

English 121: English Composition I

Fall 2018, Red Rocks Community College

Instructor: Professor Woerle

Office: HSS, Room 208

Course: ENGL 121: 001

Email: owoerle@gmail.com

Meeting times: MW 7:30- 8:45 am

Office hours: T, TH- 1-3 pm,
appointments can be made by email

Room: 205 Milholm

RRCC's Course Description:

Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing.

Course Overview:

Welcome to English Composition I! In this course you will learn how to write a variety of compositions starting with your own personal narrative essay and working our way to the final evaluation essay. Together we will learn what elements make up good academic writing, so you will leave this course prepared to write in your individual areas of academia. This course will teach you planning, organizing, and revising skills when it comes time to write an essay. Part of our class time will be spent on how to become critical thinkers by responding to questions, writing prompts, and thinking from different perspectives. With each writing assignment, you will learn its purpose for use outside of academia. I look forward to getting to know you and please feel free to email me with any questions you may have at any time during the semester.

Course Goals

In this course you will:

- learn how to structure a successful multi-paragraph essay
- learn how to write a persuasive letter
- become familiar with different compositions that use narrative, persuasive, and evaluative writing
- acquire brainstorming, organization, revising, and editing skills
- acquire critical thinking skills by responding to assigned readings and free writing activities

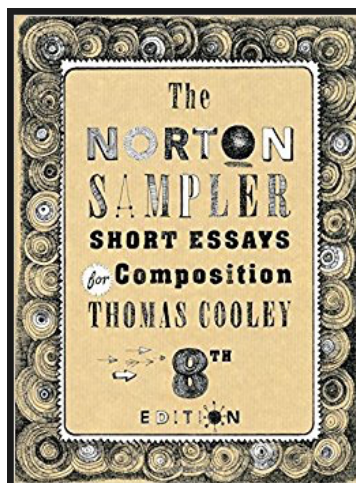
Required Text:

The Norton Sampler-Short Essays for Composition Eighth edition, by

Thomas Cooley

ISBN: 978-0393919462

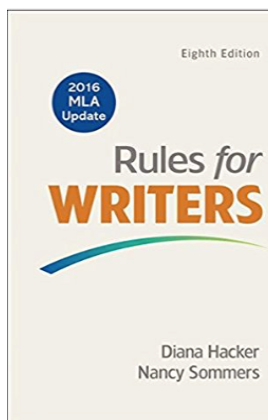
Used condition from amazon.com starting at \$7.96 in paperback



Optional: *Rules for Writers*, Eighth edition by Hacker and Sommers

ISBN: 978-1319083496

Used condition from amazon.com starting at \$23.26 in spiral bound



*Students will need money to cover printing costs for hard copies of rough drafts that will be brought to class on peer review days

Attendance (10%)

Attendance is mandatory for this course and will be taken each class meeting. Students are allowed three excused absences during the course of the semester. Any absences beyond this will result in losing 2% off their attendance grade. You simply cannot learn the material without coming to class. Students will receive a warning for their first late arrival to class (more than 5 minutes late after class has started). After the first late arrival, students will lose 1% of their attendance grade.

I understand that life happens at any moment beyond our control (i.e. car trouble, your ride is late, traffic) which is why the first late arrival is excused. However, you should prepare to arrive to campus or have a reliable ride with adequate time to find parking and get to class. If you have a true emergency, contact me as soon as possible and we will negotiate your absences and missed work.

Participation (10%)

Students are expected to read the assigned material before each class. Contributing to class discussion by asking relevant questions or making connections to other ideas is essential to getting a full participation grade. Students who do not engage at all in class throughout the semester will not receive a full participation grade.

Description of Major Assignments

2.5-3 page Narrative Essay (20%)

The narrative essay will be the first writing assignment for our class. You will write a two and a half to three page, double spaced essay about an event from your own life experience and what you took away or learned from that event. It may be a time when a parent or guardian helped you learn something or what you learned after overcoming an obstacle. You might write about a time when you moved to a new city and what you learned about yourself in the process. Whatever story you tell, you will need to write about its significance to your life or others. The essay should not just be a description of something that happened. There must be some use of dialogue present in your narrative as well. We will read examples of narrative essays in the textbook and go over the elements that make a well-rounded narrative essay together in class, such as chronological order, detail, and a conclusion.

1.5-2 page Persuasive Letter (20%)

For this assignment you will write a one and a half to two page, double spaced letter to someone with an issue or policy you believe needs to be changed or addressed. You may write your fictional letter to one of the following: A landlord, a company, a government official, a school official, or someone else you would like to raise an issue with. After you have selected your audience to whom you will be writing, you will take a position for the issue or policy you are trying to change or address. Your letter must use two supporting reasons for your argument as well as present some knowledge on a possible counter argument. Before the letter is due, you will be given an example persuasive letter to read written from a tenant addressing her landlord, which you can use to model your own letter from. We will go over the appropriate writing style and formatting needed for writing a persuasive letter together in class.

Bring to class 1 piece of evaluative writing (10%)

You are to bring in just one example (printed or electronic) of what you think is evaluative writing to share with the class. It might be a review of a movie, an app, a book, or even a yelp review of a local restaurant.

3.5-4 page Evaluative Essay (30%)

The final essay for our course is an evaluative essay. For the evaluative essay you will be reviewing a specific product, policy, item, or business. You may come up with your own item to evaluate but all must be approved by me first in person or via email. Your essay must include a

thesis statement, specific evaluation criteria, your judgment, and evidence to support your judgment. Your judgment of the criteria must be supported by evidence. We will practice developing criteria and how to organize an evaluation essay together in class. When you pick your product, policy, item, or business to evaluate, it will be easier if you pick something you are familiar with in order to create the criteria by which to judge your item with. You will need to do some basic research on your item in order to gather background information, criteria, and evidence. You must include a bibliography page with all sources you have consulted during your research. I will meet with each student individually for a mini conference where we will go over the necessary criteria needed for the item you choose to evaluate.

Late Work Policy:

Students may submit late work with the understanding that they will lose 2% off the grade for each day the assignment is late. If you have an emergency, contact me as soon as possible and we will negotiate an appropriate due date.

Grading Scale and Criteria

A 100-90%

B 80-89%

C 70-79%

D 60-69%

F 59% and below

Attendance 10%

Participation 10%

Example of evaluative writing brought to class 10%

Narrative essay 20%

Persuasive letter 20%

Evaluative essay 30%

Total = 100%

For all major writing assignments, I will be grading your work using primary trait scoring. Primary trait scoring lets you know what criteria needs to be present in the completed assignment and lets me know what to grade. We will construct the primary traits together in class for each assignment. All essays must be double-spaced and contain your full name and course title at the top left on the first page. All assignments are due via email by 5 pm on their due day.

Technology Policy:

Laptops are permitted **with the expectation that students will be on task during class time and not on Facebook, Twitter, checking sports updates, playing games, etc.** Cell phones

must be on silent and put away when class begins. If you are expecting a phone call, you may answer it outside of the classroom. If you are caught texting you will receive a warning. Any occurrence after that will affect your participation grade.

RRCC's Institutional Policies

Academic Integrity Policy:

Everyone associated with the college's academic community has a responsibility for establishing, maintaining, and fostering understanding and respect for academic integrity. The following principles are associated with academic integrity:

- Cite (give credit for) words and/or ideas in an academic exercise that are not expressly your own.
- Use information, computer programs, another person's work, study aids and/or other materials only when allowed by the instructor.
- Remove materials from the library, labs, and other college facilities only when an official representative of the college grants permission.
- Use copyrighted materials only with permission.
- Refuse to help another commit an act of academic dishonesty.
- Use only the resources specifically allowed when completing a test or other assignment.

Academic dishonesty is the intentional act of fraud when an individual claims credit for the work of another, uses unauthorized materials, or fabricates information in any scholarly exercise.

Academic dishonesty also includes, but is not limited to:

- forging educational documents
- damaging or destroying the works of another; or
- assisting others in acts of academic deception.

If you are aware of an incident of academic dishonesty, please report the occurrence to a faculty member, department chair, or administrator. Those committing academic dishonesty will be subject to disciplinary action, such as failing the assignment or course and/or expulsion from the course or college.

Title IX Information:

RRCC is an equal opportunity educational institution and does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504, Age Discrimination Act, and Title II of the ADA. Red Rocks Community College is committed to diversity in its people and programs. The College is an equal opportunity educational institution which prohibits all forms of discrimination and harassment including those that violate federal and state law, or the

State Board for Community Colleges and Occupational Education Board Policies 3-120 and/or 4-120.

The College does not discriminate on the basis of race, creed, color, sex/gender, sexual orientation, gender identity or expression, religion, age, national origin or ancestry, pregnancy status, veteran's status, genetic information, physical and/or mental disability or any other category protected by applicable law in its employment practices or education programs. Red Rocks Community College will take appropriate steps to ensure that the lack of English language skills will not be a barrier to admission and/or participation in vocational education programs.

RRCC has designated Arnie Oudenhoven as its Affirmative Action Officer/Equal Opportunity Administrator/Title IX Administrator with the responsibility to coordinate its civil rights compliance activities and grievance procedures. Report all concerns or complaints relating to discrimination or harassment to the Title IX/EO Coordinator(s). For information, contact Arnie Oudenhoven Executive Director, HR, Title IX Coordinator, Title VII/Equal Opportunity Coordinator, ADA/Sec 504 Coordinator, 13300 West Sixth Avenue, Lakewood, Co 80228. 303.914.6298, arnie.oudenhoven@rrcc.edu(link sends e-mail)

ADA Accommodations:

Our mission is to remove barriers for students with disabilities to provide equal access to opportunities at Red Rocks Community College. Accessibility Services supports faculty and staff in creating an environment that facilitates learning for students with disabilities. Red Rocks Community College is committed to follow the letter and the spirit of the Americans with Disabilities Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1983. In this class, we will strive to accommodate those with disabilities.

Learning Commons:

Type in the link to find information on RRCC's learning commons student resources. You will be directed to a number of resources including tutoring information, accessibility services information, an ESL/Foreign language tutoring center, and an oral presentation Communication Lab. <https://www.rrcc.edu/learning-commons>

Writing Center Information:

RRCC's writing center is open Monday through Thursday 9 am to 6pm and Friday 9 am to 1 pm. Type in the link to find the writing center webpage <https://www.rrcc.edu/writing-center>

Student Health and Counseling Center Information:

Here is the link to RRCC's student health center. <https://www.rrcc.edu/student-health-counseling-center> Below is information about the health center from RRCC's website.

The Student Health & Counseling Centers are supported by fees. All RRCC students have access to the services at the center. If you have not automatically paid the center fee, you have the ability to "opt in" by paying the fee at the cashiers department. Visits with the medical providers on campus are free of charge (no co-pay) for students. You do not need health insurance to be

seen in the Student Health & Counseling Center. The center charges minimal fees for various services to cover the cost of materials (ex: stitches, wart removal, vaccinations, etc.)

School Closing Procedure:

Red Rocks Community College is exempt from the State Inclement Weather Policy and may remain open while other state government offices close. If the campus is closed for an entire day, every effort will be made to have a decision by 5:30 a.m. If the campus is to close for the evening, every effort will be made to have a decision by 4:00 p.m. You can learn when bad weather or emergency conditions require that either of the Red Rocks campuses are closed via local news media, or by calling the campus closure line at **303.914.6600**

Tentative Schedule (subject to change):

August 20th-December 11th 2018

Week 1: 8/20, 8/22	Mon. -Introduction to the course -Go over syllabus -Class introductions	Wed. -Answer questions about the syllabus -Discuss what primary trait scoring is HW-Read pp. 123-133, "In Case You Ever Want to go Home Again" 143-147, "The Ashen Guy: Lower Broadway, September 11, 2001" 149-152
Week 2: 8/27, 8/29	Mon. -Discuss the readings -Go over brainstorming techniques for choosing a topic for the first essay HW- Read "Orange Crush" pp. 161- 164 AND brainstorm something from your own experience to write a personal narrative essay on	Wed. -Discuss "Orange Crush" -Go over elements of a successful multi-paragraph essay (i.e. thesis, paragraphs, topic sentences, transitions) HW- Read "The Back of the Bus" pp. 167-174
Week 3: 9/3, 9/5	Mon. NO CLASS MEETING (Labor Day Holiday)	Wed. -Discuss "Back of the Bus" -Create primary traits for narrative essay and email to class HW- Work on rough draft (RD) of essay
Week 4: 9/10, 9/12	Mon. -Free writing activity	Wed. -Go over basic grammar and

	<p>-Go over chronological order of a narrative essay</p> <p>HW-Work on rough draft (RD) of essay</p>	<p>punctuation rules</p> <p>HW- Bring in hard copy of RD of narrative essay to exchange with a partner on Monday</p>
Week 5: 9/17, 9/19	<p>Mon.</p> <p>-Peer review session, exchange and read papers with a partner then fill out the peer review worksheet</p> <p>HW- Make revisions and continue working on essay</p>	<p>Wed.</p> <p>-Free writing activity</p> <p>-Discuss writing as a process</p> <p>-Distribute Norton critical thinking handout for homework</p> <p><u>*DUE- 2.5-3 pg personal narrative essay due to me by email by 5pm today 9/19</u></p> <p>HW- Read critical thinking handout</p>
Week 6: 9/24, 9/26	<p>Mon.</p> <p>-Cubing activity</p> <p>-Discuss critical thinking strategies</p> <p>HW- No homework assignment</p>	<p>Wed.</p> <p>-Writing Center trip</p> <p>-Distribute rhetorical situation handout for homework</p> <p>HW- Read handout for Monday</p>
Week 7: 10/1, 10/3	<p>Mon.</p> <p>-Lesson on the rhetorical situation</p> <p>-Go over ethos, logos, pathos using examples</p> <p>HW- Read pp. 517-526</p>	<p>Wed.</p> <p>-Discuss pp. 517-526</p> <p>HW- Read “Two Years Are Better Than Four” pp. 534-538 AND brainstorm who you want to write a persuasive letter to</p>
Week 8: 10/8, 10/10	<p>Mon.</p> <p>-Briefly discuss “Two Years are Better than Four”</p> <p>-Lesson on purpose and audience in persuasive writing</p> <p>-Distribute persuasive letter example</p> <p>HW- Read persuasive letter distributed for homework</p>	<p>Wed.</p> <p>-Discuss persuasive letter example and identify the purpose, audience, and supporting arguments</p> <p>HW- Begin drafting your letter</p>
Week 9: 10/15, 10/17	<p>Mon.</p> <p>-Create list of primary traits for persuasive letter and email to class</p> <p>-Discuss letter format</p>	<p>Wed.</p> <p>-Peer review session, exchange letters and read them out loud</p> <p>-Fill out peer review worksheet</p>

	HW- Bring in hard copy of RD of persuasive letter to exchange with a partner on Wednesday	HW- Work on persuasive letter *DUE MONDAY via email by 5pm*
Week 10: 10/22, 10/24	Mon. NO CLASS MEETING -Out of class assignment is to finish your persuasive letters due today *DUE- 1.5-2 pg persuasive letter due by email by 5pm today 10/22	Wed. -Free writing activity -Discuss disability studies HW- Bring in an example of evaluative writing on Monday
Week 11: 10/29, 10/31	Mon. -Small group activity, share examples of evaluative writing, create a list of what they have in common and share with the class HW- Brainstorm a product, policy, business, or other item to write an evaluative essay on	Wed. - Lesson on evaluative criteria using examples -Discuss basic research techniques and sources HW- Email me by Monday what you plan on evaluating
Week 12: 11/5, 11/7	Mon. -Go over judgment and evidence portions of the evaluative essay -Discuss writing the thesis HW- Write down what you are evaluating, your evaluation criteria, your judgment and evidence. Does not have to be in complete sentences, can be a list	Wed. -Small group activity, share your evaluation item, criteria, etc., give small group feedback -Distribute example evaluative essay HW- Read evaluative essay distributed for homework
Week 13: 11/12, 11/14	Mon. -Discuss organization of example essay -Create list of primary traits for evaluative essay and email to class -Students sign up for conference day & time -Email conference list to class HW- Bring any materials needed to work on your essay in class on Wednesday	Wed. -Finish signing up for conferences for anyone who was absent Monday -In class work day HW-Work on essays over break
11/19, 11/21	Mon. NO CLASS MEETING (Fall Break)	Wed. NO CLASS MEETING (Fall Break)
Week 14: 11/26, 11/28	Mon. -Conferences during class time	Wed. -Conferences during class time

Week 15: 12/3, 12/5	Mon. -Lesson on how to organize the bibliography page	Wed. LAST CLASS MEETING -Answer last minute questions for the final essay Your homework is to finish the evaluative essay
12/10	Mon. NO CLASS MEETING *DUE- Final Essay <u>due by email</u> <u>by 5pm</u>	