

Instructor: D. Renz

Room: 110

Conference period: 4th

Make-ups: 7:30 a.m. M-F

ENG 1301, Composition and Rhetoric 2012 Syllabus

Course Description

English 1301 focuses on the essentials of correctness and effectiveness in writing skills. It emphasizes reading and writing expository prose and requires expository essays and collateral readings.

Required Text : *The Prose Reader: Essays for Thinking, Reading, and Writing* 9th Ed.

Students will also be required to read one novel per six weeks-outside of class. I will provide the novels. Students will be tested periodically over the novels throughout the six weeks and at the end of the semester as part of the semester exam

Course Requirements

1. The student will write at least three to four major pieces of writing, spaced evenly over the course of the semester, in addition to a separate final exam essay.
2. Several pieces of writing, including the special forms discussed below, should stress analytical rather than expressive forms to prepare the student for college writing projects beyond English 1301.
3. At the instructor's discretion, one of those pieces of writing may be a project involving multimedia elements, such as but not limited to image scanning, desktop publishing, web page construction, or a PowerPoint presentation.
4. Students will participate in reading throughout the semester, possibly including professional and student writing as well as the writing of other students in the class.

Learning Outcomes

After successfully completing this course, the student should be able to:

1. write a well-organized, thesis driven essay, with clear internal organization governed by a series of controlled paragraph topic sentences
2. move logically in a body paragraph from the generalization of the topic sentence to more specific clarifications
3. support assertions interesting and with depth through detailed, specific illustrations
4. maintain a logical movement through an essay with control of transitions
5. analyze a rhetorical situation to determine the most appropriate writing strategy
6. analyze an audience to determine the best strategies for convincing it
7. demonstrate an understanding of some basic research techniques such as quotation integration and citation

8. demonstrate some research and library knowledge
9. demonstrate some knowledge of bibliographic form
10. demonstrate mastery of conventional English

Attendance Policy

If you are going to be gone for a school-related function and that absence is excused by the school, then it is excused for this class. However, that does not excuse you from the work due while you are gone. It is your responsibility to notify me that you will not be in class, and arrange to turn in any assignments that are due during your absence.

Academic Honesty

Plagiarism is claiming someone else's words, work, or thoughts as your own, whether by commission or omission. The first time a student is caught, they will receive a 0 (zero) on the assignment. The second time they are caught, they will receive an F in the course. If you do not know how to give credit where credit is due, come see me or send me an email. Not knowing is not an excuse. Here is an excellent source of information in regard to plagiarism: <http://www.plagiarism.org/>

All graded assignments are worth 100 points.

Weights of Grades:

Class work/discussion	20%
Analytical essays	20%
Six Weeks Exam.....	25%
Quizzes.....	20%
Reader Responses.....	15%
Semester Exam.....	25% of the overall semester grade

Grade Determination

Your grade will be earned by you, based on the following points system:

A = 100 to 90	D = 60 to 69
B = 80 to 89	F = anything below 60
C = 70 to 79	

NOTE: This is the grade scale used by Odessa College. It is possible to receive college credit for the course and **not** receive high school credit!

'Incomplete' Policy:

An 'Incomplete' grade may be given only if (1) the student has passed all completed assignments, and (2) if he/she has completed a minimum of 75% of the required coursework. A grade of "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Paper Requirements

Any papers turned in will be double-spaced and typed in Times New Roman 12 pt. font. Your papers will follow established MLA guidelines, with the following exception: I do not want a cover page. Your name, the date, and class and section number at the top of the first page are all I want as a means of identifying your paper.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,

- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

Student Evaluations of Instruction The SEI process for face-to-face and online courses is scheduled for the week of November 26th. I am looking forward to the 2012-2013 school year and hope that we have a productive semester!