**ENG 111 - Advanced Composition**

Fall ‘11

Mr. Brady - rm 106

773.4680

mike\_brady@nobl.k12.in.us

**I. Expectations for Students**

1. Be here.

Everyday we’ll do something important toward your development as a writer and a thinker, so your presence is essential if you are truly interested in being prepared for your college-writing experience. Our classroom activities are designed to prepare you for that experience and could include (but are not limited to) class discussion, individual conferences, small and large-group instruction, and peer review. There is no such thing as a free day.

Because your senior year may have inevitable interruptions—college visits for example—I expect you to follow up with your make-up work with alacrity, before your anticipated absence preferably. See below regarding deadlines and make-up work.

1. Be respectful.

I believe a classroom where the collaborative spirit reigns is a classroom where learning occurs. Collaboration presumes mutual respect; therefore, I expect my seniors to practice those behaviors that creative a positive climate in which learning can occur: listening while a peer or the instructor is speaking, asking questions when you are confused or need clarification, and taking notes to assist your understanding of course content.

1. Be prepared.

To be a writer is to be, first and foremost, a reflective thinker. Reflection requires not just visiting an idea once or twice, but many times, often considering and reconsidering different angles and implications. Unfortunately, many composition students erroneously believe that the only work they’ll really need to do for this class is the night or two before a due date. This habit of procrastination—of cramming all your reflection into one or two sessions—will work against you, not just in this class but in all academic endeavors you will experience at the next level.

To combat this procrastination, you must at the end of every class ask yourself, “How can I best review what I’ve learned today and prepare for what I’ll learn tomorrow?” If that preparation means re-reading an assignment, re-read it. If that preparation means completing a grammar practice, complete it. If that preparation means revising a piece you’re sick of working, do it anyway.

**II. Course Description**

English Composition is designed to develop students’ abilities to think, organize, and express their ideas clearly and effectively. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation.

Numerous in-class writing activities are required in addition to extended essays written outside of class.

Upon successful completion of this course, the student will be expected to:

* Understand communication theory and the roles audiences play in the writing process.
* Apply critical reading and thinking skills to the writing process.
* Demonstrate an awareness of language as a tool for learning and communication.
* Develop strategies for making independent, critical evaluations of student and published texts.
* Research and critically evaluate information to produce writing with appropriate documentation.
* Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.
* Write well-organized essays with a firm thesis and a clear introduction, body, and conclusion.
* Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content, and setting an appropriate tone.
* Demonstrate an understanding of various rhetorical modes, including argumentation and analysis, and apply that understanding in various writing environments, including an essay test.
* Support a thesis statement with valid reasons and evidence.
* Follow the conventions of standard written English, in sentence structure, punctuation, grammar and usage, and spelling.
* Recognize and develop styles appropriate to varied writing situations.

**III. Course Content**

Topical areas of study will include:

* Reading and thinking critically Following conventions of standard written
* Generating ideas English
* Identifying an audience Writing essay exams
* Developing a thesis. Gathering, evaluating, and using sources
* Organizing the essay for research

Using rhetorical modes including Paraphrasing, summarizing, and quoting argumentation and analysis Documenting sources

Prewriting, drafting, editing, and developing style revising Avoiding plagiarism

Major Assignments/Projects

|  |  |
| --- | --- |
| 6 major compositions   * 1 personal reflection essay * 3 analysis essays   + --of an image   + --of a group   + --of an idea * 2 persuasive essays | Reading Project   * Presentation over a text, accompanied by a visual aid |

**IV. Required Texts and Supplies**

You will need to bring everyday:

* + - Assigned homework, completed and attributed
    - Course textbook, The Composition of Everyday Life
    - Highlighter and pen/pencil
    - Post-it notes
    - Class folder/binder with lined-paper (Composition materials only)

**V. Course Policies**

**Attend regularly.** The importance of attending regularly cannot be overestimated. Please arrive at class on time. Your attendance and participation will figure into your final grade in the form of points assigned for in-class exercises. *These exercises cannot be made up.*

If you arrive late and miss an in-class exercise, you will not be permitted to complete it. If you leave early and miss an in-class exercise, you will not be permitted to complete it.

**Come prepared.** Please bring your textbooks and an electronic storage device

with you to class. Have all assignments ready to turn in at the beginning of class

on the day they are due.

· **Keep up if you miss class.** It is your responsibility, to keep up with assignments

if you miss class. “I wasn’t here last week” is never an acceptable excuse for

coming to class unprepared. If you miss class, check the syllabus and contact the

instructor or another student to collect your assignments.

· **Papers must be typed.** All assignments (including drafts) should be typed,

double spaced, using 12-point Times New Roman type and MLA format, unless

the instructor indicates otherwise.

· **Save your work.** It is your responsibility to keep an extra copy of all assignments

that you turn in.

· **Submit your work on time.** (1) In-class exercises and drafts may not be submitted late. (2) Final versions papers may be submitted late, but for each day they are late, your grade will be reduced by 10 percent. (3) Final versions of papers will be submitted during class on the day they are due .

· **Drafts and revisions are required for major papers.** The major papers will go through a draft version **(TYPED)** and a final, corrected version before a grade is assigned. In terms of the grading system, drafts and final versions constitute separate assignments, with drafts receiving points for completion. If a draft is handwritten, haphazard, or incomplete, you will not receive full points. Failure to have a draft in class/ready to go for the peer-review process will result in a draft grade of zero.

· **Re-revisions**. I will accept re-revisions (after a letter grade has been assigned) of

your first four papers. See the attached revision policies. All re-revisions must be submitted no later than \_\_\_\_\_\_\_\_.

· **Work must be original to this class**. In this class, I teach writing as a process of reading, thinking, drafting, and revising, with assignments building on each other over the course of the semester. To complete the course successfully, students must engage in the process. For this reason, students may not resubmit papers they have written in previous semesters or for other classes or instructors. Papers that are determined to be old work resubmitted (auto plagiarism) rather than new work for this class will receive a zero.

**VI. Student Behavior Statement**

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that** **shows a lack of respect for the instructor or other students, will not be tolerated.** At the instructor’s discretion, a student causing problems may be asked to leave the class for the session.

**VII. Academic Honesty Statement:**

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests, or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

The instructor reserves the right to use the resources of the College to check student work for plagiarism.

**XIII. Copyright Statement**

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech

Community College of Indiana contains nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

**X: Disability Statement**

Ivy Tech State College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

**XI: Office Hours**

*I am available every morning by 7:10 am without appointment and during AL by appointment; I have block 1prep. My after-school hours are limited*

*Please advise your parents accordingly*.