Instructor: Andrew Fisher (Division of English, Math, and Education)

Class Time Location: see webpage link for schedule and office hours
Office Hours: 8:30 – 9:30 Wednesdays via email
Office Phone: (815) 224-0398
Home Phone: provided to enrolled students in class
Division Office: (815) 224-0233 Admin. Assistant = Theresa Carranco
Dept. Chair = Marianne Dzik
Email: andrew_fisher@ivcc.edu


Recommended: Lynch, Rose Marie and Kimberly Radek. *Stylebook*. IVCC. 2003. (available online via IVCC homepage and link on my faculty page)

Materials: 1. an ability and willingness to consult a college dictionary and thesaurus
2. 2-leaf folder strictly for handing in writing assignments (provided by instructor)
3. device on which to save computer-processed work (floppy, zip, Ll-drive, etc.)
active email account which student checks daily

Course Description: English Composition I allows the student to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of a variety of texts on various topics. The course includes the use of various computer applications.

Learning Outcomes:
1. The student will read a variety of texts with understanding and appreciation.
2. The student will understand invention as a part of the writing process.
3. The student will organize and develop ideas effectively and logically in essays.
4. The student will develop effective, logical, and well-supported arguments.
5. The student will understand and use a variety of rhetorical methods for developing ideas.
6. The student will maintain a consistent and appropriate viewpoint, tone, and voice.
7. The student will strengthen essays through the revision process.
8. The student will write essays free of common stylistic weaknesses.
9. The student will write essays free of excessive errors.
10. The student will successfully use various computer applications.
11. The student will understand documentation and plagiarism.
Disability Statement: You may be eligible for academic accommodations if you have a documented physical, psychiatric or cognitive disability such as a learning disability, depression, Post-traumatic Stress Disorder, or ADD/ADHD. If you have a disability and need more information regarding possible accommodations, please contact Tina Hardy at (815) 224-0284 or Judy Mika at (815) 224-0350, or stop by office B-204.

Early Alert System at IVCC:
The Early Alert System helps to promote your academic success through the development of a comprehensive process to identify, assist, and follow-up with you as challenges to successfully complete a course may arise. The process consists of the identification of such challenges by faculty referral, self-report, and/or GPA. Once identified, you will meet with a counselor to assess areas of difficulty and develop a Success Agreement. The Agreement will outline a very specific and individualized plan for you to employ to work toward academic improvement. Students participating in this program will be encouraged to meet more frequently with their counselor to review progress so any new or continuing difficulties can be addressed, and successes can be recognized. Students will continue in the program until satisfactory improvements are achieved.

Attendance:
Keep in mind that it was your decision to enroll in college; therefore, it is also your responsibility to fulfill the requirements of this course. If you are not in attendance, you will miss essential material upon which most of the subsequent assignments are based. Make the commitment now to attend class every day and to participate fully.

I am required by the college to keep track of attendance. Recognizing that sporadic attendance inevitably leads to failure, my policy is to withdraw a student from the class after 5 absences (at my discretion). This may happen at any point in the semester.

If you know you will be missing class, please notify me. Missing class on a due date, however, is not a valid excuse for turning work in late, nor is it an excuse for being unprepared for the next class meeting.

With very rare exceptions, there is no such thing as an excused absence in college.

For the most part, writing assignments, group work, participation activities, and journaling are done in class. If a student is absent, he/she will not be able to make up these in-class journals or short assignments. There are no make-up quizzes or make-up daily participation/in-class work points.

Larger assignments may be handed in for partial credit at the discretion of the instructor.

IVCC Core Values: Responsibility -- Caring -- Honesty -- Fairness -- Respect

Please think about and follow IVCC's Core Values, which apply not only to students but to all stakeholders at IVCC; I will do my best to help you learn how to improve your writing and how to succeed in this and future classes. Don't hesitate to ask if you are uncertain about anything.
Computer Use: We are very lucky to be able to hold class in a computer lab. This helps on workshop days when you are writing and revising essay drafts. Also, you will be using the computers to access Blackboard and other relevant websites. While I understand the temptation to quickly check email or look at other website, I do not want students on social networking sites, game sites, or other blatantly off-topic websites. Thus, I will be using LANSCHOOL to record websites visited and to block distracting web browsing.

Again, think about the IVCC Core Values and how they apply to your behavior in class. If a student is abusing his/her use of the computer, I will ask that person to leave for the day, and he/she will be marked absent. More egregious acts will lead to more serious penalties.

Extra Credit: Indicating proof of a Writing Center appointment for any stage of an essay will gain you a maximum of 2% extra credit on the final grade of that essay.

Assessment: All formal writing assignments (unless otherwise indicated) must be word processed according to the guidelines discussed in class. Be sure to save all your work over the course of the semester. It is a good idea to create a file on your computer dedicated solely to this class. Also, keep all hard copies in one place at home or with you in your folder. Perhaps you could even keep a separate file both at home and in your school folder.

A couple students over the years have lost their entire backpacks with all contents or have had computer problems; such misfortune does not excuse you from producing required assignments.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&gt;59</td>
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</tbody>
</table>

In order for transfer credit, students must earn at least a "C."

Point Distribution: Students will have a total of 5 formal, essay-length writing assignments along with regular participation work, miscellaneous short writing assignments (journalling which may include some on Discussion Board), library and research exercises and/or quizzes (including using MLA), and grammar/short writing exercises and/or quizzes (some may be online), and a final exam or final project that together constitute the semester grade.

Students must complete and hand in all of the formal essays in order to pass the class. Point values for the formal assignments are listed below. The points for the individual daily work exercises not listed below will be totaled at the end of the semester and converted to a percentage out of 100 points. See below:
It is important to keep track of your scores and to ask immediately if you notice any irregularity or discrepancy. Keep all your work, especially until you receive notice of your semester grade. This will help correct any errors should this be necessary.

Withdrawal Policy:
To withdraw from a class, request a withdrawal form from the instructor. Failure to assume this responsibility could result in a failing grade. Check the academic calendar every semester and for each class to determine what the specific withdrawal deadline is. All withdrawals earn a "W" which does not affect GPA, but deletes the course credit for the involved course. It is the responsibility of the student to withdraw. Please notify your instructor by phone, by email, or in person whenever you choose to withdraw.

Withdrawal may affect financial aid. Students who receive financial aid should see an advisor in the Financial Aid Office before withdrawing from a course.

Plagiarism:
The IVCC Student Handbook defines plagiarism as, "using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying the whole, portions, or the paraphrasing of passages or information from any source in any academic exercise without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own."

If you plagiarize an assignment you will receive a "zero" for that grade, and you may likely fail the course. Any suspected case of plagiarism will be dealt with severely. Refer to the Student Handbook for further explanation of possible penalties for cheating.

Grade Determination:

<table>
<thead>
<tr>
<th>Item</th>
<th>Each</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Thesis &amp; Outline</td>
<td>25</td>
<td>125</td>
</tr>
<tr>
<td>Essay Rough Draft</td>
<td>25</td>
<td>125</td>
</tr>
<tr>
<td>Essay Final Draft</td>
<td>100</td>
<td>500</td>
</tr>
<tr>
<td>Journal</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Points</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>
Weekly Schedule

INTRODUCTORY INFORMATION & EXPECTATIONS

Week 1
Topic
Introductions: Students, Course, Computer Lab, Blackboard, Course Format
Lecture: Chapter 1 Reading to Write: How to Use This Book
Lecture: The Writing Process PowerPoint Lecture (Chapters 1-3)

Assignments Read: Chapters 1-3 in Patterns for College Writing
Journal:
Essay: Student Introductory Essay

CAUSE/EFFECT ESSAY

Week 2
Topic
Lecture: The Cause/Effect Essay Chapter 10
Lecture: Analysis of Earth Without People p. 368

Assignments Read: Chapter 10 in Patterns for College Writing
Journal: What I’ve learned about the Cause/Effect Essay
Essay 1: Cause/Effect Essay Thesis & Outline

Week 3
Topic
Lecture: The Cause/Effect Essay Chapter 10

Assignments Read: Cause/Effect Essay in text of student choice
Read: Chapter 10 in Patterns for College Writing
Journal: Comprehension Question answers to rhetorical essay type of student choosing
Essay 1: Cause/Effect Essay Rough Draft

Week 4
Topic
The Cause/Effect Essay Chapter 10

Assignments Journal: Comprehension Question answers to rhetorical essay type of student choosing
Essay 1: Cause/Effect Essay Final Draft
COMPARE/CONTRAST ESSAY

Week 5
Topic
The Compare/Contrast Essay
Lecture: The Compare/Contrast Essay Chapter 11
Lecture: Analysis of *Swollen Expectations*. p. 422

Assignments
Read: Chapter 11 in *Patterns for College Writing*
Journal: What I've learned about the Compare/Contrast Essay
Essay 2: Compare/Contrast Essay Thesis with Outline

Week 6
Topic
The Compare/Contrast Essay Chapter 11
Lecture: Analysis of *Sex, Lies, and Conversation*. p. 436

Assignments
Read: Comparison/Contrast in text of student choice
Journal: Comprehension Question answers to Comparison/Contrast Essay reading of student choice
Essay 2: Compare/Contrast Essay Rough Draft

Week 7
Topic
The Compare/Contrast Essay Chapter 11

Assignments
Read: Comparison/Contrast in text of student choice
Journal: Comprehension Question answers to rhetorical essay of student choosing
Essay 2: Compare/Contrast Essay Final Draft with Outline

DEFINITION ESSAY

Week 8
Topic
The Definition Essay Chapter 13
Lecture: The Definition Essay Chapter 13
Lecture: Analysis of *I Want a Wife* p. 520

Assignments
Read: Chapter 13 in *Patterns for College Writing*
Journal: What I've learned about the Definition Essay
Essay 3: Definition Essay Thesis with Outline

Week 9
Topic
The Definition Essay Chapter 13
Lecture: Analysis of *Tortillas* p. 524

Assignments
Read: Definition Essay in text of student choice
Journal: Comprehension Question answers to Definition Essay reading of student choice
Essay 3: Definition Essay First Draft
Week 10
Topic  The Definition Essay Chapter 13

Assignments Read: Definition Essay in text of student choice
Journal: Comprehension Question answers to rhetorical essay type of student choosing
Essay 3: Definition Essay Final Draft with Outline

ARGUMENT/PERSUASION ESSAY

Week 11
Topic  The Argument/Persuasion Essay Chapter 14
Lecture: The Argument/Persuasion Essay Chapter 14
Lecture: Analysis of Declaration of Independence p. 575

Assignments Read: Chapter 14 in Patterns for College Writing
Journal: What I’ve learned about the Argument/Persuasion Essay
Essay 4: Argument/Persuasion Essay Thesis with Outline

Week 12
Topic  The Argument/Persuasion Essay Chapter 14
Lecture: Analysis of Declaration of Sentiments p. 581

Assignments Read: Argument/Persuasion Essay in text of student choice
Journal: Journal Question of Argument/Persuasion essay reading of student choice
Essay 4: Argument/Persuasion Essay Final Draft

RESEARCH PAPER & MLA/EXEMPLIFICATION ESSAY

Week 13
Topic  The Research Paper & MLA
Lecture: The Exemplification Essay Chapter 8
Lecture: The Research Paper

Assignments Read: Chapter 8 Exemplification p. 199-203
Read: Appendix: Using Research in Your Writing p. 757
Read: Jonathan Kozol, Human Cost of an Illiterate Society p. 248
Journal: Journal Question of Exemplification Essay reading of student choice
Essay 5: Exemplification Essay Thesis and Outline
Week 14

**Topic**

The Research Paper & MLA
Library Research

**Assignments**

Read: Appendix: *Using Research in Your Writing* p. 757
Read: Laurence J. Peter, *The Peter Principle* p 216
Journal:
Essay 5: Exemplification Essay Sources

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Week 15

**Topic**

The Research Paper & MLA
Library Research

**Assignments**

Read: Chapter 14 in *Patterns for College Writing*
Journal: Journal Question of Argument/Persuasion essay reading of student choice
Essay 5: Exemplification Essay Rough Draft

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Week 15

**Topic**

Research Paper & MLA
Library Research
Peer Review

**Assignments**

Journal: Comprehension Question answers to rhetorical essay of student choosing
Essay 5: Exemplification Essay Final Draft

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COURSE WRAP-UP

Week 16

**Topic**

Lecture: Course Wrap Up
Lecture: Rhetoric in History

**Assignments**

Listen: Plato’s “Rhetoric” Download at librivox.org
Journal: What I’ve Learned About Writing Essays
Final Exam: Covers material presented in course
Assigned Readings

Cause & Effect: *Earth Without People* p. 368
Cause & Effect: *Who Killed Benny Paret?* p. 340

Comparison/Contrast: *Swollen Expectations*. p. 422
Comparison/Contrast: *Sex, Lies, and Conversation*. p. 436

Definition: Analysis of *I Want a Wife* p. 520
Definition: Analysis of *Tortillas* p. 524

Argument/Persuasion: Analysis of *Declaration of Independence* p. 575
Argument/Persuasion: Analysis of *Declaration of Sentiments* p. 581

Exemplification: Laurence J. Peter, *The Peter Principle* p 216

Student Choice Readings for Assigned and Unassigned Rhetorical Types

Students will read essays in the text of their own choosing of an author’s work from the rhetorical types assigned AND four of the rhetorical types not covered in class: Narration, Description, Process, Classification/Division, Combining Patterns. For the Journal assignments students will answer the COMPREHENSION questions following the chosen story.
Essay Guidelines

Essay 1: Cause & Effect
Length: 3 pages
Format: Times New Roman 12 pt, Double Space
Title of File: Last Name - Essay 1 - CauseEffect
Title of Essay: Cause and Effect Essay 1
   Title of Essay
   By Student Name
Sources: Make a list of sources used in MLA format if necessary

Essay 2: Comparision/Contrast
Length: 3 pages
Format: Times New Roman 12 pt, Double Space
Title of File: Last Name - Essay 2 - ComparisonContrast
Title of Essay: Comparison and Contrast Essay 2
   Title of Essay
   By Student Name
Sources: Make a list of sources used in MLA format if necessary

Essay 3: Definition
Length: 3 pages
Format: Times New Roman 12 pt, Double Space
Title of File: Last Name - Essay 3 - Definition
Title of Essay: Definition Essay 3
   Title of Essay
   By Student Name
Sources: Make a list of sources used in MLA format if necessary

Essay 4: Argument/Persuasion
Length: 3 pages
Format: Times New Roman 12 pt, Double Space
Title of File: Last Name - Essay 4 – ArgumentPersuasion
Title of Essay: Argument and Persuasion Essay 4
   Title of Essay
   By Student Name
Sources: Make a list of sources used MLA format if necessary

Essay 5: Research Paper & MLA/Exemplification Essay
Length: 3 pages
Format: Times New Roman 12 pt, Double Space
Title of File: Last Name - Essay 5 – Research Paper
Title of Essay: Research Paper Essay 5
   Title of Essay
   By Student Name
Sources: Make a list of sources used in MLA format
Topic: Analysis of works and style author of student choice with following contents
   Author Biography
   Author Genre
   Major Works
   Analysis of author work from text using elements of short fiction or poetry
   Additional topics of student interest
Length: 10 pages
Sources: Must have at least 5 sources
Essay Grading Guidelines

Final Essays are worth 100 points
Thesis & Outline are worth 25 points
Rough Draft is worth 25 points

-30 Late
-1 per incident up to -10 for Grammatical Errors
-1 per incident up to -10 for Mechanical Errors
-1 per incident up to -10 for Awkward Phrasing
-1 per incident up to -10 for Format Errors
-3 up to -5 weak or missing thesis
-3 up to -5 weak or missing attention grabber
-3 up to -5 weak or missing restatement of thesis
-10 essay doesn’t follow outline
-5 poor flow control

Student Response Grading Guidelines

Student responses to assigned readings are worth 10 points. There are 15 Journal assignments. The Journals are student’s responses to the COMPREHENSION questions following each reading and other assigned journal topics.

-3 Late
-1 per question not answered