

ENGL 110C (30187): English Composition
Spring 2020- 9-9:50 a.m., BAL 1004 MWF

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Texts

Everyone's an Author (2nd. Ed) by Lunsford, Brody, Ede, Moss, Papper, Walter

Materials

- Writing folder to keep all of your materials
- ODU MIDAS account and reliable daily Internet access
- An electronic method of pulling up saved work in class (USB drive).
- Paper, pens for writing each day
- Access to a black and white printer, well-supplied with ink for the duration of the semester

Course Description:

ENGL 110: The principal objective of the course is to prepare students to be effective writers of the kinds of compositions they will be called on to produce during their college careers. By the end of the course, students should be more mature in their understanding and use of language, should develop efficient writing processes, and should know and demonstrate the qualities of effective composition in a given rhetorical situation.

Prerequisites: A passing grade on the Writing Sample Placement Test.

3 Credit Hours

COURSE GOALS: The goals of English 111 are as follows:

1. To introduce students to the writing process: pre-writing, drafting, revising, and editing;
2. To help students understand the interrelationship of purpose, audience, and tone in written discourse;
3. To provide students with a working knowledge of techniques for generating substantive topics and ideas;
4. To teach students to generate strong thesis statements and to develop substantive, coherent, and clear paragraphs in their essays and other writing tasks;
5. To offer students a repertoire of strategies and rhetorical patterns for use in varied college writing tasks;
6. To provide ample opportunity for students to practice writing;
7. To help students gain proficiency in the conventions of standard American English within the context of language diversity;
8. To offer strategies for students to read and discuss written models that serve as springboards for writing and that underscore the diverse nature of human experience;
9. To present listening, reading, writing, speaking, and thinking as interrelated literacy skills;
10. To introduce students to basic research skills: namely, locating, integrating, and crediting sources;
11. To provide students with a basic understanding of media literacy skills by analyzing films alongside written texts.

LEARNING OUTCOMES:

Knowledge/Understanding: Students will be able to do the following:

1. Discuss the processes involved in planning, drafting, revising, and editing essays and other types of written discourse;
2. Discuss the role of audience, purpose, and tone in shaping written discourse;

3. Characterize and distinguish rhetorical patterns such as narration, exemplification, comparison and contrast, and classification, recognizing that these often overlap in actual writing situations;
4. Employ specific rhetorical patterns to write substantive and clear paragraphs and essays;
5. Recognize and discuss these essay components: introduction, body, and conclusion;
6. List and use transitions appropriately between and among sentences and paragraphs;
7. Demonstrate knowledge of sentence coordination and subordination;
8. Identify and apply strategies for constructing well-developed paragraphs, including those for essay examinations;
9. Apply strategies and skills for reading and analyzing model essays and a literary text;
10. Recognize and use standard American English in oral and written academic situations;
11. Know fundamental research techniques;
12. Discuss films to demonstrate media literacy skills.

Skills: Students will demonstrate the skills necessary to do the following:

1. Construct substantive, clear, logical, varied, and grammatically correct sentences;
2. Write a minimum of three essays using different rhetorical modes (2 pages each) and one research paper (3 pages);
3. Follow the steps in the writing process for generating ideas, drafting, revising, and editing essays and other written assignments;
4. Write well-organized and fully developed essays that manifest a strong thesis, effective introductions and conclusions, and ample support for the thesis;
5. Write essays in which the tone is appropriate for the audience and purpose;
6. Revise and edit their essays;
7. Read, analyze, and respond to model essays and a literary text;
8. Use appropriate strategies for answering essay questions on examinations;
9. Locate sources on varied topics; integrate quoted, paraphrased or summarized material into a text; create works-cited entries

Values: By their written work and oral discourse, students will demonstrate that they value the following:

1. The diligence required to write clearly and effectively for various purposes;
2. The rewards of writing well, including empowerment and accomplishment;
3. The function of language to communicate and the power of language to motivate and inspire;
4. Integrity in presenting research.

Minimum Requirements

Students should perform the following:

1. Participate in all classroom activities;
2. Complete oral and written assignments;
3. Write and revise at least one narrative essay, an exemplification essay, a classification essay, and a comparison-and-contrast essay with outlines;
4. Keep a journal as described by the instructor;
5. Complete assignments related to the long work of fiction or nonfiction chosen by your instructor;
6. Sit for all quizzes and tests;
7. Attend class sessions on time and remain the full period;
8. Bring the required texts to class as indicated by the instructor;
9. Abide by the instructor's grading, homework, and assignment policies;

Assignments:

Readings: You may be assigned reading both in your textbook and in other forms. Selections will be posted to Blackboard as PDFs or as links to websites; others may be distributed via e-mail. **Always bring your book to**

class. You should be prepared to contribute to classroom discussions and small group activities that address the readings.

Quizzes: You will have several quizzes, announced at least a class in advance. Quizzes cannot be made up – missed quizzes will result in a grade of zero. You may take a quiz with or before your classmates – not after.

Formal Papers:

At least four formal papers (writing that results from invention, drafting, response, revision, and editing) emphasizing argumentative, analytical, and critical skills are required.

For your papers:

While to some degree the evaluation of writing entails subjective judgments, there are clearly definable standards of competent academic and professional documents. These standards examine conventions, composition, and content in the document or project. By "conventions," it is meant that the writer has conformed to the standard formats and document design of the assigned task (a memo should look like a memo, an academic paper should follow all format and documentation conventions). By "composition" is meant that the writer has used standard spelling, punctuation, grammar, sentence construction, and paragraph coherence devices. By "content" is meant that the ideas are clear and coherent, logically developed, and supported by details.

90-100 (A) Excellent writing sets the gold standard. It does not simply meet the specifications of the assigned task; it exceeds them and does so with conspicuous excellence. It is not simply free of serious composition errors or relatively free of minor errors generally; it is exemplary (i.e. could be a textbook example). Therefore, it is rare.

80-89 (B) Good writing meets the specifications of an assigned task very well. It is free of major errors, though it may have some minor composition errors. It may fall short of the sophistication and thoroughness of excellent writing, but it is not embarrassing and demonstrates the writer's intelligence and thought.

70-79 (C) Minimally competent writing only meets the minimal specifications of an assigned task. It has minor composition errors and it falls short in several areas.

67-69 (D) Less-than-competent writing seriously falls short in from one to a few areas of an assigned task. It has serious composition errors.

0-66 (F) Failed writing either completely does not succeed in meeting the specifications for a task, is plagued with serious errors, or has violated academic honesty (plagiarism).

Policies and Procedures:

Mandatory Attendance Policy:

Missing class meetings and conferences will negatively affect the quality of the work students produce. This class has a mandatory attendance policy: students should miss no more than one week of class time (3 contact hours) without penalty. Students who are absent for more two weeks of class time (4 classes for twice-weekly classes) will receive an F for the course. In accordance with University Policy, reasonable provisions should be made by the instructor for documented representation at University-sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member. Missed conferences may be counted as absences.

Plagiarism:

Writers who use the words or ideas of others are obligated to give credit through proper acknowledgment and documentation. Failure to give credit is plagiarism, a violation of the ODU Honor Code that almost certainly will lead to failing the course and could lead to expulsion from ODU. If the quality of your in-class and

out-of-class writing varies dramatically, the instructor has the right to ask you to write under supervision. If you have questions about how and when to acknowledge sources, please refer to your textbooks or see the instructor for advice.

What is plagiarism? The ODU Catalog defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Statement on Educational Accessibility for Students with Disabilities

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757) 683-4655. Additional information is available at the OEA website:

<http://www.odu.edu/educationalaccessibility/>

The Writing Center

The Writing Center (WC) provides free individual tutorials to undergraduates and graduates working on writing projects for any course; WC tutors are not editors or proofreaders, but they coach and encourage students to achieve independence in the composition and revision of their own work. The Writing Center is located in Room 1307 of the Learning Commons in Perry Library. Hours and additional information can be found by calling 683-3925 or visiting <https://www.odu.edu/al/centers/writing-center>.

Library Instruction:

Subject specialist librarians are available to meet with classes for instruction in the effective use of information resources. Instructors wishing to arrange instruction for their writing and research courses should complete the request form at <http://www.odu.edu/library/help>, giving a minimum of two weeks' notice. Call 683-4178 for further information. Reference librarians welcome the opportunity to work with faculty on integrating information literacy into their courses.

Assignment Schedule:

■ We will follow the calendar as closely as possible, but depending on our class’s progress and need, there will be occasional changes which will be announced both in class and in writing. You are responsible for knowing about assignments whether or not you were present when they were announced.

■ **Late Work: Quizzes cannot be made up under any circumstances. If you miss a quiz, you will receive a zero. If you know in advance you will miss a quiz (you’ll have at least one week’s notice), you may take the quiz in the previous class or privately. You may not take the quiz after your classmates..**

Essays can be turned in one class late, for one grade deduction. Essays turned in past a class late will not be accepted.

■ We will use the workshop format as much as possible. Students will share their works in progress, focusing on their aims, problems, methods and solutions. Each student is expected to contribute to workshop critiques. Some of the "workshopping" will be done in small groups; in others, the entire class will get to analyze a few papers, especially the last one.

■ **Manuscript Preparation and Submission:** We will peer review each other's essays if possible, but I will always be available to check your essay drafts early, if provided at least three days in advance.

All papers must be typed, double-spaced, with wide margins displaying your name, course name, teacher's name, and assignment name. Essays must be written in 12-point, Times New Roman font, double spaced.

■ **Cell phones, Laptops, Etc.:** Keep cell phones turned off, or muted. If you will have to leave the room for a conversation, please sit near the door. Laptops are acceptable in class, but please mute them. Do not visit anything unrelated to class during instruction.

Class Schedule (subject to change)

Jan. 13/15/17

Introduction, First classwork writing assignment, writing process

Jan. 20: MLK Jr. holiday- No class

Jan. 21: Drop/Add Deadline

Jan. 22/24

Parts of speech, in-class work, discussion on descriptive/narrative writing

Jan. 27/29/31

Descriptive paragraph, more on grammar

Jan. 28- Last day to withdraw with ½ tuition refund

Feb. 3/5/7

Quiz #1, Prewriting

Feb. 10/12/14

Workshop #1, Punctuation

Feb. 17/19/21

Essay #1 due, Mechanics, discussion on profile writing

Feb. 24/26/28

Quiz #2, Workshop #2

March 3/5/7

Essay #2 due, APA lesson, paraphrasing

March 9-14: Spring break- no class.

March 16/18/20

APA quiz, discussion on concept essay, Workshop #3

March 23/25/27

Essay #3 due, discussion on persuasive writing

March 30/April 1/April 3

Workshop #4, discussion on critical thinking

March 31: Last day to withdraw

April 7/9/11

More on critical thinking, exam review

April 14/16/18

Essay #4 due, fiction lessons

April 21/23/25

Exam review, Fiction wrapup

April 29

Final exam: 8-11:30 a.m.

Essay 1: One Moment in Time

Think back to a moment in your life that you'll always remember. Recall a time, whether it be a second, a minute, an hour, even a day that will forever be engrained in your memory.

Then describe it. Put it on paper. From beginning to end, the memory. Whether it's memorable for good or bad reasons, describe it in full detail. What did you see, hear, think? Most importantly, what did you feel? Don't just remember the moment; relive it, and help your readers understand and feel exactly what you went through. Use strong, vivid words. Go into detail. Don't be afraid to go to emotional extremes - I'd rather you did that than didn't say enough.

Tell us, in fact, show us through your words exactly why this incident had such an effect on you. Use first-person point of view to really let us see it through your eyes.

Again, this could be a good memory, or a bad one. Bad ones are sometimes easier to remember, but good ones are easier to put on paper. Please be sure, however, that it's a memory that you don't mind myself and your fellow students finding out about. If you feel that something is too personal to share, then by all means keep it private.

This work must be no less than two pages, double-spaced. It must be typed in 12-point, Times New Roman font.

Essay 2: Introduction – The Sequel!

Write a profile piece on someone who has played a major role in your life, from the positive or negative side. What about this person has made an impression on you, from the good or the bad?

Outline the interactions you have had with this person, and what effects it had. Talk a bit about your experiences, and what you learned from this person. Did he or she make you want to become a better person by setting an example, good or bad?

What about this person makes you see him or her as someone you'd like to be like, or at least want to make more of yourself? Be specific in your descriptions of his/her qualities or mannerisms, ethics, morals, etc.

This work must be no less than two pages, double-spaced. It must be typed in 12-point, Times New Roman font.

Essay 3: Teach Your Classmates a Lesson

Here's where the students get to become the teachers! In this essay, you will describe the process of accomplishing a task of your choice, going into as much detail as necessary (or possible).

You'll start off with a brief description of why you chose the topic. Maybe it was something you felt comfortable describing from previous experience. Maybe it was something you didn't know of before and wanted to learn more about. Maybe you wanted to have fun ("10 Ways to Make a Bad First Impression"). Don't be afraid to make this a bit informal.

The chronological process is usually the easiest, especially if you plan to describe a construction or culinary procedure. You should start at the beginning and describe each task in order. Prewriting and reviewing will help you catch steps or details you may have left out. Remember that your reader may be inexperienced with the process, so do not assume that they'll automatically know how to get from Point B to Point C without your help. Steps need not be numbered, but can be if the reader chooses.

For example, let's chat a bit about making mashed potatoes. Here's a place to start, but the finished product would obviously require a great deal more detail on each step.

1. Gather the ingredients and utensils.
2. Wash the potato.
3. Peel the potato.
4. Cut the potatoes into wedges.
5. Mash the potatoes into a bowl.
6. Scrape the potatoes into a pan.
7. Cook on low heat.
8. Add butter, garlic, and milk, stirring occasionally.
9. Cook until finished.

Essay 4: Making an Argument

You are to write a persuasive essay. But you're not just expressing your personal feelings - you are to write a three-part report. The first section of the paper explains one side of the argument; the second the opposing view.

In the last part, you finally get to share your own opinion. You'll tell readers how you felt before researching the issue, and how (if) your feelings have changed. Perhaps you have an even stronger point of view than you did before, or maybe you've changed your own mind.

Remember that readers may not understand what you think is crystal clear. Show the paper to some of your friends or other teachers - if they don't get your point, it's a safe bet that I won't either.

Please be sure to make your argument clear. Feel free to be diplomatic if you wish, but not so much so that it's difficult to understand what viewpoint you are taking. Use strong, vivid, take-no-prisoners type language if that's how you feel, but don't go to the extreme that your argument comes across as ranting, rather than well-thought out arguments. This is the type of work that should undergo a few drafts. Remember that your reader may disagree with you at first, or not care enough about the matter to take you very seriously. It's your job to get their attention and keep it until you've said everything you need to say.

Each part of this essay must be at least a page long, double-spaced in 12-point Times New Roman font. **IMPORTANT: THIS ESSAY MUST HAVE AT LEAST THREE OUTSIDE SOURCES, AT LEAST ONE OF WHICH MUST BE NON-ELECTRONIC!**

Final project: Fiction

Here's your chance to be the next J.K. Rowling! Your final paper will be a short fictional piece, at least four pages in length. It can be on any subject - sports, mystery, science fiction, fantasy, whatever you would like. Perhaps you would even like to "fictionalize" an actual event, as in films such as *JFK*, *United 93*, World Trade Center, and others. It needs an introduction, plot, developed characters, dialogue, and a great conclusion.

By now, you've spent a great deal of time recalling your own lives, your own thoughts, your own opinions. Now it's time for you to allow your fictional side to come out. Is there a story that you've always wanted to get down on paper? Now's your chance.

Remember, you're not expected to write out a 100-page novel. This is to be a short story like the type found in a novella (collection of short stories).