



ENG 1112-07: Composition 1

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[Class Schedule](#)

[Office Hours](#)

Required material:

1. Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with 2016 MLA Update: With Readings and Handbook*. 4 edition. W. W. Norton & Company, 2016. (Electronic Version at [Amazon](#), [Barnes & Noble](#), [Vital Source](#), [Chegg](#), [RedShelf](#), [Norton & Co.](#))
2. *InQuizitive for Writers*. W. W. Norton & Company, 2014. (Must purchase access through [Norton & Co.](#), \$55 if rented with *The Norton Field Guide*, \$15 separately)
3. Access to *Quip*. <https://quip.com/> (This is productivity suite we will use for peer feedback and collaboration).
4. Access to a computer, virtual PDF printer, and a high-speed internet connection.
5. Notebook.
6. Access to a *Modern Language Association* Guide to Style and Formatting (See downloads page).

Overview of course:

Composition I is designed to help students improve their writing. In this course students will read a collection of descriptive, expository, argumentative, and literary texts and will be asked to reflect both analytically and critically upon each reading and the process of writing itself. The selected readings will demonstrate various styles of writing. During the course, students will participate in a variety of in-class and outside-of-class writing assignments, class discussions, and peer-editing exercises. They will also be introduced to sound research methodology (planning, drafting, and revising) and will write a research paper that demonstrates how they have honed their grammatical, stylistic, and organizational skills during the course.

General Education:

ENG 1112 represents a crucial part of the General Education Core Courses and should be taken during a student's freshman year along with COM 1101. These two courses are designed to enhance a student's written and oral communication skills. The prerequisite for ENG 1112 is ENG 0090 or an exemption from this course or equivalent transfer credit. For more information, see [General Education](#).

Student Learning Outcomes:

1. Demonstrate at least an introductory university-level grasp of analytical and critical thinking.
2. Write a reasonably well-focused, well-organized, and stylistically and grammatically proficient 2-5 page expository and argumentative essay.
3. Demonstrate at least an introductory university-level grasp of research methodology, including appropriate use of library and Internet resources.
4. Complete a research assignment culminating in a research paper at least 4-6 pages in length that employs at least three sources.
5. Use the writing process to initiate ideas, to create and revise drafts, and ultimately to produce a polished product.

System of Evaluation			
Standards of Measurement			Criteria and Weight
			Class Participation 10%
			Writer's Notebook 15%
			2 Essays 20%
			Midterm 15%
			Final Exam 15%
			Research Paper:
			Preliminary Bibliography 5%
			Annotated Bibliography 5%
			Rough Draft 0%
			Final Draft 15%
			Total 100%
			SLO Relationship
			SLO 1
			SLO 1 & 5
			SLO 2 & 5
			SLO 1
			SLO 1
			SLO 3, 4 & 5
Performance Description	Grade	Percentage	
Excellent	A	93 > 100 %	
	A-	90 > 92 %	
Good	B+	87 > 89 %	
	B	83 > 86 %	
	B-	80 > 82 %	
Satisfactory	C+	77 > 79 %	
	C	73 > 76 %	
	C-	70 > 72 %	
Marginal	D+	67 > 69 %	
	D	63 > 66 %	
	D-	60 > 62 %	
Failing	F	0 > 59 %	

Important Dates	
February 10 th , 2017– Thesis Statement	February 17 th , 2017– Essay 1
February 24 th , 2017– Preliminary Bibliography	March 10 th , 2017—Midterm
March 31 st , 2017—Annotated Bibliography	April 14 th , 2017— Rough Draft
April 28 th , 2017– Essay 2	May 5 th , 2017— Final Draft
May 10 th , 2017—Final Exam—8:00 AM	

Class Participation:

This course's format encourages in-class group discussion and peer editing through *Quip*. During class students are expected to discuss assigned readings, develop critical thinking tasks, and apply analytical concepts. Thus, a student needs to complete each assigned reading before class and become involved as an active participant. Students are encouraged to bring questions to class about the readings, assignments, or research. Students will be assigned a daily grade for class participation and regular and punctual class attendance is expected. In order for an absence to be considered "excused" a student must document any illness, serious mitigating circumstances, or official university representation. Any "unexcused" absence will result in a 15% reduction in the student's final Participation grade at the end of the semester.

Writer's Notebook:

Students will be required to keep a Writer's Notebook throughout the course on *Quip*. This notebook will be periodically graded. The format of the notebook will be discussed more at length in class. In general, the electronic notebook will serve as a reading log and platform for writing and peer review.

Midterm and Final Exam:

The Midterm and Final exams will cover material from various weeks of class discussion, as well as key facts and information gained through the assigned readings. These exams will be comprehensive and accumulative in content and may include true/false, multiple-choice, fill-in the blank answers, as well as,

short in-class essay. If a student is absent, then s/he will receive a zero (unless the student has made a prior arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority no later than the first class period after the excused absence).

Essays:

Students will write two well-focused, well-organized and stylistically and grammatically proficient 2-5 page essays during the semester. These must be typed (Times New Roman 12pt) and may include academic references. In the case of the latter, students must follow the MLA Bibliographical Format. The essays are designed to foster student engagement with the assigned texts and class discussions. Each essay will be discussed more at length in class.

Research Paper:

The format of this 4-7 page document must follow MLA guidelines for research papers. The final paper will be completed and evaluated in a **staged process** (Topic, Thesis, Annotated Bibliography, Outline, Rough Draft, and Final Draft). The document's final draft must be typed in 12pt Times New Roman, be written with 1.5 spacing, and have 1" inch margins. Students are expected to share and develop their research paper with their peers and professor throughout the semester both in/outside of class. The Research Paper will be discussed more at length throughout class.

Academic Integrity:

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

Copyright:

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on copyright, please, consult the [Mansfield University Copyright Information website](#).

Student Consumer Rights and Responsibilities:

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. This [MU website](#) provides an inclusive list by topic of student consumer rights and responsibilities.

Title IX and Protection of Minors Legislation:

Mansfield University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and comply with Title IX of the Educational Amendments of 1972 and guidelines from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation under Title IX are incidents of sexual violence that a student communicates during classroom discussion, in a writing assignment, or as part of a research project. The Dean of Students, [Nigel Long](#), serves as Mansfield University's Title IX Coordinator. Additional Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence can be found in the [MU Sexual Discrimination and Misconduct Policy](#), the [Title IX Resources](#) webpage, and the [Sexual Misconduct Victims' Bill of Rights](#).

Protection of Minors Requirements:

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, under 18 years of age when the abuse allegedly occurred, to [Nigel Long](#), according to the university's [Protection of Minors Policy](#). No exceptions apply to this reporting obligation.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity

Students Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the [Department of Academic and Human Development](#) (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.