



STARK STATE COLLEGE

Master Syllabus (to be included with Class Syllabus)

Division Name: Liberal Arts
Department Name: English
Term: Fall 2013

Course Information

Course Name: College Composition
Course Number: ENG124
Credit Hours: 3
Contact Hours: 3 **Lecture Hours:** 3
Type of Lab: Choose an item. **Lab Hours:** Choose an item.

Prerequisites: Compass 70 or above; ACT 18 or above; ENG105 proficiency

Corequisites: Compass 50-69 w/ co-enrollment in ENG 11

This course is approved for transfer based on the following category:

TAG: ☐ **OTM:** ☒ **CTAG:** ☐

For more information, please visit the Ohio Board of Regents site:

<http://regents.ohio.gov/transfer/tagcourses/index.php>

Course Description

This course emphasizes writing based on reading response with review of essay development, grammar, and punctuation. Emphasis is on the process of drafting, revising, and editing to achieve clarity. A research project requiring academic research uses APA or MLA documentation.

General Learning Outcomes

Stark State College has identified six general learning outcomes (GLOs) which represent the knowledge, skills, and abilities needed by students who graduate from our institution.

The outcomes designated below are addressed in this course:

1. Effective Communication (Written/Oral /Reading/Listening)
2. Quantitative Literacy (Includes Computational Skills)
3. Information Literacy
4. Critical Thinking
5. Global and Diversity Awareness
6. Civic, Professional, and Ethical Responsibility



Course Objectives

Upon successful completion of this course, students should be able to:

1. Write effective expository essays, both individually and collaboratively. (GLO 1, 4, 5, 6)
2. Demonstrate clear development of ideas, recognizing audience, expressing tone and style appropriate to the content. (GLO 1,3. 4, 5, 6)
3. Demonstrate growth with inquiry techniques and critical thinking strategies in analyzing text. (GLO 1, 3, 4, 5, 6)
4. Use process writing, including drafting, revising, and editing, to continually improve the quality of writing and effectiveness in collaboration. (GLO 1, 4, 5)
5. Conduct academic research, accessing information from libraries, databases, and online resources credibly. (GLO 3)
6. Use technology both within the classroom and in research to enhance the development of writing. (GLO 1, 3)
7. Consult with writing assistants in the Writing Center to improve writing skills. (GLO 6)

Stark State College Policies

Please refer to the Policies and Procedures manual on *mystarkstate* for more information on all college policies and procedures:

- Honesty in Learning
- Withdrawal
- Attendance
- Student Complaint
- Grade Appeal
- Standards of Academic Progress

Disability Services

The Disability Support Services (DSS) Office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with the DSS Coordinator early in the semester to discuss their needs. The DSS Coordinator determines specific accommodations and services. If a student with a disability does not request accommodations through the DSS Coordinator, the instructor is under no obligation to provide accommodations. You may contact the DSS Coordinator at 330-966-5450, ext. 4423, or schedule an appointment in the Admissions Office, 3rd floor, Student Services Center.

Computer Usage

Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located, and individuals may obtain copies in the Admissions Office (S303) or on the SSC website under Student Computing (<http://www.starkstate.edu/content/student-computing>).

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with ANGEL (LMS - learning management system)
- using *mystarkstate* tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk website: <http://www.starkstate.edu/helpdesk> for hours and contact information.

Cut along the dotted line, sign and return this portion to the instructor to acknowledge the receipt and agree to the terms of the syllabi for College Composition 1 Dual Enrollment at Jackson High School. You are welcome to contact the instructor, Jennifer Koladin, at jkoladin@starkstate.edu or 330-837-3501 x 1186 with any questions.



As a student and parent, we have received the master syllabus and class syllabus for Stark State College class College Composition 1 (ENG124), Dual Enrollment at Jackson High School and understand the course requirements and expectations for student success.

Student Printed Name

Class Period

Student Signature

Date

Parent / Guardian Printed Name

Parent / Guardian Signature

Date



STARK STATE COLLEGE

Class Syllabus (to be included with Master Syllabus)

Division Name: Liberal Arts

Department Name: English

Term: Fall 2013

Course Information

Course Name: College Composition
Course Number: ENG124
CRN: Per. 1 CRN 24650; Per. 3 CRN 24651;
 Per. 7 CRN 24652; Per. 8 CRN 24653.
Course Modality: ☒ Classroom/Lab ☐ Web 2 ☐ Web 3 ☐ Web 4
Class Days/Times: Course meets daily as scheduled, M-F.
Campus: Dual Enrollment
Room Number: P116 – Jackson High School

Instructor Information

Instructor Name: Jennifer Koladin
Office Hours: Planning Period – 5th; and by appointment
Office Location: P116 - JHS
SSC Phone/Extension: 330-837-3501 x 1186
SSC Email Address: jjk3jc@bearworks.jackson.sparcc.org - or - jkoladin@starkstate.edu

Required Materials

Textbook(s): Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing. Concise 4th edition*. Boston: Cengage Learning, 2013. Print.

Harris, Muriel, and Jennifer L. Kunka. *The Writer's FAQs: A Pocket Handbook*. 4th ed. Boston: Pearson, 2011. Print.

Additional Materials: 1 – 70-page spiral notebook; 1, 2-pocket folder 11 3/8" x 9 1/4" large (Must be this smaller size) for portfolio. Recommended: external USB drive to save files or use Bearwords. Method to keep organized – three-ring binder or the like.

Methods of Assessment/Methods of Evaluation

Writing Workshop Approach

College Composition is conducted as a writing workshop. This means it is primarily a discussion and practice-oriented course, not a lecture course where you can borrow a friend's notes for the class you missed. You will be learning the best possible way – by doing.

Writing, like any skill, requires practice. This ability to write well is a necessity in every discipline taught at Stark State and in most professional careers. College Composition is designed to enable you to develop reading, thinking, and writing abilities that will help you meet the requirements for academic writing during your college career and beyond into your professional endeavors. Reading, discussion, and writing about a wide variety of topics from your text and additional materials will provide the background for this writing. Additionally, writing and language proficiency are crucial to cognitive growth. Because you learn, think, and share ideas through language, the more effectively you can use language, the better you will be able to learn and grow. Critical thinking skills are essential to this process of becoming an effective writer.

Learning Outcomes

In order to support these goals, College Composition specifically supports the learning outcomes expected in first-semester composition courses; they are addressed here and supported by the assignments and activities provided in this course.

Rhetorical Knowledge: Your writing should have clear purpose, acknowledging the needs of your audience and addressing them appropriately. The tone and style of your writing should be expressed using standard conventions.

Critical Thinking, Reading, and Writing: With the drafting and revising of each essay, your writing should demonstrate your growth with inquiry techniques and critical thinking strategies used to analyze texts.

Knowledge of Composing Processes: Increasing quality in your writing should be the result of the drafting, revising, and editing process. Peer groups, instructor conferences, and the Writing Center should be integral parts of a process that you adopt.

Collaboration: The process of drafting and revising should ultimately strengthen not only your skill and adaptability, but also your confidence in producing quality text of your own.

Knowledge of Conventions: These include not only structure, mechanics, grammar, and such, but your understanding of format and its role in producing quality writing. Standard documentation will be included throughout your essay and research writing.

Electronic Environments: One class meeting per week, or half of your time in class, is scheduled in a networked classroom, providing opportunity for you to improve your integration of technology into the drafting and revising process under the guidance of your instructor.

REQUIREMENTS

Essays (4) (two, 3-4 full pages in length; third, collaborative essay; fourth, written in class (Additional minimum of one reflective writing, 2 pages in length)	40%	GLO 1, 3, 4, 5, 6
*Final Portfolio 2 revised essays, including all drafts, and one reflective writing	10%	GLO 1, 4
*Research Project (8-10 pages)	30%	GLO 1, 3, 4, 5, 6
Reader Response Papers (3) (2-3 pages in length)	10%	GLO 1, 3, 4, 5, 6
Instructor-Determined Assignment – Writer’s Workshop Notebook	10%	GLO 1, 4

*If you do not earn at least a D on this assignment, you will receive a zero for this assignment and fail the course. Similarly with the portfolio, if you do not earn at least a D on this assignment, you will receive a zero and fail the course.

ESSAYS: Graded using the Stark State English Department Writing Rubric

Essay #1 –Topic: Concepts, audience and reflection (CEL Ch. 5)

Essay #2 – Topic: Hot Topics – Claims, beliefs (CEL Ch. 7)

Essay #3 –Collaborative Essay – a more thorough exploration as a group of one of Jonathan Safran Foer’s concepts from *Eating Animals* text. Group reflective writing required.

Essay #4 – In-class essay – Proposing Solutions CEL Ch. 11 (each class’s essay topic/suggestion will be different to avoid repetition and promote fairness throughout the day)

In-Class Essay

The in-class essay assignment will be determined by your instructor based on the needs and progress of your writing. While this should be written in class only, your instructor may choose to have you prepare for this essay by reading, discussing, and prewriting. Since this essay is written in class without the benefit of peer editing and revision, consideration will be given when the essay is graded.

Reflective Writing

Reflective writing about your compositions is an opportunity for you to discover how the process of drafting and revising is changing your approach to writing and affecting the results you are achieving. To construct an effective reflection, therefore, you need to be thoughtful when you write. The reflective writing will reveal the decisions you made as you wrote and revised, the strategies you used and discarded, and how you chose to approach audience, language and issues that arose in developing and presenting your ideas in a written text.

Think carefully about the process you follow as you pre-write, initially draft, and move through the drafting process. Consider the quality of the writing as it evolves and the usefulness of the comments you receive from peer editors, writing center staff, and your instructor during your own re-reading and evaluation. Weigh these comments both individually and collectively, determining how your thinking and writing are affected by each.

Select passages from your assignment to illustrate what you’ve learned and accomplished. Keep in mind the purpose of each piece of writing, and be as detailed as possible, using examples from your writing to illustrate not only your growth but your potential as well.

Collaborative Essay

The group writing assignment is designed to promote collaboration, inquiry, and discovery. Groups will be responsible for setting up meeting times, completing primary research and other requirements for this assignment listed below. The group writing assignment should be based on a question of inquiry on which students conduct primary and secondary research. Collaboration on this project will produce a single, coherent essay. The submitted two-pocket folder will contain the essay, primary and secondary research notes.

Requirements for the Group Essay

- Meeting notes (Must be in Writer's Workshop journal)
 - Students should keep detailed notes (minutes) of all meetings. Notes should contain the following:
 - Names of members present at meeting
 - Time and date of meeting
 - Meeting objective and assignments/ next steps for the group
 - Notes detailing what occurred at the meeting
- Primary Research Notes
 - Students are expected to do quality primary research.
- Group essay
 - This essay should discuss the question and discovery of thesis through primary source research as well as one to two secondary sources to support the primary findings.
 - Approximately 5-7 pages in length.
 - Remember that after the revision process, the final draft should be edited for standard conventions. *The Writer's FAQs* explains and reviews many elements within grammar, mechanics, punctuation, etc.
 - Students should expect to have a hand in every aspect of the final essay and not to simply divide the essay into "parts" to write. The essay must be cohesive and provide one common voice to the reader.

Final Portfolio

Final, Revised Drafts of Essay #1 and Essay #2, including all drafts leading up to the final copy. One Reflective Writing reflecting on the revision process, citing specific examples of meaningful or strong revisions and discussion of personal growth as an academic writer during the first semester. All materials will be turned in the in 2-pocket folder.

Research Project

This project includes inquiry, critical thinking, research and documentation in support of your individual paper. You will choose your own topic, appropriate to an academic setting and research, approved by your instructor. Keep in mind the length of the paper so that your topic is narrowed appropriately. Your instructor will provide you with options for collecting information and you will practice documenting text from your sources. Since this is expected to be a paper in which you will take a position, you will continue exploring logical reasoning and critical thinking.

Stark State's Honesty in Learning (plagiarism) policy is available online at mystarkstate, and your instructor will review this with you as part of your instruction in understanding honesty goals in research and documentation.

Besides classroom instruction in use of library and online research tools, additional instruction is available through Stark State's digital library and the Writing Center. Since you are expected to incorporate both traditional and online academic sources, take advantage of all of these opportunities to become more proficient with research.

You will have a choice of APA or MLA formatting, dependent upon your chosen major or specialization. *The Writer's FAQs* provides formatting information, the Writing Center makes available copies of both the MLA and APA handbooks, and the Writing Center staff has created power point presentations available through your M drive for individual viewing or classroom projection.

Requirements for the Research Project

- Consultations
 - You will need approval of each step of the project from your instructor before proceeding to the next: topic selection, research questions, planning and organizing, sources, information collection, drafting and revising, and documentation.
 - Read and consult *The Writer's FAQs*.
- Documented Research
 - Students are expected to do quality research on the subject matter.
 - Use sources responsibly, with careful attention to in-text citations and the bibliography.
 - Summaries, paraphrases, and quotations should be used effectively in support of your research.
 - Read and consult *The Writer's FAQs*.
- Research Paper
 - The paper should provide the detailed research you have done for this topic, explaining support and contradictions, analyzing, discussing different points of view and how the contextuality of the research might affect the understanding of it, and other areas of importance for your reader.
 - Proper MLA or APA formatting and documentation are required for this essay. Please refer to *The Writer's FAQs* for information regarding how to properly document research, both in-text and on the works cited/ references page.
 - Approximately 8-10 pages in length.
 - Minimum of 5 *credible* resources. Expect to spend some time both at the library and online.
 - All prewriting and drafts must be included with the final draft as well as your information collection and copies of your sources. All of these should be placed in a two-pocket folder.
 - Read and consult *The Writer's FAQs* as well as current MLA or APA format.

Due dates determined by instructor

Important Dates: Each step requires instructor approval.

- _____ Discuss your topic with your instructor
- _____ Determine the viability of your research question with your instructor
- _____ Devise a plan for your paper and research
- _____ Locate credible sources
- _____ Collect information from your sources
- _____ Write the first draft documenting carefully and revising
- _____ Use APA/MLA formats for the final draft

Reader Response

Your instructor will either determine the readings you are analyzing or allow you to choose readings. You will be asked to both summarize and analyze these texts in order to learn more effective ways to engage ideas, language, and your own reactions. The summary should be brief with the response focusing on interpretation and analysis of the reading.

Consider the author's purpose and audience. Challenge the author's assertions. What impact has this reading and its assertions had on its audience? on you personally? You are analyzing and evaluating the text, including content, assumptions, claims, and issues it raises.

Instructor-Determined Assignments

Writer's Workshop Journal Entries as assigned by the instructor. Responses must be labeled, dated, and written neatly in the one-subject, spiral bound notebook that is exclusively for this course. Entries must be written on time in context of the topic and assignment.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

English Department Rubric

“A” Paper

The writer maintains a clear thesis, focus, or controlling idea.

The writer demonstrates a clear understanding of the assignment and its requirements.

The paper is unified, coherent, and organized.

The details of the paper are relevant, vivid, and explicit, and provide ideas/information in depth.

Sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is reflective of its purpose and audience.

The paper contains few spelling, grammar, usage, mechanics, format, and/or documentation errors.

Departures from convention appear intentional and appropriate.

“B” Paper

The writer strays minimally from a clear thesis, focus, or controlling idea.

The writer demonstrates a clear understanding of the assignment and its requirements.

The paper contains few lapses in unity, coherence and organization.

The details are relevant and develop ideas/information with some depth and vividness.

Most sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is usually reflective of its purpose and audience.

Some spelling, grammar, usage, mechanics, format, and/or documentation errors exist.

Departures from convention appear intentional and appropriate.

“C” Paper

The writer does not consistently support a thesis, focus, or controlling idea.

The writer demonstrates adequate understanding of the assignment and its requirements.

The paper contains some lapses in unity or coherence within the organizational structure.

The details adequately develop ideas/information.

Some of the sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that inconsistently reflects its purpose and audience.

Numerous spelling, grammar, usage, mechanics, format, and/or documentation errors distract the reader.

“D” Paper

The writer does not make the thesis, focus, or controlling idea clear.

The writer demonstrates minimal understanding of the assignment and its requirements.

The paper displays significant lapses in unity and coherence that impact organization.

Details lack elaboration, are merely listed, or are repetitious.

Few of the sources cited are credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation interfere with the reader's understanding of the paper.

“F” Paper

The writer does not employ a thesis, focus, or controlling idea.

The writer demonstrates very little, if any, understanding of the assignment and its requirements.

The paper contains serious breaks in unity and coherence that impact organization.

Details are minimal, inappropriate, or random.

The sources cited are not credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation seriously interfere with the reader's understanding of the paper.

Class Policies

(Established by the instructor and cannot conflict with the College's Policies and Procedures)

A NOTE ON COURSE MATERIALS

Some of the materials and experiences in this course may present you with ideas that oppose your beliefs and values, and you may find some of the material offensive. Bear in mind that we are not advocating nor asking you to approve of, adopt, believe, or embrace any of the points of view found in the material we will study in this class. Understand that one of the reasons you are in college is to expand your knowledge; it is important that each of us recognize our own personal biases and be open to hearing alternative viewpoints. By remaining in this class, you consent to being exposed to the assigned materials. Alternative assignments will **not** be offered.

LATE WORK, ATTENDANCE, AND PARTICIPATION

Late Work

Late work will be accepted up to one week (seven days including weekends) after the due date for partial credit. 5% per day will be deducted for work turned in late. This includes submitting written assignments to Turnitin.com per JHS policy. Students who miss class will likely miss in-class assignments and activities that cannot be made up. Specifically in this course, the Multi-modal project, in-class peer review and writer's workshop activities cannot be made up. After one week, late work will not be accepted, although extenuating circumstances may be considered on a case-by-case basis at the instructor's discretion.

Attendance and Participation

You are expected to attend class regularly and punctually and to be prepared. Poor attendance will prevent you from meeting the objectives of the course. However, if you must miss class for any reason, be prepared for the next class by checking your syllabus and calendar since you are responsible for being aware of the assignments and activities that you missed. Please be proactive and email the instructor if you are going to miss class for the day.

Students who miss more than the equivalent of two weeks of a full-semester course will incur a penalty of 1/2 of a letter grade for each additional missed class. For this course that meets daily each week with not each day being a day of instruction for a full semester, penalties begin after ten (10) missed classes. Any combination of 3 late arrivals (tardies)/early walkouts will be assessed as one class absence.

If you do not earn at least a D on the research project, you will receive a zero for this assignment and fail the course. Similarly with the portfolio, if you do not earn at least a D on this assignment, you will receive a zero and fail the course.

Additional Information/Requirements

[Click here to enter text.](#)

Withdrawal Dates

A student may withdraw from a course or all courses from the College during the first fourteen calendar days of any academic period. A student has not officially withdrawn from a class until withdrawing from the courses online or his or her "Schedule Change" form is submitted to the Academic Records/Registrar's Office. Any changes made during this period will not become a part of the student's transcript.

The College recommends that the student consult with the instructor, advisor, or department chair and the Financial Aid Office prior to withdrawal.

Deadline to Process Withdrawal Form for This Class: November 18, 2013
--

Course Outline/Calendar

In case of events beyond the control of faculty that interfere with class times and teaching, adjustments may be made to date of coverage, order of coverage, and date of exams and assignments to ensure full coverage of course content.

Course calendars and assignment sheets are provided to students as separate documents.