



Your University of Choice

COURSE SYLLABUS

SPRING 2016: **ENGLISH 103B**

INSTRUCTOR INFORMATION

INSTRUCTOR NAME Michael Rutherglen [last name rhymes with “other-glen”]
OFFICE NUMBER 181
EMAIL ADDRESS mrutherglen@ccsj.edu
OFFICE HOURS Tuesday & Thursday, 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 Tuesday & Thursday, 10:15AM–11:45AM
CLASSROOM TBA
PREREQUISITES None
REQUIRED BOOKS *The Concise Wadsworth Handbook* (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

SUMMARY PARAGRAPHS Students will write 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.

THE EXPOISTORY ESSAY In an essay slightly longer than the Familiar, students will explain a concept familiar to them. It will have a thesis statement that enumerates the features of their chosen topic and that outlines the upcoming content of the three body paragraphs. Each body paragraph will expound on a particular aspect of the 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 the concept relates to present-day American realities.

THE PERSUASIVE
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 103B. 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 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 Persuasive 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 interaction 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 SEVEN (7) hours of class will receive an F.** These seven 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 (3) 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 deadline for you. So while there are no "make-up" quizzes or homework assignments, there can sometimes be alternative assignments or deadlines, but only when arranged and agreed upon in advance.

TURNING IN
YOUR WORK

You cannot succeed in this class if you do not turn in all of your work on the day and at the time it is due. Almost all assignment will be turned in through Blackboard, and I may require you to turn in hard copies as well. **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 three 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 the 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 (January 19), 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

TUESDAY, JANUARY 12

IN CLASS

- Introduction
- Syllabus Review
- Overview of Essay Structure; Paragraphs: Unity, Coherence, and development; topic sentences and claims; The familiar essay

ASSIGNMENTS FOR NEXT CLASS

- Familiar Essay brainstorming Exercise
- “The Pope and the Planet” Exercise

READING

- “The Pope and the Planet”
- *Wadsworth*, Chapter 2e sections 1–4 (pp. 22–25)

THURSDAY, JANUARY 14

ASSIGNMENTS DUE

- Familiar Essay brainstorming Exercise
- “The Pope and the Planet” Exercise

IN CLASS

- Grammar overview: parts of speech, general structures v. specific ideas,

ASSIGNMENTS FOR NEXT CLASS

- First Body Paragraph of Familiar Essay

READING

- *Wadsworth*, Chapter 2o (pp. 203–211)

WEEK 2

TUESDAY, JANUARY 19

ASSIGNMENTS DUE

- First Body Paragraph of Familiar Essay

IN CLASS

- Grammar: phrases, clauses, sentences

ASSIGNMENTS FOR NEXT CLASS

- Second Body Paragraph of Familiar Essay
- “Pope Francis, in Sweeping Encyclical...” exercise

READING

- “Pope Francis, in Sweeping Encyclical...”

THURSDAY, JANUARY 21

ASSIGNMENTS DUE

- Second Body Paragraph of Familiar Essay
- “Pope Francis, in Sweeping Encyclical...” exercise

IN CLASS

- Grammar overview: conjunctions, types of sentences, subordination

ASSIGNMENTS FOR NEXT CLASS

- Third Body Paragraph of Familiar Essay

READING

- *Wadsworth*, Chapter 14 (pp. 161–170)

WEEK 3

TUESDAY, JANUARY 26

ASSIGNMENTS DUE

- Third Body Paragraph of Familiar Essay

IN CLASS

- Thesis statements, introductory paragraphs
- Concluding paragraphs
- Explanation of summaries

ASSIGNMENTS FOR NEXT CLASS

- Introductory Paragraph of Familiar Essay
- Concluding Paragraph of Familiar Essay
- Summary of “The Pope’s Green Theology”

READING

- “The Pope’s Green Theology”
- “*Wadsworth*, Chapter 3a–3c (pp. 29–34)

THURSDAY, JANUARY 28

ASSIGNMENTS DUE

- Introductory Paragraph of Familiar Essay
- Concluding Paragraph of Familiar Essay
- Summary of “The Pope’s Green Theology”

IN CLASS

- Colloquialisms, redundancy, run-on sentences

ASSIGNMENTS FOR NEXT CLASS

- First Draft of Familiar Essay

READING

- *Wadsworth*, Chapter 25 (pp. 245–249)

WEEK 4

TUESDAY, FEBRUARY 2

ASSIGNMENTS DUE

- First Draft of Familiar Essay

IN CLASS

- Grammar trouble: comma slices & splices, sentence core, passive voice

ASSIGNMENTS FOR NEXT CLASS

- Errors Worksheet

ASSIGNMENTS FOR FEB. 9

- Final Draft of Familiar Essay

READING

- *Wadsworth*, Chapter 26 (pp. 250–257)

THURSDAY, FEBRUARY 4

ASSIGNMENTS DUE

- Errors Worksheet

IN CLASS

- Editing and revision

ASSIGNMENTS FOR NEXT CLASS

- Final Draft of Familiar Essay

READING

- *Wadsworth*, Chapter 4a–4b (pp. 36–40) and 4c–4d (pp. 42–56) (reminder: don't do the exercises)

WEEK 5

TUESDAY, FEBRUARY 9

ASSIGNMENTS DUE

- FINAL DRAFT OF FAMILIAR ESSAY

IN CLASS

- Introduction to the Expository Essay
- Outlining
- Work on Brainstorming and Outlining Expository Essay

ASSIGNMENTS FOR NEXT CLASS

- Outline of Expository Essay

READING

- *Wadsworth*, Chapter 3d (pp. 34–36)

THURSDAY, FEBRUARY 11

ASSIGNMENTS DUE

- Outline of Expository Essay

IN CLASS

- Grammar Trouble: pronouns, the trouble with “this,” apostrophes

ASSIGNMENTS FOR NEXT CLASS

- First Body Paragraph of Expository Essay

WEEK 6

TUESDAY, FEBRUARY 16

ASSIGNMENTS DUE

- First Body Paragraph of Expository Essay

IN CLASS

- Peer review of first expository body paragraph

ASSIGNMENTS FOR NEXT CLASS

- Second Body Paragraph of Expository Essay

THURSDAY, FEBRUARY 18

ASSIGNMENTS DUE

- Second Body Paragraph of Expository Essay

IN CLASS

- Grammar Trouble (based on your paragraphs)
- Work on Body Paragraphs for Expository Essay

ASSIGNMENTS FOR NEXT CLASS

- Three Body Paragraphs of Expository Essay

WEEK 7

TUESDAY, FEBRUARY 23

ASSIGNMENTS DUE

- Three Body Paragraphs of Expository Essay

IN CLASS

- Introductory and Concluding Paragraphs for the Expository Essay
- Peer review of Body Paragraphs of Expository Essay
- Work on Introductory and Concluding Paragraphs for the Expository Essay

ASSIGNMENTS FOR NEXT CLASS

- Introductory and Concluding Paragraphs for the Expository Essay—that is, the First Draft of the Expository Essay

THURSDAY, FEBRUARY 25

ASSIGNMENTS DUE

- First Draft of the Expository Essay

IN CLASS

- Grammar Trouble (based on your paragraphs), errors worksheet
- Work on Body Paragraphs for Expository Essay

ASSIGNMENTS FOR NEXT CLASS

- Final Draft of the Expository Essay

SPRING BREAK! GO SOMEWHERE WARM. BUT NOT TOO WARM. YOUR EXPOSITORY ESSAYS ARE STILL DUE WHEN YOU GET BACK.

WEEK 8 (GLAD TO BE BACK, NATCH)

TUESDAY, MARCH 8

ASSIGNMENTS DUE

- FINAL DRAFT OF THE EXPOSITORY ESSAY

IN CLASS

- Introduction to the Persuasive Essay
- Introduction to the Portfolio
- Work on outlining persuasive essay

ASSIGNMENTS FOR NEXT CLASS

- Outline of Persuasive Essay

READING

- *Wadsworth*, Chapter 42

THURSDAY, MARCH 10

ASSIGNMENTS DUE

- Outline of Persuasive Essay

IN CLASS

- Quotations & Integration

ASSIGNMENTS FOR NEXT CLASS

- Find Sources and Quotations for Persuasive Essay

READING

- *Wadsworth*, Chapter 44

WEEK 9

TUESDAY, MARCH 15

ASSIGNMENTS DUE

- Sources and Quotations for Persuasive Essay

IN CLASS

- Citations

ASSIGNMENTS FOR NEXT CLASS

- One Body Paragraph, including a quotation and a citation, of the Persuasive Essay

READING

- *Wadsworth*, Chapter 47

THURSDAY, MARCH 17

ASSIGNMENTS DUE

- One Body Paragraph, including a quotation and a citation, of the Persuasive Essay

IN CLASS

- Grammar Trouble
- Work on Persuasive Body Paragraphs

ASSIGNMENTS FOR NEXT CLASS

- Two more Body Paragraphs for Persuasive Essay

WEEK 10

TUESDAY, MARCH 22

ASSIGNMENTS DUE

- Two more Body Paragraphs for Persuasive Essay

IN CLASS

- Grammar Trouble
- Work on the Persuasive Essay

ASSIGNMENTS FOR NEXT CLASS

- Three body paragraphs of Persuasive Essay

THURSDAY, MARCH 24

ASSIGNMENTS DUE

- Three body paragraphs of Persuasive Essay

IN CLASS

- Introductory Paragraphs for Persuasive Essays

ASSIGNMENTS FOR NEXT CLASS

- First Four Paragraphs of Persuasive Essay (Introductory + 3 Body)

WEEK 11

TUESDAY, MARCH 29

ASSIGNMENTS DUE

- First Four Paragraphs of Persuasive Essay

IN CLASS

- Concluding Paragraphs for Persuasive Essays
- Work on Concluding Paragraphs for Persuasive Essays

ASSIGNMENTS FOR NEXT CLASS

- Concluding Paragraphs for Persuasive Essay—that is, the First Draft of the Persuasive Essay

THURSDAY, MARCH 31

ASSIGNMENTS DUE

- First Draft of the Persuasive Essay

IN CLASS

- Grammar Trouble,
- Work on Persuasive Essays

ASSIGNMENTS FOR NEXT CLASS

- Second Draft of Persuasive Essay

WEEK 12

TUESDAY, APRIL 5

ASSIGNMENTS DUE

- Second Draft of Persuasive Essay

IN CLASS

- Portfolio round two: timed essay explanation and outlining exercise;
- Work on Final Draft of Persuasive Essay

ASSIGNMENTS FOR NEXT CLASS

- Final Draft of Persuasive Essay

THURSDAY, APRIL 7

ASSIGNMENTS DUE

- FINAL DRAFT OF PERSUASIVE ESSAY

IN CLASS

- Timed Essay

WEEK 13

TUESDAY, APRIL 12

ASSIGNMENTS DUE

- Errors Worksheet

IN CLASS

- Portfolio round three: the cover letter
- Grammar Trouble, errors worksheet

ASSIGNMENTS FOR NEXT CLASS

- Errors Worksheet

THURSDAY, APRIL 14

ASSIGNMENTS DUE

- FINAL DRAFT OF PERSUASIVE ESSAY

IN CLASS

- Portfolio round three: the cover letter
- Grammar Trouble, errors worksheet

ASSIGNMENTS FOR NEXT CLASS

- Errors Worksheet

WEEK 14—THE FINAL WEEK

TUESDAY, APRIL 19

ASSIGNMENTS DUE

- Errors Worksheet

IN CLASS

- Work on Portfolios

ASSIGNMENTS FOR NEXT CLASS

- **FINAL PORTFOLIO DUE**

THURSDAY, APRIL 21

ASSIGNMENTS DUE

- **FINAL PORTFOLIO DUE**