



Peru State College
ENGLISH COMPOSITION; ENG 101-000B
Syllabus – Spring - 2012

Instructor: Joshua E. Young
Office Hours: Mon-Thu 2:00-4:00; Fri 9:30-12:00
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Course Meets: TR 8:00-9:15; HOYT 104

Required Texts:

1. *Fear and Loathing in Las Vegas* by Hunter S. Thompson
2. *The SF Compact Handbook, 2008 edition*, by Maxine Hairston
3. *The Prose Reader, 8th edition*, by Kim and Michael Flachman

Course Description & Objectives

This course is a study of the principles of clear and effective writing and includes practice in writing sentences, paragraphs, and whole compositions. It also includes a review of grammar, mechanics, and correct usage. The course supports the college's mission of providing opportunities for student learning in the liberal arts and of ensuring that its graduates can write effectively. It also supports the English Department's goals of fostering critical thinking and reading skills and the clear expression of ideas.

Upon completion of this course you should be able to:

1. Write more clearly, concisely, creatively and completely. The course focuses on logical development of ideas, organization, sentence construction, and style, as well as grammar and usage.
2. Read critically--that is, to further your skills in recognizing and evaluating the strategies (organization, logic, etc.) and style (or lack of them) that underlie other people's writing.

On the first day of class, I will discuss how these objectives fit into the School and College mission and goals.

Expectations & Instructional Approach

Classes will include guided practice in writing; writing conferences with the instructor and other students; and large-group discussion of writing techniques and problems, as well as discussion of assigned readings.

Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Grading Policy

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

Grading Scale:

90% and above = A

87% - 89.9% = B+

80% - 86.9% = B

77% - 79.9% = C+

70% - 76.9% = C

60% - 69.9% = D

59.9% and below = F

Changes: I reserve the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to you in advance.

Class Attendance and Participation:

You are allowed up to 2 unexcused absences. Each unexcused absence beyond this point will result in your final grade being reduced by one half letter grade. Tardiness will be recorded as well, 2 tardies are equal to one unexcused absence. Please arrive on time and prepared for each class. Please notify me, in advance if at all possible, of any excused absence and provide proper documentation; ALL work missed must be made up.

Homework:

Writings: You will have five pieces to complete for publication. They will **most likely, but not necessarily, include five assignments** from the following: a process explanation, a personal narrative, an interview-based essay (personality feature), a literary analysis, a career exploration paper, and a persuasive paper. These papers must be done on a computer (or be typed) and completed according to instructions I provide about format. All of these should be a minimum of two full typed pages. They will primarily be graded on content, organization, and style but also on grammar and mechanics. *On some*

of these assignments, there may be an opportunity or a temptation to use or borrow from someone else's writing. However, do not give in to this temptation; do your own writing.

Journal: You will also write, in a journal. I will provide, other short pieces, most of which will be exercises designed to help you with the five major papers and most of which will be done in class. These will not be graded, but completion of them does count toward your final class grade. There will be one of these each week.

Editing Sessions: For most of the five papers above, you will work in groups with other class members to comment on their work and to have your work critiqued. These sessions will occur during class time. **If you happen to be absent from class during one of these sessions, you need to arrange to have group members read your draft outside of class.**

Exams:

Tests: You will have two tests, one over the novel we are reading (*Fear and Loathing in Las Vegas*) and a final test. The test over the novel will largely contain objective questions (i.e., true or false, multiple choice, matching, etc.) that will test your recall and understanding of the story in this book. The final test will include an essay written in class and a multiple-choice test concerning your understanding of grammatical and mechanical skills.

Quizzes: You will have five or six quizzes during the semester that cover various aspects of sentence structure, grammar, and mechanics, such as comma usage, dangling modifiers, and parallel structure. The dates for these quizzes will be indicated on the schedule.

Grading Scale:

90% and above = A

87% - 89.9% = B+

80% - 86.9% = B

77% - 79.9% = C+

70% - 76.9% = C

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College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial

culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Course Outline

Please note that this outline is subject to change. I will announce the changes in class, and you are responsible for noting those changes.

Please have the material read BEFORE coming to class.

Week 1

Tue. 1/10 - Introduction and welcome to class.

Thu. 1/12 - Read "Process Analysis" p. 188-190 & "Writing Process Analysis Essays" p. 194-197 from *The Prose Reader*. Discuss Process Explanation.

Week 2

Tue. 1/17 - Read "Getting Out of Debt" p. 235-41 from *The Prose Reader*.

Thu. 1/19 -

Week 3

Tue. 1/24 - Read Chapter 5 of *SF Compact*. First Draft of Process Explanation Paper Due (Beginning of Class). Peer Work on Process Explanation Papers.

Thu. 1/26 - Final Draft of Process Explanation Due (Beginning of Class)
Read "Narration: Telling a Story" p. 91-92 & "Writing Narrative Essays" p. 96-101 from *The Prose Reader*.
Discuss Personal Narration Papers.

Week 4

Tue. 1/31 - Read *Fear & Loathing in Las Vegas*, Watch Film, Work on Personal Narrative Papers

Thu. 2/2 - Read *Fear & Loathing in Las Vegas*, Watch Film, Work on Personal Narrative Papers

Week 5

Tue. 2/7 - Read *Fear & Loathing in Las Vegas*, Watch Film, Work on Personal Narrative Papers, Peer editing of Personal Narrative Papers.

Thu. 2/9 - Work on Personal Narrative Papers.

Week 6

Tue. 2/14 - Personal Narrative Papers due (beginning of class). Begin discussion of Interview-based Personality Feature.

Thu. 2/16 - Subjects due for Interview-based Personality Feature. Read Interview Feature (Handout)

Week 7

Tue. 2/21 - Rough Draft of Personality Feature due (beginning of class). Peer work on Personality Feature.

Thu. 2/23 - Work on Personality Feature

Week 8

Tue. 2/28 - Personality Feature due (beginning of class). Begin Discussing Literary Analysis.

Thu. 3/1 - Work on Literary Analysis

Week 9

Tue. 3/6 - Mid-term Break – NO CLASSES

Thu. 3/8 – Mid-term Break – NO CLASSES

Week 10

Tue. 3/13 - Rough Draft of Literary Analysis due (beginning of class). Peer work on Lit. Ana. Read Chapter 9 “Argument and Persuasion” from *The Prose Reader*

Thu. 3/15 - Literary Analysis Due (beginning of class). Discuss Persuasive Papers. Read Chapter 9 “Argument and Persuasion” from *The Prose Reader*.

Week 11

Tue. 3/20 - Rough Draft of Persuasive paper due (beginning of class). Work on Persuasive Paper.

Thu. 3/22 - Work on Persuasive Paper

Week 12

Tue. 3/27 - Persuasive Paper due (beginning of class). Begin discussion of Career Analysis.

Thu. 3/29 - Discuss Career Analysis. Read Chapters 10-11 from *The Prose Reader*.

Week 13

Tue. 4/3 - Work on Career Analysis

Thu. 4/5 - Work on Career Analysis

Week 14

Tue. 4/10 - Work on Career Analysis

Thu. 4/12 - Work on Career Analysis

Week 15

Tue. 4/17 - Work on Career Analysis

Thu. 4/19 - Work on Career Analysis

Week 16

Tue. 4/24 - Career Analysis Due (beginning of class).

Thu. 4/26 - TBA

Final Exam: TBA