>
</tbody>
</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure.</td>
<td>Assigned essays and reading responses and discussions of the readings throughout the semester (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>2. Demonstrate the relationship between critical thinking, reading, and writing techniques.</td>
<td>Assigned papers and exercises, as well as class discussions (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>3. Use a flexible and recursive process for writing.</td>
<td>Assigned papers and exercises (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>4. Use collaborative techniques in the writing process.</td>
<td>Group discussion of reading and writing assignments, brainstorming, peer review of drafts, and analysis of review comments (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and MLA citations.</td>
<td>Accurate use of the conventions of formal writing in assigned papers and exercises (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>6. Use electronic technology in the research and writing process.</td>
<td>Use of word processing and editing tools for composition and revision, use of discussion board (or equivalent tools) for generating and discussing ideas for more formal assignments, and use of an e-portfolio for assessment (Weeks 5, 10, 15, and 16)</td>
</tr>
<tr>
<td>7. Write a minimum of 20 pages of formal text.</td>
<td>Required minimum lengths on assignments throughout the semester</td>
</tr>
</tbody>
</table>

M. Topical Timeline (Subject to Change):

Updated: 10/5/2017
PLEASE NOTE: In order to reinforce skills, the teaching of writing uses a recursive process; therefore, tasks identified below are NOT intended to be viewed as sequential; rather, the assignment of these tasks must be handled with flexibility and must also be repeated (so that they can be reinforced) throughout the term.

- Writing as process (Weeks 1-5, 6-10, and 11-15)
- Critical reading skills (Weeks 1-5, 6-10, and 11-15)
- Reading interpretation and analysis: genre, organization, style, and rhetorical context (Weeks 1-5)
- Paraphrasing, Quoting, Summarizing, and Citing Sources (Weeks 4-10)
- Responding to Sources (Weeks 1-5, 6-10, and 11-15)
- Planning and drafting—thesis statements, coherence, development, and organization (Weeks 1-5, 6-10, and 11-15)
- Audience considerations—writing expectations/conventions (Weeks 1-5, 6-10, and 11-15)
- Writing an analytical or evaluative reading response essay (Weeks 1-5)
- Writing a comparative analysis essay (Weeks 6-10)
- Writing a multiple-source synthesis essay (Weeks 11-15)
- Mechanical/grammatical/style issues (Weeks 1-5, 6-10, and 11-15)

N. Course Assignments:

1. First-week Reflection Essay (minimum of 2 typed pages)
2. Mid-term (in-class) Reflection Essay (minimum of 2 typed pages)
3. Final Reflection Essay (minimum of 3 typed pages)
4. Reading Response Essay (minimum of 3 typed pages)
5. Comparative Analysis Essay (minimum of 4 typed pages)
6. Synthesis Essay (minimum of 4 typed pages)
7. Writer’s Notebook (per individual instructor’s requirements)
8. Summary-Analysis Assignments (per individual instructor’s requirements)
9. Participation in class discussions of published readings
10. Participation in peer reviews of writing assignments
11. Writing process documents—consisting of outlines, drafts, and revisions

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00-59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. Grading and Testing Guidelines:
Students will receive grades (A – F) for the course. However, a grade below C- will NOT satisfy the prerequisite for ENGL1030; in order to continue to the next course in English, a student must obtain a grade of C- or better.

The percentage values for the various course components are shown in the table below. Individual faculty members will assign specific weight to those components left to them to “weight” individually BEFORE the term begins. This includes all components in the first category, “Various Pre-writing and Participation Assignments,” as long as the total category constitutes anything between 20 and 30% of the final course grade. This also includes the specific weight assigned to Essay 3, as long as that “weight” falls somewhere in range of 10-15% of the final course grade. Needless to add, the total course grade MUST equal 100%.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Recommended Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(25-30%) Various Pre-writing and Participation Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>First-day Essay</td>
<td>1-2%</td>
</tr>
<tr>
<td>Writer’s Notebook</td>
<td>4-6%</td>
</tr>
<tr>
<td>Use of Writers Help</td>
<td>4-6%</td>
</tr>
<tr>
<td>Outlines &amp; Rough Drafts</td>
<td>4-8%</td>
</tr>
<tr>
<td>Attendance, participation, and in-class discussion</td>
<td>2-5%</td>
</tr>
<tr>
<td>3 Summary-Analysis Assignments (Pre-Writing)</td>
<td>4-8%</td>
</tr>
<tr>
<td>Mid-term (in-class) Reflective Essay</td>
<td>3-5%</td>
</tr>
<tr>
<td><strong>(30-35%) Formal Essay Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Essay 1: Reading Response Essay (final draft)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2: Comparative Analysis Essay (final draft)</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 3: Synthesis Essay (final draft)</td>
<td>10-15%</td>
</tr>
<tr>
<td><strong>(40%) The Final Portfolio Assignment:</strong></td>
<td></td>
</tr>
<tr>
<td>NOTE: The Final Portfolio contains further revisions of the 3 Formal Essay Assignments (even after the essays have already been graded), along with the Final Reflection Essay.</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Reminder: The last week of the term is used for (scheduled) individual conferences with each student in the class.

Contents of the Portfolio:

Toward the end of the semester in ENGL1010, students will prepare an electronic portfolio of documents that will become the basis of a writer’s conference in the second week of the next course in the sequence (ENGL1030) and that will also be used as an element in the Capstone course for English majors. Students may also use this same electronic portfolio to assemble folders with work done for various classes in the student’s program that may be used as needed for employment interviews or shared with prospective colleges and employers upon graduation from North Central State College.

1. Reflection Essay:

   A very important item in the electronic portfolio is the reflection essay, in which students reflect on their progress as writers during the semester. Since individual course instructors will already be aware of what students have done during the term, students need to be specific and thoughtful as they discuss their progress. Students should concentrate on the following:

   a. Explain their writing abilities when they entered ENG1010.
b. Discuss any problems they have had as they progressed through the course.
c. Analyze the progress they have made: both what they have improved upon and also what they know they need to continue to focus on throughout the remainder of the English course sequence.

2. Revised Essays:

The portfolio must contain the following 3 revised essays: (1) the Reading Response Essay, (2) the Comparative Analysis Essay, and (3) the Synthesis Essay. Instructors will have already graded these essays during the term, but students are encouraged to continue to revise the essays as they become more skilled as writers, even once those essays have received an official “grade” at some point during the semester. Instructors will provide feedback during writing consultations. The final essays submitted in the portfolio (in the final weeks of the term) should be revised significantly (since they were last seen by the course instructor) in order to represent the student’s best effort and best work.

Late portfolios, including the final reflective essay, will NOT be accepted unless the student can document that an emergency situation, such as an accident occurring on the way to the college, prevented that student from submitting the portfolio on time.

Creation of the Portfolio:

At some point in the term, instructors will help you create a personalized portfolio site. This portfolio will contain a folder clearly identified as the holding place for your work completed work in ENGL1010. (Some instructors do this quite early in the term; others wait well until after mid-term.)

Q. Examination Policy:

In addition to the major writing assignments that you must complete throughout the term, you will produce 3 personal reflective essays: one in the first week, one at mid-term, and one in the week prior to the end of the term. The mid-term essay must be written in class. [See additional policies from individual instructors attached at the end of this syllabus.]

R. Class Attendance and Homework Make-Up Policy:

Attendance will be taken, and regular attendance is quite important if you hope to meet the course goals. You must turn in each of your required essays by the date on the course schedule. Failure to produce the 3 required major essays, as well as the 3 reflective essays on schedule could jeopardize your ability to successfully complete this course. [See additional policies from individual instructors attached at the end of this syllabus.]

S. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. [See additional policies from individual instructors attached at the end of this syllabus.]

T. College Procedures/Policies:
**Attendance Requirements**: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

**Student engagement requirements**: Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or
undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.
North Central State College
English Department Plagiarism Statement

Definition

Plagiarism includes, but is not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

When you turn in your paper to your instructor, you are promising that the whole paper is in your words, except for those places where you quote or paraphrase. That’s what is implied by your name being on the paper, and that’s what your instructor assumes. However, if your instructor discovers that you have used someone else’s words or ideas, then you have broken your promise.

Procedure for Handling Plagiarism

a. Any plagiarized paper receives a 0%, and a report will be placed in the student’s file in Student Records.

b. An instructor who charges a student with plagiarism must indicate why the instructor believes that it is not the student’s work.

c. Students who wish to disprove a charge of plagiarism must provide the instructor with whatever proof is requested.

d. Students may appeal to the Dean of Liberal Arts if they are unsatisfied with the instructor’s determination of plagiarism.

e. Under College policy, the student may present his or her case through the Appeals procedure to the Committee for Academic Misconduct.

Special rules may be enforced for particular courses. This is especially true in courses where research papers are a significant portion of the grade, such as ENGL1030, as well as additional 2000-level English courses.

Even if you do not copy words out of a book, but copy from another student, that is still plagiarism, and your essay will fail.

Remember—you have read this statement and are aware of the policy. A “first offense” plea is not a defense.