



Your University of Choice

COURSE SYLLABUS

FALL 2015: ENGLISH 103

INSTRUCTOR INFORMATION

INSTRUCTOR NAME	Michael Rutherglen [last name rhymes with “other-glen”]
OFFICE NUMBER	181
PHONE NUMBER	415 971 2518 (I much prefer that you email me.)
EMAIL ADDRESS	mrutherglen@ccsj.edu
OFFICE HOURS	Monday & Wednesday, 12pm-1pm; or by appointment
BACKGROUND:	I have a Masters of Arts in the Humanities from the University of Chicago and a Masters of Fine Arts in Poetry from the University of Iowa Writers’ Workshop. I’ve worked as a book designer, a furniture mover, and, for a single day, a caterer (my inability to cook insured that I was not long for this line of work). Before coming to Calumet, I taught at James Madison University in Virginia, my home state.

COURSE INFORMATION

COURSE TIME	Monday & Wednesday, 10:15AM–11:45AM
CLASSROOM	182
PREREQUISITES	None
REQUIRED BOOKS	<i>The Concise Wadsworth Handbook</i> (Kirszner & Mandell) Fourth Edition

COURSE DESCRIPTION

In this course students learn the concepts and skills needed to write an effective, college-level expository essay. Through both traditional and workshop methods, students gain greater control over the writing process, essay organization, paragraph construction, and sentence grammar. Before successfully completing the course, students must demonstrate basic competency in a portfolio of semester writing.

LEARNING OUTCOMES / COMPETENCIES

The student will write a unified, coherent, well-developed familiar essay, expository essay, and persuasive essay.

The student will understand and gain greater control over all the phases of the writing process – prewriting, writing, re-writing, and editing. The student will

- apply various techniques for generating ideas.
- apply a variety of revision and editing strategies.
- understand the role of a writer in relation to academic audiences.

The student will organize a familiar, expository, and persuasive essay using traditional academic form. The student will

- write a clear and focused thesis for an expository essay.
- support that thesis with paragraphs that express one, general main idea in a topic sentence.
- support those topic sentences with body paragraphs that develop the main idea through illustration, using an accumulation of specific details or one extended detail.
- write coherent body paragraphs with effective use of transitions and correct pronoun reference.
- write effective introductory and concluding paragraphs.

The student will write clear, grammatically correct sentences. The student will

- write complete sentences, avoiding fragments, comma splices, run-ons, and other common errors.

- write sentences with active verbs, eliminating wordiness, and correctly utilizing parallel construction
- write a variety of sentence types: simple, compound, complex, and compound-complex, distinguish correctly between subordinating and coordinating conjunctions
- correctly use common punctuation marks, including period, comma, semi-colon, colon, dash, parentheses, and quotation marks.

LEARNING STRATEGIES

KEY CONCEPT JOURNALS

Students will improve their paragraph writing ability and demonstrate their proficiency with key concepts from the various historical periods covered in the humanities text book. These journals should be between 350 and 400 words in length and be written as a single paragraph. The paragraph will begin with a topic sentence that introduces the concept and offers an initial definition. Next, the student will elaborate on this definition by adding more detail and historical context. Then, the student will introduce (offer a brief summary or description) of a key figure (person) or work (painting, text, sculpture, architecture, musical score) that best exemplifies this concept. Lastly, they will explain how or why this example illustrates the concept.

SUMMARY PARAGRAPHS

Students will write three, 250-word summaries of selected readings. Summaries require students to identify main ideas and supporting details included in the source and to arrange this information into an organized and coherent written form.

THE FAMILIAR ESSAY

Students will write a five-paragraph essay to introduce themselves to the instructor as a reader, writer, and student. This essay will focus on the basic skills in writing of stating a main point and supporting it with details.

KEY CONCEPT
EXPOISTORY ESSAY

Building upon the work started in the Concept Journals, students will expand their discussion of a concept from the humanities course by evolving one of their Key Concept Journals into a longer, sustained essay on this topic. Specifically, they will add an introductory paragraph that introduces the concept and describes its historical context. This introductory paragraph will end with a thesis statement that outlines the upcoming content of the three body paragraphs. Then, each body paragraph will expound on a particular aspect of the key concept. The body paragraphs should be connectedly logically to one another and should be linked back to the thesis statement. The concluding paragraph should reassert the points made in the body paragraphs and then explain how this concept manifests itself today in American culture.

THE PERSUSASIVE
ESSAY

The persuasive essay is an evidence-based essay that incorporates at least two to three sources and a counter-argument. It teaches students the fundamentals of academic argument: how to make a claim, how to support it with evidence, how to argue persuasively, and how to prepare a counter argument to alternative claims. The essay introduces students to the challenges of writing with sources, a skill that is taken up in earnest in English 104: Academic Reading and Writing.

FINAL PORTFOLIO
**This thing is really,
really important.**

As part of General Education curriculum, students are required to submit a portfolio of their work at the completion of ENGL 103. This work will be reviewed by a committee of CCSJ faculty who will evaluate the work using CCSJ common rubrics. They will determine the student's readiness to proceed to ENGL 104 and for future college work. In order to submit a final portfolio, students need to be passing the course at the time portfolios are collected.

PORTFOLIOS WILL INCLUDE:

- An introductory cover letter (1-2 pages) which describes the contents of the portfolio, and the student's understanding of their writing (including but not limited to, the final products, their process, and their strengths and weaknesses as readers and writers.)
- An expository essay (1000-1250 words, including a marked rough draft)
- An in-class common summary based on a shared reading assignment.
- An in-class competency essay based off a shared prompt common to all ENGL 103 sections

ASSESSMENTS

Quizzes	15%
Blackboard Homework Assignments	15%
Summaries	15%
Drafts	15%
Participation	10%
The Familiar Essay (WP)	10%
The Expository Essay (WP)	10%
The Presuasive Essay (WP)	10%

CLASS PARTICIPATION

To come up with your class participation grade, at the end of the semester I will think about each one of you individually. Specifically, I will try to remember if you participated. If you were a regular and active participant in the class, if you answered and asked questions and just generally made your presence felt, than I will remember you, and you will

have nothing to worry about. If, however, you did not participate, then the chances that I will have a strong memory of you are slim, and you will get few or no points.

RESPONSIBILITIES

ATTENDING CLASS

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through intertion in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

In accordance with English program policy, **any student missing more than NINE (9) hours of class will receive an F.** These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. **After SIX (6) hours,** your grade will be affected by each additional class you miss. These deductions cannot be made up. If a problem arises with your absences, please come and talk to me immediately.

IF YOU KNOW YOU'RE GOING TO MISS A CLASS

If you've got a road game or wedding or funeral, or any other appointment, you'll know well in advance. If we discuss the matter in advance, I might be able to arrange an alternative assignment or due-date for you. So, while there are no "make-up" quizzes or homework assignments, but

TURNING IN
YOUR WORK

there can sometimes be alternative assignments or deadlines, but only when arranged and agreed upon in advance.

You cannot succeed in this class if you do not turn in all your work on the day it is due. All assignments are to be turned in at the beginning of class on the due date listed on the course syllabus. **All work must be typed** (unless instructed otherwise) **and stapled** if it exceeds one page in length.

Worksheets, Exams, and Quizzes: Worksheets, exams, quizzes, and in-class work will not be accepted late for any reason (e.g. overslept and missed class, forgot to print, lost your flash drive, computer crashed, left it at home, etc.). Because they are time sensitive, completing them late negates their relevance; that is, they are necessary to understanding lectures or they develop the skills you need to complete the next assignment.

Late Papers: All four formal writing projects (marked “WP” under assessment, above) are due **at the beginning of class** on the assigned date, when **a hard copy** of the assignment will be collected (I may also ask you to submit a copy to Blackboard). Any writing projects collected after that will be assessed a penalty of fifteen percent per day off of the assessed grade. I will make exception to this policy in cases of documented emergencies, using the definition of emergency that is common amongst emergency workers. It is an unfortunate fact of life that pencils break, trains are delayed, cars won’t start, computers crash, and flash drives malfunction, but these are not emergencies. They’re just things that happen. Save and backup often. Finish your work early in order to avoid the impact of these ordinary life events.

ELECTRONIC DEVICES

Use of phones, iPods, Facebook, or email is strictly prohibited during class time. Students using any of these devices or services in class will be asked to leave and will be counted absent for that day. **Phones must be turned off and must remain off for the entirety of class.**

If you **need** to communicate with someone outside of our classroom (someone is sick at home, you have a work situation, you've got kids), and you must use electronic devices during class, please speak to me about it before the class meets and be discreet.

PARTICIPATING IN CLASS

You must be on time, stay for the whole class, and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.

DOING YOUR OWN WORK

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

PLEASE NOTE: ALL PAPERS MAY BE ELECTRONICALLY CHECKED FOR PLAGIARISM.

WITHDRAWING FROM CLASS

After the last day established for class changes has passed (September 28th), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

RESOURCES

STUDENT SUCCESS CENTER

The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at (219) 473-4287 or stop by the Library.

DISABILITY SERVICES

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at (219) 473-4349.

CCSJ ALERTS

Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <http://www.ccsj.edu/alerts/index.html>.

In addition, you can check other media for important information, such as school closings:

Internet: <http://www.ccsj.edu>

Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78

TV Channels: 2, 5, 7, 9, 32

COURSE SCHEDULE

I RESERVE THE RIGHT TO CHANGE THIS SCHEDULE TO MEET THE NEEDS OF THE CLASS. IF IT CHANGES A GREAT DEAL, I WILL HAND OUT A REVISED VERSION.

Wadsworth = *The Concise Wadsworth Handbook* (fourth edition)

WEEK 1 **MONDAY, AUGUST 31**

IN CLASS

- Introduction
- Syllabus review
- Free Writing

HOMEWORK—READING

“The Pope and the Planet” (handout)—be prepared for a quiz on it.

WEDNESDAY, SEPTEMBER 2

IN CLASS

- Quiz on “The Pope and the Planet”
- Theses, Introductory paragraphs

HOMEWORK—READING

- Wadsworth: Part 1, Chapter 3, “Using a Thesis to Shape Your Essay”
- *New York Times* article, “Pope Francis, in Sweeping Encyclical...”

HOMEWORK—WRITING

- Turn your paragraphs from the first class into introductory paragraphs.

WEEK 2

WEDNESDAY, SEPTEMBER 9

ASSIGNMENTS DUE

- Introductory Paragraph drafts

IN CLASS

- Quiz on the *New York Times* Article and on the reading from Wadsworth;
- Lecture and Note-taking workshop: Run-on sentences.

HOMEWORK—READING

- Wadsworth, Chapter 4a, “Writing a Rough Draft,” Chapter 4b
Moving from Rough Draft to Final Draft”

HOMEWORK—WRITING

- Second draft of Introductory Paragraph

WEEK 3

MONDAY, SEPTEMBER 14

ASSIGNMENTS DUE

- Second Draft of Introductory Paragraph

IN CLASS

- Instructions for Summary Paragraph #1 on “The Pope and the Planet”
- Body Paragraphs
- In-class work on Introductory and Body Paragraphs

HOMEWORK—READING

- Wadsworth, Chapter 5a, “Writing Unified Paragraphs,” Chapter 5b
“Writing Coherent Paragraphs”

HOMEWORK—WRITING

- Summary Paragraph #1 on “The Pope and the Planet”
- First Body Paragraph for Familiar Essay

WEDNESDAY, SEPTEMBER 16

ASSIGNMENTS DUE

- Summary Paragraph #1 on “The Pope and the Planet”
- First Body Paragraph for Familiar Essay

IN CLASS

- Explanation of Conclusion
- Explanation of Key Concept Journal #1 on Plato's *Phaedo*
- Work on Body paragraphs

HOMEWORK—READING

- Excerpts from Plato's *Phaedo*

HOMEWORK—WRITING

- Key Concept Journal #1 on Plato's *Phaedo*
- Two more Body paragraphs for Familiar Essay
- Conclusion for Familiar Essay

WEEK 4

MONDAY, SEPTEMBER 21

ASSIGNMENTS DUE

- Key Concept Journal #1 on Plato's *Phaedo*
- Two more Body Paragraphs for Familiar Essay
- Conclusion for Familiar Essay

IN CLASS

- Work on Body paragraphs and conclusions

HOMEWORK—WRITING

- Summary #2: *New York Times*, "Pope Francis, in Sweeping Encyclical..."
- Work on Full draft of Familiar Essay

WEDNESDAY, SEPTEMBER 23

ASSIGNMENTS DUE

- Summary #2: *New York Times*, "Pope Francis, in Sweeping Encyclical..."

IN CLASS

- Work on First Draft of Familiar Essay

HOMEWORK—READING

- To be determined

HOMEWORK—WRITING

- Work on Familiar Essay First Draft

WEEK 5

MONDAY, SEPTEMBER 28 (LAST DAY TO WITHDRAW)

ASSIGNMENTS DUE

- FAMILIAR ESSAY FIRST DRAFT

IN CLASS

- Peer Review of Familiar Essay
- Workshop of Familiar Essay

HOMEWORK—READING

- *Laudato Si*, Chapter 2

HOMEWORK—WRITING

- Work on Familiar Essay
- Key Concept Journal #2 on *Laudato Si*, Chapter 2

WEDNESDAY, SEPTEMBER 30

ASSIGNMENTS DUE

- Key Concept Journal #2 on *Laudato Si*, Chapter 2

IN CLASS

- Workshop on Familiar Essay

HOMEWORK—WRITING

- Finish Familiar Essay Final Draft

WEEK 6

MONDAY, OCTOBER 5

ASSIGNMENTS DUE

- FAMILIAR ESSAY FINAL DRAFT

WEDNESDAY, OCTOBER 7

IN CLASS

- Expository Essay: Introduction

HOMEWORK—READING

- *Laudato Si*, Chapter 3, “On the Human Roots of the Ecological Crisis”

HOMEWORK—WRITING

- Introductory Paragraph of the Expository Essay
- Key Concept Journal on *Laudato Si'*, Chapter 3

WEEK 7

MONDAY, OCTOBER 12

ASSIGNMENTS DUE

- Key Concept Journal on *Laudato Si'*, Chapter 3
- Introductory Paragraph of the Expository Essay

IN CLASS

- Work on Expository Essay

HOMEWORK—READING

- Robert Sirico, “The Pope’s Green Theology”

HOMEWORK—WRITING

- First Body Paragraph of the Expository Essay
- Summary of Robert Sirico’s “The Pope’s Green Theology”

WEDNESDAY, OCTOBER 14

ASSIGNMENTS DUE

- First Body Paragraph of the Expository Essay
- Summary of Robert Sirico’s “The Pope’s Green Theology”

IN CLASS

- Grammar Trouble
- Workshop Body Paragraphs

HOMEWORK—WRITING

- Second and Third Body Paragraph of the Expository Essay

WEEK 8

MONDAY, OCTOBER 19

ASSIGNMENTS DUE

- First four paragraphs (Introduction & three Body) of the Expository Essay

IN CLASS

- Grammar Trouble
- Workshop drafts of the Expository Essay

HOMEWORK—READING

- *New York Times Editorial*, “The Pope and Climate Change”

HOMEWORK—WRITING

- Summary of “The Pope and Climate Change”
- Concluding Paragraph of the Expository Essay

WEDNESDAY, OCTOBER 21

ASSIGNMENTS DUE

- Summary of “The Pope and Climate Change”
- Concluding Paragraph of the Expository Essay

IN CLASS

- Grammar Trouble
- Workshop drafts of the Expository Essay

HOMEWORK—WRITING

- First draft of the Expository Essay

WEEK 9

MONDAY, OCTOBER 26

ASSIGNMENTS DUE

- EXPOSITORY ESSAY FIRST DRAFT

IN CLASS

- Workshop drafts of Expository Essay

HOMEWORK—READING

- *Laudato Si'*, Chapter 4, “Integral Ecology”

HOMEWORK—WRITING

- Key Concept Journal on *Laudato Si'*, Chapter 4, “Integral Ecology”

WEDNESDAY, OCTOBER 28

ASSIGNMENTS DUE

- Key Concept Journal on *Laudato Si'*, Chapter 4, “Integral Ecology”

IN CLASS

- Workshop drafts of Expository Essay

HOMEWORK—WRITING

- Final Draft of Expository Essay”

WEEK 10

MONDAY, NOVEMBER 2

ASSIGNMENTS DUE

- EXPOSITORY ESSAY FINAL DRAFT

IN CLASS

- Persuasive Essay Explanation
- Work on Outline of Persuasive Essay

HOMEWORK—READING

- Find two sources for your persuasive essay

HOMEWORK—WRITING

- Basic outline of your persuasive essay.

WEDNESDAY, NOVEMBER 4

ASSIGNMENTS DUE

- Basic outline of your persuasive essay.

IN CLASS

- Using Evidence
- Work on Body paragraphs of your persuasive essay.

HOMEWORK—READING

- *The Concise Wadsworth Handbook*, Chapter 44, “Summarizing, Paraphrasing, and Quoting Sources”

HOMEWORK—WRITING

- Two Body Paragraphs of the Persuasive Essay

WEEK 11

MONDAY, NOVEMBER 9

ASSIGNMENTS DUE

- Two Body Paragraphs of the Persuasive Essay

IN CLASS

- How to Cite
- Work on body paragraphs of Persuasive Essay

HOMEWORK—WRITING

- Third Body Paragraph and Introductory Paragraph of Persuasive Essay

WEDNESDAY, NOVEMBER 11

ASSIGNMENTS DUE

- Third Body Paragraph and Introductory Paragraph of Persuasive Essay

IN CLASS

- Grammar Trouble
- Workshop drafts of persuasive essay

HOMEWORK—WRITING

- First draft of Persausive Essay

WEEK 12

MONDAY, NOVEMBER 16

ASSIGNMENTS DUE

- First draft of Persausive Essay

IN CLASS

- Tenative: in-class writing prompt for Portfolio

HOMEWORK—WRITING

- Draft of your cover letter

WEDNESDAY, NOVEMBER 18

IN CLASS

- Grammar Trouble
- General remarks about the Cover Letter
- Workshop drafts of Persuasive Essay

HOMEWORK—WRITING

- **FINAL DRAFT OF THE PERSUASIVE ESSAY**

WEEK 13

MONDAY, NOVEMBER 23

ASSIGNMENTS DUE

- **FINAL DRAFT OF THE PERSUASIVE ESSAY**

IN CLASS

- Portfolio Overview

HOMEWORK—WRITING

- **ROUGH DRAFT OF PORTFOLIO**

WEDNESDAY, NOVEMBER 25TH

ASSIGNMENTS DUE

- **ROUGH DRAFT OF PORTFOLIO**

IN CLASS

- Workshop Portfolios

HOMEWORK—WRITING

- **REVISED DRAFT OF PORTFOLIO**

LET US GIVE THANKS FOR THE HUMBLE AND DELICIOUS TURKEY

WEEK 14 **MONDAY, NOVEMBER 30**

ASSIGNMENTS DUE

- **REVISED DRAFT OF PORTFOLIO**

IN CLASS

- Work on Portfolios

HOMEWORK—WRITING

- **FINAL DRAFT OF PORTFOLIO**

WEDNESDAY, DECEMBER 2

PORTFOLIOS DUE