

1001 Syllabus Fall 2017

English 1001: CRN 40601

TR 8 – 9:15 AM

University Library 3A

## I. Contact Information

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Preferred Method of Contact: email or office hours

Office Hours: TR – 9:30 AM to 12 PM

And by Appointment

## II. Course Prerequisites/Co-requisites

“Students whose placement criteria indicate that they are deficient in basic English skills will be required to pass English 0090 with a grade of 'C' or better before enrolling in English 1001” (from undergraduate catalog).

## III. Course Description

Course Description (from undergraduate catalog): “Development of skills in expository prose. Includes study of rhetorical patterns and analysis of essays.”

Composition I: English 1001 will prepare students for the type of analytical and argumentative writing typically assigned in various college disciplines. This course will emphasize writing as a process that includes analyzing a writing situation, prewriting, drafting, and carefully revising. Students will compose and revise a variety of expository and argumentative compositions.

As the first of two required English composition courses at ULM, English 1001 will prepare students for many of the writing situations that they will encounter while studying at ULM by transferring student's existing high school-level writing skills into college-level writing skills.

Throughout the semester, students will focus on several facets of writing and of critical thinking, including reading, examining, and critiquing various types of writing. Students will also consider writing as a recursive process that entails analyzing the writing situation, prewriting, drafting, editing, proofreading, and revising. Students will discuss various writing and invention strategies, thus enabling each student to write factual, clearly argued, cohesive compositions.

During the semester, students will write in a variety of genres for a variety of audiences,

purposes, and situations. Though students will write mostly expository compositions, they will conduct some research, write at least one argumentative composition, and apply in-class writing skills in timed essay environments.

During the semester, students will write a total of four graded essays. These will include one in-class essay and three out-of-class essays. The out-of-class essays will be carefully revised texts that must meet departmental word requirements.

#### IV. Course Objectives and Outcomes

##### General Course Objectives

Course Objectives 1-4 come from the Council of Writing Program Administrators Outcomes Statement for First-year Composition. To create the Outcomes Statement, composition scholars from across the country discussed and debated the primary focus of first-year composition over the course of several years. In the end, the Outcomes Statement lists areas that all experienced writers should be familiar with because those areas will help writers draft writing with a clear focus, logical argument, clear organization, and few grammatical errors. Objectives 5-6 come from our department's own mission, which includes foci on community, retention, and in-class writing skills.

##### A. Objectives

By the end of the semester, a student will meet the following measurable objectives:

1. Write essays that are organized and structured
2. Develop Content
3. Use tone, voice, and style appropriate to each writing situation
4. Write mechanically correct essays
5. Develop sense of classroom and campus community
6. Develop and practice in-class writing techniques

##### B. Learning Outcomes

By the end of the semester, students will:

- 1.1: Write sentences that maintain focus and support paragraph topics
- 1.2: Write documents composed of logically-sequenced paragraphs, an engaging introduction, supportive body, conclusion that effectively ends the composition
- 1.3: Construct transitions that clearly guide readers between sentences and paragraphs
- 2.1: Write paragraphs that support independent thoughts
- 2.2: Adequately and clearly develop position/thesis

- 3.1: Use appropriate personal, public, professional, and academic tones
- 3.2: Use voice and style appropriate to each writing situation and document
- 3.3: Write with independent and engaged voice
- 4.1: Use correct spelling, punctuation, and grammar
- 4.2: Write a variety of sentence structures
- 4.3: Use correct formatting for each writing situation
- 5.1: Describe and observe a classmate through interview techniques
- 5.2: Write essay on classmate to practice all course goals while developing sense of classroom/campus community
- 6.1: Develop a repertoire of skills that can be used in a timed writing environment including test preparation, time management, and sketch outlining
- 6.2: Develop skills for interpreting and selecting essay questions
- 6.3: Write in-class essays that meet all course objectives

## V. Course Topics

1. Expository and argumentative college-level writing
2. Specific topical themes that will vary depending on assigned modules
3. Writing in-class and out-of-class essays

## VI. Instructional Methods and Activities

1. Lecture/discussion of reading assignments
2. Prewriting and writing activities
3. Visual and electronic presentations
4. Use of word processing for writing activities; use of Moodle for class syllabus, announcements, assignments, forums, and/or notes; use of resources available through textbook, the internet, and ULM library databases.

## VII. Minimum Technology Skills Required

1. Use of word processing for writing activities
2. Use of Moodle for class syllabi, announcements, assignments, forums, and/or notes
3. Use of online resources, the internet, and ULM Library databases

## VIII. Evaluation and Grade Assignment

In general students will be assessed on participation as measured by completion and/or quality of various exercises, prewriting and writing assignments, and peer activities. They will also be assessed with regard to the quality of the writing skills demonstrated in their papers, especially those skills targeted in each unit. Instructors will post on Moodle assignment sheets for each unit, including the rubric.

The weights for course activities and assignments will be as follows:

Writing/prewriting forums	5%
Peer reviews	5%
Essay 1— Narrative	20%
Essay 2—Proposing a Solution	20%
Essay 3—Interviewing a Subject (Assessment Essay)	20%
Essay 4—Writing for Assessment (in-class final)	20%
Class Participation and Attendance	10%

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60.

Note 1: Instructors will grade all papers quickly enough to benefit students' performance on subsequent assignments. All papers will be returned within a maximum of two weeks.

Note 2: Undergraduate mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.

Note 3: All students who earn a midterm grade of D or F will be required to meet with the instructor to complete a study plan. A study plan is the instructor's recommendation for how that student can be successful in the course.

#### IX. Textbook(s) and Materials:

1. Writing in the Works by Blau, 4th ed.
2. The Summer Reader (fall semester)
3. Access to Moodle

#### X. Class Policies and Procedures

All policies stated in the current ULM Student Policy Manual & Organizational Handbook are in effect in this class. (see <https://www.ulm.edu/studentpolicy/>)

Students in violation of University policies regarding such critical matters as possession of alcohol or drugs (or apparent intoxication from them) or possession of weapons will be summarily dismissed from class and turned over to appropriate University officials for disciplinary action.

Students who are seriously or repeatedly disruptive in class or disrespectful to the instructor or other students will also be asked to leave until the matter can be resolved in a conference with

the instructor and/or the Director of the First Year Writing Program.

A. Attendance Policy:

Students:

1. Class attendance is regarded as an obligation and a privilege, and all students are expected to attend regularly and punctually all classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and may lead to suspension from the University.
2. Any student who is not present for at least 75% of the scheduled class sessions in any course may receive a grade of W if this condition occurs prior to the last day to drop a course, or a grade of F after that date.
3. Any University related activity requiring an absence from class will count as an absence when determining if a student has attended 75% of class meetings.
4. Absences will be excused if they meet the University criteria for excused absences. Under some circumstances, absences may be excused at the instructor's discretion.
5. Students are responsible for the effect absences have on all forms of evaluating course performance. Thus, the student is responsible for arranging the allowed make up of any missed work.
6. Students who have excused absences shall not be penalized for the absences, but shall be afforded fair and reasonable opportunity to complete comparable course work or examinations missed as a result of the absences.
7. Students who are late will be docked partial attendance credit for the day; 3 tardy marks will be counted as 1 unexcused absence.
8. Students should inform the instructor of any special needs during the first week of class.

Faculty:

1. Instructors shall keep a permanent attendance record for each class. These records are subject to inspection by appropriate University officials and should be available at all times.
2. Attendance of class meetings may not constitute more than 10% of the course grade unless justified by the instructor and approved by the department head and dean.
3. Faculty members are required to state in writing and explain to students their expectations in regard to class attendance during the first class meeting or by the last day to add (third official day of classes).
4. Faculty members are expected to work with students to allow for completion of class work and assignments if the student's absence results from his/her required participation in University sponsored activity provided that, prior to the absence, the student makes arrangements to complete all missed work.
5. Students are usually allowed to make up work and/or tests missed because of serious illness, accident, or death in the family. Staff members in the Division of Student Life and Leadership will make every effort to inform the faculty member concerning class absences on behalf of the

student in these instances.

#### B. Make-Up Policy:

1. Essays and assignments are due on the Due Date.
2. Late essays without an acceptable excuse:
  - will be deducted 5 points per day until the essay is submitted.
  - will be deducted 5 points per day including weekends and holidays if the instructor accepts digital submissions.
  - will continue to receive point deductions until reaching a grade of 50, or “F”; at that point, the student has until the last class meeting (not the day of the final exam) to submit the essay.
  - will receive a grade of “0” if the essay is never submitted.
3. Excused late essays must be turned in by an alternate due date determined by the instructor and communicated to the student at the time the excuse is granted.
4. Late daily assignments will be failed if unexcused.
5. Excused daily assignments must be submitted on an alternate due date determined by the instructor and communicated to the student at the time the excuse is granted.

#### C. Academic Integrity:

The English department adheres to the ULM published policy on Academic Dishonesty (see Page 4 in ULM Student Policy Manual, or <https://www.ulm.edu/studentpolicy/>). This policy pertains foremost to deliberate acts of plagiarism, punishable on a first offense by a minimum of a “0” on the plagiarized assignment and a report of the incident to appropriate University officials. On a second offense, the minimum sanction is an “F” in the course. On a third offense, the minimum sanction is disciplinary action at the University level (academic probation, suspension, etc). More serious first or second offenses may result in action at the University level as well.

However, if a freshman year instructor determines to his or her satisfaction that a student’s genuine misunderstanding of quotation, citation, or documentation rules has resulted in accidental plagiarism on an assignment, the instructor may opt to give a “50” rather than a 0.

Plagiarism may be defined as the use of another person’s words, ideas, research or interpretation, images, graphics, or other original work without appropriate citation and documentation. In this class, we use the rules of MLA style. To avoid plagiarism one must:

1. Put all borrowed language--even key words--into quotation marks or block quotation format.
2. Avoid copying a source’s sentence structure and order of ideas too closely without quoting directly.
3. Cite in parentheses the author’s name and page (or paragraph number if applicable) for all quotations from a source and for all borrowed ideas, facts, graphics, statistics or other materials.
4. Provide an entry on a Works Cited page prepared according to MLA style for every source used and cited in the paper.

Please note that plagiarism includes submitting a paper that you have submitted to another course--at this university or at any other.

#### D. Course Evaluation Policy:

Students are expected to complete the online course evaluation.

#### E. Cell Phone Policy

Cell phones should be turned off or set to vibrate when in academic buildings (including the University Library) and may be used only in restrooms, group study rooms, and offices. Text messaging may be used throughout the Library (with the exception of the classrooms) provided that no audible sound is used to notify the recipients.

All people carrying cell phones into a classroom, laboratory, or clinic must turn off and store (e.g., in a backpack, purse, phone holster, or other similar item) their phones prior to entering the room. Cell phones are not allowed on desks or table tops. If there is an extenuating circumstance that allows the cell phone to be on during a class, the student must obtain permission from the instructor prior to the beginning of class and must operate the phone in a silent (vibrate only) mode. Each instructor may further restrict the use of cell phones in class and may determine the consequences for violations of this policy.

People who violate this cell phone use policy may be asked to leave the building.

#### XI. Student Services:

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318 342 5230 or to file a complaint, visit [www.ulm.edu/titleix](http://www.ulm.edu/titleix).

Information about ULM student services, such as

- Student Success Center: <https://www.ulm.edu/cass/>
- Counseling Center <https://www.ulm.edu/counselingcenter/>
- Special Needs at <https://www.ulm.edu/studentaffairs/>
- Library <https://www.ulm.edu/library/referencedesk.html>
- Computing Center Help Desk <https://www.ulm.edu/computingcenter/helpdesk>

Current college's policies on serving students with disabilities can be obtained at for the ULM website: <https://ulm.edu/counselingcenter/>

• If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:

- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

- The ULM Counseling Center 342-5220
- The Marriage and Family Therapy Clinic 342-9797
- The Community Counseling Center 342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware you should contact me within the first two days of class.

## XII. Emergency Procedures

In case of critical injury to, or illness of, anyone in class, the instructor or a student should call campus security immediately (342-5350).

In case of fire or a fire alarm, leave the room in an orderly fashion and head for the nearest safe exit. If you are the first to see the fire, call campus security (342-5350).

In case of severe weather, seek shelter in the hallway of the first floor of the building.

In case of other unforeseen emergencies, use common knowledge and/or common sense.

Remember: A weekly/daily course schedule and menu of assignments is on our Moodle page.