



## COURSE OBJECTIVES

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1. Write effective expository essays, both individually and collaboratively. (GLO1, 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

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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
- Incomplete
- Grade Appeal
- Standards of Academic Progress
- Anti-Harassment/Title IX
- Sexual Assault
- Inappropriate Behavior

## DISABILITY SERVICES

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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 DSS early in the semester to discuss their needs. The DSS staff will determine specific accommodations and services. If a student with a disability does not request accommodations through the DSS office, the instructor is under no obligation to provide accommodations. Students may contact the DSS office at 330-494-6170, ext. 4935, or schedule an appointment in S307.

## COMPUTER USAGE

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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.



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**Return the bottom half of this page to the instructor to acknowledge the receipt of and agree to the terms of the syllabi for College Composition 1 (Dual Credit English) at Jackson High School.** You are welcome to contact the instructor, Jennifer Koladin, at [jkoladin@starkstate.edu](mailto:jkoladin@starkstate.edu) or 330-837-3501 x 1186 with questions.

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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 (College Credit Plus) 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

**Division Name:** Education, Liberal Arts, and Mathematics  
**Department Name:** English and Modern Languages  
**Term:** Fall 2015

### COURSE INFORMATION

**Course Name:** College Composition I  
**Course Number:** ENG124  
**CRN:** CRN 27353 – JHS Period 1  
CRN 27354 – JHS Period 2  
CRN 27355 – JHS Period 5  
CRN 27751 – JHS Period 6  
CRN 27752 – JHS Period 7  
CRN 27753 – JHS Period 8  
**Course Modality:**  Classroom/Lab  Web 2  Web 3  Web 4  
**Class Days/Times:** Jackson High School M-F – following the JHS bell schedule 2015/2016  
**Campus Location:** Dual Enrollment  
**Room Number:** P116

### INSTRUCTOR INFORMATION

**Instructor(s) Name:** Jennifer Koladin  
**Office Hours:** Planning Period: 3 and by appointment before or after school  
**Office Location:** P116  
**SSC Phone/Extension:** 330-837-3501 x1186  
**SSC Email Address:** [jkoladin@starkstate.edu](mailto:jkoladin@starkstate.edu) or [jjk3jc@jackson.sparcc.org](mailto:jjk3jc@jackson.sparcc.org)

### REQUIRED MATERIALS

**Textbook(s):** Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing. Concise 5th edition.* Boston: Cengage Learning, 2015. Print.  
\*\* This text is property of Jackson Local Schools and will be assigned to students. Students are responsible for the full replacement cost of \$99.95 if the text is lost.  
**Additional Materials:** 1 – 70-page SINGLE SUBJECT spiral notebook dedicated to the course; Students WILL compose essays in BEARWORKS (Google Drive) and store them in a Bearworks folder created by the instructor and shared with the student. **Recommended:** external USB drive to save files. Back up your work. Even clouds can have bad days. Method to keep organized – three-ring binder... ?

### 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 SSC On-line Writing Center should be integral parts of a process 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:** 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. This is known as lab time and will be arranged by the instructor. You must have your Stark State College login and your Jackson login.

**REQUIREMENTS**

Essays (4) (one in-class; two and three, 3-4 pages in length; fourth, collaborative essay 5-7 pages in length; (Additional minimum of one reflective writing, 2-3 pages in length related to the collaborative essay.)	40%	GLO 1, 3, 4, 5, 6
*Final Portfolio: A revision of essay two or three with a shorter-length reflective letter; revisions take place in Bearworks and are guided by peer review and instructor conferences.	10%	GLO 1, 4
*Research Project (8-10 pages)	30%	GLO 1, 3, 4, 5, 6
Reader Response Papers: Three, 2-3 page papers written in response to reading.	10%	GLO 1, 3, 4, 5, 6
Instructor-Determined Assignments: 1. Digital Library Lessons in SSC Angel; 2. THREE <b>ONLINE</b> or <b>in person Stark State College Writing Center visits</b> - two must be appointments related to individually written essays; and one must be an appointment regarding the individual research project; Documentation in a Bearworks / Google Doc reflection must be completed to earn credit. 3. Writer’s Workshop Journal – a 1-subject, 70-page spiral bound notebook that contains workshop writing assignments.	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.

\*\*In addition, you must meet the criteria for all assignments as set by your instructor in each assignment sheet.

**ESSAYS: Graded using the Stark State English Department Writing Rubric**

In-class Essay #1 – Topic: Proposing Solutions (each class’s essay topic/suggestion will be different to avoid repetition.) This essay will serve as a diagnostic tool for the instructor and a reflective tool for the student who is learning to apply the SSC English Rubric to his or her writing.

Essay #2 –Topic: Remembering Who You Were (CEL Ch. 2) (Eligible for ONE or TWO SSC OLWC Visit and Portfolio Revision)

Essay #3 – Topic: Analyzing Concepts (CEL Ch. 5) (Eligible for ONE or TWO SSC OLWC Visit and Portfolio Revision)

Essay #4 –Collaborative Essay – Making Arguments (CEL Ch. 8) - a more a more thorough exploration as a group of a topic that affects your decision making. Group reflective writing required.

### **In-Class Essay**

The in-class essay assignment will occur at the beginning of the semester to help you familiarize yourself with the Stark State College English Rubric. This paper will be written over one or two days during week one or early in week two of the JHS schedule. Since this essay is written in class without the benefit of peer editing and revision, consideration will be given when your instructor determines the grade on this essay since it is possible that student writers may not finish. Reflection regarding the essay as it relates to the Stark State Rubric will occur after completion of the essay. Again, this essay is an introductory tool and will be graded as such.

### **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 (CEL chapter 13 and previously assigned chapters will aid student focus)**

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.

#### **Requirements for the Group / Collaborative Essay**

- Meeting notes
  - Students should keep detailed notes (minutes) of all meetings in the Writers Workshop Journal (WWJ). 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 utilizing academic and popular sources.
- Group essay - Follow the assignment sheet provided by the instructor.
  - 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.
  - 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**

After peer review and conferencing with the instructor, students will revise **one** individually written essay. Students will write a 2-3 page reflective letter about the writing and revising process and will describe revision choices made that will accompany the essay revision. The revision and reflective letter will be due in early December 2015 with exact date to be provided by the instructor.

## INDIVIDUAL RESEARCH PROJECT (Eligible for ONE SSC OLWC Visit)

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](http://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 Handbook* 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 an APA or MLA handbook.
- 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 Handbook (Copies available for loan from the instructor)*.
- 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 Handbook* for information regarding how to properly document research, both in-text and on the works cited/ references page.
  - Approximately 8-10 pages in length. (Works Cited page does not count as a page of text.)
  - Minimum of 5 *credible* resources. Expect to spend some time both at the library and online.
  - Research will be organized electronically in Bearworks. (Follow the assignment sheet provided by instructor.)
  - 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 (primary, academic, secondary sources (limited popular source)
- \_\_\_\_\_ Collect information from your sources
- \_\_\_\_\_ Write the first draft documenting carefully; revise
- \_\_\_\_\_ Use APA/MLA formats for the final draft

## **READER RESPONSE**

You will choose readings from **CEL** chapters or other text provided to you. 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 and how the author's rhetoric helped make his or her main point. 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. You will receive additional instruction on how to write an effective reader response from your instructor. There will be no formal peer review for these reader responses.

## **GRADING SCALE**

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

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## 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 and Missing Peer Review Lab Days or Nonexistent Essays on Peer Review Dates

Late work will be accepted up to one week (seven days) after the due date for partial credit. Partial credit is the earned (quality) grade minus five percent per day for each day the assignment is late to calculate the final grade for the assignment. *For example*, if a student's quality grade for the assignment is an 88% (B), and the assignment is three days late (-15%), the student earns a 73% as a final score. Students who miss class will likely miss in-class assignments and activities that 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.

Specifically in this course, there are two negative consequences pertaining to peer review.

1. PEER REVIEW assignments with corresponding entries in the Writer's Workshop Journal (WWJ) are often accomplished during in-class lab time using Bearworks. If you are absent EXCUSED for peer review lab time, no additional lab time is scheduled for you to make up the peer review. You must make up the peer review THE NEXT DAY and you must arrange on your own for a classmate to conduct the peer review for you. You also must peer review someone else based on the guided focus for the class the day you missed. **Plan appointments and school absences appropriately to avoid missing peer review days.** You must peer review someone in your class period. Unexcused absences are not eligible to receive points for peer review, though you may still complete the peer review process.
2. Additionally, if a student does not have a draft of an essay that is scheduled for peer review completed by the peer review date, he or she will lose 10 points on his or her final essay paper grade.

### 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 and that are forthcoming. Please be proactive and email the instructor at [jjk3jc@jackson.sparcc.org](mailto:jjk3jc@jackson.sparcc.org) if you are going to miss class for the day. Consult with other students in the class to get make-up work, so you will be caught up upon your return. Follow your monthly calendar.

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 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. This policy includes both excused and unexcused absences. Field trips do not count as absences as the student is participating in an official school trip. Ten absences per semester are plenty for dual enrollment students to accommodate college visits, appointments and potential illness.

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

None

## WITHDRAWAL DATES

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### **POLICY:**

A student may drop a course or all courses from the College during the first 8 calendar days (excluding holidays) of any academic period without academic penalty. Any changes made during this period will not become a part of the student's academic record. Students should refer to the posted refund schedule available at [www.starkstate.edu/<semester>-refund-schedule](http://www.starkstate.edu/<semester>-refund-schedule).

After the first 8 calendar days, the College gives students an opportunity to withdraw from a course or all courses. It is the student's responsibility to withdraw by the published withdrawal date and to satisfy any financial obligations to the College. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academics Records/Registrar's Office. A grade of "W" will appear on the student's academic record.

Beyond the published withdrawal date through the end of the last instructional day, a student with an emergency or extenuating circumstance may receive a grade of "W" only upon consultation with the instructor and approval from the department chair. Sufficient supporting documentation shall be provided by the student when making such a request.

***If a student is a financial aid recipient, it is strongly recommended the student consult with a financial aid representative to discuss ramifications of withdrawing.***

### **PROCEDURE:**

1. After the first 8 calendar days (excluding holidays), the College requires students to obtain the instructor's, advisor's, or department chair's signature, and to submit the form to the Academic Records/Registrar's Office to process the withdrawal. The person signing the Schedule Change form should discuss the reason for the withdrawal with students to ensure they are aware of all their options. Web 3 and Web 4 students can submit an electronic request for withdrawal, including discussion of all options, via the instructor, advisor, or department chair to the Academic Records/Registrar's Office. The Schedule Change form is available via the mystarkstate portal.
2. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academic Records/Registrar's Office. A grade of "W" will appear on the student's academic record after the first 8 calendar days (excluding holidays) of any academic period, as long as the student withdraws before the published withdrawal date.
3. Failure to follow the procedures may result in the student remaining registered for the class and accepting the grade outcome on the academic record at the end of the semester.

<b>Deadline to Process Withdrawal Form for This Class:</b>
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November 16, 2015
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## COURSE OUTLINE/CALENDAR

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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.

Detailed daily calendars by month and assignment sheets with exact due dates will be provided by the instructor.