

Examples of Proposed Importance Placed on Drafting (continued on next page)

Jefferson State Community College
English 101 – Composition I
Course Information and Syllabus
 Fall 2020
 CRN: 11845, 11833, 11843

	<p>Course Description: This course provides instruction and practice in the writing of at least four extended compositions and the development of rhetorical strategies, analytical and critical reading skills, and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage and information literacy.</p> <p>Credit Hours: 3</p>
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Course Objectives: By the end of the course, students will be able to

- Comprehend and analyze assigned readings, primarily nonfiction;
- respond to assigned readings by writing well-supported, focused, and coherent essays;
- demonstrate the various stages of the writing process from development of subject through revision of the essay;
- apply basic reference and documentation skills with emphasis on ethical use of sources; and
- demonstrate, in writing, analytical and critical reading skills.

Required Materials:

- *They Say, I Say: Moves that Matter in Academic Writing* by Graff and Birkenstein
- *A Writer's Handbook* by A.H. Kitchens (a JSCC resource available from library website as pdf)
- Reliable means of accessing a computer with a word processor, adequate storage, and a connection to the internet. Possibly access to a scanner app to scan and send marked up drafts.
- Additional course materials are available on Blackboard and Jeff State's library website. Printing physical copies of these resources, as well as the syllabus, lecture outlines, outlining worksheets, peer review sheets, draft worksheets, and other materials will, at times, be necessary and should be considered as part of the required materials cost for this course.

Attendance: Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance.

Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class. Attendance in Internet and/or Hybrid courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, participating in online discussion forums, attending virtual office hours, and/or submitting course assignments.

Withdrawal: If, for any reason, you can no longer take the class, you must officially withdraw from the course. Do not simply stop showing up for class! If a student has excessive absences or is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. **Instructors will not withdraw students for any reason.** If a student does not officially withdraw from a course, the class grade would result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance. Students withdrawing from a course after the withdrawal date has passed will receive a WP (withdraw passing) or a WF (withdraw failing) in the course.

Evaluation and Assessment:

- Each student must write at least four extended compositions or equivalent assignments.
- Grading must be based on at least 80% of grades earned on compositions.
- Grades will be given based upon A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = below 60%.
- A grade of C or better must be required for passing or for transfer of credit.

Evaluation Standards:

The student will apply the stages of the writing process to each writing assignment (prewriting, drafting, revising, and editing).

The student will write a unified, specific, restricted thesis that indicates the pattern of organization and demonstrates critical analysis of a primary source or sources.

The student will create unified body paragraphs that have a topic sentence, a good balance of discussion and evidence, and clearly prove an aspect of the thesis.

The student will write effective introductory and concluding paragraphs.

The student will demonstrate close readings of assigned and researched texts.

The student will use library and Internet resources effectively and correctly use and document primary and secondary sources.

The student will write clear sentences in Standard English with a minimum of major errors (spelling, fragments, run-ons, comma splices, subject/verb agreement, pronoun case, reference or agreement, and verb errors in tense or form).

Assignment Types:

Composition: You will compose four full length essay writing projects for this course. Each essay will have an assignment sheet and a rubric provided, which will give you instructions and inform your objectives. Essays will have a minimum length requirement listed on the assignment sheet. Process work will be conducted on all of your writing. Each essay will be submitted in draft form, submitted again after an editing activity, and submitted for grading as a final copy to demonstrate the full writing process. Because writing is a process, you must show significant revision in your work. Each essay will have no less than three pieces of process work showing all stages of the writing process: invention, the initial draft, and the revision. Furthermore, all essays must: be written in proper MLA format, be typed in 12 point Times New Roman font, be double spaced, have one-inch margins on all sides, meet the assigned length requirements, have proper four line heading and pagination, be submitted in the specified manner, and have proper documentation with an alphabetized and correctly put together works cited page. Any essay that does not meet these specifications will be returned ungraded.



| Instructor |

Fall 2020

3 credit hour course

Office Hours:
On Campus by appointment

Text message
anytime

The only way
to learn
to write
is to
write.

—Peggy Testers

| English 101 — Course Overview |

English Composition I provides instruction and practice in the writing of at least four (4) extended compositions and the development of rhetorical strategies, analytical and critical reading skills and basic reference and documentation skills in the composition process.

English Composition I may include instruction and practice in literary usage and information literacy.

| General Course Competencies |


To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- The ability to comprehend assigned readings, primarily nonfiction
- The ability to write well-supported, focused, and coherent essays from development of subject through revision of the essay
- The ability to apply basic reference and documentation skills with emphasis on ethical use of sources
- The ability to use library and electronic resources
- The ability to demonstrate, in writing, analytical and critical reading skills

| Required Readings |

- Lowe and Zemliansky, *Writing Spaces*, current edition. Volumes 1 and 2. (open source text accessed at www.writingspaces.org). Parlor Press. *Note: No need to purchase. Specific individual chapters will be posted to be downloaded for assigned reading.*
- Assigned readings when posted on Blackboard

| Required Course Materials |

- USB flash drive (to keep track of papers in case of technological glitches)
- Computer access for Blackboard use 

| Dr. Moreman's Policies |

- Online attendance through writing prompts, weekly forum postings, and assignments is mandatory for participation grade
- Writing prompts must be completed with engaged, meaningful responses. Do not stop typing until the timer cuts off.
- Course readings are to be completed in order to participate in weekly Blackboard discussion postings (weekly forums)
- Be online physically, mentally, and emotionally in order to focus on writing
- Have a good, respectful, learning attitude
- Write in complete sentences for each and every assignment
- The more you write, the better

| Coursework Evaluation |

Length of essay

Each essay will be a minimum of seven paragraphs, comprised of an introduction, at least five body paragraphs, and a conclusion. The word count should be between 750-1250 words. Essays should be approximately three to five pages in length. You will write one research paper—five to seven pages in length. Each essay will be submitted in draft form, submitted again after a review/editing activity, and submitted for grading as a final copy to demonstrate a full writing process. In short, each essay will be revised more than once.

Format of essay

All essays must be written in proper MLA format, be typed in 12 point Times New Roman font, double-spaced with one-inch margins on all sides, meet the assigned length requirements, have proper four line heading and pagination, be submitted in the specified manner, and have proper documentation with an alphabetized and correctly put together works cited page. A sample or two of how to format an MLA paper will be on Blackboard for reference.

Any essay that does not meet these specifications will be returned ungraded.

Final draft of essay

Late papers are bad. Any paper turned in late will be reduced by 5% for each day (24 hour increment) it is past due (including non-class days, weekends, or holidays). If you plan to turn an essay late, you must submit through Blackboard for time stamp purposes only so that I will know what time you are turning it in. Emailed submissions are not accepted. According to Jeff State policy, you may turn in a paper late with no additional penalty if you have documented excuse of illness, death of family, JSCC school related event, military service, or court duty. Please communicate with me as soon as possible if any of these valid reasons keeps you from submitting an essay on or before the due date.

Process of writing essay

Process work will be conducted on all of your writing. Because writing is a process, you must show significant revision in your work. Each essay will have no less than three pieces of process work showing all stages of the writing process: brainstorming, the initial draft, and the revision workshop. No less than one day of class time for each essay will be devoted to process work. You **MUST** keep these and all other drafts in your process folder on your computer or in a flashdrive. The worksheets from the peer review or draft workshop activity will complete the process work. All process work must be submitted to be considered for a grade on the final product.

Secondary sources

When we begin to use secondary sources, get familiar with MLA format guidelines. The best online resources are the JSCC Libraries and OWL Purdue. Any misuse of a source (including use of Wikipedia, any essay help site, Cliff's Notes, any About.com or Buzzle sites, or any other inappropriate sites or using sources not cited on your works cited page) will dock your paper a letter grade.

Responsive writing

Responsive writing to the prompts given in class and on Blackboard (weekly forum posts) should be longer and longer each time in following the instructions. If the instructions say write twelve sentences or more, write twelve sentences or more. Responsive writing will not be graded on grammar, punctuation, spelling, or anything formal—instead graded on content only. The purpose of responsive writing is to help build up to the final draft of each essay.

Participation

Participation grades will be determined based upon quality of overall classroom presence in addition to the quantity of presence. Irregular attendance or inadequate preparation will lower your participation grade. Your participation grade reflects your engagement with the material and your fellow classmates—not simply your presence in the virtual classroom.

| Coursework |

- **Writing Prompts**
Write in response to writing prompts within twenty minutes
- **Weekly Forum**
Weekly forum topic for students to engage in class-wide online discussion
Follow instructions on forum and responsively type
- **Reading assignment**
Download the given chapter to read before completing the weekly forum
- **Pop Quizzes**
Quizzes will be randomly given to ensure class-wide reading assignments
- **Essays #1, #2, #3**
Three three-five page essays that demonstrate improved composition skills
- **Reviews/Revisions**
Part of the writing process that portray learning and honing writing skills
- **Reflections**
Last page to each essay to reflectively share thoughts about writing the paper
- **Annotated Bibliography**
The student finds and annotates relevant sources that support the analysis of the chosen topic, which will contribute to the Research Paper
- **Research Paper**
With chosen resources in hand, the student writes five-seven pages in length about the course theme relating to the chosen literary piece being analyzed
- **Instructor Conference**
Q&A session, along with some mentoring
- **Final Exam**
Combination of previous work paired with the student's new written self-reflection