Lone Star College — CyFair

Summer 2009

English 1301 • Comp & Rhetoric I

Section 82102

MTWTh 8.15 pm —10.20 pm, Tech 214

Credit Hours: 3

INSTRUCTOR David Glen Smith, MFA, MA

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Office: LRNC 208

Office Hours: by appointment

COURSE OVERVIEW

Catalog Description:

A multi-paragraph composition course, including language study and the mechanics of writing, with examples from selected readings. Students may be required to achieve a departmentally approved score on a proficiency test before credit for the course may be awarded.

Course Learning Outcomes:

- Analyze a text according to purpose, audience, and other rhetorical concerns.
- Respond logically, rather than react emotionally, to texts that reflect the writer's diverse backgrounds and values.
- Demonstrate an ability to use and analyze an effective individual writing process.
- Focus a topic appropriate to the audience, purpose, voice, and length of assignment.
- Formulate clear and concise thesis statement, main point, focus, or claim.
- Develop, evaluate, and use evidence to support a claim.
- Use effective organization strategies in support of a thesis, focus, main point, or claim.
- Write an essay that demonstrates a command of unity, coherence, continuity, and development.
- Write clear, correct, and appropriate sentences and paragraphs avoiding major grammatical and semantic problems.
- Incorporate appropriate oral and/or written media such as books, articles, interviews, visuals, and government documents.
- Avoid plagiarism when incorporating quotations, paraphrases, and ideas.
- Follow standard guidelines in documenting resources.

PREREQUISITES

- Placement by testing or completion of ENGL 0307 or 0326 and ENGL 305 or 0313
- necessary material for note-taking and research; pocket dictionary; course folder

REQUIRED TEXTS

Peterson,Linda and John C. Brereton. *The Norton Reader: An Anthology of Nonfiction.* 12th ed. New York: WW Norton, 2008.

Ruszkiewicz, John, *et.al. SF Writer.* Fourth Edition. New Jersey: Prentice Hall, 2008.

ATTENDANCE POLICY

The LSC-CyFair English Department values student attendance because attendance:

- establishes basic classroom expectations
- promotes active learning
- encourages student engagement with a diverse campus population
- verbally reinforces written materials
- efficiently uses instructor time

Due to the nature of the course and the in-class exercises, after more than 3 absences, negative consequences will result to student's grade. Communication with instructor is paramount. Missing 4 days, or 20% of course, results in a student failing the course. No exceptions. Emergency situations do happen, but keep in mind: an absence is an absence. For any medical or legal emergency that occurs the student will need to provide documentation.

ASSIGNMENTS

Students will write a minimum of six full essays, some of which will be started in class. Likewise, students will compose an eight-page research paper as a final project.

There will be in-class assignments and occassional homework. We will have several reading quizzes as well. Completing these assignments earn you points. Since these are based on specific lectures, you must be present on the day the in-class assignment is given and collected. *No late work will be accepted for this category.*

LATE PAPER POLICY

Since the progress of this class depends on essays turned in on time, late essays will be penalized ten points for each course day that they are late. If you miss class when an essay is due, your grade will show accordingly. *After a week (3 class days) late papers will not be accepted.*

MISSED EXAMS POLICY

Depending on circumstances, missed examinations will be given within a week of scheduled test during a scheduled appointment.

CELL PHONE / TEXT MESSENGER/ LAPTOP POLICY

Cell phones must be silent in class. If an important call arrives, take it into the hall quickly. On the other hand, *no text messengers in the classroom.*

Laptops are permitted of course, so long as they are used without distractions.

PLAGIARISM POLICY

If clear evidence of academic dishonesty is found for any assignment, a 0 (0 points) for the assignment will be recorded and the English Department Chair will be notified of the incident and the grade. If a second incident of academic dishonesty occurs, an F for the course grade will be recorded and the English Department Chair notified of the incident and the grade.

GRADE PERCENTAGES

Participation	.... 5%
In Class Exercises/Free-Writes/HW	.... 10%
Narrative (A.#1), Description / Exemplification (A.#2)	.... 5%
Process (A.#3)	.... 5%
Midterm	.... 20%
Definition (A. #4)	.... 5%
Final Research Paper	.... 25%
Declare Thesis (A. #5)	
Tentative Work Cited Page (A. #6)	
Introduction to Final Project (A. #7)	
Final Exam	.... 25%

GRADING STANDARDS

Essays will be graded based on a variety of skills. Content and organization are most important. All written work should show evidence of logical thought and strong concepts. Points will be deducted for errors on your essays.

Serious Grammatical Error: (lower grade point for each occurrence / 2 or more, revise)

    i.   fused sentence

    ii. sentence fragment

    iii. comma splice

    iv. run-on sentence

Serious Grammatical Flaw: (point by point for each occurrence)

  i. subject-verb agreement

  ii. pronoun antecedent agreement

  iii. indefinite pronoun reference

  iv. case error

  v. tense inconsistency

  vi. dangling or misplaced modifier

  vii. non-parallelism

Improper Essay Format (point by point for each occurrence)

  i. lack of introduction *or* weak introduction

  ii. less than 5 sentences per paragraph

  iii. lack of topic sentence *or* weak topic sentence

  iv. lack of unity within individual paragraphs

  v. lack of logical sequence between paragraphs

  vi. lack of conclusion *or* weak conclusion

  vii. voice— academic papers: formal, 3rd person / personal essays: informal 1st person

Improper spelling (5 or more misspelled words, failed assignment)

ESSAY FORMAT

• Essays should be typed double-spaced and have a standard one-inch margin.

• Always use Times New Roman, 12 point size. For all essays, follow the template provided.

• *Staple your essay before coming to class.*

• *Do not ask me if I will take it unstapled.*

• *Do not fold corners of paper*.

• When making corrections, be neat and use ink.

Tentative Instructional Outline
Instructor reserves the right to make changes with advanced notice.

Week 1   06/01
M   Basic Introduction: Syllabus
          General Essay Guidelines
          Pre-writing techniques and Journal styles *supplemental handout*
                    Discuss "Prose Forms: Journals" p 99 *plus handout*
T   Essay Writing Modes
                    Discuss Joan Didion, "On Keeping a Notebook" p 100
W   Formal vs Informal Voice, *supplemental handouts*
                    Kinky Friedman, "Smoke Gets In Your Eyes"
                    Wikipedia.org , "Smoking Ban"
                    Discuss Virginia Woolf, "My Father: Leslie Stephen" p 137
Th   Autobiographical Writing, *supplemental handout*
          Narrative Essay Pattern introduced, Assignment 1: Narrative, due Monday

Week 2   06/08
M   Narrative Essay Pattern
                    Discuss E. B. White, "Once More to the Lake" 93
          Description Essay Pattern introduced
          Discuss Sylvia Plath, "Metaphors," *supplemental handout*
T   Description Essay Pattern
                    Discuss N. Scott Momaday, "The Way to Rainy Mountain" p 182
W   Exemplification Essay Pattern introduced
Th   Exemplification Essay Pattern
                    Discuss Brent Staples, "Black Men and Public Space" p 396
          Rhetorical Elements
          Appeals in Research Writing: logos, pathos, ethos
                    Assignment 2: Descriptive/Exemplification, due Monday

Week 3   06/15
M   Combining Patterns
                    Discuss Isabel Allende "The Amazon Queen," *supplemental handout*
          Process Pattern introduced
                    Discuss Arthur Miller, "Privatize Executions," *supplemental handout*
T   Process Pattern Assignment 3: Process Essay Pattern, due Monday
                    Discuss Peter Elbow, "Desperation Writing," supplemental handout
W   Gathering Evidence
          Preliminary Research
          Review for midterm
Th   Midterm
          Introductions and Conclusions
          Gathering Evidence, part 2
          Summaries, Paraphrases, Quotations, Analysis, Interpretation
                    Declare topic for paper, due Monday

Week 4   06/22

M   Plagiarism/Citations

               MLA Standard Guidelines

               Final Project Outlined

T   Creating a Thesis Statement, part 1

               Definition Pattern introduced

                       <u>Assignment 4: Definition Pattern, due Monday</u>

                       Discuss Lauren Slater, "Love" p 243

                       Discuss Chris Bruce, " 'Everyone Welcome' — ," supplemental handout

W   Library Orientation

               Based on evidence begin preliminary draft of Final Project.

               Begin collecting evidence on chosen topic.

Th   school holiday/no classes

Week 5   06/29

M   Creating a Thesis Statement, part 2

                       <u>Formal declaration of Thesis, due Tuesday</u>

T   Comparison/Contrast Essay Pattern introduced

                       Discuss E. S. Maduro, "Excuse Me While I Explode" p 255

                       <u>Assignment 5: Intro to final project, due end of class</u>

W   Cause/Effect Essay Pattern introduced

                       Discuss Elisabeth Kübler-Ross, "On the Fear of Death" p 276

Th   Classification/Division Essay Pattern introduced

               Combining Patterns, part 2

                       <u>Assignment 6: Tentative Work Cited Page due beginning of class</u>

Week 6   07/06

M   Combining Patterns, part 3

               Review for Final Exam

                       <u>Final Project due</u>

T   Class will meet at scheduled time for final exam.

Your full name

English 1301: Composition 1

David Glen Smith, Instructor

Due Date of Paper

<div align="center">Assignment Number: Title of Work</div>

All work must follow the standard MLA standards outlined in this document. Even if using another program other than Microsoft Word 2007, or MS Word 2003, all students must use the same page layout restrictions.

<u>Be sure an extra space does not appear between paragraphs.</u> The reading format should appear as a standard book publication. The assignments are *not* using a block paragraph format used by a majority of internet sites. In addition, notice the opening sentence is indented, once. Likewise, the font selection should be set in Times or Times New Roman, 12 pt. size. The page margins should be 1" on all four sides. This document is correctly formatted. Any other setting results in an immediate 'F' and counts as a late paper once reformatted and re-submitted.

A heading has been established for this example document. The heading must appear in the right hand corner of the page, with a ½ inch margin from the top. Even though the papers will be stapled together, sometimes pages get separated in transition from the classroom to my desk. The header is preserving your identity and your work as a unit. Whatever program you use, the end result must be the same for all projects.

Another important aspect of your research paper— correctly crediting sources used for background material. There are three different methods for using references: paraphrasing, short quotations, and long quotations. All three methods defend your topic sentences and give proper credit to the original author. Any material not of your own creation needs to be credited.

The first method, paraphrasing, requires you to express an author's work in your own words. *The MLA Handbook* affirms students should feel free to use outside materi-

als in their own work, but need to be cautious when borrowing another author's concepts (69). To ensure your work is not unintentionally considered plagiarism, cite your reference within the sentence, and place author, and page number in parentheses.

Short quotations are used when you need to show the exact wording of a source, in order to make an effective point in your paper. These situations particularly need to be given proper credit. The *MLA Handbook* also mentions that most circumstances of plagiarism are unintentional, "as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia" (70). In these cases, author and source should be identified in the sentence with the page number appearing in parentheses. Notice the final period appears outside the parentheses.

Finally, there are situations which will require long quotations. If quoting material longer than four lines of text, the material needs to appear set off from the text. As an example:

> When you believe that some... passage in its original wording might make an effective addition to your paper, transcribe the material exactly as it appears, word for word, comma for comma. Whenever you quote verbatim from a work, be sure to use quotation marks scrupulously in your notes to distinguish the quotation from summary and paraphrase (46).

Notice in these cases the quoted passage is still double spaced, the page number still appears in parentheses, but quotation marks *are not* needed.

In the near future we will discuss other MLA standards and variations on these regulations. Likewise we will cover citing evidence and ways to avoid plagiarism.

General Essay Guidelines

As we progress towards formal essay forms, the following guidelines establish

items of importance.

1. Typically, academic writing does not reflect personal stories nor overt editorials.

    Your research paper will not contain collections of personal memories.

2. Avoid colloquial phrases and cliches. (*SF Writer* 61)

    Specifically do not use the phrase "a lot," which can usually be replaced with one

    of the following words: *many, most, much, extreme.*

3. Avoid questions in your writing. Make statements instead.

4. A typical paragraph contains <u>five sentences or more</u>.

5. Avoid opening sentences with words such as: well, sure, now, yes, no.

    Do not begin sentences with conjunctions: but, and, or, nor, for, so, yet.

6. Do not end your sentences with a preposition.

7. Do not use contractions. (don't, can't, won't, he's, I'll, we'll, *etc.*)

8. Remember **it's** is a contraction for **it is**: "It's going to rain today." Avoid it.

    On the other hand, **its** is a possessive:

    "Despite its name, the Smokey-sky iris exhibits strong colors."

9. Proof your work.

    • Double check verb tense and noun/verb agreement.

    • Double check punctuation.

    • Remember spell check is not perfect:

    <u>Threw</u> his use of color and texture, Van Gogh established a rebel reputation.

    His genius <u>lyes</u> in the fact <u>head</u> never <u>accepted</u> conventional painting methods.

10. Avoid using passive (or linking verbs) which use forms of "to be"

    (is, was, were, am, are, has been, etc.)

    no: He <u>was going</u> to the store in a hurry <u>to get</u> a newspaper.

    yes: He hurried to the store and purchased a newspaper.

Essay Format

• Required software is MS Word.

• All assignments will be turned in utilizing 12 pt. Times New Roman.

• Double space papers, with 1" margins on all four sides.

• Indent opening paragraphs with the standard 1/2 inch.

Important Grammar Rules from <u>SF Writer</u>:

• special use of present tense:	180-181, 328-329
• cliçhes	61
• basic sentence structures	239-257
• subject-verb agreement	258-269
• sexist lanquage and other biases	61-64
• commas	372-398
• semicolon	508
• colon	508-510
• apostrophe	408-412
• quotation marks	412-420

LONE STAR COLLEGE–CYFAIR PROGRAMS AND SERVICES

Early Intervention Program and Services: If you are experiencing challenges achieving your academic goals, please contact your instructor or an early intervention coach. We can provide assistance with academic needs, ADA accommodations, classroom difficulties, financial concerns and other issues. Contact cfintervention@lonestar.edu for more information.

Tutoring: Free tutoring for most subjects is offered on the 2nd floor of the Learning Commons building. Please refer to http://cyfair.lonestar.edu/29597/ for more information regarding our tutoring services. Tutoring in MATH, ENGL BIOL and ESL is also available at the Fairbanks Center.

Counseling Services: Counseling services are available to students who are experiencing difficulty with academic issues, selection of college major, career planning, disability accommodations, or personal issues. Students may contact Counseling, Career and Disability Services at (281) 290-3260, cyfair.counseling@lonestar.edu, or LRNC 110. Students may contact counseling services at the Fairbanks Center at 832-782-5110, Fairbanks.counselor@lonestar.edu, or FBC120.

The Assistive Technology Lab: The Assistive Technology Lab is available for students who benefit from its various technologies to convert text to speech, magnify items, convert text to Braille, etc. To contact the Assistive Technology Lab directly, please call (281) 290-3207 or e-mail the lab at cfassistivetechlab@lonestar.edu. The AT Lab is located in LRNC 105. Students may contact the IT dept, at FBC at 832.782.5072 or FBC 210 for assistance.

Library: The Harris County Public Library-CyFair College Branch is located in the Learning Commons Building and contains information resources for both college students and community members. A librarian is always on duty to assist with research. The Library contains over 125,000 books, online information databases, 185 computers, free wireless internet and many more information/research related amenities to ensure students success. For Library hours and contact information please visit http://cyfair.lonestar.edu/69180/ or call 281-290-3210.

LONE STAR COLLEGE-CYFAIR CAMPUS AND SYSTEM POLICIES

Academic Integrity: LSC-CyFair is committed to a high standard of academic integrity in the academic community. In becoming a part of the academic community, students are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion

on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student's exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as his/her own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a paper, report or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently. These definitions are not exhaustive. When there is clear evidence of cheating, plagiarism, collusion or misrepresentation, disciplinary action may include but is not limited to: requiring you to retake or resubmit an exam or assignment, assigning a grade of zero or "F" for an exam or assignment; or assigning a grade of "F" for the course. Additional sanctions including being withdrawn from the course, program or expelled from school may be imposed on a students who violate the standards of academic integrity.

Student Behavior Expectations: Students are expected to conduct themselves appropriately while on College property or in an online environment. Students may receive disciplinary action up to and including suspension, if they violate System or College rules, disrupt classes or interfere with the opportunity of others to obtain an education. Students who pose a threat to the safety of others will be subject to immediate withdrawal from the classroom, campus environment, and/or online environment, as well as face subsequent criminal charges, as appropriate. Please refer to the Student Code of Conduct located online at http://www.lonestar.edu/146126/ for additional information.

Americans with Disabilities Act Statement: LSC-CyFair is dedicated to providing the least restrictive environment for all students. We promote equity in academic access through the implementation of reasonable accommodations as required by the Vocational Rehabilitation Act of 1973, Title V, Section 504 and the Americans with Disabilities Act of 1990 (ADA) which will enable students with disabilities to participate in and benefit from all post-secondary educational activities.
If you require reasonable accommodations because of a physical, mental, or learning disability, please contact the Counseling Office to obtain the necessary information to request accommodations. Upon completion of this process, please notify your instructor as soon as possible and preferably before the end of the first two weeks of class to arrange for reasonable accommodations.

Computer Virus Protection: Computer viruses are, unfortunately, a fact of life. Using removable devices on more than one computer creates the possibility of infecting computers and diskettes with a computer virus. This exposes the computers of the college, your personal computer, and any others you may be using to potentially damaging viruses. The college has aggressive anti-virus procedures in place to protect its computers, but cannot guarantee that a virus might not temporarily infect one of its machines. It is your responsibility to protect all computers under your control and use and ensure that each diskette you use, whenever or wherever you use it, has been scanned with anti-virus software. Since new viruses arise continually, your anti-virus software must be kept current. And, since no anti-virus software will find every virus, keeping backup copies is extremely important.

Equal Opportunity Statement: It is the policy of the LSCS to provide equal employment, admission and educational opportunities without regard to race, color, creed, national origin, gender, age, veteran's status, sexual orientation, or disability. Lone Star Colleges strive to provide an excellent learning environment free from harassment or intimidation directed at any person's race, color, creed, national origin, gender, age, veteran's status, sexual orientation, or disability. Any form of harassment will not be tolerated.

Guaranteed Graduate Policy: Under certain circumstances, LSCS will provide graduates of its Associate of Arts, Associate of Science, Associate of Applied Science, or Certificate programs additional education and training tuition free in order to achieve appropriate mastery of specified competencies. For specific guidelines and information please refer to the LSCS catalog at http://www.lonestar.edu/139649.pdf.

Internet and E-mail: The LSCS provides computing and network resources to students. You are encouraged to use the computers, software packages, and electronic mail (e-mail) for educational or System-related activities and to facilitate the efficient exchange of useful information. However, the equipment, software, and network capacities provided through the district computer services are and remain the property of the System. Use of the equipment and networks is to comport with the policies and procedures of the System and access may be denied to any student who fails to comply with the System's policies and procedures regarding its use.

Access to the System's e-mail and similar electronic communications systems are a privilege and certain responsibilities accompany that privilege. All users are expected to demonstrate the same level of ethical and professional manner, as is required in face-to-face or written communications. Threatening, anonymous, or forged messages will be treated as a violation of this policy.

Software Piracy: Law strictly prohibits unauthorized copying of software purchased by LSC-CyFair for use in laboratories. LSC-CyFair administration will take appropriate disciplinary action against anyone violating copyright laws.

Evaluation of Instruction: LSC-CyFair is committed to student success. As part of its' institutional effectiveness efforts, our instructors are assessed in several ways. For the continuous improvement of our instruction, all students are required to provide input for each course they take each semester using the Course Evaluations Questionnaire, which can be accessed online for each course. This occurs approximately half way through your course and your instructor will provide you more information on this process. Once you evaluate your course, print and turn in the receipt of completion to your instructor. The college deans review these evaluations each semester. The deans, and/or department chairs may visit each instructor's class at some time during the semester to observe the instructional environment being provided, and complete an assessment of the instructor.

Final Examinations: A final evaluation activity will occur during the published final evaluation period. The appropriate associate dean must approve any variation to this schedule.

Withdrawal Policy: Withdrawal from the course after the official day of record and prior to "W" Day, (see current catalog for this date) will result in a final grade of "W" on your transcript. Instructor approval is necessary if you want to withdraw after official day. No credit will be awarded for a course earning a "W". If you stop attending class, you must withdraw at the registration office prior to "W" day. If you stop attending class and do not officially withdraw, you will receive an "F" for the course.