

## ENG 1112-10: Composition 1



Dr. William Keeth

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570-662-4605 or 570-662-4581

[Class Schedule](#)

[Office Hours](#)

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### Required material:

1. Access to a computer and printer. (All the reading materials will be [distributed electronically](#); all in-class editing assignments must be printed).
2. Writer's Notebook (For both in-class and out-of-class work, brainstorming, drafts, responses to reading questions, etc.).
3. Access to a *Modern Language Association* Guide to Style and Formatting ([1,2,3,4](#))
4. Zotero. Center for History and New Media, George Mason U. <https://www.zotero.org/> (This is a free citation and bibliography processor).

### 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	SLO Relationship	
			Class Participation	10%	SLO 1
Performance Description	Grade	Percentage	Writer’s Notebook	10%	SLO 1 & 5
Excellent	A	93 > 100 %	3 Essays	30%	SLO 1 & 2
	A-	90 > 92 %	Midterm	10%	
Good	B+	87 > 89 %	Final Exam	10%	
	B	83 > 86 %	Research Paper:		
Satisfactory	B-	80 > 82 %	Preliminary Bibliography	5%	
	C+	77 > 79%	Annotated Bibliography	5%	
	C	73 > 76 %	Rough Draft	5%	
Marginal	C-	70 > 72 %	Final Draft	15%	
	D+	67 > 69 %			
	D	63 > 66 %			
	D-	60 > 62 %			
	F	0 > 59 %			
Failing					
			<b>Total</b>	<b>100%</b>	

Important Dates	
September 19 <sup>th</sup> , 2014– Thesis Statement	September 26 <sup>th</sup> , 2014– Essay 1
October 3 <sup>rd</sup> , 2014– Preliminary Bibliography	October 17 <sup>th</sup> 2014– Midterm
October 31 <sup>st</sup> , 2014 – Essay 2	November 7 <sup>th</sup> , 2014—Annotated Bibliography
November 21 <sup>st</sup> , 2014— Rough Draft	November 24 <sup>th</sup> , 2014— Essay 3
December 3 <sup>rd</sup> , 2014— Final Exam	December 3 <sup>rd</sup> , 2014— Final Draft

#### Class Participation:

This course's format encourages group discussion and peer editing. 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. This notebook will be periodically collected and graded. The format of the notebook will be discussed more at length in class.

#### 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 three 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 4-6 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:

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](#)).

#### The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade.* Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

#### 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.