Eng 100 Writing I: Fall 2013
Caudill College of Arts, Humanities and Social Sciences - Morehead State University

Instructor: Daniel Combs Phone: (606) 668-8202 Conference hours: by appointment
Email: dan.combs@wolfe.kyschools.us
Online Class Website: http://www.wolfe.kyschools.us/olc/class.aspx?id=14728&s=1009

COURSE MATERIALS:
(Available through MSU bookstore: http://www.bookstore.moreheadstate.edu/home.aspx)
Required: Organized 3-ring binder AND Flash drive (or other portable storage) for assignments.

PURPOSE OF COURSE/CATALOG DESCRIPTION

Prerequisite: 18 ACT English subscore or successful completion of ENG 099. The course is designed to develop students’ skills in reading introductory college-level texts with comprehension and critical awareness; writing effective academic prose; making use of current technologies to locate information relevant to select topics; and making effective and appropriate use of a modest number of sources in expository and persuasive/argumentative essays. *This course satisfies the Core Writing I for general education.*

APPROVED UNIVERSITY GENERAL EDUCATION STUDENT LEARNER OUTCOMES

1. Read college-level critical, creative and technical texts for comprehension.(1b)
2. Write effectively for a variety of target audiences using conventions, associated with Standard English (1c).
3. Employ current technologies to locate, analyze, evaluate and use information in multiple contexts and for a variety of purposes (2a).
4. Thoughtfully analyze and evaluate diverse points of view(2c)

LEARNER OUTCOME: Students will be assessed according to their ability to produce papers that

(1) synthesize information from two or more sources dealing with a common topic;
(2) demonstrate critical thinking in analyzing and constructing arguments;
(3) demonstrate facility with information literacy skills, including library research methods; Internet research techniques, or field research techniques;
(4) make fair and appropriate use of work of others in illustrative and supporting claims;
(5) document their use of sources according to MLA conventions;
(6) demonstrate an understating of the rhetorical skills related to discovery, arrangement and style;
(7) demonstrate awareness of audience and employ appropriate tone, diction, vocabulary according to the targeted audience and purpose;
(8) adhere to the conventions appropriate to academic discourse, including standard grammar, mechanics, and usage;
(9) demonstrate the ability to produce a coherent piece of writing shaped by a controlling idea; and
(10) demonstrate the ability to write for different purposes, target different audiences, and employ a range of tactics (including appeals to ethos, pathos, and logos).
CLASSROOM POLICIES:

**Attendance/participation policy:** Attendance, promptness, and participation are necessary to enjoy success in college courses. If you miss more than three classes this semester, your grade may be lowered one letter grade for each absence beyond three. Excessive absences may result in disenrollment from class. Due to the nature of this class, there is effectively NO DIFFERENCE between an Excused or an Unexcused absence; either way, you are not here and participating. Talk to me about extreme examples such as death in the family, major illness, etc.

**Tardy policy:** Come to class and be on time. If you arrive to class after its designated start, then you will be marked tardy. Three tardies will count as one absence.

**Missed work/late work:** There is no distinction between “excused” or “unexcused” absence. If you miss a class then you are responsible for getting lecture notes from other classmates. **If you miss a reading quiz, you will not have the opportunity to make that work up.** Do not expect to be able to hand in late work. I will only accept late work in cases of extreme circumstances. Any late work that is accepted will result in the grade being lowered by one letter grade for each day past the due date.

**Turning in assignments:** All major assignments, and some other assignments, are to be turned in electronically on our established Online Classroom website by the posted due date and time. These dates and times could change, please be aware of class announcements regarding any changes.

**Plagiarism:** Cheating, fabrication, or using others’ words without attribution will not be tolerated. Your writing should be your own. Any student found guilty of academic dishonesty will receive severe disciplinary actions to include, but not limited to, failure of assignment/course and or possible dismissal from MSU. Please read the MSU policy on academic dishonesty at [http://www.moreheadstate.edu/units/studentlife/handbook/academicdishonesty.html](http://www.moreheadstate.edu/units/studentlife/handbook/academicdishonesty.html). We will discuss plagiarism more in class. Any student who engages in plagiarism or who assists another student in academic dishonesty will receive a zero for the first offense. A second offense will result in failure of the course.

**ADA Compliance Statement:** Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/). [NOTE: It is the student’s responsibility to inform the instructor of any special needs before the end of the second week of classes and to provide appropriate documentation.]

**Campus Safety:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during any emergency evacuation. Students should familiarize themselves with emergency response protocols at Wolfe County High School.

**Special Notes:** Cell phones are not allowed in plain sight in the classroom. If you have last-minute talking or texting to do before class, use the hallway. In the classroom, I expect your phone to be tucked away and either turned off or silenced (NOT set on vibrate!). The owner of any phone in plain view in the classroom will be asked to leave and receive an absence for the day. (Note: If there is an actual emergency or serious reason you need to have access to your phone, inform me about it BEFORE class begins and we'll make suitable arrangements.)

Laptop computers are not allowed in-class without special permission.
**ASSESSMENT:**

The point system in this class will be on a one thousand point scale, which will make your performance and progress easy for both you and I to keep track of. If you complete the assignments completely and promptly, then “making the grade” should not be difficult. As a community, I want you to meet the needs of the course and of one another, and if this happens, then your grade will reflect such effort. The point system is as follows:

- **A** = 1074-1200 pts.
- **B** = 954-1073 pts.
- **C** = 834-953 pts.
- **D** = 714-833 pts.
- **E** = 713 pts. or fewer

**CLASS ASSIGNMENTS AND PERFORMANCE**

There will be several major assignments that you will complete during the course of the semester, along with points that will be awarded for a Final Essay. The breakdown for these points, as well as the percentage of your grade that each assignment will consist of, are as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Summary Essays (guided practices)</td>
<td>20 pts.</td>
<td>2%</td>
</tr>
<tr>
<td>Summary Essay (for peer review)</td>
<td>30 pts.</td>
<td>3%</td>
</tr>
<tr>
<td>Summary Essay (polished draft)</td>
<td>100 pts.</td>
<td>8%</td>
</tr>
<tr>
<td>Synthesis Essays (guided practices)</td>
<td>20 pts.</td>
<td>2%</td>
</tr>
<tr>
<td>Synthesis Essay (for peer review)</td>
<td>30 pts.</td>
<td>3%</td>
</tr>
<tr>
<td>Synthesis Essay (polished draft)</td>
<td>100 pts.</td>
<td>8%</td>
</tr>
<tr>
<td>Critical Analysis Essays (guided practices)</td>
<td>20 pts.</td>
<td>2%</td>
</tr>
<tr>
<td>Critical Analysis Essay (for peer review)</td>
<td>30 pts.</td>
<td>3%</td>
</tr>
<tr>
<td>Critical Analysis Essay (polished draft)</td>
<td>100 pts.</td>
<td>8%</td>
</tr>
<tr>
<td>Research Papers (x2)</td>
<td>[190 pts. total (16%)]</td>
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<tr>
<td>1. Research Questions</td>
<td>10 pts.</td>
<td>1%</td>
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<tr>
<td>2. Outlines</td>
<td>20 pts.</td>
<td>2%</td>
</tr>
<tr>
<td>3. Annotated Bibliographies</td>
<td>30 pts.</td>
<td>3%</td>
</tr>
<tr>
<td>4. Peer Review Drafts</td>
<td>30 pts.</td>
<td>3%</td>
</tr>
<tr>
<td>5. Polished Drafts</td>
<td>100 pts.</td>
<td>8%</td>
</tr>
<tr>
<td>Weekly in-class work</td>
<td>= 180 pts. (15%)</td>
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<tr>
<td><em>Study Island</em> assignments</td>
<td>= 100 pts. (8%)</td>
<td>(worth 4p per assignment)</td>
</tr>
<tr>
<td>Notebook Work</td>
<td>= 100 pts (8%)</td>
<td>(4 quizzes)</td>
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<tr>
<td>Library/Research Quiz</td>
<td>= 60 pts. (5%)</td>
<td>(midterm administered by MSU)</td>
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<tr>
<td>Final Exam</td>
<td>= 120 pts. (10%)</td>
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**Class Schedule:** This schedule is tentative and should be used as an outline/guide. Check Blackboard, and expect changes to be announced in-class.

**Week 1: August 7—9 (3)**
- Intro and Explanations
- Class Syllabus Discussion
- Selected Readings: “Main Idea” (from *10 Steps to Improving College Reading Skills*)
- Study Island “Diagnostic Pretest”

**Week 2 August 12—17 (5)**
- MLA practice 1-4
- Developing a Thesis
- Intro to Summary Writing
- Study Island DUE (*Friday*): 2.d. & 4.c
- Guided Practice 1 & 2: Summary writing
- Selected Readings: (from *10 Steps to Improving College Reading Skills*) – “Supporting Details,” “Implied Main Idea,” and “Inferences”

**Week 3 August 19-23 (5)**
- MLA practice 5-7
- Intro to Argument
- Study Island DUE (*Friday*): 3.a & 5b
- Peer Review: Summary Writing
- Selected Readings: (from *10 Steps to Improving College Reading Skills*) “Purpose/Tone” and “Argument”
  *Everything’s an Argument: Ch. 1 (p.1-36)*

**Week 4 August 26-30 (5)**
- MLA practice 8-10
- Intro to Pathos, Ethos, Logos
- Polished Draft: Summary
- Selected Readings: (from *10 Steps to Improving College Reading Skills*) “Critical Reading”
  *Everything’s an Argument: Ch. 2 (p.38-51)*
- “Why We Crave Horror Movies” (*Models for Writers* p.465)
  - Weekend Reading: *Everything’s an Argument: Ch. 3-4 (p.52-93)*

**Week 5 September 3—6 (4)**
- No School on Labor Day (Sept. 2—Monday)
- Continue with Logos, Ethos, Pathos
- Study Island DUE (*Friday*): 4.e & 3.e
- Library Skills Development/Practice
- Intro to Synthesis Writing
- Guided Practice: Synthesis Writing 1
- Selected Readings: “Don’t Eat the Flan” (p.515) (*Models…*) & “Supersize Me…” (p.520) (*Models…*)
  * “Condem the Crime…” p. 524 (*Models…*) & “Shame…” p. 530 (*Models…*) *

**Week 6 September 9—13 (5)**
- Continue with Logos, Ethos, Pathos
- Study Island DUE (*Friday*): 5.d & 3.b
- Library Skills Development/Practice
- Guided Practice: Synthesis Writing 2 AND Peer Review: Synthesis Writing
- Selected Readings: *Everything’s an Argument: Ch. 5 (p.95-130) & Essays*

**Week 7 September 16—20 (5)**
- Polished Draft: Synthesis Writing
- Library Skills Development/Practice
- Study Island DUE (*Friday*): 4.f & 5.a
- Selected Readings: Essays by Einstein, Patel, and Jillette from *Everything’s..* p.895-899
  *Everything’s an Argument: Ch. 6-7 (p.133-206) & Essays*
Week 8 September 23—27 (5)
Library Skills Development/Practice
Study Island DUE (Friday): 3.d & 3.f
Intro to Writing a Critical Analysis AND Guided Practice: Critical Analysis 1
Selected Readings: Everything’s an Argument: Ch. 8-9 (p.208-274) & Essays

Week 9 Sept. 30 – Oct. 4 (3)
Library Skills Development/Practice
Study Island DUE (before Fall Break): 4.g-k
Guided Practice: Critical Analysis 2
Selected Readings: Everything’s an Argument: Ch. 10 (p.284-311)

Week 10 October 7—8 (2)
No school Oct. 9-11 (Fall break) - Focus on Study Island

Week 11 October 14—18 (5)
Guided Practice: Critical Analysis 3
Study Island DUE (Friday): 5.e
Peer Review: Critical Analysis
Selected Readings: Everything’s an Argument: Ch. 13 (p.415-439) and “Doubts about Doublespeak” p.126 (Models…)

Week 12 October 21—25 (5)
Polished Critical Analysis
Study Island DUE (Friday): 5.f
Selected Readings: Everything’s an Argument: Ch. 14-15 (p.441-489) & Essays

Week 13 October 28—November 1 (5)
Intro to Research Paper Writing
Study Island DUE (Friday): 3.c
Selected Readings: Everything’s an Argument: Ch. 16-17 (p.493-534) & Essays
20 Research Questions due

Week 14 November 4—8 (4)
No School on November 5 (Tuesday)
Study Island DUE (Friday): 4.d
Selected Readings: Everything’s an Argument: Ch. 18-20 (p.536-598) & Essays
Outlining research paper

Week 15 November 11—15 (5)
Study Island DUE (Friday): 5.g
Research Paper: potential bibliography
Research Paper: Outlines due

Eng 100 Library Research Quiz (Midterm exam)

Week 16 November 18—22 (5)
Study Island DUE (Friday): 4.a
Research Paper: Annotated Bibliography due
Selected Readings: Essays

Week 17 November 25—26 (2)
No School on November 27—29 (Thanksgiving break)
Research Paper work
Selected Readings: Essays

Week 18 December 2—6 (5)
Research Paper: Peer Review draft due
Selected Readings: Essays

Week 19 December 9—13 (5)
Research Papers Due

Eng 100 Final Exam

Week 20 December 16—20 (5) - Wrap-up for everything!