

English 1410-47: Composition I
Fall 2016

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Central Lakes College
501 West College Drive
Brainerd, Minnesota 56401
Office Hours: M-F 2:20 – 3:10 p.m.

Course Title: Composition I

Credits: 4

Prerequisites: Accuplacer score of 78

Class Hours: Monday – Friday from 8:25 – 9:16 a.m.

Course Description:

In this course, students will write a minimum of seven formal essays, which may include the following writing strategies: process, interpretation, evaluation, description, narration, exemplification, comparison contrast, definition, analogy, and classification. Students may also be asked to write journals, a resume and cover letter, and to review grammar.

Course Outcomes:

By the end of this course, students will be expected to display the following competencies:

- Demonstrate and understand the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Formulate clear thesis statements and organize ideas logically and appropriately to support the thesis statement.
- Demonstrate an understanding of the relationships among writer, audience, and purpose.
- Use authority, point-of-view, and individual voice and style in both the written and spoken word.

Required Materials:

VanderMey, Randall, et. al. *The College Writer: A Guide to Thinking, Writing, and Researching*. 2nd ed. Boston: Houghton Mifflin Company, 2007.

Course Requirements and Grading:

Grading/Evaluation:

The Grading Scale for this course will be as follows:

100-92% = A

91-83% = B

82- 74% = C

73-65%=D

64% and below= F

This is a class that will enable you to build the skills you need before entering the more intensive writing class of Comp II. It will provide the backbone and structure

Writing is the major component of any composition class. You will be completing 30+ pages of written work during this semester. A list of the major assignments follows, giving general descriptions and the weight of each assignment.

Response Journal: You will be required to keep a journal. You will be asked to respond to different writing prompts that will encourage critical thinking skills. This activity will take place in the classroom, typically at the beginning of the hour. Your journal is primarily for you to begin thinking about your beliefs and being able to express *why* you hold that belief and *how* it was developed. As the semester progresses, so should the depth of your response. Each response should be approximately one page in length. (Weight: 5%)

Grammar Exercises: The different exercises are to review and build your understanding and correct use of grammar. While the journal is graded on content, your formal papers will be graded on grammar as well as content. (Weight: 10%)

Descriptive Essays: The essays will develop descriptive writing and provide practice of the revision and feedback process. (Weight: 5%)

Movie Review: While many of your projects center on formal papers, this assignment will allow you to analyze a movie and create a review to express your insights. It is a more informal paper that focuses on creativity and content. Yes, grammar rules still apply. (Weight: 5%)

Fallacies: This project is designed to develop recognition of the different fallacies and how they are used in advertising, essays, articles, etc. This will include research and presentation in small groups. (Weight: 5%)

Compare/Contrast World Religions: The format of this project is a sentence outline. You will complete the necessary research, practice in-paper citation, and complete a properly formatted works cited page. (Weight: 25%)

Final Project: This project will be a letter addressed to the instructor that discusses your strengths, weaknesses, and progress in writing. Examples from your work produced during the course of the class need to be included. You may also include what sections helped you and what areas in which you felt you needed additional instruction. This is a final project: It needs to be treated as such. Be thorough and use a block style letter format. (Weight: 25%)

Sticky-Note Book Reports: To make connections to what you are reading, to ensure your vocabulary continues to grow, and to practice analytical thinking skills, a sticky-note book report will be due each quarter. Each student will be able to select a novel at his or her reading level. Approval of instructor required. (Weight: 10%)

In-class Assignments: The assignments given during class will count toward your grade. (Weight: 10%)

General Class Policies:

Completion of All Major Assignments: You must complete all major assignments to pass the course. Failure to satisfactorily complete the course components (journal, participation, assigned writing) may result in an “F” for the course.

Labeling/Formatting of Written Work: Please label all written work with your name, assignment title; Ms. Wyatt – Comp I; date; and draft, revision, or final – depending on which stage your work is in. All drafts and revisions must be word-processed. Please double space word-processed work and use a 10 or 12-point type with one inch margins.

Individual Conference Requirements: You will be required to consult with your peers regarding your writing. You will need to work with one another on the revision and editing of your papers.

Due Dates: As assigned during the course of the class. The final project will be due one full week before the end of the semester with presentations taking place during the final week. **Late work:** Please note that late work is not acceptable. Minor and daily assignments will be accepted the next day for half credit. For each day a major assignment is late, the final score will drop by one full letter grade. After four days, the assignment is worth half credit. After 10 days, it will result in a zero. **If you know you will be absent, the assignment(s) due the day of your absence are due BEFORE you leave.** Anything turned in after you return will be counted as late and will receive half credit.

Statement of Nondiscrimination: Central Lakes College is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. This information is available in alternative format upon a 48-hour advance request by contacting Paula Huss in Disability Services, office C111 at 800-933-0346 ext 8175. Deaf and Hard of Hearing users or TTY communication contact the Minnesota Relay Service at 7-1-1 or 1-800-627-3529.

Attendance: To earn college credit, your attendance is required. Any student missing more than **ten days** during the semester, his or her grade will be **lowered one full letter grade**. Any student absent more than **twenty days** during the course of the semester will **fail the college class**. That student will still receive high school credit, but NOT college credit. The ten day policy will affect the high school grade as well as college grade. This includes all absences – excused and unexcused – and is at the discretion of the instructor.

The following information regarding plagiarism is taken from the CLC Student Handbook and applies to this course:

Academic Integrity

Academic Integrity Policy (1): Academic integrity is one of the most important values in higher education. This principle requires that each student's work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty. Central Lakes College students are expected to honor the requirements of the Academic Integrity Policy. The following are some examples of unacceptable academic practices that will be viewed as policy violations.

Types of Academic Dishonesty

Plagiarism: Using the words and/or ideas of another author without proper acknowledgement so they appear to be your work. This includes quoting, paraphrasing, or copying of part or all of another's work without acknowledging the source.

Cheating: Using, or attempting to use, unauthorized materials in any academic exercise or having someone else do your required work: e.g., cheat sheets or copying from another's paper, test, and/or homework.

Fabrication: Inventing or falsifying information: for instance, creating data for a required lab experiment that was not done or was done incorrectly.

Enabling Academic Dishonesty: Assisting others in committing an act of academic dishonesty.

Deception or Misrepresentation: Lying about or misrepresenting your academic work or academic records.

Multiple Submission: Submitting work without an instructor's permission as if it is new work, even though it has already been used in another class.

Policy Implementation Notification: In each class students will be notified about that class' process regarding academic dishonesty. That notification is most often stated in the class syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences in the class for any infraction.

Due Process: Students can expect fair treatment in academic matters, and the following steps will be followed in each situation:

1. Notification of the charge,
2. Presentation of the evidence supporting the charge,
3. An opportunity to respond,
4. Notification of the consequences,
5. Information about the appeal process.

Consequences: There is a range of options available to instructors for dealing with cases of academic dishonesty. Consequences for a student in a particular class may include, but are not limited to, failing the course, having a course grade lowered, having an assignment grade lowered or stricken, completing an additional assignment or redoing it, receiving a warning, and/or having the charge dropped.

Documentation: A written summary identifying the specific allegation of academic dishonesty, the consequences, and the documentation to support the charge will be provided to the student. Copies will be kept by the instructor and sent to the appropriate Academic Dean.

Institutional Response: Information sent to the Academic Dean will be used to maintain a master file of academic dishonesty cases. The Dean will identify any ongoing patterns of academic dishonesty and will consider whether an institutional response to a Student Code of Conduct violation is warranted. If such a determination is made, the Academic Dean will initiate the College's formal disciplinary process as described in the Student Code of Conduct.

(1) Source: 2010-11 CLC Student Handbook, Academic Policies (page 28)

In all cases, a student found guilty of academic dishonesty in this course will receive a minimum of "F" on the project, test or paper involved and may receive a grade of "F" for the course.

**Central Lakes College/Browerville High School
Concurrent Enrollment Program**

Student/Parent Agreement Form and Statement of Receipt

I, _____, am enrolled in _____ at Browerville High School during the _____ academic year. I understand that this course is a college-level course and, as such, will be taught at greater depth and intensity than an average high school course. Typically, this means students will spend two hours outside of class for every class session in order to accomplish the requirements of the course. Since this course will satisfy both college and high school requirements, I understand that failure to complete this course with a passing grade may affect completion of my high school requirements and my high school graduation. I also understand that the grade I earn in this class will become part of my permanent college record.

Additionally, I acknowledge that I have received and read the course syllabus and understand the class policies. I understand that it is my full responsibility to become aware of and follow the policies it contains. I acknowledge that it is my responsibility to ensure that all application, waiver, and Accuplacer requirements are my responsibility to fill out, sign, and turn in (or take, in the case of the testing needed) to meet enrollment criteria.

This form must be signed by student and parent and returned to instructor by the end of the first week of class.

Student Signature

Date

Parent Signature

Date

Instructor Signature

Date Received