

ENGLISH COMPOSITION I

3-0-3

Revised 1.3.11

C	-	L	-	CR
3	-	0	-	3

COURSE NUMBER: ENG 101

PREREQUISITE(S): Entrance exam placement or ENG 100 and RDG 100 with a minimum grade of C.

CO-REQUISITE(S): None

COURSE DESCRIPTIONS This is a (college transfer) course in which the following topics are presented: a study of composition in conjunction with appropriate literary selections, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented. A minimum grade of "C" is required for credit.

GENERAL EDUCATION OUTCOMES **Students who complete the general education core curriculum should be able to demonstrate**

- 1. rationality, logic, and coherence, through critical thinking;**
- 2. their ability to express themselves effectively in written and oral communication;**
3. their ability to express themselves effectively in quantitative and qualitative terms;
- 4. their knowledge of the value and significance of diverse cultures;**
5. the scientific method of inquiry;
- 6. their knowledge of global, political, social, economic, and historical perspectives; and**
- 7. their ability to access, retrieve, synthesize, and evaluate information.**

TEXTBOOK(S): REQUIRED:
Alfano, Christine L. and Alyssa J. O'Brien. Envision: Writing and Researching Arguments. 3rd ed. Boston: Longman/Pearson, 2011. Print.
ISBN: 978-0-205-75847-0

Sieg, Judy, ed. The Reader. 3rd ed. Upper Saddle River: Pearson, 2011. Print.
ISBN: 978-0-558-81807-4

Wysocki, Anne Francis and Dennis A. Lynch. The DK Handbook With Exercises. 2nd ed. Boston: Longman/Pearson, 2011. Print.
ISBN: 0-205-80544-2

REFERENCE(S): www.mycomplab.com; www.pearsonhighered.com/envision

OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:

Access to a computer with Windows 2000 or newer (compatible with Microsoft 2007) and Internet access.

METHOD OF INSTRUCTION:

This course will be taught by a variety of methods, which may include lecture, audio-visual materials, peer critique sessions, and collaborative learning techniques. In addition, instructors may enhance the course through use of a BlackBoard platform and may include discussion boards, chat rooms, posted lectures, streaming video, and other virtual learning tools.

GRADING SYSTEM:

93	-	100	=	A
85	-	92	=	B
75	-	84	=	C
65	-	74	=	D
0	-	64	=	F

Students must show progress in the content and form of their writing to receive a passing grade in ENG 101. Writing assignments will be graded for content (what students have to say--depth of thought, development, etc.) and form (how students say what they have to say--grammar, mechanics, punctuation, etc.).

GRADE CALCULATION METHOD (May Be Altered for Online Sections):

Four analytical essays, documented	=	50%
Other writing assignments, which may include rough drafts, journals, or expressive/illustrative writings such as descriptive, narrative, or exemplification essays	=	15%
Two 1-page summaries, documented	=	10%
One "in-class" essay written during the final class period or final exam period	=	15%
Class preparation and participation, quizzes, daily grades	=	10%
		100%

(See also **Class/Lab Procedures** for more specific requirements)

Students must master all ENG 101 competencies in order to receive an overall passing grade in this course; failure to master any one of the competencies will result in a failing grade for the semester.

(An overall grade of C is required for transferability and for acceptance into ENG 110, ENG 102, ENG 260, or ENG 265.)

Students enrolled in ENG 101 are expected to have an understanding of standard English grammar and mechanics.

Students who are weak in these areas might consider enrolling in or auditing a transitional English class prior to taking ENG 101.

Students found guilty of committing an act of academic misconduct at any level of their class work/communication (including, but not limited to, homework assignments, journals, drafts of or final written assignments, and classroom or online discussions) will receive a sanction. All students suspected of academic misconduct will be referred to the Chief Instructional Officer or her designee. See Academic Conduct, below, as

well as section III.C of the Student Code for Spartanburg Community College.

Because instructors in the Humanities & Languages Department encourage students to write several drafts of their assignments before presenting a final draft, and because they maintain high expectations of their students' adherence to standards, students should not assume that late or inferior work is acceptable. The acceptance of late assignments (**with documented evidence of a sound reason for lateness**) and the opportunity to rewrite are privileges that may or may not be granted by the instructor; **if the instructor does grant such privileges, only one late assignment and one rewrite are allowed per semester.** The administration of make-up tests is also at the instructor's discretion. **If these are allowed, a student may make up a maximum of one missed test per semester in this course.**

All students' e-mail addresses may be available to other students in the class. Although some assignments in an online course may encourage or require peer communication, the instructor will make every effort to protect the confidentiality of any personal communication (for example, grades). However, you should recognize that e-mail and other electronic media are not secure; there is no guarantee of the privacy of your e-mail or other personal information.

CONFIDENTIALITY:

The use of Spartanburg Community College's website, e-mail service or course management software for creation and/or distribution of material not pertaining to course participation is prohibited and is grounds for dismissal according to College policy under "disruptive behavior." Such actions, include, but are not limited to:

APPROPRIATE ONLINE BEHAVIOR:

- Inappropriate use of email and discussion boards for:
 - ✓ Harassment
 - ✓ Unlawful solicitation
 - ✓ "Spamming"
 - ✓ "Flaming"
- Use of online editing tools within the course management software to:
 - ✓ Create offensive material
 - ✓ Link to inappropriate materials

ATTENDANCE POLICY:

An e-mail sent through the BlackBoard course site to the instructor is required from each student by the end of the drop/add period. At this time the Instructor will drop the student from the course if it is not received.

In this course, the minimum attendance requirement is one email in BlackBoard from student to instructor per week. However, instructors may include stricter attendance guidelines.

Instructors maintain attendance records. However, it is the student's responsibility to withdraw from a course. A student who stops attending the online class and fails to initiate a withdrawal will remain on the class roster. *For every assignment, test or exam not completed while still enrolled in the course the student will receive a grade of zero and the final course grade will be calculated accordingly.*

Withdrawal Policy: During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the appropriate department head and academic dean.

ACADEMIC CONDUCT:

ACADEMIC MISCONDUCT: Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic misconduct including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

All students suspected of committing plagiarism in any work, graded or ungraded; oral, graphic, or in writing, will be referred to the Vice President of Academic Affairs or her designee. Please see attached matrix of sanctions.

**CLASS/LAB
PROCEDURES:**

Writing Requirements:

Instructors will provide students with assignments and rubrics for assignments.

Students in ENG 101 should keep class-related writings in an electronic folder (for example, on a dedicated jump drive): prewriting, brainstorming, drafts, graded assignments, all papers with tutors' or the instructor's comments, etc. Instructors have the right to ask to see work in a student's folder at any time during the term.

The minimum requirements for ENG 101 are

- (A) Four essays developed through analysis; they may include arguments from definition, from comparison, from cause and effect, from process analysis, and/or from classification and division

Paper #1 must include documentation from a primary source (from The Reader) and a bibliographic entry in MLA format

Papers #2, #3, and #4 must include documentation from secondary sources and a Works Cited page, all in MLA format. At least one of these must fulfill Competency #3: to create a research paper that combines original thought with synthesized material.

- (B) Two 1-page summaries (in MLA format, with Works Cited entry and any necessary citations) of college-level writings
- (C) An ungraded "in-class" diagnostic essay written during the first week of class; instructors will open the assignment for a limited period of time to allow students the opportunity to write under a timed deadline

- (D) A graded essay, again written during a fixed two-hour period. Instructors will not give students any preliminary readings or information about this writing other than it will be an analytical essay. The purpose of this essay is to prepare students for the kind of writing under pressure they will encounter both in academia and in the broader world of work.
- (E) Other reading and writing assignments as determined by the instructor

Students intending to enter ENG 110, ENG 102, ENG 260, or ENG 265, or who plan to transfer to a 4-year institution should keep their ENG 101 folders.

In ENG 101, essays submitted that contain the following are unacceptable and cannot receive a passing grade:

1. no thesis
2. failure to support the thesis
3. five different spelling errors (including apostrophe usage)
4. an average of more than two major sentence structure errors on a page
 - fragments
 - run-ons (fused or comma splices)
 - subject-verb agreement errors
 - faulty structures
5. failure to answer the assignment
6. plagiarism, failure to signify quoted material, and/or failure to cite sources within a text at any stage (draft or final essay) of the composition process, and/or failure to include a correctly formatted (in MLA) works cited or works consulted page (see also Academic Conduct).

At least one assignment will have an international or intercultural focus.

ACCOMMODATIONS:

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services. You may contact Student Disability Services by calling, (864) 592-4811, and toll-free-1-800-922-3679; via email through the Spartanburg Community College web site at www.sccsc.edu/SDS/; or by visiting the office located in the Dan Lee Terhune Student Services Building, room 112 of the Spartanburg Community College Central campus. By contacting Student Disability Services early in the semester, students with disabilities give the College an opportunity to provide necessary support services and appropriate accommodations.

COURSE COMPETENCIES & OBJECTIVES:

Students must master all ENG 101 competencies in order to receive an overall passing grade in this course; failure to master any one of the competencies will result in a failing grade for the semester.

Upon satisfactory completion of this course, the student should be able to:

- I. Analyze content and rhetorical structure in essay models
 1. read assigned selections
 2. participate in discussions that analyze selections
 3. respond to selections through written assignments

- II. Support a thesis in an academic essay with well-organized, relevant evidence
 1. formulate a thesis sentence that defines the purpose of the paper
 2. include as thesis support primary source quotes in rhetorical structure analyses and other written assignments
 3. develop an essay with a distinct introduction, body, and conclusion
 4. present material in a way that clearly addresses an academic audience

- III. Synthesize researched materials in a coherent original essay focused on a clear thesis
 1. conduct research of secondary sources using a variety of media
 2. discriminate between valid sources and invalid sources
 3. integrate evidence, source materials, into the body of the research essay in order to support and illuminate original thought
 4. stay true to the original author's meaning when incorporating his or her ideas and/or words
 5. present an original argument that follows from the synthesis of valid secondary sources
 6. use transitional expressions and patterns to achieve coherence in writing

- IV. Document source materials using Modern Language Association (MLA) guidelines
 1. use MLA guidelines to signify quoted and paraphrased material and to format in-text citations wherever documentation is needed
 2. use MLA guidelines to format a works cited and/or consulted page (bibliographic list of references)
 3. follow all MLA formatting guidelines

- V. Avoid plagiarism
 1. limit quoted material in essays to powerful, finely-turned phrases and words; avoid full sentences and long quotes except when they are extraordinarily striking or necessary to the essay's meaning
 2. put quoted words, phrases, and sentences in quotation marks exactly as they appear in the original source; show changes by using ellipses and/or brackets
 3. use signal phrases and verbs to introduce quotes, paraphrases, and summaries
 4. completely change wording and sentence structure of paraphrases and summaries; cite sources

- VI. Compose essays free of major grammatical, mechanical, spelling, and punctuation errors
 1. review rules of usage, mechanics, and grammar when needed;

- compose essays that include fewer than (an average of) two major grammar errors per page
2. use dictionary to proof for spelling errors; compose essays that include fewer than five different incorrectly spelled words (including errors from apostrophe usage)
 3. proofread and revise all drafts before producing a final essay; take advantage of academic support services such as the Tutorial Learning Center

Level 1 violation occurring in either a graded or an ungraded assignment	1 st offense sanction	2 nd offense sanction	3rd offense sanction	4th offense sanction
<p>1. Level 1 violations include repeated documentation errors in an assignment: incomplete or incorrect in-text citations or list of resources, such as a bibliography; for example</p> <ul style="list-style-type: none"> • Missing quotation marks around directly quoted material; citation included • Quotation marks around words, phrases, or sentences that do not match original exactly (or failing to use brackets and/or ellipses to show changes made); citation included • Quotation marks with missing or incorrect citation • Resources presented in such a way that attribution, while attempted, is unclear • Bibliographic entry that is missing identifying information • Citation in text not referenced in bibliography • Failure to change sentence structure or an organizational strategy in paraphrases; citations included • Substituting synonyms in paraphrase; citations included 	<p>May be handled by instructor</p>	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file. If student has committed other academic violations at SCC, the VP will inform the instructor and Dep't Chair.</p> <p>Assignment carries a grade of 0/F until it is resubmitted; resubmitted assignment may not earn a grade higher than C</p> <p>Student should be encouraged to work on mastering documentation by taking advantage of services available on campus; s/he is required to complete the tutorial on avoiding plagiarism offered through the SCC Library</p>	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file. If student has committed other academic violations at SCC, the VP will inform the instructor and Dep't Chair.</p> <p>Assignment receives a grade of 0/F; student does not have resubmission privileges</p>	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file. If student has committed other academic violations at SCC, the VP will inform the instructor and Dep't Chair.</p> <p>Student is withdrawn from class; grade of 0/F for semester is recorded</p> <p>(For any further offense, student's sanctions move to level 2, 3rd offense.)</p>
<p>Level 2 violation committed in either a graded or an ungraded assignment</p>	<p>1st offense sanction</p>	<p>2nd offense sanction</p>	<p>3rd offense sanction</p>	<p>4th offense sanction</p>

<p>2. Level 2 violations include any act of plagiarism: the criminal offense of using someone else's intellectual property (language, ideas, or any original material) and presenting it as one's own; or abetting any act of plagiarism; for example</p> <ul style="list-style-type: none"> • Failing to submit a list of resources used (such as a Works Cited page), whether or not resources are cited in assignment • Failing to cite within a work the ideas, language, or any original material of another, with or without a list of resources used • Allowing another person to contribute his or her original thoughts, language, or creative skills to an assignment without crediting that person; in foreign language classes, this includes accepting uncredited help from translators or native speakers • Copying or cutting and pasting another source or any portion of another source without crediting it • Crediting one source for material created by another source, which is not credited • Mosaic plagiarism: mixing non-credited material with properly cited material • Buying, stealing, or using, with or without permission, another's work or portion of a work without crediting that person • Creating or writing an assignment and allowing another student to submit it as his or her own • Attempting to commit plagiarism 	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file. If student has committed other academic violations at SCC, the VP will inform the instructor and Dep't Chair.</p> <p>Assignment receives a grade of 0</p>	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file. If student has committed other academic violations at SCC, the VP will inform the instructor and Dep't Chair.</p> <p>Student is withdrawn from class; grade of 0/F for semester is recorded</p> <p>Student is placed on disciplinary probation.</p>	<p>Instructor must report student's violation to Dep't Chair and VP of Student Affairs, who will keep documentation on file.</p> <p>Student is placed on disciplinary suspension from SCC for the current and the following semester, beginning immediately; final grades in all courses are averaged as of that day; no refunds are given</p>	<p>Student is expelled from SCC</p>
--	--	--	--	-------------------------------------