

Mississippi Valley State University
College of Arts and Sciences
Department of English and Foreign Languages
Freshman Composition
EN 101-DE Greenville High School
Course Syllabus
Fall 2018

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Office Hours: Mon 9:50-1:30

Wed :9:50-1:00 pm

(Greenville High School 2:00pm)

Fri 9:50-1:00 pm

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Texts: *Steps to Writing Well*, 10th Edition by Jean Wyrick

Course Description: This course introduces students to the writing process and the rhetorical situation. You will develop strategies for different purposes, audiences, and contexts. Since writing is a social activity, students will learn to evaluate their own writing and that of their peers. They will use reflections to look back at the work they have done and think about the processes they used to write the paper, the quality and effectiveness of the paper, and the steps they can take to improve the process, quality, or effectiveness of their writing.

Course Objectives: In this course, students will be able to

1. Recognize that writing fulfills a variety of purposes, is directed to specific audiences, and occurs within different rhetorical situations.
2. Engage in critical thinking processes such as questioning, abstracting, representing, incorporating, analyzing, creating, and synthesizing the ideas of others through writing.
3. Develop voice in their writing and understand the relationships among language, knowledge, and power.
4. Develop flexible strategies for generating ideas, composing and revising multiple drafts, and editing and proofreading to successfully work through the writing process.
5. Develop content that relates to their overall purposes and helps their audience understand their ultimate goals and intentions.
6. Understand the social aspect of writing and collaborate with peers in a group setting to improve each other's writing.
7. Produce finished writing that reflects appropriate academic textual conventions including grammar, punctuation, spelling, and documentation of sources.
8. Reflect on their writing and composing processes to grow as writers and develop confidence in their writing.
9. Increase awareness of their writing strengths and weaknesses, integrate feedback from others, and understand audience needs and expectations.

Course Outcomes: By the end of English 101, each student who earns a C or better will have...

1. Written major assignments in a minimum of three genres.
2. Produced a portfolio that includes revised and edited assignments
3. Written and revised multiple drafts of each major assignment to improve and/or clarify the writing project's purpose, thesis, organization, supporting details, source material, conventions, and audience awareness.
4. Composed at least one major assignment that effectively synthesizes and incorporates texts that address the relationships between language and power.
5. Cited all outside sources correctly and consistently using MLA documentation style.
6. Worked effectively in peer groups to give and receive substantive feedback on drafts.
7. Reflected on their writing process and growth as a writer, using writer's memos for each draft and an opening statement in the final portfolio.

Attendance Policy: Regular and punctual attendance is required at all classes and activities earning credit. Students must comply with class attendance policies set by individual faculty members and complete all work required for each course in which the student is registered. When students must be absent from class, they are required to make arrangements satisfactory to the instructor with regard to work missed. When students know in advance that they will be absent from class, instructors should be notified and, arrangements made to secure assignments.

Students may obtain from the Office of Student Affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially – authorized functions and authorized field trips sponsored by the University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up work missed. Whenever students have three or more unexcused absences, faculty members are required to report the absences to the Office of Student Affairs.

Attendance will be taken at the beginning and end of every class meeting and recorded in an online gradebook *[learnboost.com](https://www.learnboost.com). You are expected to be at every session. Out of fairness to your classmates who do attend every session, each absence past your first will adversely affect your final grade. Also, given the heavy weight placed on daily work and discussions, any absence is likely to detract from your participation grade. If you miss class, an assignment, or a test due to verified extenuating circumstances beyond your control, you will be able to make up any missed major work like response papers or a final presentation. The professor will determine what qualifies as a suitable, extenuating circumstance. Any student who misses more than 6 days of this course will likely fail. No student is permitted to miss more than 10% of class meetings without an official University excuse.

Late Papers: Assignments are due at the start of class on the due date marked on the syllabus, unless otherwise noted. Late papers are accepted ONLY in the case of a documented medical or family emergency. The instructor will determine what constitutes an emergency. ALL other late submissions will not be accepted, and a grade of zero will be assigned.

Make-up Policy: Exemption from assignments includes documented medical and family emergencies, and university sponsored trips ONLY

The Syllabus: The syllabus should be used as an outline for the class. The instructor reserves the right to make changes at any time and without notice to course structure, dates, content, etc.

Word Processing: All projects must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten. This includes the in class Diagnostic Essay.

Save Everything: For your own sake, keep copies of everything from the course—your drafts, memos, reflections, peer review sheets, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect you in the event of a clerical error on my part.

Disabilities Statement:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Teaching/Learning Strategies:

- Discussion
- Short Lectures
- Collaborative Groups
- Peer Review
- Demonstration and Explanation
- Reading
- Portfolio

Classroom Environment: This classroom is an intellectual and critical environment. We will cover material in this course that some students may consider controversial or even offensive in terms of sexuality, violence, profanity, etc., but the material will all be relevant to the course of study and will not be shared gratuitously. We may also discuss topics that you have strong political or religious objections too. By remaining enrolled in this course, you are agreeing to complete all assignments and participate in discussions, regardless of objections you might have on these grounds. All ethical perspectives and opinions will be respected by the instructor and by all class members at all times. Religious perspectives can be shared in class, but religious beliefs are not a replacement for intellectual exchange and scholarly research.

Classroom Decorum Statement: Students should behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the

Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, sleeping, etc.

Participation:

Everyone is expected to participate in this class. I expect our classroom to be a dynamic, accountable space where everyone can engage in a multiplicity of academic debates, deliberation, and where everyone is held accountable for their words and actions. This means coming to class prepared for all workshops, peer review sessions, and debates.

****Note that your participation and attendance are inherently linked. Additionally, in order to encourage participation the classroom will be an electronic free zone. All laptops, tablets, phones, etc. are to remain in purses/backpacks, which will remain closed unless otherwise instructed****

Academic Misconduct: All students in attendance are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline.

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. Plagiarism is the deliberate submission of someone else's work as your own. It and other forms of academic dishonesty (such as cheating on exams) will not be tolerated. Students will receive a grade of "0" for plagiarizing or cheating on any given assignment.

Academic Integrity Statement:

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect, and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook.

Non-Discrimination Policy: I am committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, sex, sexual orientation, gender expression, age, ability, or veteran status. Any verbal or physical conduct that threatens or endangers the health or safety of any individual or group, including physical abuse, verbal abuse, threats, stalking, intimidation, harassment, sexual misconduct, coercion, and/or other communication or conduct that creates a hostile living or learning environment will not be tolerated.

Grading:

Scale: 90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

Assignments and Grade Breakdown:

Major Papers:

1. Literacy Narrative (15%) 3 full pages. (about 900 words)
2. Rhetorical Analysis of a Print Text (15%) 3-4 full pages (900-950 words)
3. Position Argument Essay (15%) 3-4 full pages (900-950 words)
4. Final In-Class Visual Evaluation Essay (15%)

Portfolio of Revised Work: 25%

Daily Work/Participation/Journals: 15%

Daily Grades: If you are absent, you will earn 0 participation points for that day. Thus, being in class and engaged with others is imperative for your success. Daily work cannot be made up.

Daily work can be excused with an acceptable, approved excuse. Journaling will be part of each class period. Students are expected to keep up with their journals for the duration of the course, and the sum of the entries will be recorded as a daily work grade. There should be a total of 9 entries. You will be given credit for 10 for a total of 100 points and 10 points per entry.

*Learnboost.com is an online grade book and attendance record. ALL graded items and attendance records will be kept in this online gradebook. Students will receive access codes and instructions on how to register for this service. Learnboost offers students access to their attendance records and all grades.

Turnitin.com- All final essays will be submitted online through Turnitin.com.

Peer Review and Drafts: Each student must come to class with a typed draft of his or her paper on Peer Review Days. On these days, students will workshop papers, and this is a chance for you to ask the professor questions and get feedback before the final draft is due. Participation is mandatory. You should keep **ALL** drafts for submission with your writer's memos and final portfolio at the end of the semester.

A **writer's memo** is required with **EACH** draft that you include. The memo must be detailed about the kinds of revisions you have made and **WHY** you made those revisions. A draft turned in without a writer's memo is considered an unacceptable draft. **NOTE:** Because each formal assignment addresses different course objectives and outcomes, you must have an acceptable draft of each formal project to be eligible to pass the course.

English 101 Course Schedule

Week	In class today, we will . . .	For next class, you should . . .
1	Introduction to Course Diagnostic Essay	
2	"Don't Hate Us" Review Homework Eliminating Wordiness Exercise	Read Chapters 1,2,3,
3	Discuss handout and write reflection Chapters 1 Discuss Chapter 2 Thesis Statements Discuss Chapter 3 Body Paragraphs	Read Chapter 17, think about what your narrative might be

4	Introduce Literacy Narrative Assignment Discuss Chapter 17 Narratives	Complete draft of Literacy Narrative
5	-Peer Response on complete draft and reflection on responses. Bring typed draft to class. -Avoiding Plagiarism/Plagiarism Quiz -Chapter 20 Documenting Sources MLA Format	Revise and Complete Final Draft of Literacy Narrative Read "Letter from Birmingham Jail"
6	Literacy Narrative Final Draft Due Introduce Rhetorical Analysis Selection "Letter From Birmingham Jail"	Work on Draft of Rhetorical Analysis Paper
7	Discussion of "...Birmingham Jail" In Class Outlining of Rhetorical Analysis Essay Discuss Chapter 5 Revising	Finish Draft of Rhetorical Analysis Paper
8	Peer Review of Rhetorical Analysis Introduce Position Argument Essay Classroom Debate	Revise and complete Final Draft of Rhetorical Analysis Essay
9	Rhetorical Analysis Paper Due Classroom Debate Outlining Position Argument Sources and MLA Citation	Work on Position essay draft.
10	Peer Review of Position Argument Response Revising Review	Revise Position essay.
11	Position Argument Paper Due VISUAL TEXT FILM	Work on Outline of major points.
12	FINISH FILM CHOICE DISCUSSION OF VISUAL TEXT	Work on Outline of major points. Finish Revising previous works
13	Thanksgiving No Class Meeting Continue working on revisions of final portfolio work	Finish Revising previous papers for portfolio
14	Submit Final Journals, In Class Final Visual Essay	