

IOWA WESTERN COMMUNITY COLLEGE

COURSE SYLLABUS INFORMATION

ENG 105-0L01 : Composition 1

TERM: WINTERIM 2017-2018

I. FACULTY INFORMATION:

Instructor: Bryce Journey	Office: n/a
Phone: n/a	Office Hours: n/a
E-mail: bjourney@iwcc.edu	

II. COURSE INFORMATION:

Course Prefix/Number	Course Name	Credits	Lecture	Lab
ENG 105-0L01	Composition 1	3	3	0

COURSE DESCRIPTION:

Composition I focuses on complex essays composed in various rhetorical modes of expository writing. Students develop experience using the writing process when composing fully developed, organized, and complicated essays. The emphasis in this course is on the formal or academic style of writing that has a clear and analytical focus. Documentation formatting is introduced with the culmination of a researched essay. Extended readings and discussions in class enhance more mature critical thinking abilities required of any college reader and writer.

Students in Bryce Journey's Composition I class will experience the complete writing process, from brainstorming to outlining and from drafting to revising. Students will also learn research techniques and citation structures. We will read a variety of diverse essays illustrating the types of essays we're working on and conclude the semester with a major project.

PREREQUISITES:

A grade of "C" or higher in College Preparatory Writing II or writing placement.

COURSE MEETING TIMES: 8:00-8:50AM MWF

COURSE LOCATION: LEWIS 134

REQUIRED TEXTBOOKS:

Kirszner, Laurie G, and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 13th ed., Bedford/St. Martin's, 2015.
(ISBN: 978-1-319-01312-7)

SUGGESTED SUPPLEMENTAL TEXTBOOKS AND REFERENCES:

Students can download the free version of Office 365 Suite from their ROC Portal Page for use in their courses.

MATERIALS AND SUPPLIES TO BE FURNISHED BY STUDENT:

Students should ensure they have access to a reliable computer with a reliable internet connection. Students will need this in order to submit assignments!

Students are responsible for protecting their own computer equipment through use of anti-virus and anti-malware tools for work within their IWCC courses; they may consider [these free options](#). Students using computers in labs and other facilities on campus are further held to the standards of *IWCC Acceptable Use Policy* and the *Computer Ethics and Use Policy*. (Both policies are located on the ROC Student Portal Page under the *Technology* menu button FAQ area.)

COURSE LEARNING OBJECTIVES AND COURSE COMPETENCIES:

The Learning Objectives for this course are (upon successful completion of this course, the student will be able to):

- A) Compose a minimum of fourteen polished pages in various rhetorical modes
- B) Produce essays that are coherent and organized
- C) Develop essays with ample and relevant supporting details
- D) Demonstrate critical thinking in course assignments
- E) Integrate sources into essay with research format
- F) Construct sentences that follow the conventions of Standard American English

ATTENDANCE REQUIREMENTS

Winterim students are required to log in each day, including holidays, to complete daily assignments. Students may work ahead to avoid having to work on holidays. Students who fail to do this will fall behind, miss out on points, and decrease the likelihood of achieving a passing grade. At key times in the semester, I will recommend that students who have missed too many assignments and/or failed to log in several days in a row be academically withdrawn from the class. Attendance will be recorded each based upon who logs in and/or completes the daily assignment.

STANDARDS FOR WRITTEN WORK

All assignments must be typed in Courier New 12 pt. font, double-spaced, and submitted in only .doc or .docx file extensions. All work turned in for a grade should include Student Name, Instructor Name, Class Name, and Time Class Met. All essays must be turned in using the appropriate assignment dropbox at the course site on ROC. Hard copies of essays or e-mailed files will not be accepted unless previous arrangements have been made.

LATE PAPERS AND ASSIGNMENTS

As noted above, grades can only be earned in the class periods designated in the schedule. Papers must be turned in by or on the due date listed in the schedule. No late work will be accepted.

MISSED CLASSES

If a student knows they will not have access to a computer with internet connection for an extended period of time, they should inform their instructor and make arrangements to complete any upcoming activities ahead of time.

EXTRA CREDIT

There is no extra credit in this class. Students will be notified of any opportunities that may suddenly arise as appropriate.

COMMUNICATION WITH INSTRUCTOR

The best way to contact me is via e-mail. I check that several times a day during the semester. Students must use their IWCC email when contacting the instructor about matters related to the course.

INSTRUCTIONAL TECHNIQUES AND PRACTICES

Students can expect there to be no group projects in this class. Students are expected to be responsible for their own grades and won't have to rely upon the contributions of others to achieve their own personal educational results. There is no alleged benefit of group work that we won't be able to more successfully integrate through an interactive, communication-centered, creatively provocative learning environment.

PASSING THIS CLASS

Students often wonder how they can pass this class. The answer is simple: Log in every day, do all the reading, and submit every assignment. It's that easy. I've never had a student who has done those things and failed the class. The reason this simple formula works is that, even if students enter the class without confidence in their writing skills and a few rough grades to start off the semester, through regular participation and completion of every assignment, students will increase their skills and earn better and better grades as the semester progresses. Students who buy into this formula and in my methodology will enjoy success and complete the class, not only with a good grade, but with increased writing skills and greater confidence in them.

GRADING

Assignments	Available Points	Your Score
Personal Narrative Essay	100 points	Points earned ____/100
Compare and Contrast Essay	100 points	Points earned ____/100
Compare and Contrast Revision	100 points	Points earned ____/100
Process Analysis Essay	100 points	Points earned ____/100
Discussion Questions (3 @ 20 points each)	60 points	Points earned ____/60
Writing Activities (3 @ 10 points each)	30 points	Points earned ____/30
Brainstorm Activities (3 @ 10 points each)	30 points	Points earned ____/30
Outlines (3 @ 50 points each)	50 points	Points earned ____/150
Total Points	570 points	Points earned ____/570

VIEWING FINAL GRADES

Final grades are viewable on ROC the Tuesday after the end of the semester: Self-Services Menu, Students, and Academic Record.

FINAL GRADE SCALE: 570-513: A / 512-455: B / 454-397: C / 396-339: D / 338-Below:F

IMPORTANT DATES

Students should consult the "Academic Calendar" in ROC as needed to be aware of certain specific dates, such as:

- Last day to withdraw from course.
- Holidays, in-service days, Career Day, student development hours, etc.
- Last day to apply for graduation

PROMBLEM RESOLUTION

If you have a conflict with me, concerns about my teaching and/or the course material, please discuss this first with me. If we cannot resolve the difficulty, contact Jenny Kruger, Dean of Arts & Humanities at jkruger@iwcc.edu, 712-325-3326, STU 1150.

COURSE TOPICAL OUTLINE AND SCHEDULE

The full course schedule concludes this document.

III. INFORMATION/COLLEGE POLICY

CYBER-LIBRARY

Students can access books, magazines, journals, newspapers, films and audio books 24/7 through the Cyber-Library by clicking on the Cyber Library under Academics in ROC.

Students can contact the library for assistance with research and citations. Check out our help features on the Cyber Library page in ROC.

For questions about finding information at your campus or center, email cyberlibrary@iwcc.edu or call 712-325-3247 for the Council Bluffs Campus or 712-542-5117 for the Clarinda Campus. You can find the library hours posted on ROC.

ACADEMIC SUPPORT

FREE tutoring and academic assistance for a variety of core, general requirement classes are available through the Tutoring Center, located on the second floor of the Student Center on the Council Bluffs campus. One-on-one assistance is available on a drop-in basis.

FREE online tutoring is available through Brainfuse on ROC. To access Brainfuse, locate Online Tutoring next to My ROC Classes.

For more information about tutoring services or help in your classes, email tutoring@iwcc.edu or call 712-388-6841. A full tutoring schedule by subject area is posted on ROC.

DROPPING CLASSES

While we encourage you to do everything you can to complete your classes, it is always better to drop a class than to fail it. If it becomes necessary for you to drop a class you can drop a class online through ROC up to the last day to drop. We recommend that you always talk to your advisor and financial aid before you drop a class. For more information on dropping classes see the Advising Information Site in ROC under the Academics tab.

PERSONAL ELECTRONIC DEVICES

To provide an environment conducive to learning, Iowa Western Community College requires that cellular phones, pagers, and other personal electronic devices be turned off or set to vibrate when entering classrooms, computer labs, library, offices, auditoriums, or arena areas. Cellular phones with picture taking capabilities are not allowed in bathrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Faculty members do have the right to prohibit the use of any electronic device in their classroom.

HONOR CODE – ACADEMIC HONESTY

Upon enrolling at Iowa Western Community College, each student assumes an obligation to conduct her/his academic affairs in a manner compatible with the standards of academic honesty established by the College and its faculty. If this obligation is neglected or ignored by the student, disciplinary action will be taken. Please refer to the Student Code of Conduct for the Academic Dishonesty Policy.

FERPA

Student rights concerning access to education records are spelled out in Federal Public Law 98-380 as amended by Public Law 93-568 and in regulations published by the Department of Education. The law and regulations require educational institutions to limit the disclosure of information from the student's record to those who have the student's written consent or to officials specifically permitted within the law. Students who wish to grant access to their education (class schedule, transcript of final grades, and progress reports) or financial records (grants, loans, financial aid documents, statements and billing) may do so by submitting an Access to Student Information Consent Form to the Records and Registration

Office. Access to information is only given at the Records and Registration Office or Financial Aid and Cashier Offices.

For more information, including the full Access to Student Information policy, refer to the Iowa Western Community College General Catalog or contact the Records and Registration Office.

DIVERSITY STATEMENT:

Iowa Western Community College values diversity and supports learning experiences that promote intellectual growth and human enrichment.

AMERICAN WITH DISABILITIES ACT STATEMENT:

If you are an individual with a disability who requires an accommodation to fully participate in academic programs or campus activities, please email disabilityservices@iwcc.edu or call 712-325-3299.

Accommodations are arranged through the Disability Services Office, on the second floor of the Student Center on the Council Bluffs campus. Please allow adequate time to implement your accommodations.

Any student with mobility impairments should prepare for an emergency ahead of time by instructing faculty and/or classmates on how to assist in case of an evacuation.

NON-DISCRIMINATION STATEMENT

It is the policy of Iowa Western Community College not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, or age in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681-1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Individuals having questions or complaints related to compliance with this policy should contact Kim Henry, Dean of Student Life and Student Success, phone number, 712/325-3207 or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Suite 1475, Chicago, IL 60661, phone number 312/730-1560 fax, 312/730-1576.

EQUAL EDUCATIONAL OPPORTUNITY AND NON-HARASSMENT

Iowa Western Community College is committed to a policy of equal educational opportunity. Therefore the College prohibits discrimination on the basis of unlawful criteria such as race, color, creed, religion, national or ethnic origin, ancestry, genetic information, physical or mental disability, age, sex, sexual orientation, gender identity or expression, pregnancy, marital status, veteran status, AIDS/HIV status, citizenship, or medical condition, as those terms are defined under applicable laws, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or programs made available to students. In keeping with this policy of equal educational opportunity, the College is committed to creating and maintaining an atmosphere free from all forms of harassment.

IV. COURSE TOPICAL OUTLINE AND SCHEDULE

Week	Date	Unit	Assignment	Points	Covers
1	12/18	Personal Narrative	Love/Hate Description Activity	10	Pgs 95-110
	12/19	Personal Narrative	Personal Narrative Brainstorm	10	Pgs 95-110
	12/20	Personal Narrative	Read/Discuss Jacobs "I Think You're Fat"	20	handout
	12/21	Personal Narrative	Personal Narrative Outline	50	Pgs 95-110
	12/23	Personal Narrative	Personal Narrative Essay Due	100	Pgs 95-110
2	12/24	Compare and Contrast	Reboot Writing Activity	10	Pgs 369-388
	12/25	Compare and Contrast	Compare and Contrast Brainstorm	10	Pgs 369-388
	12/26	Compare and Contrast	Read/Discuss Williams "Songs of the Summer of 1963...and 2013"	20	Pgs 403-407
	12/27	Compare and Contrast	Compare and Contrast Outline	50	Pgs 369-388
	12/29	Compare and Contrast	Compare and Contrast Essay Due	100	Pgs 369-388
3	12/30	Process Analysis	Instructions Writing Activity	10	Pgs 265-280
	12/31	Process Analysis	Process Analysis Brainstorm	10	Pgs 265-280
	1/1	Process Analysis	Read/Discuss Piven & Borgenicht "How to Retrieve a Candy Bar in the Lunchroom Vending Machine"	20	Pgs 292-295
	1/2	Process Analysis	Process Analysis Outline	50	Pgs 265-280
	1/3	Process Analysis	Compare and Contrast Revision	100	Pgs 369-388
	1/5	Process Analysis	Process Analysis Due	100	Pgs 265-280

NOTES ABOUT SCHEDULE

Clicking on an assignment link will take the student to a page that includes everything they need to complete the assignment: Description of assignment, instructions, attached files or directions to outside files, and the dropbox.

Students will note that the schedule follows a certain general pattern. The assigned readings and discussion questions illustrate in certain ways the type of paper we are working on next. The writing and brainstorm activities will help students in coming up with an appropriate idea for their upcoming paper. Students should note that, while there are no banned topics, there are topics that work better than others for certain types of essays. Students should also note that I receive more papers written about why marijuana should be legalized than any other topic. Consider this fair warning: write about this particular topic at your own risk.

I'm a big fan of outlining – I think it's an over-looked part of the writing process. Hence, I like for students to devote a significant amount of time to composing a thorough outline. Students will find that by doing this, the process of writing the essay itself becomes much easier. The outline will help students organize their essay and ensure they incorporate all the required elements of the essay and meet the objectives of the assignment.

All assignments are due on the dates designated in the schedule. Essays are due before 11:55pm on the dates designated in the schedule. Students can work ahead if they desire. Don't wait until the last minute to submit anything! Allow yourself plenty of time to do each activity thoroughly, thoughtfully, and honestly. Please keep in mind that I teach multiple classes and will grade assignments as soon as possible. Most assignments will be graded and updated in the gradebook within a week of their submission, but due to the level of detailed feedback I provide for essays, those will take longer.

The most important assignment we will do is the revision. I like to give students very detailed feedback because I feel that the revision process is where students become more confident in their writing ability and increase their writing skills. A lot of teachers just fill out a rubric or something for each student. But I think you'll find my detailed comments much more helpful. For example, instead of just telling you that your essay had issues with commas, I will actually highlight each instance where a comma should be or where they were misused. This way, students get to actually see what elements of their writing they can improve upon before actually doing it in the revision. Then, students will have a better understanding of how to apply their new skills on the next essay. Yay!

There is no formal Final for this class. Instead, students can consider the last essay they write as their Final.