



# Composition 1

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[Class Schedule](#)

[Office Hours](#)

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

Important Dates	
September 14 <sup>th</sup> – Thesis Statement	September 19 <sup>th</sup> – Essay 1
September 28 <sup>th</sup> – Preliminary Bibliography	October 5 <sup>th</sup> —Midterm
October 26 <sup>th</sup> —Annotated Bibliography	November 16 <sup>th</sup> — Rough Draft
November 30 <sup>th</sup> – Essay 2	December 10 <sup>th</sup> — Final Draft
December 14 <sup>th</sup> at 1PM—Final Exam	

#### 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. As such, it represents the bulk of a "homework" grade. For this reason, each student's *InQuizitive for Writers* score will be added to this grading category for inclusion in the final grade. Each type of exercise (reading log, writing activity, and *InQuizitive* exercise will be weighted within this grading category according to its frequency of assignment.

### 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 5-7 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. Your professor will guide you in ways of avoiding these forms of academic dishonesty.

Every faculty member must assess and report all charges of academic dishonesty to the appropriate Dean.

MU's Academic Integrity Policy can be found [here](#) and the Academic Dishonesty Form may be accessed [here](#) or from the Academic Affairs [website](#).

### 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 (HEOA) was enacted in 2008 and reauthorized the amended Higher Education Act of 1965. HEOA requires postsecondary educational institutions to distribute or make publicly available a broad range of information collectively known as Student Consumer Information. Topics covered under HEOA include student financial aid, campus health and safety, student outcomes, as well as general institutional information. Mansfield's Student Consumer Information website is located at this [link](#).

### Title IX and Protection of Minors Legislation:

In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance 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 when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Frank Crofchick (570-662-4342, [fcrofchi@mansfield.edu](mailto:fcrofchi@mansfield.edu)) 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 is set forth at: <http://www.mansfield.edu/title-ix/upload/Title-IX-Policy-FINAL-7-2016.pdf>; <http://www.mansfield.edu/title-ix/resources.cfm> (Title IX Resources), and <http://www.mansfield.edu/title-ix/bill-of-rights.cfm> (Sexual Misconduct Victims' Bill of Rights) Reports of Title IX matters should be directed to [titleix@mansfield.edu](mailto:titleix@mansfield.edu).

#### *Protection of Minors Requirements:*

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred, to Kristina Wood (570-389-4414) as designated in the University's protection of minors policy. No exceptions apply to this reporting obligation. Mansfield University's Protection of Minors policy is available at: <http://www.mansfield.edu/hr/protection-of-minors.cfm>.

### 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 Services for Students with Disabilities (SSD) Coordinator in the SSD Office located in the Department of Academic and Human Development (144 South Hall, Phone: 570/662-4436) as soon as possible. It is recommended that students contact the SSD Coordinator during the first two weeks of classes in order to ensure

accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. The Coordinator will arrange to provide your professors with a suitable letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the Coordinator will also clarify appropriate arrangements.