EN 111 Composition I

***DONNELLY COLLEGE***

Term

Day/Time

Room

3 Credits

# INSTRUCTOR INFORMATION:

Instructor:

Office:

Office hours:

Telephone:

E-mail address:

# COURSE DESCRIPTION:

This course develops skills in writing the major types of composition such as description, narration, example, analysis, definition, classification, comparison/contrast and cause/effect. Students will practice techniques needed in writing reports and learn basic library skills used in research. **This is a Great Books section of EN 111 and will require readings from texts designated as “foundational literature of Western culture.” For more information:** https://[www.sjc.edu/academic-programs/undergraduate/great-books-reading-list](http://www.sjc.edu/academic-programs/undergraduate/great-books-reading-list)

# PREREQUISITES:

See mandatory placement policy in catalogue.

# REQUIRED TEXTBOOK & SUPPLIES:

1. *Middlemarch* by George Eliot. Harper Perennial edition 2015. ISBN: 9780062356147
2. *The Bedford Handbook* any recent edition. Boston: Bedford/St. Martin’s 2014-2017.

# PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

# DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

# LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and Analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.

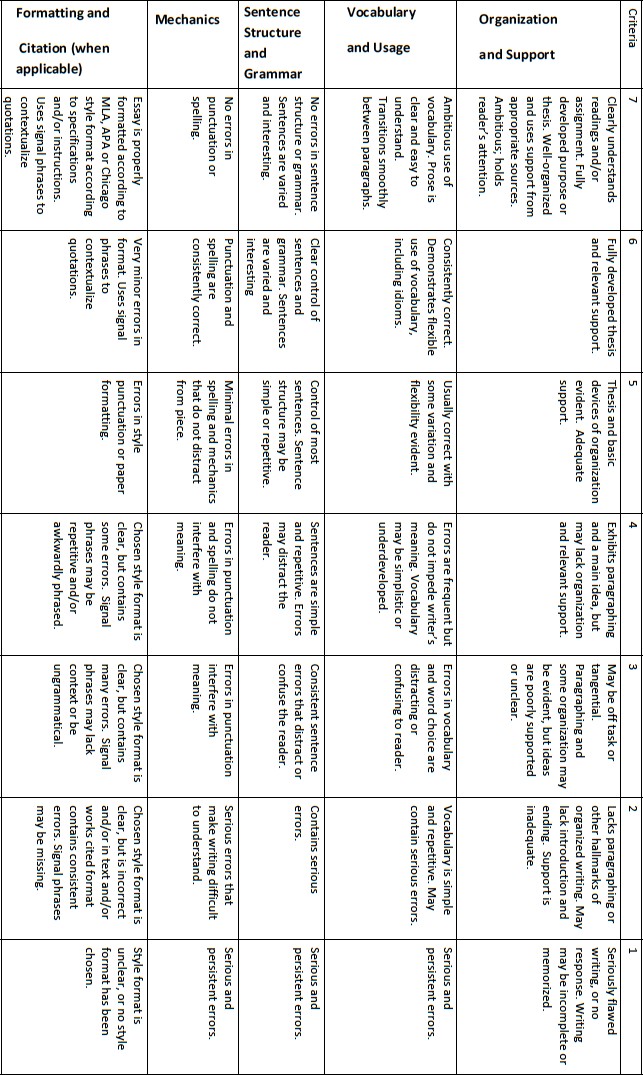
6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA) 6b. Use of the scientific method. (AS)

# EN 111: ENGLISH COMPOSITION I STUDENT LEARNING OUTCOMES

Upon completion of EN 111, the student will have the ability to

* 1. Compose essays that include an introduction, body paragraphs and a conclusion.
  2. Demonstrate an understanding of purpose and audience in written work.
  3. Recognize major errors and employ revision strategies in one’s own work as well as the work of peers.
  4. Employ variety, precision and clarity in word choice and usage.

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| **Donnelly College Learning Outcomes** | **Associate of Arts Program Learning Outcomes** | **Student Learning Outcomes for EN 111: English Composition I** | **Performance Indicator** |
| 1. Students will communicate effectively in writing and speaking. | 1. Demonstrate proficiency and creativity in written and verbal communication. | 1. Compose essays that include an introduction, body paragraphs and a conclusion. | Passing averages on Literacy Narrative and Final Essay (scored using Donnelly College Writing Rubric; see attached). |
| 2. Students will demonstrate proficiency in information literacy skills. | 2. Demonstrate effective use of current technology in support of academic work. |  |  |
| 3. Students will demonstrate competency in qualitative and quantitative problem solving. | 3. Demonstrate proficient use of qualitative and quantitative methods in problem solving. |  |  |
| 4. Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | 4. Demonstrate critical and analytic thinking across a range of disciplines. | 2. Demonstrate an understanding of purpose and audience in written work. | Passing averages on Annotated Bibliography and Literacy Narrative assignments (scored using Donnelly College Writing Rubric; see attached). |
| 5. Students will develop an understanding across cultural differences locally, nationally, and internationally. | 5. Demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. | 3. Recognize major errors and employ revision strategies in one’s own work as well as the work of peers. | Completion of three peer review sessions. |
| 6. Students will engage independently and effectively in lifelong learning. | 6a. Demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines. | 4. Employ variety, precision and clarity in word choice and usage. | Passing score on Vocabulary Expansion assignment.  ***Assessment data for this outcome will be collected in Fall 2019*** |
| 7. Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | 5 (repeated). Demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. |  |  |



**COURSE REQUIREMENTS and GRADING POLICY:**

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| **Assignments** | **Points** |
| Participation and Attendance (Teamwork, preparation, writing workshops, etc.) | 100 |
| Long Essays (3 at 100 points each) | 300 |
| Short Essays (2 at 50 points each) | 100 |
| Middlemarch Reading Journal | 100 |
| Reflections (7 at 10 points each, lowest two scores dropped) | 50 |
| Fishbowls (7 at 10 points each; two lowest scores dropped) | 50 |
| Discussion Questions (10 at 5 points each) | 50 |
| Self-Assessment (2 at 25 points each) | 50 |
| Conference | 50 |
| Reading quizzes (12 at 5 points each, lowest two scores dropped) | 50 |
| Overall Improvement | 100 |
| **Total Possible Points** | **1000** |

# GRADING SCALE:

Example: Grades will be assigned according to the following scale.

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| A: 90%-100% | 900 - 1000 |
| B: 80%-89% | 800 - 899 |
| C: 70%-79% | 700 -799 |
| D: 60%-69% | 600 - 699 |
| F: Below 60% | 599 points and below |

**TUTORING REQUIREMENT**: In order to earn an “A” grade on any **Short Essay** or **Long Essay** (not Reflections!) in this course, you are required to attend at least one revision session at the ACE Tutoring Center (Room 14). Revising with a writing tutor **does not guarantee** an “A” grade, but an “A” cannot be earned unless you turn in a completed and signed yellow Tutoring receipt with the paper when it is due.

* Note that walk-in sessions at ACE are NOT guaranteed – it is your responsibility to find out this semester’s policies, including how far in advance you need to make appointments and whether there is a time requirement for those appointments.
* ACE is part of our school’s tutoring center. IT IS NOT AN EDITING SERVICE. You must go with a clear idea of what you need help with – with goals and specific requests in mind. You will not go expecting the tutor to “fix” your paper, nor will you ask them to proofread your work. That is not their job.
* You may find that there are particular tutors who you work well with, and perhaps even tutors you prefer *not* to work with. That is absolutely fine – all the more reason to schedule your sessions well in advance of the paper’s due date – to ensure that you can work with the tutor you prefer.

If you have questions about the ACE requirement or how tutoring works, ask Dr. Lenos or stop by Room 14 for more information.

**EXPLANATION OF ASSIGNMENTS:**

## Written Assignments will typically be returned to students within two weeks of being turned in.

Participation, Teamwork and Attendance: Students are expected to participate in class discussions, give constructive and thorough feedback in writing workshops and respond to reading assignments through questions and thoughtful response. See **Attendance Policy** below.

Middlemarch Reading Journal: You will need a notebook specifically for this class, in which you will take notes as you read *Middlemarch.* Your journal should contain your own thoughts and notes, and can be written as reviews, responses, summaries, or – ideally – some combination of these. You should also use this notebook to track new vocabulary, characters and their relationships to each other, and other helpful information that will help you keep up with class discussions. If you seem to be struggling consistently in this class, I will ask you to meet with me and bring your Journal; it is essential that you use it consistently and keep it up to date. The Journal is also a good place to jot down beginnings of Discussion Questions.

Long Essays: Instructions will be provided for each of these. Please note that essays must be TYPED, using MLA formatting. Essays will have a length requirement. Essays are due on their due date at the beginning of class. Late essays are not accepted in this course.

Short Essays: These are shorter response-style essays (usually 3 pages) that may help you in writing the longer essays. Reflections: Very short (usually one page) writing assignments may help to get you started on longer essays.

Common Read Campus Events: Any Common Read events that fall during class time are required for this course. Attendance will be recorded and there may be assignments associated with the events.

Fishbowls: The Fishbowl Discussion format motivates students to complete class reading assignments and empowers students to be in charge of their own discussion. Three or four students are randomly selected to sit in a small inner circle with the rest of the class seated in a larger outer circle. The small group conducts a 15-minute discussion with each other while the rest of the students listen, take notes, and later pose questions and comment on what they have observed.

Conferences: Once or twice this semester, you will meet with Dr. Lenos one-on-one to discuss your writing and performance in this course so far. These conferences are mandatory; you will receive zero points if you fail to attend your conference on time or come unprepared. There will be no class held on conference days, as the meeting times will coincide with class time. Missing one conference will count as three absences.

Self-Assessment: These will be provided before the conference week and will be due at your individual conference. A self- assessment is an opportunity to examine how you’ve improved throughout the semester, and where you need to work harder on your writing and the course.

Reading Quizzes: On most days when there are reading assignments, there will be reading quizzes. These are short-answer and will be open-note, meaning you can use your Reading Journal (but NOT open-book). There will be no make-ups on missed reading quizzes, but the lowest two quiz grades will be dropped. Quizzes will not be returned. If you wish to look over your quiz to see what you missed, please feel free to stop by Dr. Lenos’ office hours.

Discussion Questions: On many days when there are reading assignments, you will be required to bring in discussion questions for the day’s reading, discussion and classwork. As you read (and take notes on your reading), you should keep track of any questions that you have. Questions should not be simple (yes or no, definitions of words), but should be about more in-depth meanings and conceptual concerns. These will not be returned, therefore you should copy them into your notes before turning them in. Discussion Questions are due on their due date, at the **beginning** of class. There are no make- ups for these assignments. Discussion Questions must be typed.

Overall Improvement: At the end of the semester, the final grade in the course will include consideration of your performance from the beginning of the semester.

Final Exam period: There is no final exam in this course. Dr. Lenos will be in her office during the Final Exam period, but students are not required to attend.

Extra Credit: See Technology Policy, below.

## Short and Late assignments

1. Assignments that do not meet length requirements will receive an automatic zero.
2. Late assignments will lose a 20% point deduction for each day late.
3. If you know that your assignment is going to be late, you may request an extension. The request must be made at least 48 hours before the due date, and **must include your proposed new due date** for the assignment.

**Emailed assignments are NOT ACCEPTED under any circumstances.** Assignments (including drafts) are due in class on the dates they are due, at the beginning of class. Assignments may need to be uploaded to Canvas, brought to class as a printed hard copy, or both. Assignments due on Canvas will have a time stamp.

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**Specific to this class,** the first offense of plagiarism will result in a failing grade for the assignment. The second offense will result in a failing grade in the course. In **every** instance of plagiarism, notification will be sent to the student, the student’s advisor, the Dean of Liberal Arts and Sciences, the Vice President for Academic Affairs, the Director of Student Success and any other party deemed appropriate. Additionally, **any** instance of plagiarism in this course requires the student to take an intensive seminar on Academic Honesty. The student will be informed of the day, time and location for this seminar. The student will not receive a grade in this course until the seminar is completed, which may result in an Incomplete grade for the current semester.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students who miss three consecutive classes, or more than a total of five classes, will be administratively withdrawn from the course. If you have obligations (such as work or family) that will require you to consistently miss class, or to be late/leave early, you should take this course at a different time, or in a future semester when you are able to commit to it fully. Writing Teams will receive group grades, as well as improvement grades over the course of the semester. A failure to fully commit to this class and improvement in the writing process could result in lowered grades for your classmates, making it additionally important that you come to every class prepared and ready to write. Consistent attendance is critical for academic success; therefore, students are expected to attend all class meetings. While we recognize there may be times when a student cannot attend, there are no “excused” absences and There is no possibility to “make up” missed classes. An absence from a regularly scheduled class is defined by a student not attending at class time and/or missing a significant portion of class time.

If absences meet or exceed 15 percent of the class meetings in one semester (6 classes for a course meeting three times a week) the student’s final grade will be reduced by one letter grade. Absences reaching 20 percent of the class meetings in any one semester (9 classes for a course meeting three times per week), will result in a failing grade in the course. If you have obligations that will require you to consistently miss class, or to be late/leave early, you should take this course at a different time, or in a future semester when you are able to commit to it fully. Students who miss many classes due to injury or illness should contact registration to discuss a medical withdrawal.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored. If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance. The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

## Technology Policy for Dr. Lenos’ courses

Phones, laptops, tablets, recorders and other digital technology are banned in my classes except for students with a documented Disabilities Accommodation from the Office of Student Success. To incentivize your buy-in to this policy, I’ve created a semester-long game for us all to play.

For all class periods, if I do not see a phone/tablet/iPod/other device **out and visible**, EVERYONE in the class will receive 1 point of extra credit toward their final number of points in the class at the end of the semester.

Conversely: if I see a phone/other device OUT during class time, you WILL NOT earn that 1 point of extra credit.

The potential is to earn 45 EXTRA CREDIT POINTS TO YOUR FINAL NUMBER OF POINTS BY SEMESTER’S END.

That’s a lot of points.

Please note: Either you earn the point or you don’t. It’s extra credit so it’s completely up to you and your classmates how you play it out. What constitutes a device out?

* The device is out during class time – yes, even if it’s just on your desk or in your lap. (Note the beginning and end time of this class. I will not remind you.)
* You’re listening to music/watching a video with or without headphones in your ear during class time.
* You’re texting/checking your device during class time.
* The phone rings or buzzes audibly during class time.

This list is NOT EXHAUSTIVE meaning that if there’s a use of the device during class time that is not permissible, that is also cause to not earn the point for the class day.

Last thing: points for the week will be added on Canvas. I may or may not mention the points during or after each individual class – I may or may not point out that a student is using a device and losing your points. It behooves you to do your best to take advantage of this opportunity and to **remind your classmates** to keep their devices OFF and AWAY during my classes.

**“But I have an emergency…”** Then keep it on vibrate, in your pocket, and quietly leave class if you need to make or take a call. It’s that easy!

**TENTATIVE COURSE CALENDAR**

The schedule is subject to change based on the progress or needs of the class.

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|  | **Assignments and Activities** |
| Week 1  Monday, August 19 | Introduction to the class In-class writing |
| Wednesday, August 21 | **The Art of Close Reading \* PLO 4**  READ: Entire Syllabus  READ: *Middlemarch* chapter 1 (pages 7-15)  Discussion: The art of close reading; keeping an effective Reading Journal |
| Friday, August 23 | READ: *Middlemarch* chapters 2-6 Reading Quiz 1  Fishbowl 1 |
| Week 2  Monday, August 26 | **Habits of Mind & Becoming Academic \* PLO 4, 1**  DUE: Reflection 1  Bring your Bedford Handbook |
| Wednesday, August 28 | **Canons of Literature \* PLO 6a**  Due: Discussion Questions 1 Bring your Bedford Handbook |
| Friday, August 30 | READ: *Middlemarch* chapters 7-12 Reading Quiz 2  Fishbowl 2 |
| **Week 3**  **Monday, September 2** | **NO CLASS: LABOR DAY** |
| Wednesday, September 4 | **DUE: SHORT ESSAY 1**  **Required length: 3 full pages (see rubric for additional requirements)**  Bring your Bedford Handbook  In class writing : Discussion Questions 2 Teamwork |
| Friday, September 6 | READ: *Middlemarch*; chapters 13-22 (Book Two: Old and Young) Reading Quiz 3  Fishbowl 3 |
| Week 4  Monday, September 9 | **Reading as a Writer, Writing as a Reader \* PLO 1, 4**  Due: Discussion Questions 3 |
| Wednesday, September 11 | DUE: Reflection 2  Bring your Bedford Handbook |
| Friday, September 13 | READ: *Middlemarch*; chapters 23-33 (Book Three: Waiting for Death) Reading Quiz 4  Fishbowl 4 |
| Week 5  Monday, September 16 | **DUE: LONG ESSAY 1**  **Required length: 5 full pages (see rubric for additional requirements)**  Preparation: Ken Ilgunas talk |
| Wednesday, September 18 | Preparation: Ken Ilgunas talk Due: Discussion Questions 4 |
| **Friday, September 20** | **Campus Speaker: Ken Ilgunas, author of *Trespassing Across America* (details to be announced)** |
| Week 6  Monday, September 23 | DUE: Reflection 3 |
| Wednesday, September 25 | READ: *Middlemarch*; chapters 34-53 (Book Four: Three Love Problems and Book Five: The Dead Hand) Reading Quiz 5  Fishbowl 5 |
| Friday, September 27 | **Choosing Topics of Interest, Asking the Right Questions \* PLO 6a**  Due: Discussion Questions 5 |
| Week 7  Monday, September 30 | Conferences  DUE: Self-Assessment |
| Wednesday, October 2 | Conferences  DUE: Self-Assessment |
| Friday, October 4 | Conferences  DUE: Self-Assessment |
| Week 8  Monday, October 7 | DUE: Vocabulary Expansion Assignment  **Beginning Thesis Statements \* PLO 1** |
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| Wednesday, October 9 | READ: *Middlemarch*; chapters 54-62 (Book Six: The Widow and the Wife) Reading Quiz 6  Fishbowl 6 |
| Friday, October 11 | Activity to be announced |
| Week 9  Monday, October 14 | DUE: Reflection 4  Bring Bedford Handbook |
| Wednesday, October 16 | **Four Corners Debate**  Details to be announced. |
| Friday, October 18 | READ: *Middlemarch*; chapters 63-71 (Book Seven: Two Temptations) |
| Week 10  Monday, October 21 | **From Finding to Evaluating Sources \* PLO 2, 5, 6a**  Due: Reflection 5  Beginning Research |
| Wednesday, October 23 | Directed Group Research Day Due: Discussion Questions 6 |
| Friday, October 25 | READ: *Middlemarch*; chapters 72-end (Book Eight: Sunrise and Sunset + Finale) Reading Quiz 7  Fishbowl 7 |
| Week 11  Monday, October 28 | **DUE: LONG ESSAY 2**  **Required length: 5 full pages (see rubric for additional requirements)** |
| Wednesday, October 30 | **Researched Arguments \* PLO 3, 4**  Due: Discussion Questions 7 |
| Friday, November 1 | Quiz 8  Bring Bedford Handbook |
| Week 12  Monday, November 4 | DUE: Reflection 6  Bring Bedford Handbook |
| Wednesday, November 6 | **DUE: SHORT ESSAY 2**  **Required Length: 3 pages (see rubric for additional requirements)**  Bring Bedford Handbook |
| Friday, November 8 | Quiz 9 Teamwork |
| Week 13  Monday, November 11 | **From Revising to Editing \* PLO \* 4, 5**  Bring Bedford Handbook Quiz 10 |
| Wednesday, November 13 | Due: Discussion Questions 8 Bring: Bedford Handbook |
| Friday, November 15 | DUE: Reflection 7  Bring: Bedford Handbook |
| Week 14 Monday, November 18 | Quiz 11  Bring: Bedford Handbook |
| Wednesday, November 20 | Bring: Bedford Handbook |
| Friday, November 22 | Due: Discussion Questions 9 Bring: Bedford Handbook |
| Monday, November 25 | **DUE: LONG ESSAY 3** |
| Wednesday, November 27 | **No school – Thanksgiving** |
| Friday, November 29 | **No school – Thanksgiving** |
| Monday, December 2 | Quiz 12  Teamwork: Revision |
| Wednesday, December 4 | Due: Discussion Questions 10 Teamwork: Portfolio Completion |
| Friday, December 6 | **DUE: REVISION OF LONG ESSAY 3**  Class Wrap-up |
| Wednesday, December 11 11am-1pm | There is no final exam in this class. Dr. Lenos will be available in her office during the exam period. |