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/.

Course Information & Institutional Policies

Section 1PH: Classes held Mondays & Wednesdays at 9:30-10:50am in IFC 508
Section 0BH: Classes held Mondays & Wednesdays 11-12:20pm in IFC 216

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

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 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)
- 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 093 Introduction to College Writing and ENGL 083 Reading Strategies for College or ENGL 095 Integrated Reading and Writing.

**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.
13. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).
14. Demonstrate an awareness of cultural differences in writing in order to employ writing practices that communicate effectively across cultures.

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 APA)
- Developing style
- Avoiding plagiarism

Institutional Policies

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.

Copyright Statement – Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

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.

Veterans/Military Notice – If you are a Veteran, currently serving as a member of the Armed Forces (Active, Reserve or National Guard), or an immediate family member, promptly communicate with your instructor any potential commitments or deployments that may interfere with course requirements. If you are receiving GI Bill benefits or have questions about your benefits, contact the Veterans Affairs Office, room 1349. An active Student Veterans Organization is also available on campus.

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.

Student Responsibilities – This syllabus includes a listing of the required texts and materials for this class. It is important that you acquire all of them and bring them to all class sessions, as they will be important to your success in ENGL 111. It also includes a course syllabus, which lists class topics and assigned readings from the required texts. You should be prepared for each class session according to the schedule on the syllabus. You are also responsible for mastery of this material whether or not it is explained or discussed in class. If you do not understand any of the readings or other assignments, please ask your instructor for clarification.

The atmosphere of the ENGL 111 classroom should be one of discovery, learning, and hard work. It also should be one of mutual respect and courtesy. All participants in ENGL 111 are expected to follow the codes of courtesy, such as:

- Being on time to class
LISTENING while someone is speaking
Avoiding inappropriate topics and/or comments
Staying for the full class session
 Asking questions and voicing concerns in a socially acceptable manner
Instructors can add reasonable policies as necessary (late work, cell phones, etc.)

COMMUNICATIONS – Ivy Tech Community College instructors are committed to responding to students within a reasonable timeframe (i.e. within one week of the initial communication). If a student sends communication, but does not receive a response, they should double-check that the correct communication method was used and that the correct location is being checked for a reply.

The primary means of communication in this course, outside of the classroom, is email. All students must use the email function of the course for course-related communications. Students can send email from within the course in Blackboard but will not receive responses inside the course. All emails are received in the Ivy Tech Campus Connect email system. Students can also use the Ivy Tech Campus Connect email system to send email. To access Campus Connect, go to: http://cc.ivytech.edu

To access email from within the course:
1. Log into Blackboard & enter the course.
2. Click on ‘Communication & Tools’, then send email.
3. Please DO NOT use the MESSAGES feature inside Communication & Tools.
4. Select “All Instructor Users” to email the instructor.
5. To send an email to another member of the class, choose Select Users and choose the name(s) from the list. Use the right-facing arrow to move the person into the “recipient” box.

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, and conduct peer response. 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 (1000 words)</td>
<td>140</td>
</tr>
<tr>
<td>#2. Reviewing Your Research (1300 words)</td>
<td>180</td>
</tr>
<tr>
<td>#3. Arguing Your Stance (1600 words)</td>
<td>225</td>
</tr>
<tr>
<td>#4. Narrating Your Education (1100 words)</td>
<td>155</td>
</tr>
</tbody>
</table>

**Total:** 700 pts.

Daily Work/Participation

<table>
<thead>
<tr>
<th>Daily Work/Participation</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MLA/APA Activity</td>
<td>20</td>
</tr>
<tr>
<td>• Timed Writing Reflection</td>
<td>50</td>
</tr>
<tr>
<td>• Peer Responses (20 pts. each)</td>
<td>80</td>
</tr>
<tr>
<td>• Daily Writing (3 pts. each)</td>
<td>90</td>
</tr>
<tr>
<td>• Other Writing Process Tasks</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>300</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>
</tr>
</tbody>
</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 Reviewing Your Research – For this project, you will develop a topic of inquiry on a controversial issue or problem inspired by our readings for project #1 and find ample research to inform yourself about that topic. Then you will write to explore that topic and your interest it, and you will formally document the sources you find, using APA or MLA style, as well as evaluate them in brief annotations of each source.

#3 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.

#4 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.

As part of the completion of each major writing project (except for the Writing the In-Class Essay), students will complete a first draft and a final draft. Along with the first draft, students will complete a situation analysis, in which they examine the rhetorical assumptions they made when writing their draft. Along with the final draft, students will complete a cover letter, in which they will describe what changes they made since the first draft based on feedback from peers and other insights made about the craft of writing.
In this course, each student will choose whether they want to use MLA or APA to format their compositions and cite their research. Either style is acceptable, but each student must follow that style consistently and exclusively when writing their compositions. Students will receive instruction in both MLA and APA style, and will complete an activity intended to help them practice both styles.

**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 weaknesses.

*MLA/APA Activity* – Toward the end of the semester, students will complete this activity, in which students convert the References (APA) or Works Cited (MLA) page created for their Arguing Your Stance project to the other citation style. This activity is intended to help students explore the similarities and differences between the two citation styles.

*Timed Writing Reflection* – For this project, you will write a timed essay in class, responding to a question about the readings and lessons assigned for this class. This project will help you refine your skills at writing in limited preparation situations, such as for essay tests.

*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 first draft (including a situation analysis) and complete responses to your peers.

*Daily Writing* – To improve one's writing, one must write ... a lot. In this spirit, each class day will begin with a brief daily writing activity. Daily writing can be handwritten in a notebook or composed on a laptop, but it must be completed in the first ten minutes of each class day and respond to the writing prompt provided in class that day. You will receive 3 points for each thoughtful daily entry you compose. Your daily writing will be evaluated at midterm and at the end of the semester.

*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. Points will be assigned accordingly.

*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 Reviewing Your Research project, and/or the Arguing Your Stance project. (The Narrating Your Education 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.