



HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

Concurrent Enrollment

Concurrent Enrollment Courses from Dexter High School, Dexter, KS

Additional information:

Gina Anderson

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Fall 2016

M, T, R: 8:50-9:40

ENGL 101: COLLEGE ENGLISH I

Course Description:

The course will prepare you for writing assignments in other college courses and in your future outside the university. The goal of English 101 is to increase writing ability and to increase self-confidence in the writing craft. See page 5 of your workbook.

Required Texts:

Back to the Lake Reader

Wichita State University First Year Guide to Composition 101

Spiral notebook for journal

How to use this syllabus:

The syllabus provides you with information specific to this course; it also provides information about important university policies. It should be viewed as a course overview and is subject to change as the semester evolves.

Academic Honesty:

Students are responsible for knowing and following the Student Code of Conduct. See pages 19-21 of the student workbook for the definition of plagiarism and the consequences of academic dishonesty.

Definition of a Credit Hour:

Policy 2.18: 3f

3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (3 hours per week) for instruction/preparation. 3 credit hours = 135 hours per course.

Attendance and Participation:

Regular attendance and participation in class are required. "Participation" involves reading the assignments before class, bringing all required materials to each class session, and contributing to class discussions, group exercises, and peer editing of papers. Per departmental policy, anyone absent for 20% or more of the class meetings will automatically fail the class.

You may be asked to present to the class from your journal and to share your written work with both small groups and the entire class. In-class quizzes also account for 10% of your grade. See also pages 28-31 of your student workbook.

Grades:

You must earn a C- or above in order to pass the course.

Paper Format:

Typed, double-spaced, 1" margins, Times New Roman 12 point font. MLA formatting for first page and for Works Cited page. Last name and page number should appear in the upper right corner of each page (header).

Late Papers:

Papers are due at the beginning of class on the due date. Late papers are not accepted.

Standards for Evaluating Written Work:

Grades on written work range from A to F, with an accompanying point assessment indicating where within the letter grade range a paper falls. The rubric for each essay assignment will change to focus on the effective demonstration of specific skills, but will also reflect skills learned on previous essays. Also included in the evaluation of any essay is the extent to which it satisfies the specific requirement of the assignment. Essays that do not meet specific assignment criteria, no matter how well crafted, will not pass. See also page 13 of the student workbook.

Measurable Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Compose essays by organizing and developing ideas to fulfill a controlling purpose.
2. Respond in writing to the needs of different audiences.
3. Demonstrate appropriate responses to different kinds of rhetorical situations.
4. Demonstrate conventions of format and structure appropriate to the rhetorical situation.
5. Apply an appropriate voice, tone, and level of formality to their writing.
6. Use writing and reading for inquiry, learning, thinking, and communicating.
7. Recognize writing as a series of tasks.
8. Integrate their own ideas with those of others.
9. Recognize the relationships among language, knowledge, and power.
10. Critique their own and others' work.

Assignments and Point Values:

In this course, it is possible to earn 1000 points.

<u>Assignment</u>	<u>Points Possible</u>	<u>Measurable Outcomes</u>
Analytical Journal	200	2, 6, 7
Writing with Humor	150	1, 2, 3, 4, 5, 6, 7, 10
Compare/Contrast	100	1, 2, 3, 4, 5, 6, 7, 9, 10
Multi-modal Writing	150	1-10
Argumentation	200	1-10
Exit Exam	100	1-9
DOL and Vocab Quizzes	100	4, 8, 9, 10

Extra Credit is not permitted.

Grading Scale:

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart.

A	920-1000
A-	900-919
B+	880-899
B	820-879
B-	800-819
C+	780-799
C	720-779
C-	700-719
D+	680-699
D	620-679
D-	600-619
F	599 and below

Tentative Schedule:

WEEK 1 (Aug. 22-25): Syllabus and Guidebook Review

WEEKS 1 – 4 (Aug. 22 – Sept. 15): Writing with Humor

1. Chapters: Narration, Description, Example
2. Readings: 1 reading from Humor and Satire section; 1 reading from 2 of the assigned chapters
3. Assignments:
 - Read each chapter assigned and turn in an outline or summary of the informational section.
 - Complete the readings (3) and do an analytical journal entry for each.
 - Construct a humorous essay, using the guidelines given in your workbook.
4. Deadlines:
 - Outlines/summaries and journal – Sept. 8
 - 1st draft of essay for workshop (peer) review – Sept. 12
 - Final draft – Sept. 15

WEEKS 5 – 7 (Sept. 19 – Oct. 6): Compare/Contrast

1. Chapter: Compare/Contrast
2. Readings: 2 **full-length** readings from chapter
3. Assignments:
 - Outline/summary of chapter
 - Analytical journal entries for readings
 - Compare/Contrast Essay
4. Deadlines:
 - Outline/summary and journal – Oct. 3
 - 1st draft of essay – Oct. 3
 - Final draft of essay – Oct. 10

WEEKS 8 – 12 (Oct. 10 – Nov. 10): Multi-modal Writing

1. Chapters: Process Analysis, Classification, Definition, Cause/Effect
2. Readings: 1 selection from each assigned chapter
3. Assignments:
 - Outline/summary of chapters
 - Analytical journal entries for readings
 - Multi-modal Writing
4. Deadlines:
 - Outline/summary and journal – Nov. 3
 - 1st draft of writing for workshop – Nov. 7
 - Final draft – Nov. 10

WEEKS 13 – 16 (Nov. 14 – Dec. 8: Argumentation

1. Chapter: Argumentation and Persuasion
2. Readings: 2 selections from chapter
3. Assignments:
 - Outline/summary of chapter
 - Analytical journal for readings
 - Essay of Argumentation
4. Deadlines:
 - Outline/summary and journal – Nov. 28
 - 1st draft (research incorporated accurately and WC page) - Dec. 1
 - Final draft – Dec. 8

FINAL EXAM: Wednesday, Dec. 14

Your final exam is a timed, in-class essay, from 9:00 to 10:50. You must bring to the exam a large Blue Book (available from any college bookstore) and a blue or black ink pen. You may also have access to a dictionary and thesaurus. More information will be provided about the exam closer to the actual date.

Important Academic Dates:

The last date to drop a class and receive a W (withdrawn) instead of an F (failed) is November 1.

English 102
Spring 2016 Syllabus

Instructor: Gina Anderson

Office: Room 103

Phone: 620-876-5415, ext. 112

Email: ganderson@usd471.org

Instructor's office hours: Mon-Thurs. 8:00-8:50

Class location: Dexter High School

Class time: 8:50 – 9:45 MTW

CRN #:

Texts and Required Materials:

75 Arguments, Alan Ainsworth

102 Workbook, Darren DeFrain and Mary Sherman

Writing Matters (2nd ed.), Rebecca Moore Howard

Notebook for reading journal

Course Goals and Objectives:

By the end of the semester, 102 students should be able to recognize and perform the following

*Critical reading and thinking skills:

Recognize the difference between opinion and evidence

Determine target audiences

Evaluate an author's assumptions, goals, and expertise

*Research:

Engage in academic research

Evaluate multiple and diverse sources

Identify and analyze key points

Assemble a research proposal and annotated bibliography

*Analytical writing skills:

Exhibit competency in finding and organizing resource materials

Construct a 8-10 page multi-sourced essay

Use appropriate argumentative organizational patterns

Integrate multiple perspectives appropriately and effectively

Exhibit written voice appropriate to the subject and the writer's purpose

Exhibit mastery of MLA documentation format

Policies and Procedures:

Absences: Because writing skills develop slowly over time, regular attendance is required in this class. Consequently, **students will fail the class when they have missed the equivalent of 20% of class sessions.** (Please see the *102 Workbook*, p. 21, for further information on attendance.) **If you must be absent for any reason, please report your absence to the instructor as soon as possible so that you can determine what material you missed.**

Tardiness:

Remember that consistent tardiness is another form of absence, so please plan to be in class on time every day. If you must come to class late, enter the classroom quietly and

take your seat as quickly as possible. If tardiness becomes excessive, the instructor reserves the right to lower the class participation portion of your grade. If you arrive after roll has been taken, you are responsible for letting the instructor know at the end of class that you were late and not absent.

Classroom Decorum:

Students are expected to bring the appropriate books and materials to class and have read and/or written what is assigned for the day. Focused classroom discussion is vital to developing critical thinking skills, so students are expected to be ready and willing to discuss ideas with other students and the instructor. Please remember to turn off cell phones/pagers and remove headphones before class. (If an emergency situation will require you to receive a cell phone call during class, please inform the instructor at the beginning of class and leave the room when your call comes through.) If you must leave early, please let the instructor know at the beginning of class. Be attentive: Do not do homework for other classes, read non-class related materials, or chat with your classmates while the instructor or other students are speaking. These behaviors are disruptive, and the instructor will speak with you about them privately if they become habitual. **Laptop computers may be used in class only with permission from the instructor.** Leave the classroom during class only if you are not feeling well or if you are having some other sort of emergency. Beverages in covered containers are acceptable in class, but please do not eat in class unless you have a special medical condition that you have previously discussed with the instructor. In general, please help to create a pleasant and productive learning environment by treating your classmates and the teacher with the same respect and consideration that you want them to show to you.

Academic Honesty:

Plagiarism issues, including what it is and how to prevent it from happening, will be discussed at length in class. (See pp.12-15 in the *102 Workbook* for further discussion of academic honesty.)

Late Papers:

Papers are due at the beginning of class on the date assigned for submission. Late assignments will lose one letter grade for every calendar day they are late unless students can provide immediate written documentation, verifying a medical or other extreme emergency that prevented completion of the essay, directly to the instructor. In such instances, acceptance of the late paper without reduction of the final grade will be at the discretion of the instructor. **All essays must also be submitted electronically through Safe Assignment by no later than 5:00 p.m. on the day the paper is due.** Failure to comply with this requirement can result in a failing grade for a paper. **Safe Assignment usage is discussed more fully on pp. 128-130 in the *102 Workbook*.**

Standards for Evaluating Written Work:

Grades on written work range from A to F, with an accompanying point assessment indicating where within the letter grade range a paper falls. The rubric for each essay assignment will change to focus on the demonstration of specific skills but will also reflect skills learned in writing previous essays. Rubrics for each assignment are included

in the *102 Workbook* and should be torn out and submitted with each assignment. Also included in the evaluation of any essay is the extent to which it satisfies the specific requirements of that assignment. Essays that do not meet specific assignment criteria, no matter how well-crafted, will not receive a passing grade.

Rewrites and Revisions:

Students may revise the article review or the analytical comparison essay after consulting with the instructor, who will establish the due date for the revision. The original paper must be submitted with the revision, and the original grade will be averaged with the grade for the rewrite to produce a final grade on that paper. The proposal/annotated bibliography, the final research essay of the semester, and the exit exam may not be rewritten. Please remember that revisions should address not just grammar and structure but the **content** of the paper, as well. **Changes of grade for a revision are not guaranteed.**

Recycled Papers:

Students may **not** recycle papers from any previous classes. All English 102 essays **must** be written specifically for this class.

Peer Review Sessions:

From time to time, students may be asked to participate in “peer review” sessions of rough drafts of a paper with fellow classmates. Specific written guidelines will be provided for this activity, and points may be assigned for it. You can gain helpful feedback by having your essays read from the perspective of an intelligent general reader who is also your classmate. Students typically work in pairs during these sessions but may also feel free to exchange drafts with other students in the class, as time permits, to receive additional feedback. Any suggestions you receive from other students as part of peer review may be checked out with the instructor at any time, if you wish.

Conferences:

Before submission of the final draft of the research paper, students will be required to come to the instructor’s office for a conference about their research proposal, major research essay, and their overall performance in the course. While written comments on graded papers are important and should be read with care, the one-to-one conversation between teacher and student during the conference will allow each student to receive helpful feedback about the research and writing of the major paper well before the final draft of it is due. Instructors will distribute conference sign-up sheets during class so that students can schedule conferences at their convenience. This information will also be posted outside the instructor’s office door so students can change conference times and get updates as needed. It will ultimately be the student’s responsibility to make sure that his/her conference has been scheduled and completed. (All students are encouraged, of course, to confer with the instructor on other occasions as the need arises.)

Class Participation:

All students are expected to complete assigned readings in advance of class discussion and to be prepared to share thoughtful insights during these discussions. Failure to

participate constructively in discussions may cause students to lose points toward their final course grade.

Reading Journals:

Students are expected to read and comment regularly on the essays and chapters in the course texts. To facilitate thoughtful discussion, students should bring to class comments and questions recorded in a notebook, called a reading journal, kept expressly for this purpose. The instructor will also give assignments intended to be completed in the reading journal. Students will be asked once or twice during the semester to submit these journals to their instructor, who will award points for completion of entries. Reading journals are intended to help students think and write more coherently and insightfully. The instructor may also give occasional quizzes based on assigned readings.

Library Component:

Learning to use library resources as part of the research process is an essential aspect of English 102. Therefore, students will be required to attend a class presentation by a university librarian, in the library, early in the semester. This session will be arranged by the 102 instructor and announced well in advance of the date for which it is scheduled. (See pp. 29-30 in the *102 Workbook* for more detailed information on the library research component of the class.)

Blackboard:

Blackboard is the name of a course information delivery system that your instructor will use to post the syllabus, grades and scores, and messages to the class. Your teacher will discuss Blackboard usage with you early in the semester. You are encouraged to consult Blackboard regularly for important updates and announcements (Please see pp. 131-132 in the *102 Workbook* for more information about this subject.)

Exit Exam:

The final exam for the course is a timed essay that will be taken at a time designated in the WSU Fall Schedule of Courses. Exit exam policies and procedures will be discussed in detail later in the semester. The exit exam is worth up to 100 points of your final grade.

Writing Center:

The Writing Center is located in Room 601 Lindquist Hall. Students may go to the Center on a walk-in basis, but calling ahead (978-3173) for an appointment is a better idea. The tutors at the Center can give you feedback and advice on a paper and help you with structural and grammatical problems; however, **they do not edit or write papers for you.** Going to the Center does not guarantee an “A” paper, but you will probably do better than if you had not sought advice. Services at the Writing Center are free to all students enrolled at WSU. **(Hours will be announced in class at the beginning of the semester.)**

Disability Services:

If you have a physical, psychiatric/emotional, or learning disability that may affect your ability to complete assigned coursework, please contact the Office of Disability Services

(DS). The office is located in Grace Wilkie Annex, Room 150, 978-3309. DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information about, and documentation of, your disability is confidential and will not be released by DS without your written permission.

WSU Counseling and Testing Center:

The WSU Counseling and Testing Center provides professional counseling services to students, faculty, and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low-cost and confidential. They are located in Room 100A, Brennan Hall II, and their phone number is (316) 978-3440. The Counseling and Testing Center is open on all the days when the University is officially open. If you have a mental health emergency during the times when the Counseling and Testing Center is not open, please call COMCARE at (316) 660-7500.

Notice of Nondiscrimination:

Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, genetic information, or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Employment Opportunity, Wichita State University, 1845 N. Fairmount, Wichita, KS 67260-0205; Telephone: (316) 978-6791.

Credit Hour Definition: Policy 2.18:3f:

3-credit hour class: Success in this class is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally, 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or other course-related activities for a total of 135 hours.

Summary of Assignments for English 102:

Article Review (4-5 pages)	100 points
Analytical Comparison Essay (5-6 pages)	150 points
Proposal and Annotated Bibliography (5-6 pages)	100 points
Final Research Essay (8-10 pages)	200 points
Reading journal, quizzes, and other exercises	100 points
Exit Exam	<u>100 points</u>
Total points available	750 points

Plus/Minus Grading Scale:

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9

Point Breakdown

A	697-750
A-	675-696
B+	652-674
B	622-653
B-	600-621
C+	577-599
C	547-576

C- 70-72.9
D 63-66.9
D- 60-62.9
F 59 and below

C- 525-546
D 472-501
D- 450-471
F 449 and below

Please note: The abbreviation *WM* in this syllabus refers to the *Writing Matters* text.

Reading and Assignment Schedule

T Jan. 19: Discuss course goals and procedures and review the syllabus and due dates.

Briefly review in the *English 102 Workbook*:

Course Goals and Objectives (3)

Prerequisite Form (5) (Students will complete and submit.)

Academic Honesty (12-13)

Plagiarism Contract (15) (Students will complete and submit.)

Attendance Policy (21)

Standard Release Form (17) (Students will complete and submit.)

English 102 Journal Ideas (37)

W Jan. 20: Write an in-class diagnostic essay. (Prompts are on p. 7 in the *102 Workbook*.) This essay will be graded for placement purposes only and will be retained by the instructor.

M Jan. 25: Discuss in the *102 Workbook*:

General Evaluation Rubric (31-33)

Exams and Grading (34-35)

Safe Assignment and Blackboard (128-132)

Late Work (22)

Revision/Rewrite Policy (23)

Writing Center (9)

T Jan. 26 Do a rapid survey of Chapters 1 and 2 in *WM*, focusing on purpose, audience, and the writer's responsibilities. **(Journal Entry)**

W Jan. 27: Discuss Chapter 3, pp. 29-32, and Chapter 8, p. 141, in *WM* and do thesis-writing practice, with optional handouts distributed by the instructor.

M Feb. 1: Discuss instructions for the article review assignment, due at class time on Monday, Feb. 15. (See pp. 41-42 in the *102 Workbook*.) Continue thesis-writing discussion and practice.

T Feb. 2: Discuss in *75 Arguments* the Lakoff and Johnson (24) or Tannen (46) article, analyzing the article's main argument and supporting points. **(Journal Entry)**

W Feb. 3: Do an overview of Chapters 12 and 13 in *WM* in preparation for the library component of the course.

Briefly review in the *102 Workbook*:

Student Responsibilities (24)

Department Misconduct Policy (25)

Course Withdrawal Policy (26)

Incompletes (27)

E-mail Etiquette (19-20) (See also *WM*, p. 483.)

M Feb. 8: Discuss sample article reviews on pp. 53-64 in the *102 Workbook*. (**Journal**)

T Feb. 9: Continue review of Chapters 12 and 13 in *WM* as needed.

W Feb.10: Class work day for article review assignment

M Feb. 15: **Submit final draft of article review.** Discuss evaluation of sources on pp. 230-242 in *WM*.

T Feb. 16: Discuss in *75 Arguments* Henthoff (98), Stroehlein (104), or Ehrenreich (111), applying the guidelines outlined previously to evaluate sources.

W Feb. 17: **Library session.**

M Feb. 22: Discuss pp. 248-251 in *WM* and begin a rapid overview of MLA documentation in Chapter 18. (Your teacher will **highlight** portions of these chapters. You are not expected to memorize all of the material in them but to remember where to find the needed information in the chapters.)

T Feb. 23: Participate in a peer review of the article review at the discretion of your instructor, **and consult your teacher as needed about this assignment.**

W Feb. 24: Open-book MLA quiz

M Feb. 29: Continue review of MLA documentation as needed. Survey “A Brief Overview of MLA Citation” (pp. 38-40) in the *101 Guidebook*, if needed, to supplement material in the course texts.

T Mar. 1: Discuss *WM*, Chapter 15, and do paraphrase and summary practice, using handouts distributed by the teacher.

W Mar. 2: Continue paraphrase and summary practice as needed.

M Mar. 7: Summary, paraphrase, and quotation review/practice.

T Mar. 8: Review analytical comparison essay guidelines (44-45) and discuss sample analytical comparison essays (65-75) in the *102 Workbook*. **(Journal) This essay will be due on Monday, March 28th.**

W Mar. 9: Survey Chapter 8 in *WM*, focusing on claims, appeals, and logical fallacies.

M-W Mar. 14-16: Spring break—no class!

M Mar. 21: Review *WM*, Chapter 8, on organizing arguments, examining the classical, Rogerian, and Toulmin models.

T Mar. 22: Discuss Boorstin (118) and Twitchell (141) in the *75 Arguments* text, focusing on the argumentative strategies used by the authors and analyzing the relative strengths and weaknesses of their appeals. **(Journal)**

W Mar. 23: Participate in peer review of rough drafts of the analytical comparison essay at the instructor's discretion and **confer individually with him/her as needed concerning this assignment.**

M Mar 28: Submit final drafts of analytical comparison essay.

Review the proposal/annotated bibliography assignment instructions (47) and discuss the sample versions of this assignment (76-81; 90-94) in the *102 Workbook*. **Final drafts of the proposal/annotated bibliography will be due on Monday, April 11th.**

T Mar. 29: Discuss the final research essay and prompts on pp. 49-51 in the *102 Workbook*. **This major research paper is due on Monday, April 25th. Remind students of conferences to be held with the instructor on Monday, April 4, in lieu of the regular class meeting. Students should be prepared to discuss their proposed research paper topics and sources with their teacher during the conference.**

W Mar. 30: Research Day

Last day to officially drop the course with a “W.”

M April 4: Conferences with instructor—no class. Confer with the instructor as needed concerning the proposal/annotated bibliography assignment, due next Monday.

T April 5: Discuss Martin Luther King’s “Letter From Birmingham Jail,” pp. 103-114 in the *102 Workbook*, focusing on his use of deductive argument and emotional, ethical, and logical appeals.

W April 6: Read the sample research essays on pp. 82-88 and 95-102 in the *102 Workbook* for discussion on Monday. (**Journal**)

M April 11: **Submit final drafts of the proposal/annotated bibliography.** Discuss the sample final research paper/argument essays assigned for today, closely examining the authors’ argumentative strategies and their respective strengths and weaknesses.

T April 12: Discuss Jefferson (210) in *75 Arguments*, analyzing the Declaration’s main claims and appeals.

W April 13: Do “The Drawbridge Exercise” on p.115 of the *102 Workbook* for further practice in identifying emotional, ethical, and logical appeals.

M April 18: Discuss Novak (382) or Reich (396) in *75 Arguments*, examining the structure of their arguments.

T April 19: Discuss in *75 Arguments* Takaki (419) and Staples (421), analyzing the argumentative strategies used by the authors.

W April 20: Review Chapters 29 and 30 in *WM*, highlighting how language choice influences the effectiveness of our arguments and the general quality of our writing. Exercises on this topic may be assigned at the instructor’s discretion.

Confer one-to-one with the instructor as needed regarding the final research essay, which is due on Monday, April 25th.

M April 25: **Submit final drafts of the major research essay.**

T April 26: Analyze Whitehead (330) and Jacoby (425) in *75 Arguments*, looking carefully at the claims, evidence, and appeals used in constructing these arguments.

W April 27: Discuss “Common Errors in English 102” on p. 36 in the *102 Workbook*. Discuss Turkle (497) in *75 Arguments*, analyzing her approach to argument. **(Journal)**

M May 2: Discuss exit exam preparation and procedures, pp. 116-117 in the *102 Workbook*. **Journal Due.**

T May 3: Write a practice exit exam (see prompts on p. 125 in the *102 Workbook*) and submit it at the end of class today. It will be scored by the instructor and returned for discussion on Wednesday.

W May 4: Discuss exit exam sample questions and answers on pp. 118-124 in the *102 Workbook*, analyzing the strengths and weaknesses of the respective answers.

Return and discuss graded practice exit exams.

Graded research papers will be returned today or on the day of the exit exam.

Monday, May 9th: Exit exam from 8:00 – 9:50