

## Syllabus

**English 101, English Composition I (Extended)**  
**Department of English**  
**School of Humanities and Social Sciences**  
**Claflin University**  
**Summer 2018**

**Instructor:** Dr. Jonathan Evans

**Office:** GTK, room 208

**Office Hours:** MW: 9-10 AM, 1-2 PM or by Appointment  
TR: 10 AM – 12 PM

**Phone Ext.:** x5699

**E-mail:** [joevans@claflin.edu](mailto:joevans@claflin.edu) or [jonathan.c.evans1980@gmail.com](mailto:jonathan.c.evans1980@gmail.com)

**Website:** [www.whynotcomicbooks.com](http://www.whynotcomicbooks.com)

### I. COURSE DESCRIPTION:

Prerequisite: English 101.

This course is a continuation of English 101, incorporating the introduction of research and documentation skills, the study of selected literary texts, and the practice of writing progressively. The written English proficiency assessment is a part of this course. Three semester credit hours.

### II. COURSE (REQUIRED) RESOURCES:

Graff, G, Birkenstein, C., and Durst, R. *"They Say / I Say": The Moves That Matter in Academic Writing with Readings*. 4th Edition, Norton, 2018.

Ward, Jesmyn. *Men We Reaped*. Bloomsbury, 2013.

Access to *Writing Commons* and *OWL Purdue Writing Lab* (<http://writingcommons.org/>)  
<https://owl.english.purdue.edu/owl/resource/560/01/>

Access to computer with internet capability

Blue examination book(s) for midterm examination. Available in the CU book store.

### III. COURSE RATIONALE:

To succeed in college, in the workplace, and in society, one must communicate effectively with written language. Acquiring this ability, then, is imperative, and it results from a combination of many skills: logical development of ideas, critical thinking, awareness of audience, clarity of language, reading, and use of formal academic voice. The goal of this course is to foster these skills through an integrated

approach of reading, writing, and thinking, as well as to introduce students to integrating secondary sources into their papers and documenting said sources in the appropriate documentation and citation formats (i.e., MLA, APA, CSM). The course will also introduce students to the various modes of development including argumentation.

#### IV. COURSE GOALS:

- Students will be able to apply critical thinking to reading and writing.
- Students will compose texts that respond to identified rhetorical situations through an understanding of disciplinary.
- Students will utilize the writing process to develop original compositions.
- Students will recognize themselves as contributors to knowledge in an academic context through the ethical integration of secondary sources into their work through a series of scaffolded assignments.
- Students will use appropriate documentation and citation formats and use the conventions of academic English and be able to articulate principles of academic integrity.

#### V. COURSE OBJECTIVES:

Upon the successful completion of this course, students will be able to apply the following:

- Students will summarize readings accurately and comprehensively, with an understanding of the role of the audience and purpose of the text in both academic and workplace contexts.
- Students will demonstrate competency in writing an analysis of a literary text according to conventions of the discipline of English, including MLA documentation format.
- Students will produce writing that has gone through the feedback and revision cycle and compose a critical reflection and evaluation of their own writing processes.
- Students will demonstrate an understanding of academic integrity through articulating their own position in relation to other authors in a research paper.
- Students will understand and be able to recall appropriate critical vocabulary to demonstrate their understanding of academic writing as a situated social practice.

#### VI. ENGL 102 STUDENT LEARNING OUTCOMES (SLOs)

1. Students will exhibit critical thinking through summaries and paraphrases of scholarly sources.

**Assignment & Assessment:** Students will compose summary that demonstrates proficiency (a score of “3” or better on a holistic rubric) in academic writing.

2. Students will compose an analysis essay in response to a selected literary or scholarly text.

**Assignment & Assessment:** Students will compose an analysis essay that demonstrates proficiency (a score of “14 or Acceptable” or better on a holistic rubric) in academic writing.

3. Students will demonstrate basic research techniques by integrating scholarly sources that support a research question in a written assignment.

**Assignment & Assessment:** Students will compose a source-based proposal that demonstrates proficiency (a score of “70” or better on a holistic rubric) in academic writing.

## VI. GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

1. Students will compose a summary of a selected scholarly text. (General Education: Communication and Literacy)

**Assignment & Assessment:** Students will compose a summary that demonstrates proficiency (a score of “70” or better on an analytic rubric) in summarizing and paraphrasing skills in academic writing.

2. Students will demonstrate basic research techniques by integrating scholarly sources that support a research question in a research proposal project. (General Education: Intellectual Acumen)

**Assignment & Assessment:** Students will compose a source-based proposal that demonstrates proficiency (a grade of “C” or better) in academic writing.

## VII. COURSE ASSIGNMENTS

<b><u>Attendance and Class Participation</u></b>	<b>20%</b>
<b><u>MAJOR ASSIGNMENTS</u></b>	<b>50%</b>
Report 1 – Sample Analysis	10%
Report 2 – Bibliographic Selection and Rationale	10%
Report 3 – Research Question and Methodology	10%
Research Paper on Graphic Novel	20%
<b><u>EXAMS</u></b>	<b>20%</b>
Midterm Exam	10%
Final Exam	10%
<b><u>PORTFOLIO</u></b>	<b>10%</b>
	<b>100%</b>

## VI. GRADING SCALE:

A = 100-90	B+ = 89-87	B = 86-80	C+ =79-77
C = 76-70	D+ = 69-67	D = 66-60	F = 59 below

## VII. COURSE /POLICIES and DECORUM

1. Students are required to buy and bring all specified textbooks and materials for the course to class meetings.
2. Students are required to use Claflin e-mail accounts to communicate with their professors.
3. Plagiarized work will not be accepted. Plagiarism, submitting the work or ideas of another as one's own, is theft and a serious offense. Those who commit plagiarism will be dealt with according to the "Statement of Policy Concerning Academic Dishonesty" in the current catalog. Punishment may include a failing grade on the work, a failing grade in the class, or suspension from Claflin.
4. Students will maintain hard copies and electronic files of all compositions to include in their portfolios at the end of the semester (Claflin University's English Proficiency assessment).
5. Students will attend class in accordance with the guidelines set forth in the current university policy. Tardiness will be enforced at the discretion of the classroom instructor.
6. Students will participate in class discussions and other activities as assigned by the instructor.
7. All graded assignments must be handed in to pass the course.

## VIII. CLASSROOM AND OTHER POLICIES

1. The use of electronic learning tools such as iPads, laptops, or Smartphones is encouraged, but to be used at the discretion of your instructor and/or as long as the devices are being used to support your learning. Texting, Tweeting, or Facebooking will not be tolerated unless it is under the guided facilitation of the instructor.
2. Please keep **cell phones** turned off or place on vibrate mode. An instructor may reserve the right to confiscate a cellphone until the end of class in the event of abuse or distraction. Repeat infractions of this policy will be submitted for disciplinary review in Student Affairs.
3. **Late work** will not be accepted without a pre-arrangement with the instructor or after a face-to-face conversation with the instructor.
4. Please **dress appropriately** for classes according to the dress code guidelines provided in the Claflin University Student Handbook 2017-2018, pp. 51-52.

## IX. WRITING CENTER:

Building a culture of peer review:

Successful writers understand the importance of drafting and revising, and they include peer review in their writing process. As you move through your degree and into your professional community, we want you to build this habit. No matter what the professional community, academic or workplace, there is a culture of peer review. For this reason, the English Department strongly encourages all students to use the Writing Center for their English courses. Go early in the course and go often. Go at any stage of the writing process—from brainstorming to revising—to build your Claflin confidence. Please visit [www.claflin.mywconline.com](http://www.claflin.mywconline.com) or go in person to GTK 228, bringing your assignment instructions with you. Writing Center consultants will notify your instructors that you have participated in the peer review process.

## **X. OFFICIAL CLAFLIN UNIVERSITY POLICY STATEMENTS:**

### **CLASS ATTENDANCE:**

Students are expected to attend all classes for which they are registered for the duration of each class session. Students may be allowed as many unexcused absences as hours a course meets weekly. The maximum number of excused absences is at the discretion of each instructor. Unexcused absences on the days immediately preceding or following a holiday are counted as double absences. Excessive absences are reported during each grade reporting period by instructors in the database provided through *MyClaflin*.

Students may obtain official university excuses for absences from the Office of Student Development and Services or other designated campus officials. After students obtain signatures from the appropriate course instructors, all excuses must be returned to the Office of Student Development and Services.

Students who may miss classes while representing the university in an official capacity are exempt from regulations governing absences only to the extent that their excessive absences result from the performance of such university business or affairs. Absence from class for any reason does not relieve the student from responsibility for any class assignments that may be missed during the period of absence.

**EARLY ALERT STATEMENT:** The Claflin University Early Alert Program is designed to assist you with your academic success. Should your instructor determine that you need additional help, you will be referred to the Academic Success Center. The Academic Success Center will assist you in successfully completing the course.

**DISABILITY STATEMENT/ASSURANCE STATEMENT:** Claflin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for individuals with disabilities. Individuals with disabilities should register with Disability Services and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

**CODE OF HONOR POLICY STATEMENT:** Claflin University prohibits all forms of academic or scholarly dishonesty, including written or oral examinations, term and research papers or theses, modes of creative expression, and computer-based work. Scholarly dishonesty includes lying, cheating, plagiarism, collusion, and the falsification or misrepresentation of experimental data. (For social behavior, see *Claflin University Student Handbook: Code of Conduct and Code of Ethics*).

### **ALL STUDENTS ARE REQUIRED TO TAKE THE FOLLOWING CODE OF HONOR PLEDGE**

“In my enrollment at Claflin University, I do hereby solemnly pledge that I will adhere to the Code of Honor. *As a Claflin University Student, I do solemnly pledge to uphold the integrity of Claflin University. I will not participate in nor tolerate dishonesty in any academic endeavor.*” [REFERENCE: **CLAFLIN UNIVERSITY CODE OF HONOR (Final Revision: 5/14/07)**]

### **CODE OF HONOR DEFINITION OF VIOLATIONS**

1. **Academic Dishonesty** – This includes any other act (not specifically covered in previous provisions) that compromises the integrity of a student or intrudes on, violates, or disturbs the academic environment of the University Community. Examples include attempting or agreeing to commit, or assisting or facilitating the commission of, any scholastic dishonesty, failing to appear or testify without good cause when requested by the Council for the Code of Honor, failing to keep information about cases confidential, supplying false information to the Council for the Code of Honor and accusing a student of a violation of this Code in bad faith.

2. **Cheating** – This act implies intent to deceive. It includes all actions, electronic or other devices and deceptions used in the attempt to commit this act. Examples include, but are not limited to, copying answers from another student’s exam and using a cheat sheet or crib notes in an exam.

3. **Collusion** – This is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.

4. **Plagiarism** – Plagiarism is representing the words or ideas of someone else as one’s own. Examples include, but are not limited to, failing to properly cite direct quotes, the false utilization of copyrighted material and the failure to give credit for someone else’s ideas.

## **SANCTIONS**

All proven cases of academic dishonesty shall be penalized as appropriate under the circumstances. The imposition of any sanction will include a statement of reasons supporting its severity. Recommendation of sanctions for cases of proven dishonesty will be forwarded by the Council for the Code of Honor to the Vice President for Academic Affairs. All proven cases of academic dishonesty will result in a grade of “XF” which shall remain on the student’s transcript for a minimum of two years. After two years, the student may petition the Vice President for Academic Affairs to have the “X” removed; however, the “F” will remain. Other sanctions may include but are not limited to:

- A defined period of probation or suspension with or without the attachment of conditions;
- The withdrawal of University funding;
- Expulsion from the University.