



**WELCOME  
TO ENGLISH  
101!**

Steeleville Comm. Unit School District #138

# Eng 101

"WHAT LIES BEHIND US AND WHAT LIES BEFORE US ARE TINY MATTERS  
COMPARED TO WHAT LIES WITHIN US." RALPH WALDO EMERSON

## COURSE DESCRIPTION

English 101 is designed to help students write papers for a variety of general and specific audiences. Students will learn to recognize features that make writing effective and learn different strategies writers use while prewriting, drafting, revising, and editing. Students will learn to read their own work more critically and to constructively criticize the work of others. The course also provides a brief introduction to the writing of source-supported papers and methods of documenting sources.

In a nutshell, this class will draw on your previous skills of writing and refine/expand your knowledge of the writing experience. It is my hope that you leave here not only with a better understanding of how to become a more effective writer for a variety of purposes but also for you to have the ability to critically analyze others' writing.

Furthermore, over the semester, we will be sticking with the theme of stereotypes and civil rights in our world today. We will focus on these topics as we read and write.

## GENERAL INFORMATION

Semester hours: Lecture Hours: 3/Lab Hours: 0

Class location: Steeleville High School Room 9

Instructor phone: (618) 965-3432 ext. 107

Instructor website: <http://mmohr138.weebly.com>

## CLASS RULES

1. Be prepared
2. Be productive
3. Follow directions
4. Respect all students, staff, visitors, and property
5. Be an active listener

## CLASS MATERIALS

- Writing utensils
- Loose-leaf paper (college ruled ONLY)
- Binder w/dividers
- *Keys for Writers, 7th Edition* by Ann Raimos
- *Everything's An Argument, 6th Edition* by Andrea Lunsford and John Ruskiewicz



## COURSE OBJECTIVES

By practicing writing as a recursive process (inventing, drafting, reviewing, revising, and editing), successful students will:

### (Primary) Invention

- Engage in inquiry through writing, reading, discussion and research;
- Employ creative and critical thinking;
- Collaborate with peers in developing topic and purpose;
- Articulate their writing choices, strategies, growth, strengths, and weaknesses.

### (Primary) Presentation

- Achieve rhetorical purpose to meet readers' needs, expectations, and contextual constraints;
- Collaborate with peers to foster competent and professional presentation;
- Proofread and correct their revised text;
- Employ appropriate format and citation conventions.

### (Primary) Arrangement

- Construct texts around a central controlling idea;
- Support a main idea with concrete and worthwhile details, examples and reasons;
- Develop an organizing principle that supports rhetorical purpose;
- Compose in multiple genres appropriate for multiple contexts;
- Collaborate with peers to engineer cogent arrangement.

### (Primary) Style

- Construct an effective ethos to achieve rhetorical purpose;
- Cultivate style and tone by strategically employing rhetorical devices appropriate for the situation/circumstance;
- Make conscious, skillful, and/or artistic choices regarding language use;
- Collaborate with peers to improve and adapt writing style.

### (Secondary) Research

- Engage in research as a process of inquiry and discovery, formulating research questions and developing (or following) appropriate methods for pursuing those questions;
- Interact with a variety of primary and secondary written/visual/aural texts, discovering individual insights and formulating their own stance throughout the writing process;
- Gather sources and evaluate their reliability, accuracy, value, and currency.



## GRADING BREAKDOWN

The grading scale for this course is consistent with that which has been approved by SWIC and adopted by all teachers at SHS. A...100-90; B...89-80; C...79-70; D...69-60; F...59 and below



### Grading Criteria

**A papers / assignments, the student has exceeded expectations. This level of work completes the assignment in unique and thoughtful ways. All of the claims made in the work are fully supported and explained. The author clearly has an audience and purpose in mind and has made this evident in the work. The argument is well structured and supported and logically supports the thesis and conclusion. Citations are used appropriately and not illegally or overbearingly. This work is relatively free of grammatical or mechanical mistakes.**

**B papers / assignments demonstrate the student's ability to begin to go beyond what is required of her or him. This level of work completes the assignment while demonstrating some critical thinking skills. Most of the claims made in the work are fully supported. The argument supports the thesis and conclusion, though the reasoning may be unclear at times. The author has appropriately used citations and references and has not plagiarized any portion of the paper. This work may have a few grammatical or mechanical errors.**

**C papers / demonstrates the student's ability to complete the assignment. This work has completed every aspect of the assignment in a satisfactory way. There are claims in C-level work that are not supported or thought through all the way. The language is clear most of the time, but there are confusing passages throughout. The author has appropriately used citations and references and has not plagiarized any portion of the paper. The argument is not well structured or the conclusions do not follow from the thesis and supporting paragraphs.**

**D papers / the student has failed to meet the requirements of the assignment. The argument is poorly structured and relies on flawed logic and reasoning throughout. Citations are unclear or confusing and do not follow proper formatting.**

**F papers / assignment does not complete the assignment in any clear or thoughtful way. There is no evidence; claims are not supported. There are no citations or citations are improperly cited.**

## ACADEMIC RIGOR STATEMENT

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two hour laboratory session.

This course is approved under the Illinois Articulation Initiative (IAI). The IAI is based upon the assumption that community colleges and universities are equal partners in delivering lower-division baccalaureate courses. This course is considered equal in scope, quality, and rigor to comparable courses offered at other colleges and universities in Illinois.

## ATTENDANCE POLICY

Your attendance is required and expected. I hope you will make every single class. However, if you must miss class for some unavoidable reason, you are still responsible for any work that is due or assigned on a day you are absent. Please note that excessive unexcused absences and more than six absences could result in being dropped from dual credit. After a student's sixth absence, an evaluation will be made by the principal and instructor of the course to determine the course of action in regards to credit. Extended illnesses and emergencies will be considered on a case by case basis. This policy is supported by Southwestern Illinois College and the Steeleville Board of Education.



## LATE AND MAKE-UP WORK

When a student is absent, it is the student's responsibility to check with his/her teachers about make-up work. Students will have one day for each day absent to make up work. This rule is in compliance with the school's enacted policy. Non-excused absence related late work will be accepted according to the following policy: assignments received one day late will result in a 25% deduction, and those received two days late will result in a 50% deduction. After day two, no late work will be accepted, resulting in a zero for that assignment. Please be aware that this policy applies to all assignments.

## ACADEMIC SUPPORT SERVICES

Students needing assistance with tutoring, library research, study space, computers and internet access may go to the Library or Success Center. Academic support is available district-wide with day, evening, and Saturday service. For more details on each service, go to [swic.edu/library](http://swic.edu/library) or [swic.edu/successcenter](http://swic.edu/successcenter).

## COURSE SCHEDULE

- A. Invention Strategies
- B. Audience and Rhetorical Context (that is, how reader, writer, language, genre, and subject matter interact)
- C. Rhetorical Purpose
- D. Genre
- E. Authenticity of Authorial Voice
- F. Development of Controlling Idea with sufficient and appropriate detail
- G. Organization/Arrangement of material to support purpose and affect audience
- H. Prose Style/Expression tailored for the intended audience and purpose
- I. Revision as a holistic re-envisioning of the text
- J. Incorporation of ideas and quotations from other sources
- K. Editing strategies to identify and eliminate most significant surface errors in edited American English

## METHODS OF STUDENT EVALUATION

The number of papers will be determined by the instructor, but students must produce no fewer than 4000 words of finished, edited work. Additional work, including journals, submission notes, reading logs, writings logs, letters, source-supported writing, on-line interactions, etc., may also be assigned. At least 75% of the course grade should be based on writing assignments.

As noted above, your course grade heavily relies on graded writing assignments. We will complete four major essay assignments throughout the semester as well as a wide variety of other writing assignments. With each major writing assignment, there will also be a formal reflection piece that will be included. You will also be assessed based on homework, participation, and quizzes.



## TURNING IN ASSIGNMENTS

I expect papers to be submitted to me in the correct format during the appropriate time on the given due dates. (Correct formats will be specified with each assignment.) Do not turn in work to my mailbox or classroom without first receiving my permission; papers submitted this way will receive no credit.

Major assignments will be submitted electronically. Accommodations will be made as needed.

## KEEP UP-TO-DATE!

Note: There will be a copy of this syllabus in your Google Drive. It will be revised from time to time. The Google Drive version and no other is the official syllabus. You are responsible for being up to date on the changes to the contents of the syllabus.

## SEMESTER BREAKDOWN

(subject to change)

The following is a listing of the major essay assignments.

Essay One: An Experience that Affected a Belief

Essay Two: Advertisement Analysis

Essay Three: Extended Definition

Essay Four: Civil Rights and the Mainstream Media



## CELL PHONE POLICY: DOs AND DON'Ts

As per the schoolwide policy, you may not use your cell phones outside of lunch. However, at times you may be asked to use your device for educational purposes such as for review games and research. This may be used at my instruction ONLY! Students who break the rules -- even on the first offense -- will have to submit their phones to the office.

DOs: You can use your phones for school purposes as directed.

Don'ts: Play games, call someone, text or message someone, get on social media, and take selfies or pictures of other students. This includes doing this during a restroom visit.

## STUDENT LEARNING OUTCOMES

The assessment of student learning is an integral part of the educational experience at Southwestern Illinois College. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that is collected will provide valuable information to faculty and will be used to improve student learning at SWIC.



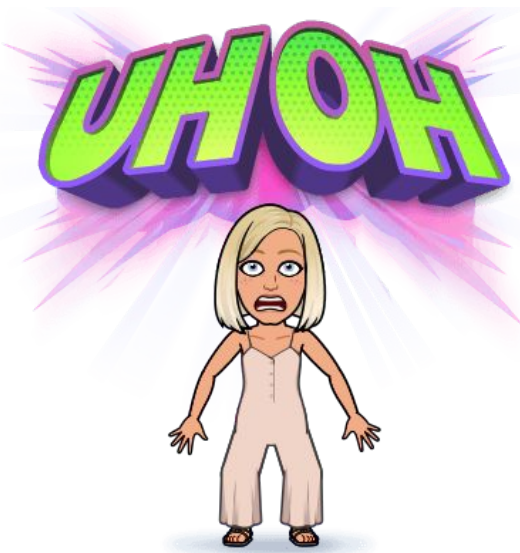
## ETHICAL CONDUCT

**Academic Dishonesty-College Policy:**

Academic misconduct includes, but is not limited to cheating, plagiarism and forgery, failure or refusal to follow clinical practice standards, and soliciting, aiding, abetting, concealing, or attempting such acts. Plagiarism is defined as the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one's own. Refer to the Student Handbook or College Catalog for more details.

### MY STANCE ON PLAGIARISM

Plagiarism involves intentionally OR unintentionally claiming another person's writing, thoughts, or ideas as your own. This means that intent is irrelevant; it does not matter if an individual "did not mean to copy." Plagiarism includes, but is not limited to, the following: copying another person's paper or exam, copying information from the Internet, and presenting someone else's research or ideas without crediting him/her. In cases of plagiarism, for the first offense, the student will receive an "F" or zero on the assignment and a conference with the student and parent may be scheduled. For the second and subsequent offenses, the student may receive a grade reduction for the course. As a dual credit course, this policy is in accordance with the policies of Steeleville High School.



## DISABILITY AND ACCESS CENTER

Students with disabilities who believe that they may need accommodations are encouraged to contact SWIC's on campus Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion.

## COLLEGE-WIDE CORE COMPETENCIES

Students who complete a degree from SWIC will gain competency in skills related to communication, reasoning, and citizenship. In this class, students will develop skills or be exposed to the following competencies:

Citizenship Skills		Communication Skills		Reasoning Skills	
Civic & Social Accountability	<input type="checkbox"/>	Computer Literacy	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>
Personal Accountability	<input type="checkbox"/>	Oral Communication	<input type="checkbox"/>	Quantitative Literacy	<input type="checkbox"/>
		Writing	<input type="checkbox"/>		

## COURSE CALCULATIONS

As this is an academically rigorous class, below are the approximate hours required. Contact hours reflect time spent in the classroom as required by the college. Non-contact hours reflect the approximate time outside of class needed to successfully complete coursework.

CONTACT HOURS	HOURS PER WEEK	TOTAL HOURS
Lecture	5	85
Lab	0	0

THINKING...



NON-CONTACT HOURS (out of class)	HOURS PER WEEK	HOURS PER TERM
Invention	Will vary	20
Presentation	Will vary	30
Arrangement	Will vary	30
Style	Will vary	20
Research	0	0

<b>Total Hours</b>	<b>185</b>
<b>Required Hours</b>	<b>144</b>
<b>Difference</b>	<b>-41</b>

## ADDITIONAL POLICIES

Students are expected to use the following procedures properly throughout the semester:

- Each day, instructions for the start of the class will be written on the board. As you enter the classroom, read the board and follow the directions.
- Class begins when you walk through the door. Please do not waste time talking to classmates or goofing around.
- Cell phones should not be seen or heard. They will be confiscated if either action occurs. Turn off or silence your phone BEFORE entering the classroom.
- Homework and other assignments are to be turned in as soon as you enter class unless otherwise instructed. Always turn in your assignments, even if they are late. Partial credit, after all, is better than no credit!
- Try to use the bathroom before the beginning of class; bathroom passes will be given only during emergencies. These passes can be obtained by speaking with the teacher.
- Tardiness is unacceptable. You should try your best to be on time for class every day. Being tardy three or more times will result in office referrals.
- Class is dismissed by the teacher, not by the bell or the clock.
- No food or drink is allowed unless otherwise stated.
- Students are responsible for checking the 'No Name' folder as well as the absence folders when missing class.