Ivy Tech Community College  
Spring 2014  
English 111 – English Composition  
Jeff Paschke-Johannes

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 0BH: Classes held Mondays & Wednesdays at 11am-12:20pm in IFC 216
Section 0CH: Classes held Mondays & Wednesdays 2-3:20pm in IFC 216

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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.

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)
- (Connect) - McGraw-Hill Connect - [http://connect.mcgraw-hill.com/](http://connect.mcgraw-hill.com/) - To purchase a registration code, go to website, then to Students / Get Started / Purchase Access
- Recommended: Laptop, Alternate Data Storage Device, Classroom Stationary such as paper, writing utensils, etc.

**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.
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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 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 is turned in during class or completed in class cannot be made up if you are absent without 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 will 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 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 5 major writing projects 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 prior one; you will 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:
Writing Projects

<table>
<thead>
<tr>
<th>Writing Projects</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Summarizing &amp; Responding (800 words)</td>
<td>125</td>
</tr>
<tr>
<td>#2. Analyzing Rhetorically (1150 words)</td>
<td>150</td>
</tr>
<tr>
<td>#3. Writing the In Class Essay (650 words)</td>
<td>50</td>
</tr>
<tr>
<td>#4. Arguing Your Stance (1800 words)</td>
<td>250</td>
</tr>
<tr>
<td>#5. Narrating Your Education (1300 words)</td>
<td>175  750 pts.</td>
</tr>
</tbody>
</table>

Daily Work/Participation

<table>
<thead>
<tr>
<th>Daily Work/Participation</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connect Grammar &amp; Mechanics Practice</td>
<td>50</td>
</tr>
<tr>
<td>• 8 Online Reading Quizzes</td>
<td>80</td>
</tr>
<tr>
<td>• Peer Responses</td>
<td>80</td>
</tr>
<tr>
<td>• Other Writing Process Tasks</td>
<td>40   250 pts.</td>
</tr>
</tbody>
</table>

Total: 1000 pts.

Grade/Point Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Point Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>900-1000 pts.</td>
</tr>
<tr>
<td>B:</td>
<td>800-899.99 pts.</td>
</tr>
<tr>
<td>C:</td>
<td>700-799.99 pts.</td>
</tr>
<tr>
<td>D:</td>
<td>600-699.99 pts.</td>
</tr>
<tr>
<td>F:</td>
<td>0-599.99 pts.</td>
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</table>

Grade/Percentage Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>90-100%</td>
</tr>
<tr>
<td>B:</td>
<td>80-89.99%</td>
</tr>
<tr>
<td>C:</td>
<td>70-79.99%</td>
</tr>
<tr>
<td>D:</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>F:</td>
<td>0-59.99%</td>
</tr>
</tbody>
</table>

Writing Projects

#1 Summarizing & Responding – For this project, you will select an essay or story, summarize it thoroughly, and write a thoughtful, articulate, and relevant response to it. This project helps build skills necessary for strong academic researching and writing. You will also practice documenting and citing this source using APA or MLA style.

#2 Analyzing Rhetorically – For this project, you will continue to examine the essay you worked with for project #1, this time analyzing its rhetorical principles to demonstrate the strategies the author uses to effectively communicate to his or her audience. You will also practice documenting and citing this source using APA or MLA style.

#3 Writing the In-Class Essay – For this project, you will write a timed essay in class, responding to a question about the readings we have been discussing and writing about in class. This project will help you refine your skills at writing in limited preparation situations, such as for essay tests.

#4 Arguing Your Stance – For this project, you will research a controversial issue related to education and use the knowledge you’ve gained from researching to construct a stance about that controversy, attempting to prove your stance is valid through the use of rhetorical argumentation strategies. All of your research will be formally documented and cited using APA or MLA style.

#5 Narrating Your Education – 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. This story will not only use conventions of narration such as description, plot, and dialogue but will also successfully characterize the problem you encountered.

Daily Work/Participation

Connect Grammar & Mechanics Practice – As part of this class, you will use McGraw-Hill’s Connect website. This is an online program that will assess your specific weaknesses regarding grammar (usage of the English language) and mechanics (usage of punctuation) and will guide you through tutorials and exercises that help you work on those
Online Reading Quizzes – About once a week, you will also take online reading quizzes to encourage active reading of assigned texts and to gauge your understanding of those texts. These quizzes will be conducted via Blackboard. The day the quiz is due, a password will be provided in class to access and take it. Thus attendance that day is required to take the quiz. Of course, individual and group activities done inside and outside of class will also 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. Each quiz will be worth 5 points.

Peer Responses – Students will also be expected to participate in online peer response discussions. These will require you to post a first draft of each project on Blackboard and to read and respond to your peers’ writing. Each peer response session will be worth 20 points, assessed based on your completion of a draft and complete responses to your peers.

Writing Process Tasks – Frequently, students will participate in individual and group writing tasks, both in and out of class, intended to develop your understanding of effective writing and prepare you for writing projects.

Evaluating Your Work – Keep in mind that you must complete all major writing projects, with the exception of the in-class essay, whether late or on time, to earn a passing grade in the course. Students who fail to turn in all 4 of these major writing projects will receive an F in the course.

Projects turned in late will receive a point deduction of approximately 10% of the total points possible for each project.

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 of the Summarizing & Responding Project, the Analyzing Rhetorically project, and/or the Arguing Your Stance project. (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. Only projects turned in on time can be revised.