

MARYVILLE UNIVERSITY
COMPOSITION: THEME WRITING SPRING 2010
ENGL101-1M
January 17, 2010 - April 25, 2010
3 Credit Hours

COURSE SYLLABUS VERSION 1

Last Modified _____

NOTE: This syllabus is located in D2L in Content.

Instructor: Zoë Lemcovitz, Esq.

Office: ABAC 3275

Office Hours: following class and by appointment. Appointments will be made via e-mail, for a mutually convenient time. Requests for appointments should be made no less than 48 hours before the requested appointment time.

Contact Information: Maryville e-mail address zlemcovitz@maryville.edu Maryville voice mailbox 314-529-9201 X3021#. **NOTE: The best way to contact me is via e-mail.**

CLASS TIME: Every other Sunday from 9:00 a.m. - 11:50 a.m.

CLASS MEETING DATES: 1/17, 1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25

CLASSROOM LOCATION: Reid 2314

PRE-ASSIGNMENT: (1) Review syllabus, and (2) complete assignments shown under Class #1 in the "Course Outline" section in this syllabus.

This syllabus is subject to revision at the discretion of the instructor. Revised versions of this syllabus will be posted on D2L. In the event you lose track of your hard copy of this syllabus please refer to the syllabus on line and/or print it out. The instructor will not respond to requests for information that is contained in the syllabus.

COURSE DESCRIPTION:

A course developing skills in writing clear, correct sentences and paragraphs, and developing essays.

COURSE PREREQUISITES:

None

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COURSE OBJECTIVES:

1. Use the writing process - brainstorming, organization, drafting, revision, editing – to create three (3) original compositions, with distinct elements and organizational patterns:
Two (2) 350-word essays
One (1) 750-word essay
2. Apply rules of avoiding plagiarism to all writings;
3. Develop succinct, precise thesis statements supported with well developed, concise paragraphs, unified around one central idea, with transitional expressions and other techniques;
4. Utilize complex, varied sentence structures and precise word choice;
5. Recognize personal writing weaknesses, critically read own works to develop competent independent editing skills to repair content and technical writing errors;
6. Analyze using independent critical thinking skills when (a) reading published texts, regarding patterns of narration, exposition and argument, and (b) revising own writing; and
7. Develop independent self-editing skills, substantially revising compositions as desired.

INSTRUCTIONAL MATERIALS:

1. *The St. Martin's Handbook*, 6th edition, Andrea A. Lunsford, Bedford/St. Martin's, (2008). bedfordstmartins.com/smhandbook.
2. *Models for Writers*, 10th edition, Alfred Rosa and Paul Eschholz, Bedford/St. Martin's, (2010). bedfordstmartins.com/models, bedfordstmartins.com/rewritingplus.
3. In addition to the foregoing the instructor may utilize handouts, videos, and/or guest speakers, at the instructor's discretion.

INSTRUCTIONAL METHODS:

1. Lecture and discussion on assigned reading; in-class writing exercises; outside writing assignments; drafting and revising writing assignments based on feedback; handing in of assignments (described later in this syllabus); guest lecturers may be invited.

EVALUATION OF STUDENT'S PERFORMANCE:

1. Class attendance - Please refer to "Attendance" under "Course Policies" below. Note: class attendance will be factored in to determine the grade up or down for the course when the student is on the "bubble" of two grades.
2. Classroom participation - is measured by the instructor's subjective determination of the frequency and more importantly the quality of the student's involvement in the classroom. Note: class participation will be factored in to determine the grade up or down for the course when the student is on the "bubble" of two grades.
3. Assignments - 100 % of total grade for the course. Various assignments will be given including but not limited to those more particularly described in the "Assignments" section of this syllabus. Grades will be based upon the total points earned by the student and will use the scale set forth in the "Grading" section of this syllabus.

GRADING:

- **Writing Expectations and Grading:** A well-crafted essay includes various components. Listed below are several important criteria upon which your work will be evaluated:

1. *Clarity, Focus, Organization.* Does your essay have a thesis statement which is a central idea, question, or argument that structures your writing, making it easy and compelling for your readers to follow your essay? Do the various parts of your essay connect well with each other?
2. *Paragraph Development.* Are your paragraphs structured in a way that each paragraph has a topic sentence and each sentence within a paragraph is connected logically with the previous sentence and the topic sentence? Does each paragraph focus on one idea?
3. *Style.* Are you writing in complete sentences and in a manner that makes it enjoyable to read your essay? Is your distinctive writer's voice coming through?
4. *Revision.* Have you successfully incorporated feedback on the earlier draft, from either your peers and/or your instructor?
5. *Grammar, Spelling, Punctuation.* Are you writing standard grammatical English? Have you proofread your work and corrected lingering errors?

- **Essay Assignments:** For Assignments #1, 2 and 5 students will prepare a first draft that will be returned to them with feedback. Students will then prepare a final draft incorporating the feedback, due in the next class. The final grade on Assignments #1, 2 and 5 will be based on upon the final draft submitted. Each essay's weight in the final grade for the course is indicated in the "Assignments" section of this syllabus.

Grading Scale:

94 - 100% = A	78 - 79% = C+
90 - 93% = A-	72 - 77% = C
88 - 89% = B+	70 - 71% = C-
82 - 87% = B	60 - 69% = D
80 - 81% = B-	0 - 59% = F

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COURSE POLICIES:

- **Attendance**: Attendance will be taken at the beginning of each classroom session. Attendance and participation are vital in all classes in order to enhance learning. ***The maximum allowable numbers of absences (excused or otherwise) for this class is ONE. If a student misses two classes he/she will receive an "AF" (Attendance Failure). Further "being absent" shall be defined as missing 30 minutes or more of any one class. As such, arriving late and/or leaving early may result in an absence.*** Talk to the instructor if you have any questions about the attendance policy.

Please arrive to class on time and prepared. You are responsible for your attendance and communicating with the instructor about that attendance. Additionally, you are responsible for any work missed as result of absences of any kind. ***In the event you miss a class you are responsible for getting lecture notes, class assignments or other information about the missed class from a source other than the instructor.***

Besides an authorized absence, you are expected to be present at each classroom session, preferably arriving a few minutes early. ***An authorized absence is defined as a serious personal illness; a family emergency such as serious illness or death involving a member of the immediate family; jury or military duty; and representing the University in athletic, academic, professional and leadership development pursuits.*** Authorized absences must be officially documented. The following are examples of non-authorized absences: vacations, leisure pursuits and personal business. You are expected to be familiar with the "Class Attendance" guidelines found in the current Academic Catalog (in the Policies and Information section) and/or the current Student Handbook.

- **Late Assignments**: ***With the exception of an unforeseen authorized absence, late assignments (including quizzes, tests and exams) will not be accepted and the grade for the assignment will be a zero.*** In preparing assignments, plan ahead, save and back-up your work regularly. Some examples of unacceptable excuses for late work are: hardware or software failed; supplies such as paper and/or toner ran out; inability to access the internet; my dog ate my homework. The foregoing list is not exhaustive.

- **Communication**: ***The most effective way to get in touch with me is via e-mail at zlemcovitz@maryville.edu. All e-mail communication (to and from) must be through your Maryville University e-mail account only.*** Please be sure to sign your e-mails with your full name so I know to whom I am responding. I will respond to e-mails in less than 48 hours, but it may take more than 24 hours for me to respond. It is your responsibility to communicate any questions, concerns, and/or difficulties you are having related to the course. ***Please check your Maryville e-mail account regularly as this is how I will communicate with you outside of class.*** I discourage phone messages, related to the course information.

- **Electronic Devices**: Please silence all electronic devices prior to the commencement of class. Please give your full and undivided attention to what is going on in class; therefore ***do not read or write text messages, e-mails etc. during class***. If you take your notes on a lap top please do only that and do not use other applications and/or the internet during class unless otherwise permitted. ***If you are observed by the instructor doing any of the foregoing ten points will be deducted from your final grade for the course for each instance.***

- **Academic Dishonesty (Plagiarism, Cheating, & Fabrication)**:

The faculty at Maryville University expect college students to do their own work, not to plagiarize, cheat or otherwise fabricate. ***Students plagiarize when they copy the words or ideas of another and present those words or ideas as their own.*** Any individually written assignment must be expressed in the student's own words and formatting. If you do not fully understand the rules for avoiding plagiarism you should seek assistance from Maryville University's Academic Success Center prior to turning in any assignment in this course.

Although the following is not an exhaustive list, it describes some types of academic dishonesty:

- Plagiarism; presenting the words or ideas of someone else (including text from anonymously authored works and/or web pages) as one's own in papers or assignments
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Submitting someone else's work as your own work; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Obtaining a paper from the Internet and submitting it as one's own work
- Turning in a paper that has been purchased from any source including a commercial research firm
- Arranging to give or receive answers by use of signals, notes, or technological devices during an exam, test or quiz
- Copying with or without the other person's knowledge during an exam, test, or quiz
- Obtaining a copy of an exam, test or quiz in advance of its scheduled administration
- Using notes of any kind during an exam, test or quiz when such use is prohibited
- Collaborating with other students on assignments when collaboration is not allowed
- Altering answers on a graded exam, test, quiz, paper, or assignment and submitting it to be re-graded
- Destroying or stealing the work of other students
- Falsification or invention of any information or citation in a paper, lab, or assignment
- Intentionally or knowingly helping or attempting to help another person cheat, fabricate or plagiarize
- Doing assignments for someone else
- Misrepresentation of circumstances surrounding academic work, assignments or attendance

If there is reasonable evidence of academic dishonesty on an assignment, paper, exam, test, or quiz the consequence is an automatic failure of the particular assignment, paper, exam, test, or quiz for all students involved. Further consequences may include an automatic failure of the course, and/or dismissal from the University.

In documented cases of academic dishonesty the instructor will forward a "Report of Academic Dishonesty" to the student's Dean and the student's academic advisor.

It is the student's responsibility to review and be familiar with Maryville University's "Student Code of Conduct" provisions regarding academic dishonesty and the associated sanctions for engaging in plagiarism, cheating and/or fabrication. The "Student Code of Conduct" can be found in the Maryville University "Student Handbook" for the current academic year which is available on the Maryville University website.

STUDENTS REQUIRING ASSISTANCE:

All students of Maryville University in good standing may use any and all of the resources available on the main campus, including the services listed below. This includes students enrolled in Weekend College and evening courses.

Academic Accommodations: Maryville University provides accommodations and supports for students with disabilities as defined by the Americans with Disabilities Act. **If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor and/or the Director of the Academic Success Center Julie Kindred (314-529-6850 or jkindred@maryville.edu) located in the University Library.**

It is the STUDENT'S responsibility to ensure that appropriate information is provided to the instructor no later than the first class. Asking for special consideration and/or accommodations after the first class session presents obstacles for both students and instructors. As such, please communicate any and all concerns regarding possible needs and/or accommodations before or during the very first class session.

Peer Tutoring & Writing Center Tutoring: The following services available to all students free of charge in Maryville's Academic Success Center:

- Peer Tutors help with specific classes, study skills, and test-taking strategies.
- Writing Center Tutors recommend strategies that will help students improve their writing skills.

For an appointment call 314-529-9228, e-mail peertutors@maryville.edu, or stop by the Peer Tutor Office in the University Library.

Personal: if you are struggling emotionally or undergoing a personal/family crisis, contact the Office of Personal Counseling for free confidential counseling at 314-529-9556, or e-mail director Jennifer Henry, M.A., LPC at jhenry@maryville.edu.

Saints Alert: Saints Alert is Maryville University's Campus Notification System which enhances communication so that all members of the Maryville campus community can stay informed in the event of an emergency. Maryville University students can subscribe to be notified by text message or e-mail in the event of a campus emergency or campus closure. The message may alternatively be sent to a PDA or pager. There is no cost to subscribe, other than any regular fees associated with text messaging services.

To sign up go to the Maryville University website. Click on Public Safety at the bottom of the home page. On the Public Safety page click on Saints Alert, you will then be asked to log in to the Maryville Intranet site with your user name and password (these are the same as for your Maryville e-mail account). Once on the Saints Alert page of the Maryville Intranet site follow the instructions for signing up.

Technical Support: You may get assistance with technology at the Information Technology Help Desk, which provides software and hardware support to the faculty, staff, and students of Maryville University. The Help Desk will answer questions about software operation, electronic mail accounts, network logins, and hardware troubleshooting. You may contact the Help Desk by e-mail at helpdesk@maryville.edu or by phone at (314) 529-9506.

Office hours are:

Monday – Thursday 7:30 am to 6:00 p.m. and **Friday** 7:30 am to 5:00 p.m.

For D2L specific issues, please call (314) 529-9647 or HYPERLINK "<mailto:learn@maryville.edu>"

TIPS FOR SUCCESS:

Do reading assignments timely; be attentive and take active notes in class; read and write critically; ask for help after you have exhausted all other independent resources for answers; do not wait until the last minute to begin working on assignments.

Take your education seriously; treat it as you would any paid employment you would undertake.

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COURSE OUTLINE

Please note that this syllabus is subject to change at the discretion of the instructor with reasonable notice. All revised versions of this syllabus will be posted on D2L in Content.

ABBREVIATIONS:

"SMH" refers to *The St. Martin's Handbook*

"MW" refers to *Models for Writers*

NOTE: Numbered assignments referenced below are more particularly described in the "Assignments" section of this syllabus. Checkboxes () are included below to help you track completion of assignments.

Class #1 - January 17th, 2010

Assignment:

MW - Read Chapter 1 "The Writing Process"; and Chapter 3 "Thesis"; for each essay in Chapter 3 do the "Reflecting on What You Know" exercise and annotate the essay.

SMH - *Skim* the text to familiarize yourself with how it is organized, noting particularly the location of material pertaining to weaknesses you know you have in your writing.

Classroom Work: Introduction to the course and texts; syllabus review; discuss assigned reading and work associated exercises; writing exercise: Annotations practice, "Fable for Tomorrow" page 49 of MW; writing exercise: write a paragraph using the topic sentence given in class; discuss Assignment #1 Most Important Day Paper, first draft due in next class.

Turn In Assignment(s): in-class writing exercise

Class #2 - January 31st, 2010

Assignment:

MW - Read Pages 33-37 of Chapter 1 "The Writing Process"; Pages 169-172 of Chapter 7 "Paragraphs"; and Chapter 4 "Unity"; for each essay in Chapter 4 do the "Reflecting on What You Know" exercise and annotate the essay.

SMH - Skim Chapter 5 "Exploring, Planning and Drafting" and Chapter 7 "Developing Paragraphs".

Classroom Work: Discuss assigned reading and work associated exercises; writing exercises; discuss Assignments #2 Shared Experience Paper, #3 (brainstorming for Assignment #5 College/Major Paper) and #4 (outline for Assignment #5 College/Major Paper) due in next class.

Turn In Assignment(s): Assignment #1, first draft of Most Important Day Paper.

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Class #3 - February 14th, 2010

Assignment:

MW - Read □ Chapter 5 “Organization” and □ Pages 245-251 of Chapter 10 “Writing with Sources”; and □ "Documenting Sources" pages 613-621; □ for each essay in Chapter 5 do the “Reflecting on What You Know” exercise and □ annotate the essay.

SMH - Skim □ Part 6 “Sentence Grammar” (Chapters 31-35).

Classroom Work: Assignment #1 returned with feedback - *final draft due in next class*; discuss assigned reading and work associated exercises; writing exercises. **Sign up for conferences to be held in next class.**

Turn In Assignment(s): Assignment #2 first draft of Shared Experience Paper, Assignment #3 brainstorming for College/Major Paper; and Assignment #4 outline for College/Major Paper.

Class #4 - February 28th, 2010

Assignment: □ Prepare for conference with instructor

Classroom Work: Individual conferences, no class. Assignments #2, #3, and #4 returned with feedback - *final draft of Assignment #2 due in next class.*

Turn In Assignment: Assignment #1 final draft of Most Important Day including marked-up first draft.

Class #5 - March 14th, 2010

Assignment:

MW - Read □ Chapter 6 “Beginnings and Endings”; □ for each essay do the “Reflecting on What You Know” exercise and □ annotate the essay.

SMH - Skim □ Part 7 “Sentence Clarity” (Chapters 36-41).

Classroom Work: Assignment #1 returned with with final grade; discuss assigned reading and work associated exercises; writing exercises.

Turn In Assignment(s): Assignment #2 final draft of Shared Experience Paper, including marked-up first draft due; Assignment #5 first draft of College/Major Paper.

Class #6 - March 28th, 2010

Assignment:

MW - Read □ Chapter 7 “Paragraphs”; □ for each essay do the “Reflecting on What You Know” exercise and □ annotate the essay.

SMH - Skim □ Part 8 “Sentence Style” (Chapters 42-45).

Classroom Work: Assignment #2 returned with final grade; Assignment #5 returned with feedback - *final draft due in next class*; discuss assigned reading and work associated exercises; writing exercises; paragraph writing exercise using topic sentence given in class.

Turn In Assignment(s): Nothing.

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Class #7 - April 11th, 2010

Assignment:

MW - Read □ Chapter 8 “Transitions”; □ for each essay do the “Reflecting on What You Know” exercise and □ annotate the essay.

Classroom Work: Discuss assigned reading and work associated exercises; writing exercises; discuss Assignment #6 Journal due in next class.

Turn In Assignment(s): Final Draft of Assignment #5 College/Major Paper, including marked-up first draft due.

Class #8 - April 25th, 2010

Assignment:

MW - Read □ Chapter 9 “Effective Sentences”; □ for each essay do the “Reflecting on What You Know” exercise and annotate the essay.

Classroom Work: Discuss assigned reading and work associated exercises; writing exercises; review of course essentials; discuss overall course experience. Assignment #5 returned with final grade.

Turn In Assignment(s): Assignment #6 Journal.

Miscellaneous:

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ASSIGNMENTS

GENERAL ASSIGNMENT REQUIREMENTS:

1. Unless otherwise indicated all assignments are to be completed prior to the beginning of class.
2. All written assignments that are to be turned into the instructor should be typed or computer processed on 8 1/2" X 11", 20-lb. white paper and stapled. Required formatting is Times New Roman 12 point font (or equivalent), reasonable margins, and double-spaced unless the particular assignment specifies different formatting. In the upper right hand corner please your name the date, the name of the course, the name of the assignment, and any other necessary or appropriate information.
3. When a final draft of an assignment is due, please turn in the marked-up first draft with the final draft.
4. If an assignment will be turned in in the last class and you want your graded assignment returned to you please provide a self addressed postage pre-paid envelope with the assignment. The envelope should have enough postage on it to ensure delivery of the assignment.
5. For your information, using the formatting prescribed above, 350 words double spaced is approximately 1 1/2 pages, 750 words double spaced is approximately 3 pages and 1000 words double spaced is approximately 4 pages.

NOTE: The abbreviation "SMH" below refers to *The St. Martin's Handbook*, and the abbreviation "MW" below refers to *Models for Writers*. Checkboxes (☐) are included below to help you track completion of assignments.

Assignment # 1 - Most Important Day Paper

- ☐ **First Draft Due:** Class 2, January 31st, 2010
- ☐ **Final Draft Due:** Class 4, February 28th, 2010

Description: Prepare a 350-word essay as instructed in Suggested Writing Assignment #1 on page 80 of MW.

Value: 15% of total grade for the course.

Assignment # 2 - Shared Experience Paper

- ☐ **First Draft Due:** Class 3, February 14th, 2010
- ☐ **Final Draft Due:** Class 5, March 14th, 2010

Description: Prepare a 350-word essay about an experience you shared with a friend, sibling, cousin, aunt, uncle, or a parent that brought you some new ability, awareness or insight and also taught you something about the friendship and guidance offered to you. Some suggestions are the person who taught you to swim or ride a bike, the person who read to you when you were a child, the person who taught you to understand or play a sport, the person who taught you how to cook/bake, the person who taught you how to grow a vegetable garden, or the person who taught you how to paint the interior or exterior of a house.

Value: 25% of total grade for the course.

Assignment # 3 - Brainstorming

- **Due:** Class 3, February 14th, 2010 (*NOTE: Assignment #4 is due on this date too*)

Description: Prepare written brainstorming for your Assignment #5 (College/Major Paper). You may use any of the brainstorming methods described in MW Pages 33-37 of Chapter 1 or SMH Chapter 5.

Value: 10% of total grade for the course.

Assignment # 4 - Outline

- **Due:** Class 3, February 14th, 2010 (*NOTE: Assignment #3 is due on this date too*)

Description: Prepare an outline for your Assignment #5 (College/Major Paper). You may organize your outline using any of the methods described in MW Pages 33-37 of Chapter 1 or SMH Pages 71-72 and 291-296.

Value: 10% of total grade for the course.

Assignment # 5 - College/Major Paper

- **First Draft Due:** Class 5, March 14th, 2010
- **Final Draft Due:** Class 7, April 11th, 2010

Description: Prepare a 750-word essay on your decision to go to college, your reason(s) for choosing your major and what you expect to do with it after you graduate. In crafting your essay consider these questions: What motivated you to go to college? Had you always wanted to go to college? Did someone help you get into college? Why did you choose your major? What are the career possibilities with your major? What are the career prospects with your major? What kind of work would you like to do once you receive your degree?

Value: 30% of total grade for the course.

Assignment #6 Journal

- **Due:** Class 8, April 25th, 2010

Description: During the semester keep a journal in which you do the “Reflecting on What You Know” exercises for every assigned essay in MW *except Chapter 1*. Each journal entry should be no less than 5 sentences, however they can be longer.

Journal Format: typed or handwritten, single spaced on sheets of 8 1/2” X 11” paper stapled together. Each journal entry should be dated and include the name of the associated essay and MW page number. Please include a cover page that contains your name the date, the name of the course, the name of the assignment, and any other necessary or appropriate information.

NOTE: This will not be returned so you may turn in a photo copy if you want to keep the original for future reference.

Value: 10% of total grade for the course.

END OF SYLLABUS