

# Marshall University

Ryan Angus

Course Title/Number	<b>ENG 101P-203: Composition Plus</b>
Semester/Year	Spring 2015
Days/Time	TR 9:00a – 10:40p
Location	Corbly 268
Instructor	Dr. Ryan Angus
Office	Corbly 208
Phone	(304) 696-6513
E-Mail	angus6@marshall.edu
Office/Hours	Corbly 208--T/R: 12:30p – 3:30p Online--W: 12p – 4p
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

## 1.1 Course Description

Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking, and fundamental research strategies and skills. Additional attention on reading, paragraph development, and sentence-level writing skills. PR: ACT Verbal below 18 (or SAT Verbal equivalent).

### **Note:**

**Students completing the course with a C or better will receive three hours of general education composition credit equivalent to ENG 101 and may enroll in ENG 201.**

## 1.2 Required Texts, Additional Readings, and Other Materials

### ***1.2.1 Books:***

There are no required books for this course.

### ***1.2.2 Additional readings:***

Any additional readings will be posted on the class Blackboard page.

### ***1.2.3 Purdue OWL:***

<http://owl.english.purdue.edu/owl/>

### ***1.2.4 Misc:***

- Accordion-type folder (to hold class writings/handouts)
- Notebook(s)—for note taking and in class writing.
- Pen/Pencil (I prefer pen for in class writings because less smudging occurs)

## 1.3 Computer Requirements

You should know how to access and use your Marshall email, Internet, MUOnline, and Microsoft Office programs, and you will need to have consistent access to these technologies outside of class. **You will also need money on your Marshall ID or points card for printing**, and a flash drive and/or access to your Marshall v-drive (for info on how to access your v-drive, visit the University Computing Services site at <http://www.marshall.edu/ucs/CS/helpdesk/helpdesk-storage.asp>). All students are responsible for knowing the University Computing Services' Acceptable Use policy, which can be found at <http://www.marshall.edu/ucs/CS/acptuse.asp>.

## 1.4 Policies Concerning Email

No matter what field you decide to enter, email will be, perhaps, the way in which you most frequently communicate with other individuals via the written word. Therefore, in this class, we are going to practice thinking of email as a *rhetorical* document. In your emails for this class (and, I hope, for any email that you compose in an academic/professional environment) you are expected to include the following components:

- 1. greeting:** “Dear,” “Hello,” “Hi,” etc. followed by the recipient’s name.
- 2. body:** “I have a question about...; Could you please...; I was wondering if you could...”
- 3. closing:** Typical ways to close an email include: “Regards,” “Best,” “Thanks,” etc. followed by the sender’s name.

Please utilize these greetings and closings in your emails to me (and to your other professors).

## 1.5 Peer contact

Please write the name, email address, and phone number of your peer contact in the following blank:

---

---

***Please email/call/text/facebook message your peer contact if the following occurs:*** you lose a handout and/or assignment sheet and you need to make a copy of it; you miss class (and do **not** have an excused absence) and you want to know what occurred in class and if there was homework assigned.

***Please email me if the following occurs:*** you have your assignment sheet in front of you, yet you still do not understand a particular part of the assignment; you are grappling with a

particular reading, concept, or project, and you would like to talk to me in order to gain further clarity; you will be missing class and you have an **excused** absence.

In other words, do not email me asking me to repeat something I've already said and/or give you something I've already given you. Do, please, email me if you need me to clarify a concept, project, and/or reading.

Finally, please note that your professors have a life outside of the university. I will do my best to respond to your emails in a timely manner, but there will be various points throughout the semester where it may take me one to two days to respond to your emails. If 48 hours has passed and I still have not responded to your email, please send me a follow-up email (or approach me in class about the lack of response).

I will typically be prompt with my electronic responses **Monday through Friday from 8 a.m. until 4 p.m.** Although you can most certainly email me during evenings and on weekends, please do not expect to receive a response until the following weekday during traditional business hours.

### **1.6 Student learning outcomes (A.K.A. what you will learn in this class and how you will learn it)**

<b>Course Student Learning Outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
1. Students will demonstrate comprehension of literary and informational texts, demonstrated through summarizing, paraphrasing, and responding to course material, including the work of peers.	In class reading, discussion, and writing; Major assignments and Blackboard work.	-Major assignments -Blackboard work
2. Students will demonstrate application of rhetorical concepts, including audience considerations, genre, and logical appeals.	In class reading, discussion, and writing; Major assignments and Blackboard work.	-Major assignments -Blackboard work

<p>3. Students will demonstrate the ability to acknowledge and evaluate larger social, intellectual, and cultural contexts as relevant to their particular writing tasks.</p>	<p>In class reading, discussion, and writing; Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>4. Students will demonstrate the ability to write a focused, cohesive text that demonstrates adequate development of ideas.</p>	<p>In class writing; Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>5. Students will demonstrate the ability to present ideas logically and in an organization pattern appropriate for an assignment's purpose.</p>	<p>In class writing; Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>6. Students will demonstrate the application of Standard English usage and the ability to proofread for surface features such as syntax, grammar, punctuation, spelling, and textual formatting.</p>	<p>In class writing; Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>7. Students will demonstrate the application of ethical citation practices.</p>	<p>Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>8. Students will demonstrate ability to identify and solve individual writing and reading difficulties comprehensively implement peer and instructor feedback.</p>	<p>In class reading, discussion, and writing; Major assignments and Blackboard work.</p>	<p>-Major assignments -Blackboard work</p>
<p>9. Students will demonstrate the ability to generate</p>	<p>In class reading, discussion, and writing; Major assignments and</p>	<p>-Major assignments</p>

knowledge as a member of the class whole and in small peer groups.	Blackboard work.	-Blackboard work
--	------------------	------------------

## 1.7 Grading Policies

As an instructor, I strive to make the grading process as transparent and objective as possible. Each formal assignment will be thoroughly explained ahead of time. For each formal assignment students will also receive a detailed assignment sheet and a rubric that I will use to grade that assignment.

**1.7.1 FORMAT:** This course will use MLA and APA format for written assignments. Conventions of each format will be discussed in class and you will be provided with resources to help you learn and use each.

### 1.7.2 ERRORS:

While it is acceptable to have some errors in your informal writings and drafts, it is not acceptable to have excessive errors in your formal assignments. For more information on the following categories, refer to the Purdue OWL website or visit the MU Writing Center.

- possessives and plurals
- pronouns and agreement problems
- verb forms (especially tense forms)
- run-on sentences, sentence fragments, comma splices, dangling modifiers, and punctuation errors
- spelling errors

### 1.7.3 LATE SUBMISSIONS:

In general, late submissions will not be accepted. I will only accept late papers up until the next class meeting after the assignment's due date and ONLY IF you have made prior arrangements with me to turn it in after the scheduled time.

**BE ADVISED:** Excuses such as "my computer at home/school/dorm/underground bunker crashed", "I forgot my disk/brain at home", "My printer broke/ran out of ink", etc. will not be accepted. If your computer crashes often, then save often. Keep a back-up copy of your work so you won't lose the information.

**Remember, if you do not turn in your work on the due date at the proper time, your grade will be penalized. No exceptions!**

## 1.8 Attendance Policy:

**You are allowed 4 unexcused absences in this course.**

Each unexcused absence after the fourth will reduce your total course grade by one letter grade (100 points). If you reach 7 unexcused absences during the semester your grade will be at a D or less and you will not pass the course.

**An excused absence is one that comes from the Academic Affairs office.** If you have an excused absence it must be turned in to me within a reasonable time—**no later than 3 weeks after the absence date.** You must see me about any work that you miss on excused absence days and make a plan for completing and submitting that work.

**Excessive tardiness** will also be penalized. Every 4 days that you are 10 minutes or more late will equal one absence.

**For procedures on obtaining an excused absence please review the following website:**  
<http://www.marshall.edu/academic-affairs/policies/#ExcusedAbsences>

## 1.9 PLAGIARISM:

Plagiarism is a serious act of academic dishonesty subject to the penalties described in the Undergraduate Catalog. The punishment for plagiarism may include failure of a given assignment, failure of the course, and academic probation. Plagiarism is presenting the ideas, information, or written expression of another person without giving proper and due credit. Plagiarism includes, but is not limited to, failure to document the ideas, information, and wording of published sources. It also pertains to presenting the ideas, information, and written expression of another person (e.g. friends, classmate, etc.) or unpublished sources, as one's own. Since part of the course objectives are to learn the conventions of professional (academic) communication, intentional plagiarism can result in a grade of Failing (F) for the assignment or the entire course. In addition, Marshall University does not officially recognize a difference between accidental and/or intentional plagiarism. If you are unclear about plagiarism and other acts of academic dishonesty, please refer to the university policies at [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802).

## **1.10 SPECIAL NEEDS:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please register with disability support services located in Prichard Hall 117:

Office of Disability Services:  
Sandra Clements  
Prichard Hall, Room 117  
304-696-2274  
[clements@marshall.edu](mailto:clements@marshall.edu)



## **1.11 Grades**

### **Major Assignments:**

- Academic Writing Analysis                      200 points**
- Factorial / Consequential Explanation 200 points**
- Exposition    200 points**
- Discussion    200 points**

### **Minor Assignments:**

- Blackboard Work                                      200 points**

### **Grading Scale:**

#### **Total Points**

900-1000	A (Excellent)
800-899	B (Great)
700-799	C (Good)
600-699	D (Below Average)
599 and below	F (Fail)

## **1.12 Tentative Important Due Dates:**

***DRAFT DUE DATES (due Thursday in class (bring hard copy) →also upload to BB before class:***

- Week 7, Academic Writing Analysis
- Week 11, Factorial / Consequential Explanation
- Week 14, Exposition
- Week 16, Discussion

***ASSIGNMENT DUE DATES (Due on BB, Thursday by midnight):***

- Week 8, Academic Writing Analysis
- Week 12, Factorial / Consequential Explanation
- Week 15, Exposition
- Week 17, Discussion

### 1.13 Tentative Course Schedule:

*note:* BB designates Blackboard, our course website on MUOnline.

#### Week 1, Jan. 12-16

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	Course introduction; syllabus	Freewriting; Blackboard review
<b>Homework:</b>	Review syllabus	Complete freewrite assignment. Enjoy your weekend!

#### Week 2, Jan. 19-23

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	Course introduction review; language introduction; genre/register introduction (narrative example)	Review language discussion; academic language feature.
<b>Homework:</b>		

#### Week 3, Jan. 26-30

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	Academic language feature	Academic language feature
<b>Homework:</b>		

#### Week 4, Feb. 02-06

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-language features / analysis -academic research introduction	-language features / analysis -academic research introduction -Academic Writing Analysis assignment introduction
<b>Homework:</b>		-Work on Academic Writing Analysis

**Week 5, Feb. 09-13**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-language features / analysis -academic research	-language features / analysis -academic research
<b>Homework:</b>	-Work on Academic Writing Analysis	-Work on Academic Writing Analysis

**Week 6, Feb. 16-20**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-academic research -factorial explanation introduction	-academic research -factorial explanation
<b>Homework:</b>	-Work on Academic Writing Analysis	-Work on Academic Writing Analysis

**Week 7, Feb. 23-27**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-factorial explanation	-Academic Writing Analysis draft due in class -Paper workshop
<b>Homework:</b>	-Academic Writing Analysis draft	

**Week 8, Mar. 02-06**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-factorial explanation -consequential explanation introduction	-consequential explanation -factorial/consequential explanation assignment introduction
<b>Homework:</b>	-Finish revising Academic Writing Analysis-- due on BB, by 11:59pm.	-Academic Writing Analysis due on BB, by 11:59pm.

**Week 9, Mar. 09-13**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>		
<b>Homework:</b>	-work on factorial/consequential explanation—draft due in class Thursday, week 11.	-work on factorial/consequential explanation—draft due in class Thursday, week 11.

**Week 10, Mar. 16-20 SPRING BREAK**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>		
<b>Homework:</b>	-work on factorial/consequential explanation—draft due in class Thursday, week 11.	-work on factorial/consequential explanation—draft due in class Thursday, week 11.

**Week 11, Mar. 23-27—Friday, March 27 last day to drop individual course**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-factorial/consequential explanation -exposition introduction	- factorial/consequential explanation draft due. -paper workshop
<b>Homework:</b>	-work on factorial/consequential explanation—draft due in class Thursday, week 11.	-work on factorial/consequential explanation—due Thursday, week 12 on BB by 11:59pm

**Week 12, Mar. 30 - Apr. 03**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-exposition assignment introduction	-factorial/consequential explanation due on BB by 11:59pm -exposition
<b>Homework:</b>	-Work on factorial/consequential explanation- due Thursday on BB by 11:59pm	-Work on exposition

**Week 13, Apr. 06-10**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-exposition	-exposition
<b>Homework:</b>	-Work on exposition—draft due next week, in class on Thursday.	-Work on exposition—draft due next week, in class on Thursday.

**Week 14, Apr. 13-17**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-exposition -discussion introduction	-Exposition draft due in class. -paper workshop
<b>Homework:</b>	-Work on exposition—draft due in class this Thursday.	-Work on discussion.

**Week 15, Apr. 20-24**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-discussion	-Exposition due on BB by 11:59pm -discussion
<b>Homework:</b>	-Exposition due Thursday on BB by 11:59pm -Work on discussion	-Work on discussion—rough draft due in class next Thursday.

**Week 16, Apr. 27 - May 01 DEAD WEEK**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>	-discussion	-class wrap up -paper workshop
<b>Homework:</b>	-Work on discussion—rough draft due this week in class on Thursday	-Finish discussion—due next Thursday on BB by 11:59pm

**Week 17, May 04 - May 08 FINALS WEEK**

	<b>Tuesday</b>	<b>Thursday</b>
<b>In class:</b>		
<b>Homework:</b>		-Discussion due on BB by 11:59pm