

## English 110 College Composition I

### Spring 2014

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*“The boundaries of my language are the boundaries of my world.” ~ Ludwig Wittgenstein*

#### **Course Objectives:**

English Composition develops a process approach to writing, which includes planning, researching, drafting, revising, and proofreading and editing, to produce documents. Various writing assignments help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter, content, and reader needs. Students learn how to avoid plagiarism and how to cite sources properly, using MLA (Modern Language Association) and APA (American Psychological Association) documentation style. The course also develops critical reading and thinking skills through group work and projects. As time is available, attention will be paid to sentence structure, grammar, and punctuation.

Note: Basic skills with Microsoft Word and Internet access either at home or school are required.

#### **Textbook and Additional Required Materials:**

Required Textbook – *The St. Martin’s Guide to Writing*, 9<sup>th</sup> Edition, Axelrod, Cooper.  
978-0-312-53612-1

*Haymakers: A Chronicle Of Five Farm Families* (Minnesota) [Paperback]

Steven R. Hoffbeck. 978-0873513951 (this is the school’s “campus read,” read it for your enjoyment).

#### **Accommodations**

If you need any special accommodations, please see me to supply documentation of your need and to make the necessary arrangements.

**Mondays:** As we are not meeting in a classroom it is important that you check Blackboard often. Every Monday until the end of the course, then, I will post new assignments on Blackboard (hence, it would be a really good idea to check Blackboard every Monday).

**Reading Assignments:** Reading assignments will come from the textbook as well as from several handouts found on Blackboard. Each assignment should be read in full before the following Monday’s posting of the new assignments.

**Writing Assignments:** There will be several written papers assigned throughout the semester – specifications for each paper/assignment will be placed on Moodle every Monday.

**Short Video Clips:** I will be posting short video clips on Moodle of myself further elaborating on the assignments (if a picture’s worth a thousand words than a one minute clip of video explanation is probably worth a million). These video clips are essential to understanding some of the more abstract points you will have to understand before writing the paper – therefore, please view these clips before beginning any paper.

**Email:** In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer e-mails written in “text speak” or shorthand. Further, note that I may not get back to you immediately

with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

**Workshops/Revisions:** Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, “it’s a lot easier to spot errors in someone else’s taxes than it is to spot errors in your own”). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students’ rough drafts. This will be accomplished via “workshop worksheets” – you will be required to fill out one “workshop worksheet” for each student you review, hence every time we have workshop you will be completing two “workshop worksheets.” Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple “no,” and “yes” responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the “workshop worksheets” to your instructor. Thus, in the “TO:” prompt of the e-mail you will type my e-mail address and then the first student you reviewed; after sending that e-mail go ahead and do the same thing for the second student you reviewed. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

### **Computer Use**

The College’s computing equipment, and computing resources are owned by the College. All messages composed, sent, forwarded or received are retained by the College and are the property of the College. They are not the private property of any student or other individual. Violations of this policy include, but are not limited to, denial, revocation, removal of unacceptable data, or suspension of Internet/e-mail rights, disciplinary action, including expulsion, and/or appropriate legal action. Refer to the Student Handbook for additional details of this policy.

**Paper Guidelines:** All papers must be double-spaced, Times New Roman, with 12 pt. font. and 1” margins on all sides.

**Late Papers:** Late papers will suffer a one letter grade drop.

### **Grading (on a 100 point scale):**

Paper 1 = 10 points or 10%  
Paper 2 = 15 points or 15%  
Paper 3 = 20 points or 20%  
Paper 4 (Research Paper) = 25 points or 25%  
Narration Assignment = 5 points or 5%  
Scavenger Hunt = 3 points or 3%  
Workshop Reviews = 10 points or 10%  
Primer Worksheet #1 = 2 points or 2%  
Primer Worksheet #2 = 3 points or 3%  
Primer Worksheet #3 = 3 points or 3%  
Primer Worksheet #4 = 4 points or 4%

***A 95 and above***

***A- 92-94***

**B+ 88-91**  
**B 86-87**  
**B- 84-85**  
**C+ 80-83**  
**C 78-79**  
**C- 76-77**  
**D+ 73-75**  
**D 71-72**  
**D- 70**

**Policy on Plagiarism:** You are responsible for knowing and understanding the school's policy regarding academic honesty. This policy includes plagiarism: the use of someone else's ideas as your own. You may use the ideas and language of others in your writing, but you must acknowledge the source (using in-text citations and a Works Cited page).

### **Course Withdrawal Deadline**

Friday, April 11<sup>th</sup> is the last day to withdraw from the course.

### **Writing Assessment Criteria**

<b>Criteria</b>	<b>Performance Measurement Indicators</b>
<b>Audience and Purpose</b>	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
<b>Structure</b>	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
<b>Title and Introduction</b>	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author's focus.
<b>Body</b>	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
<b>Conclusion</b>	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
<b>Word Choice, Tone, and Style</b>	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1 <sup>st</sup> person conversational writing style for informal or narrative writing, or appropriately uses 3 <sup>rd</sup> person for formal writing.

<b>Grammar and Mechanics</b>	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
<b>Document Format and APA Style</b>	Document meets all formatting requirements for margins, type style, white space, headings, illustrations, and layout. If APA style is used, document meets all APA 6 <sup>th</sup> Ed. formatting and style requirements.
<b>Research, Content, Insight, and Analysis</b>	Demonstrates adequate level of research utilizing credible sources. Presents researched information by utilizing appropriate paraphrasing or quotations. Synthesizes information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
<b>APA References and Citations</b>	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted APA in-text citations. Provides properly formatted APA references for all research sources. References listed in alphabetical order.

### Spring 2014 Schedule

<b>Week</b>	<b>Reading Assignment</b>	<b>Writing Assignment</b>
Week 1 – Jan. 13 is the First day of class	Chapter 1	Paper 1 assigned
Week 2 – beginning Jan. 20	Chapter 2	Primer Worksheet 1 due
Week 3 – beginning Jan. 27	Chapter 3	Workshop 1
Week 4 – beginning Feb. 3	Chapter 19	Paper 1 due + Paper 2 assigned
Week 5 – beginning Feb. 10	Chapter 4	Primer Worksheet 2 due
Week 6 – beginning Feb. 17	Chapter 5	Workshop 2
Week 7 – beginning Feb. 24	<b>Moodle Handouts</b> + Chapter 14	Paper 2 due + Narration Assignment assigned
Week 8 – beginning Mar. 3	<b>Moodle Handouts</b> + Chapter 14	Work on Narration Assignment + Paper 3 assigned
Week 9 – beginning Mar. 10	Chapter 6	Narration Assignment Due
Week 17 – beginning Mar. 17	Chapter 7 SPRING BREAK	Primer Worksheet 3 due
Week 11- beginning Mar. 24	Chapter 9	Workshop 3
Week 12 – beginning Mar. 31	Chapter 10	Paper 3 due + Scavenger Hunt assigned
Week 13 – beginning April 7	Chapter 11	Scavenger Hunt due + Paper 4 assigned
Week 14 – beginning April 14	Chapter 12	Primer Worksheet 4 due
Week 15 – beginning April 21	Chapter 13	Workshop 4
Week 16 – beginning April 28	Pages 764-785	Paper 4 due by Friday, May 9th.

Week 17 – beginning May 5	None (I will be grading your Paper 4)	Submit Missing assignments deadline is Monday, May 12th.
Week 18 – beginning May 12	Finals Week	Finals Week

**Please note, this syllabus may change as unforeseen concerns or situations arise.**