

SYLLABUS FALL 2016

Freshman Composition I Schedule Type: Service Learning
ONE GRAMBLING: HONORING HISTORY, KEEPING PROMISES, AND FULFILLING DREAMS

ENG 101-4 CRN 20993 MWF 11:00-11:50 am

Ms. Catherine Bonner, Lecturer 1

ENG 101-6 CRN 21188 MW 12:00-12:20 pm

E-mail: bonnerc@gram.edu

Office 138 Carver Hall: Phone 318-274-2272—Department of English and Foreign Languages

Classes 20191 ENG 093-2 Basic English II/Lab MWF 9:00-9:50 JTS 265

20993 ENG 101-4 Freshman Composition 1 MWF 11:11:50 JTS 266

21188 ENG 101-6 Freshman Composition 1 MW 12:00-1:20 JTS 264

21672 ENG 202-1 Introduction to Literature TR 11:00-12:20 JTS 265

Office/Conference Hours: MWF 10:00 – 11:00am; MWF 1:30-2:30 pm; TR 11:00am-1:00pm;
also any day by appointment

Turnitin.com Enrollment Password: higherground Turnitin.com enrollment ID: 14372849 ENG 101-4

Turnitin.com Enrollment Password: higherground Turnitin.com enrollment ID: 14372885 ENG 101-6

Last Day of Classes: Wednesday, April 26, 2017

Final Examinations for ENG 101-4: Monday, May 1, 2017 @1:00-3:00 pm

Final Examinations for ENG 101-6: Wednesday, May 3, 2017 @1:00-3:00 pm

MISSION

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are undergirded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the university embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the university seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art, and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The university prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The university provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The university affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters in its students a commitment to service and to the improvement in the quality of life for all persons.

The university expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the university is indeed a place where all persons are valued, “where everybody is somebody.”

The Mission Statement of the Department of English

The Department of English seeks to promote the literary heritage of language and to provide instruction in written and oral communication skills that underlie all disciplines. As such, the Department is dedicated to helping students develop their reading, writing, critical thinking, and information technology skills to facilitate success in all their studies. In so doing, the Department also seeks to help students expand their horizons, clarify their thoughts, develop their imaginations and their abilities while enhancing their moral sensitivity and promoting an appreciation of diverse cultures through literature. In order to further these goals, exposure to literary masterpieces that reflect the hopes and aspirations, anxieties, frustrations, successes and failures of humanity is an integral part of the curriculum. The English Department promotes diverse modalities of instruction, scholarly research, and community service. Through varied reading and recurrent writing, the development of the literary imagination, the sharpening of intellectual reasoning, and the encouragement of ethical reflection, the Department aspires to prepare students for careers and post-graduate studies by fostering their potential as skillful, knowledgeable, and ethical human beings.

Fire Emergency Exit Procedure: Use the nearest exit. Assemble in the safest parking lot farthest from the building. Able-bodied persons assist persons with disabilities (physical or visual).

Text/Materials

Nadell, Judith, John Langan, and Eliza A. Comodromos. *The Longman Reader*, 11th ed. New York: Bedford/St. Martin's, 2012. Print.

- Loose-leaf paper and writing instruments for in-class writing activities
- Electronic devices when announced or needed

Technology Accounts Used

Activation of GSU (or *preferred*) E-mail Account
Turnitin.com

Online Writing Centers—free accounts FYI

webapps.towson.edu (Towson University)
<https://owl.english.purdue.edu> (Purdue University)

Calendar of Readings and Assignments—Hard copies distributed by instructor.

Americans with Disabilities Act (ADA) Compliance

Grambling State University affirms and adheres to the anti-discrimination and fair practices provisions of The Americans with Disabilities Act. Therefore, if you have a disability, you are encouraged to register for disability support services and to verify your eligibility for those services through the Division of Student Services, Student Counseling Center. Any student with a disability who needs accommodation, for example in seating placement or in arrangements **for examinations, should inform** me at the beginning of the semester. I will work with you to provide reasonable accommodations to ensure that you have a fair opportunity to learn and participate in class.

ENG 101 Syllabus—Bonner 3

The following Disability Disclaimer Statement for students with disabilities is provided to you courtesy of:

Beverly W. Crawford

Director | Office of Student Judicial Affairs

Grambling State University 403 Main Street | GSU Box 4309 | Grambling, LA 71245

Phone: 318-274-3169 or 7782 | Fax 318-274-3297

crawfordb@gram.ed | www.gram.edu

Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students.

The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations.

The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center. It is recommend that you read the handbook located on the GSU Webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

General Education Learning Outcomes, Department of English, ENG 101

- To communicate effectively in written English
- To learn independently
- To show evidence of integrity and ethical behavior in academic work

General Education Exam

Please be advised that, at some point before the final examination (the time to be announced), you will be given the Department of English's "General Education Exam." Not to be computed as part of your final-grade average, this exam is to be used for departmental purposes only.

ENG 101 Syllabus—Bonner 4

Course Overview/Objectives This course introduces students to much of the type of writing they are expected to do in college; it explores contemporary and high-interest topics; it helps students think critically about why and how images and visually presented data are used in documents; it emphasizes organizing, developing, and supporting their own writing; and it covers integrating research using summary, paraphrase, and quotation to ensure that students are using the most current national standards. We begin the semester with descriptive and narrative writings and end the semester with argumentative writings. Because common expectations about arguments extend across disciplines, English 101 arms students with strategies and tactics that informed writers use to assure that their ideas are weighed thoughtfully and seriously.

By semester's end, students should have learned

- The connection between writing and active reading;
- How to combine modes to best inform or persuade their readers in an essay;
- What strategies work best in a particular writing situation;
- That critical thinking makes writers better judges of their subjects and audiences;
- That sound writing skills are essential.

Course Requirements: Described below, the requirements for this course are categorized twofold: *formal* and *informal*. **To be eligible to pass this course, students must submit all formal requirements.** What this means, specifically, is that, if even one formal assignment is not submitted, when due and on time, at the point of non-submission the student is ineligible to pass the class. Please see “Late Work/Missed Work/Make-Up Work” Policy for further clarification.

A. Formal Requirements which must be met to be eligible to pass course/Letter Grades

Four essays

Two Correction-Revision Processes

The Service-Learning Project (GSU graduation requirement: 20 credits posted onto transcript)

B. Informal Requirements / Participation Grade : points assigned, totaled as one letter grade

In-class writing assignments/homework assignments/quizzes & tests (points' values vary).

Grading Policy: All written work is expected to meet the basic requirements of Standard English and will be graded with those requirements in mind. To know objectively how your written work will be graded, please read the attached “General Evaluation Guidelines for College Papers.” To prepare for all tests and activities, read all assigned selections, including the introductory sections of those selections, and take good notes in class.

Eight grades will be averaged to determine your final grade. Each of your eight grades will be based upon the following scale: 90-100=A 80-89=B 70-79=C 60-69=D 0-59=F

Your final grade will be based upon the following scale/averages:

3.5-4.0=A 3.4-3.0=B 2.0-2.9=C 1.0-1.9=D .0-.9=F

*Note: By semester's end, if you will have meet all of the course requirements, including attendance, and your final exam scores are higher than your semester's average, your final grade will reflect the improvement shown. That is, you will be awarded the higher grade.

ENG 101 Syllabus—Bonner 5

Attendance/Tardiness Policy: Attendance is mandatory. Four or more unexcused absences will result in an “F” grade for the course. A tardiness of five or more minutes will be treated as an absence.

Late Work/Missed Work/Make-up Work Policy: To successfully complete this course, you must submit, when due/on time, the requirements listed above. Please understand that “when due/on time” means not only the date that the assignment is due but also the time when class begins. Papers and assignments not submitted when due/on time will be penalized one full letter grade per hour that the paper or assignment is late. Only in cases of emergency or extenuating circumstances shall I accept late work, missed work, or allow work to be made up, provided that the work is attended with *valid, verifiable documentation*. It is therefore imperative that you complete all formal assignments on time.

Particularly note the following: (1) Extensions must be negotiated in advance, which does not mean that you request on the day an assignment is due. (2) No outstanding work of any sort will be accepted at or after the final examination unless prior arrangements are made.

- “Late Work/Missed Work” defined: any paper, homework, test, or other assignment not submitted when due at the beginning of class or not taken when scheduled.

Online Writing/Literature Resources’ Policy: These tools will be used as tutorials to enhance student learning through interactive texts. Some activities will receive participation points.

Turnitin.com: No later than 30 minutes before class begins on the day an out-of-class essay is due, you must post the out-of-class essay into turnitin. com. This electronic posting will receive “class participation” points. Most importantly, you must provide hard copies of your out-of-class essays at the beginning of class on the day/date that the assignments are due. The printed hard copies, not the electronic copies, are the copies that I will mark, grade, and return to you.

E-mail/Phone Call Policy: You may contact me via email regarding assigned readings, tests, papers, or in cases of emergency. However, you may not submit assignments, tests, or papers via email. I will not discuss grades or any other confidential information with you via email (nor by phone). Your absences are not excused simply because you call and say that you cannot or will not be attending class.

Policy on Courtesy: PLEASE DEACTIVATE ALL ELECTRONIC DEVICES BEFORE YOU ENTER THE CLASSROOM. As a university student, you are expected to come to class prepared to learn. At the beginning of class, you should deactivate and put away all electronic devices. Discourteous, disrespectful, or unseemly behavior or comments will not be tolerated in this class or at this university. Those behaviors include walking out of class to answer a cell phone call or respond to a text. Any student who violates these policies will be asked to leave the classroom and recorded as “absent” that day. For specific clarification on proper classroom decorum, please read the entire Code of Student Conduct Handbook. It can be found on GSU’s website through the Division of Student Affairs, beginning on page 10.

Policy on Plagiarism: Plagiarism is a serious breach of scholarly practice and is not tolerated. Any time that you use material provided by another source you are required to offer documentation (parenthetical citations and a Works Cited) for that material. Quotations, paraphrases, summaries, illustrations, specific numerical data, graphs, charts, maps—all are material that would need to be documented if they are provided by other sources. All forms of plagiarism will be penalized in some fashion. Sloppy documentation will result in a significantly lowered grade on an individual assignment (with the possibility of failure). Upon the first offense, serious forms of plagiarism will result in automatic failure of the course and notification of said offense to the student's academic dean. Examples of serious forms of plagiarism include: submitting another individual's paper as your own, buying a paper from an Internet site, recycling work already completed and/or evaluated for another class, submitting the same work for multiple classes, or patch working an essay together from material culled from the Internet.

Also see Article VI 4.09 Dishonesty, Forgery, and Fraud in your *Code of Student Conduct Handbook*.

General Guidelines for Research Based Assignments

- Must use MLA Documentation Style (Eighth Edition, 2016:see style.mla.org)
- Must use scholarly, preferably library-based, research tools
- Critical sources must be scholarly/peer reviewed
- Specialized encyclopedias are acceptable; general encyclopedias are not.
- Must have sufficient secondary/critical sources to prove thesis
- Must be typed or word processed
- Must not be plagiarized

Modern Language Association (MLA) Manuscript Format (Eighth Edition, 2016: see style.mla.org)

- No title page
- Font Size 12, Times New Roman or Calibri
- Title and Identification: Do not write a title page. On the first page of your paper, place your name, your instructor's name, the course title and section, and the date on separate lines against the left margin. Then center your title. Do not punctuate your title.
- Margins, Line Spacing, and Paragraphs Indents: Leave margins of one inch on all sides of the page. Left-align the text. Double-space throughout the paper. Do not add extra line spaces above or below the title of the paper or between paragraphs. Indent the first line of each paragraph one-half inch (or five spaces) from the left margin.
- Number all pages (including the first one) with an Arabic numeral in the upper-right corner, one-half inch from the top. Put your last name before the page number.
- Visuals: Do not include visuals, tables, or graphs, charts, maps, photographs, or drawings unless those supplements are vital support for your textual information. Please note that visuals do not enhance or increase the paper's word-count or length requirement.

General Evaluation Guidelines for College Papers/Grading Rubric

C. Bonner, Lecturer 1

The Superior Paper (A)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point.

Use of Evidence: Primary source information used to support every point. Appropriate and sufficient details support topic sentences/ideas and fit within paragraph. When required, excellent integration of quoted, paraphrased, or summarized material into sentences.

Analysis: Author clearly relates evidence to topic sentence; analysis is fresh and exciting, posing new ways to think of the material.

Logic and Argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes unique and interesting connections to outside material which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences, fragments, or comma splices.

Overall Quality of Writing: Paper is clear and, within the limitations of its subject matter, interesting and easy to follow. Paper matches style and diction to the subject matter and argument. Paper is well structured and appropriately and thoroughly documented and/or supported.

The Good Paper (B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally; may have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of Evidence: Appropriate details used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotations, paraphrases, and summaries (when required) well integrated into sentences.

Analysis: Evidence often related to topic sentences, though links perhaps not very clear.

Logic and Argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some minor spelling errors; may have one run-on sentence, fragment, or comma splice.

Overall Quality of Writing: Paper is mostly clear and, within the limitations of its subject matter, interesting and easy to follow. Paper usually matches style and diction to the subject matter and argument. Paper is mostly well structured and appropriately documented.

The Satisfactory Paper (C)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around; few or weak transitions; many paragraphs without topic sentences.

Use of Evidence: Examples used to support some points; points often lack supporting evidence, or lack appropriately used evidence (often because there may be no clear point). Quotations, paraphrases, and summaries (when required) may be poorly integrated into sentences.

Analysis: Quotations, paraphrases, and summaries (when required) appear often without analysis relating them to topic sentences, or there is a weak topic sentence to be supported. Analysis offers nothing beyond the quotation, paraphrase, or summary.

Logic and Argumentation: Logic may often fail, or argument may often be unclear; may not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major); errors in punctuation, citation style, and spelling; may have several run-on sentences, fragments, or comma splices.

Overall Quality of Writing: Mostly observes the norms of university-level writing. Major errors exist, but they are few.

The Unsatisfactory Paper (D)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of Evidence: Very few or very weak supporting details. General failure to support statements, or evidence seems to support no statement. Quotations, paraphrases, and summaries (when required) not integrated into sentences.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to which the argument relates.

Logic and Argumentation: Ideas do not flow at all, usually because there is no argument to support; simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction; frequent major errors in citation style, punctuation, and spelling; may have many run-on sentences, fragments, and comma splices.

Overall Quality of Writing: Requires improvement; frequent errors in basics of essay, paragraph, and sentence structure; inappropriate, too formal, too informal, or poorly chosen diction; documentation is often missing or incomplete.

The Failing Paper (F)

Shows obviously minimal lack of effort or comprehension of the assignment; very difficult to understand owing to major problems with mechanics, structure, and analysis; has no identifiable thesis, or utterly incompetent thesis; if thesis is identifiable, no support, development, or advancement of thesis;

Overall Quality of Writing: Far below University-level standards; constant errors in the basics of essay, paragraph, and sentence structure; completely inappropriate diction—too formal, too informal, or poorly chosen; documentation is missing or extremely incomplete.

Sources

Adapted from “General Evaluation Rubric for College Papers” by Paul Halsall at <http://www.fordham.edu/halsall/med/rubric.html> and from “Grading Rubric for Essays” by Daniel Paul O’Donnell at <http://www.people.uleth.ca/~daniel.odonnell/Academic-Policies/grading-rubric-for-essays>, 12 August