

English 101: Syllabus
Spring I 2012

Location: Lejeune Education Building, Room 108
Time: 5:15-7:40 p.m., TTH
Instructor: Georgia A. Fertig, MA
Office Hours: Before and after class and by appointment
Email: fertigg@campbell.edu and ichbinfertig45@yahoo.com
Phone: Cell: 910-547-3419: available before class, 3:30 p.m. No messages
Course available on Blackboard.

Course description: English 101 is an expository writing course designed to teach mechanical, rhetorical, critical thinking skills, and general research skills required for composition at the college level. The course aims to challenge students to reason, argue, and persuade. Students must show mastery of the basic skills in grammar, punctuation, mechanics, and organization. Critical thinking and analysis skills are emphasized.

Course prerequisites: English 100 exemption or credit.

Required texts and materials:

Nadell, Judith, et al. The Longman Writer: Rhetoric and Reader. 7th Ed. New York: Pearson Longman, 2009.

Fowler, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook, 12th ed. New York: Pearson Longman, 2010.

College dictionary. Online dictionary acceptable.

Expectations of Students: The course will include lectures, in and out-of-class assignments, class workshops and discussions. Completing reading and writing assignments on time and attending class will be of vital importance to the grade. Unannounced reading and composition skills tests will reveal the student's weaknesses and strengths. Essay and composition skills assignments will be completed both in class and as homework. Students' grades will suffer from absences and tardies and for leaving the classroom at any time without teacher permission. Students will turn in make-up assignments to the instructor within a week of the absence. Students should bring all relevant materials to class.

Students are expected to participate in all phases of the class, including discussions. Required readings must be completed **before** class. Homework and other assignments are due on the dates noted in the calendar—in other words, students should read the assignments in advance of the day they are listed.

The student should keep copies of each assignment in hard and electronic format in case of loss or other problem.

Students who fail to turn in an assignment within the two-week assignment window will fail the course.

All students are subject to the academic integrity and behavioral expectations of the University. Plagiarism should be avoided at all cost, and the student should be prepared to hand in an electronic copy of all work to turnitin.com as required or desired by the instructor.

Formatting Requirements: All papers will be formatted in the MLA style. A handout will explain the exact requirements for the student to meet. The Little, Brown Handbook explains and shows examples of the MLA format in the Writing Research papers chapters.

Grading Criteria: Grading and Evaluation:

- A – Superior work. 90-100 points.
- B – Above average work. 80-89 points.
- C – Average work. 70-79 points.
- D – Below average work: 60-69 points.
- F – Unacceptable work. Below 60 points.

Grade composition: Essay assignments and exams:	90 %
Participation and attendance	5
Homework assignments	<u>5</u>
	100

The course will include homework, 3 essays, 1 essay exam, and 1 grammar exam. Failure to complete, turn in, or to make up all work assigned (including make-up assignments for excused and unexcused absences) or failure to maintain minimum standards of quality will result in an “F” grade.

Students will keep copies of all assignments in a notebook brought to class every day to facilitate their learning. It is expected that students will know how to correct their previous writing errors so that they will be able to avoid errors in the future.

Course Learning Outcomes: *(Supported University General Education Competencies are shown in parentheses.)*

- To demonstrate writing as rhetorical engagement. *(IV. 1. Students will learn to communicate verbally in written form.)*
- To cultivate the writing process. *(IV. 1. Students will learn to communicate verbally in written form.)*
- To develop critical thinking. *(III. 2.3 Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence.)*
- To read critically. *(I. 1. Students will be able to read competently in English from a variety of source types—i.e. literary. 3. Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts and Humanities. 4. 1-4. While reading, students will be able to recognize logical and compositional structures of various disciplines.)*

- To enhance language facility. (*I. 1. Students will be able to read competently in English from a variety of source types-i.e. literary. 3. Students will be able to read with understanding so as to be able to apply discipline methodologies and theories in the areas of Fine Arts and Humanities. 4. (1-4.) While reading, students will be able to recognize logical and compositional structures of various disciplines. IV. 1. Students will learn to communicate verbally in written form. 3.2. Students will learn the process of combined oral and visual presentation in a public setting.*)
- To develop academic research skills. (*III. 1. Students will be able to make discipline specific inquiries. 2. Students will be able to solve a problem which has been discovered and defined. 3. Students will be able to reach a logical solution. IV. 1.4 Students will be able to use proper documentation for their essay's discipline and the discipline's methodology. VI. 1.1 Students will become familiar with available technology and its operation in . . . classroom situations, and in research endeavors. 2. Students will learn to gather information using technology in the library and on the internet. 3. Students will learn how to use technology to present the information they have gathered.*)
- To encourage cooperative learning. (*VI. 3.2 Students will learn to use technology for use in learning group activities.*)
- To foster competence in the use of basic technologies. (*VI. 3. Students will learn how to use technology to present the information they have gathered.*)

General Course Requirements:

Students should

- Become thoroughly familiar with the syllabus and adhere to its stipulations;
- Demonstrate proficiency in computer-generated grammar tutorials and exams, including the grammar pre-and post-tests;
- Read thoughtfully all textbook assignments determined by their professor;
- Complete all assigned essays, both in-class and out-of-class with revisions, using MLA format, and at least one research paper using MLA documentation style, all totaling approximately 5000 words;
- Fulfill the requirements of the professor's writing rubric, which should address content, organization, grammar, structure and style;
- Complete a combination of quizzes, tests, exercises, and presentations that will contribute to the final grade;
- Read carefully the University's plagiarism policy and listen to the professor's explanation of that policy; sign the department statement, verifying that they understand which constitutes plagiarism and the consequences for violating academic integrity;
- Submit all final drafts of essays to turnitin.com;
- Become familiar with the library and with research methods.

Disabilities and Special Needs: *Students with documented disabilities who desire modifications or accommodations should contact the Office of Student Support Services located in the University's Hight House.*

Ethics Statement: *All students are subject to the academic integrity and behavioral expectations of the University.*

To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

Inclement Weather:

Campbell University's policy is to remain in operation during periods of inclement weather. If extreme or emergency weather develops, the University will work through those situations as they develop. Distance Education courses will continue to run. Outages to the Blackboard server will be coordinated.

Attendance: In addition to University attendance policy, the instructor will be taking note of late arrivals and early departures. These short absences will affect the final grade-point total. Each absence will be penalized 5 points out of the 1000 available for the course.

Credit for assignments: Papers turned in after the due date will receive a 5-point penalty for each class meeting day that the paper is late. Papers will be given failing grades if turned in later than 2 weeks after the due date. Papers may be emailed to the instructor if specific arrangements are made with the instructor, but the student must also bring in a hard copy of the final draft and the rough draft signed by 3 readers for the next class meeting. A rough draft is due for peer review before the final draft due date. The

student will be penalized 5 points on the final paper grade if the rough draft is not available for peer review.