

Lonestar College — CyFair
English 1301 • Composition and Rhetoric I
Credit Hours: 3

Spring 2009
MWF 7.00 am —7.55 am, HSC 115

INSTRUCTOR David Glen Smith, MFA, MA

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Office:

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 9 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 occasional 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

In Class Exercises/Free-Writes/HW	5%
> Narrative, Description	
Process or Exemplification	10%
Cause/Effect	10%
Comparison/Contrast	15%
Definition	10%
Final Research Paper	25%
Final Exam (Definitions & Terms)	25%

You will be able to track your grades through an on line grading database.

Further information will be supplied at a later date.

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 / 3 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

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. No title page is necessary. For all essays, follow the template provided. Put your last name and the page number in the upper right hand corner of each page using the "header" feature in Word 2003, Word 2007. *Staple your essay before coming to class.* When making corrections, be neat and use ink.

Tentative Instructional Outline

Instructor reserves the right to make changes with advanced notice.

Week 1 01/12

M Basic Introduction
W Discuss "Prose Forms: Journals" p 99 *plus handout*
F Formal Essay Writing Methods
Discuss Joan Didion, "On Keeping a Notebook" p 100
Assignment 1: Freewrite, due Monday

Week 2 01/19

M Martin Luther King, Jr. Day / no class
W General Essay Guidelines Handout
F Discuss Virginia Woolf, "My Father: Leslie Stephen" p 137
Various Autobiographical Writing *online supplemental*

Week 3 01/26

M Discuss autobiographies
W Narrative Essay Pattern introduced
F Discuss E. B. White, "Once More to the Lake" 93
Assignment 2: Narrative, due Monday

Week 4 02/02

M Description Essay Pattern introduced
Discuss Sylvia Plath, "Metaphors" *online supplemental*
W MS Word headers / MLA Standard Guidelines
F Discuss N. Scott Momaday, "The Way to Rainy Mountain" p 182
Assignment 3: Descriptive Essay Pattern, due Monday

Week 5 02/09

M Exemplification Pattern introduced
W Discuss Brent Staples, "Black Men and Public Space" p 396
F Discuss Annie Dillard "Sight into Inight" p 1190

Week 6 02/16

M Introduction to Process Pattern
W Discuss Arthur Miller, Peter Elbow, *online supplemental*
F Summarizing, Paraphrasing, and Direct Quotes
Assignment 4: Exemplification or Process Pattern, due Monday 03.02

Week 7 02/23

M Discuss Isabel Allende, "Amazon Queen" *online supplemental*
W Parenthetical citations / web citations
F Passive Verbs versus Active Verbs

Week 8 03/02

M Common Grammar Issues
W Review for Midterm
F Midterm

Week 9 03/09 - 09/13

Spring Break / no classes this week

Your full name

English 1301: Composition 1

David Glen Smith, Instructor

Due Date of Paper

Assignment Number: Title of Work

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.

Be sure an extra space does not appear between paragraphs. 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.