Note: A dynamic online version of this syllabus, as well as detailed writing assignments and additional course material, can be found at [http://engl111.weebly.com/](http://engl111.weebly.com/).

**Course Information & Institutional Policies**

Section 0CH: Classes held Mondays & Wednesdays at 9:30-10:50am in NMC 217  
Section 0FH: Classes held Mondays & Wednesdays 11am-12:20pm in NMC 217  
Section 0JH: Classes held Tuesdays & Thursdays 2-3:20pm in IFC 216

**Instructor Contact:**  
Jeff Paschke-Johannes  
Office Phone: (317) 968-1657  
Office & Hours: IFC 136  
E-Mail: jpaschkejohanne@ivytech.edu  
Mondays & Wednesdays 8-9:15am, 12:30-1:45pm, & 3:30-4pm

**Writing (in) College**

I recognize English 111, English Composition, as not merely a program requirement but as a common experience of college life that almost all Ivy Tech students experience. I also recognize that the world of college is quite different from others that you occupy. The sorts of demands on your time and energy, the things you are expected to be able to do and accomplish (particularly in terms of writing and reading), the vocabulary you are expected to build and use, and the bureaucracy you will negotiate are often new, disorienting, and intimidating.

At the same time, I dismiss the notion that the world of college is fake or artificial, somehow separate or distinct from the “real world.” College is the real world, and students in it must deal with many of the same issues they face in their lives outside of college, in their personal, civic, and professional lives: social responsibility, crime, health and healthcare, rights and opportunities to be heard, economics and finances, balancing family and work, etc. In fact, many of you, being "non-traditional" college students, cannot separate your personal, family, and work lives from your life in college the way so-called "traditional" college students can. Thus, your college life continues to merge and conflict with other spheres in your life in ways that make your college life, well, all too "real."

And at the same time, there’s a lot you get to do in college that you may not have the opportunity to do elsewhere. Here, you can take the time to learn and focus on areas of intellectual interest to you, even as you learn the latest skills you need for your future. Here, you have the freedom and flexibility to both make and rebound from mistakes, learning from those mistakes in the process. And most importantly for this class, you have the opportunity here to focus attention on developing strong, critical writing and reading skills, abilities that are in high demand in the professional world.

Hence, I treat English 111 as an opportunity for my students to engage in the language and communication necessary to orient themselves to and navigate college, both as a physical institution (Ivy Tech Community College in Indianapolis) and as a set of ideas and values. I hope to guide you in developing broad communication skills that will serve you as you complete your future coursework as well as participate in the college communities you encounter. But I don't merely expect this class and this institution to affect you. This is your place, your space, and you should learn how to alter it, change it, write it, and make it your own. In other words, you should learn to make a mark on this academic institution as much as it makes a mark on you. Additionally, I know that at the very same time you learn these things, you’ll learn skills that will help you navigate future terrains outside of college.

**Required Materials & Texts** – Student may be expected to have all access to these materials on each class day:

- (CW) - Course Website: [http://engl111.weebly.com](http://engl111.weebly.com)
- (Bb) – Blackboard Learning System ([https://online.ivytech.edu](https://online.ivytech.edu) & enter Ivy Tech username and password)
English 111 – English Composition – (3 credits) 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.

Prerequisites – 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.

Major Course Learning 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.
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.

Course Content – Topical areas of study will include…

- Reading and thinking critically
- Generating ideas
- Identifying an audience
- Developing a thesis
- Organizing the essay
- Using rhetorical modes including exposition, argumentation and analysis
- Prewriting, drafting, editing, and revising
- Conducting library and other research methods
- Following conventions of standard written English
- Writing essay exams
- Gathering, evaluating, and using sources for research
- Paraphrasing, summarizing, and quoting
- Documenting sources (MLA and/or APA)
- Developing style
- Avoiding plagiarism

Required Methods of Assessment – Grading procedures will be established by the instructor and will be clarified at the first class session. Students will write for evaluation at least 5 compositions and an essay exam. Students will write a minimum of 5,000 words, excluding rough drafts, during the semester. At least two compositions must include analysis and argumentation. Instructors will require that in at least one paper students will incorporate outside sources into their writing and use an appropriate style of documentation.
Course Policies

Attendance & Participation - It is important to me that you are in class, and I’d like all my students to come to every class session.

It is important to me because I need everyone’s participation to complete the lessons and tasks that I assign. I simply can’t teach a room of empty desks.

Your attendance is even important to your fellow classmates because by bringing your prior knowledge and skills, your understanding of course material, and your own hands and brains into the classroom, you stand to help your peers learn more and get more accomplished.

But it should also be important to you, personally, because we cover ideas and concepts every day that are essential to your development as a writer, your completion of major writing projects, and your success in the course. There are substantial knowledge and experience you will gain in this classroom that you will not find in our course readings or resources. In fact, I can guarantee that every day you miss a class, you will also miss out of information that will be pivotal to you in learning the skills taught in this course as well as in understanding how to competently and punctually complete this course’s major writing projects. Students who miss several days of class find it tremendously difficult, sometimes even impossible, to get back in the groove and complete their projects in order to earn a sufficient grade for the course.

Of course, missing class will also affect the daily points you earn toward your grade. Daily work that students completed in class cannot be made up if you are absent. Quizzes and daily work completed outside of class can only be turned in for a grade if a students has a legitimate, documented, reason for the absence. Such legitimately excused absences may include illness diagnosed by a medical expert, death of a family member, University field trip required or recommended for another class or major program, fulfillment of military duties, responding to a summons to a law court or attending to legal obligations, or other required University business. I may ask for proof (documentation from the school, description of care from a doctor, an obituary, etc.) and excusing such absences are always at my discretion.

When in class, you are of course expected to actively participate by responding during large group discussions or assisting and talking in small groups. This goes for outside of class as well. We will actively use online resources, such as Blackboard, the course website, and possibly other resources, to communicate and engage in writing activity, and your participation through these media will be necessary. Furthermore, successful students also participate by seeking their instructors and peers out, through email, IM, or in person in order to keep on top of work and course material.

Academic Honesty – Ivy Tech Community 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 for all students.

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.

Plagiarism is presenting someone else’s words or ideas as your own, whether in writing or in speaking.

You are plagiarizing if you…

- present ideas as your own without citing the source of the material;
- paraphrase without crediting the source of the material;
- use direct quotes with no quotation marks, footnotes, or textual citation of the source;
- submit material written by someone else as your own; this includes purchasing a term paper or essay;
- submit a paper or assignment for which you have received so much help that the writing is different from your own;
- copy assignments previously submitted by another student.
You are expected to give and to receive help in this class, but all written work must be your own. Plagiarism is a serious, illegal, offense. If you plagiarize, in whole or in part, from library or field sources or from other students’ writings, or if you fail to document properly, the minimum penalty is an F or ZERO credit for the assignment. Instructors reserve the right to submit any or all papers through SafeAssign, a plagiarism detection program.

If you have questions about plagiarism, ask before you act.

**ADA & Special Needs Accommodations** – Ivy Tech State 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.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

**Curriculum & Grading**

In this class you’ll write 6 major writing projects, coordinated into two integrated compilations, designed to guide your writing skills and help you think of composing as a means of learning and engagement in the academic world. For each compilation, the succeeding writing projects will build from the first one. This means that you’ll draw your writing topic from the first project in the compilation, but you’ll also draw from the knowledge you’ve formed and the writing you’ve done in prior compositions to compose subsequent ones. These projects will include individual writing tasks, small group activities, and large classroom composition activities. Each project will require you to use the principles, techniques, and ideas about composition discussed and learned throughout the course.

As well, you are expected to complete daily individual and group activities, participate in class discussion, conduct peer response, and complete weekly reading quizzes. Below, you’ll find a general description for each writing project as well as daily work and participation activities. The table below outlines how each project contributes to the final grade for the course:

<table>
<thead>
<tr>
<th>Compilation 1: Writing the College</th>
<th>Pts.</th>
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</thead>
<tbody>
<tr>
<td>#1. Narrating Your College Experience</td>
<td>150</td>
</tr>
<tr>
<td>#2. Analyzing Your College</td>
<td>150</td>
</tr>
<tr>
<td>#3. Proposing Solutions to a Problem</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>450 pts.</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Compilation 2: Writing in College</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4. Informing Your Stance</td>
<td>150</td>
</tr>
<tr>
<td>#5. Writing the In-Class Essay</td>
<td>50</td>
</tr>
<tr>
<td>#6. Arguing Your Stance</td>
<td>150</td>
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<tr>
<td></td>
<td><strong>350 pts.</strong></td>
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<thead>
<tr>
<th>Daily Work/Participation</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>70</td>
</tr>
<tr>
<td>Peer Responses</td>
<td>60</td>
</tr>
<tr>
<td>Individual/Group Tasks</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1000 pts.</strong></td>
</tr>
</tbody>
</table>

**Compilation 1:**

1. **Narrating Your College Experience**
   - Final grade: 150 points

2. **Analyzing Your College**
   - Final grade: 150 points

3. **Proposing Solutions to a Problem**
   - Final grade: 150 points

**Compilation 2:**

4. **Informing Your Stance**
   - Final grade: 150 points

5. **Writing the In-Class Essay**
   - Final grade: 50 points

6. **Arguing Your Stance**
   - Final grade: 150 points

**Daily Work/Participation:**

- **Reading Quizzes**
  - Points: 70

- **Peer Responses**
  - Points: 60

- **Individual/Group Tasks**
  - Points: 70
    - **Total for Individual/Group Tasks:** **200 points**

**Total:** **1000 points**
Compilation #1: Writing the College

#1 Narrating Your College Experience – For this project, you will narrate (in other words, tell a story) about some confrontation, conflict, or problem you’ve encountered as part of your educational experience. The nature of this conflict must be one for which it can be assumed that others besides yourself may (or have already) encountered it. This story will not only use conventions of narration such as description, plot, and dialogue but will also successfully characterize the problem you encountered.

#2 Analyzing Your College – For this project, you will compare, analyze, and evaluate your narrative and experience with the views of others within your academic institution. As part of this, you will identify and interview two officials or participants in your college community who can provide you with additional understanding or differing viewpoints on the conflict you addressed in your narrative. For this interview, you will prepare questions based on your narrative, set up appointments with the two individuals you identify, and make use of other interviewing techniques and tactics. The focus of this analytical composition will be to develop a more comprehensive understanding of the reasons and circumstances surrounding the conflict you encountered.

#3 Proposing Solutions to a Problem – For this project, you will make use of your narrative and analysis to define and prove the existence of a problem you and other students face on campus. You will also offer one or more solutions to this problem, advocating for why the solution should be implemented and how well it will work.

Compilation #2: Writing in College

#4 Informing Your Stance – For this project, you will research and collect sources regarding a controversial issue, writing a review of research that demonstrates your understanding of the subject matter and the sources you collected. This composition will also require you to formally document and cite your sources using APA style.

#5 Writing the In-Class Essay – For this project, you will learn and gain practice in writing a staple of the college classroom, the in-class essay, a short composition written during one class session in response to a question posed by a teacher, requiring a thesis statement and 2 or 3 main points or reasons in favor of that thesis statement.

#6 Arguing Your Stance – For this project, you will use the knowledge you’ve gained from researching and writing about your controversial issue to construct a stance about that controversy and attempting to prove your stance is valid through the use of rhetorical argumentation strategies. To assist you in this, you will conduct additional research to help you form your arguments. All of your research will be formally documented and cited using APA style.

Daily Work/Participation

Most days, you will be assigned readings from The McGraw-Hill Guide, The Brief McGraw-Hill Handbook, or other online resources. You will also be assigned other activities, which will be completed inside or outside of class. You should read and complete assigned activities prior to the class date on which they are assigned, according to the course schedule. This is a tentative reading and assignment schedule and I may remove or add assignments.

About once a week, you will also take reading quizzes to encourage active reading of assigned texts and to gauge your understanding of those texts. As well, individual and group activities done inside and outside of class will be
based on these readings; hence, it is important for students to keep up on the readings so that they can perform well for themselves and contribute well to their groups.

Finally, students will participate in peer responses to each other’s writing drafts. Each of these peer responses will include the following: a draft of your composition, written responses to peers, and oral discussion of each other’s drafts.

**Grading Your Work** – Most daily work activity will be worth 1-10 points. Quizzes will be worth 5 points each, except for Quiz 12, which will be worth 10 points.

Each of our 5 peer responses will be worth 12 points each, which will be evaluated on your completion of a written draft and your participation, through writing and talking, in peer response activity.

Each of the writing projects, other than the In-Class Essay, will be worth 150 points. 15 of these points are awarded for turning in a complete project, which will require rough and final drafts of your essays, peer responses, process activities, copies of research materials, and other items. Another 15 points are awarded for turning the project in on time. (If you do not turn a project in on time, you may still turn in the project, but you will simply lose these points.) Each essay itself is worth up to 120 points and will be evaluated based on a rubric designed specifically for each project.

Keep in mind that you must complete all 5 major writing projects (other than the In-Class Essay), whether late or on time, to earn a passing grade in the course. Students who fail to turn in all 5 major writing projects will receive an F in the course.

As you complete assignments and as I grade them, I will send you any feedback I wrote for you, and I will post your grades in the Blackboard Grade Center. Thus, you can go to Blackboard to keep track of your grades, the work you’ve completed, and your level of success in the course. Checking your grades in Blackboard also helps ensure that there are no errors when it comes time for me to finalize your grade.

**Revision** – All students have the opportunity to complete one revision for each of the first four writing projects. (The In-Class Essay and final writing project cannot be revised.) A revision will require that you meet with me to discuss how you can improve the writing project through substantial revision. I may also assign additional tasks intended to help you succeed in revising the project. Your revision will be evaluated using the same rubric and procedure as the original project; you will be awarded the higher of the two grades, applied to your final course grade.