

Bucks County Community College
Department of Language and Literature
Course Format: COMP 110 section U73 Spring 2010
Tuesday 3:00-5:45 PM [including 15 minute break]



Instructor Contact Information:

Name: Mrs. Janice Arrowsmith Email address: arrowsmj@bucks.edu
 Website: www.bucks.edu/~arrowsmj/ Phone: 215-504-8500 x6350
I strongly prefer to be contacted by email. If you wish to phone, please make an email appointment.

Office Hours: Tuesday, 5:50-6:15 in the library by appointment; virtual hours online. **Credits:** 3

Course Description: English Composition I emphasizes the systematic study of writing effective expository prose and argumentation, stressing development and support of a clear thesis. Essays must demonstrate careful thinking, must show ability to synthesize sources, and must employ appropriate diction, sentence sense, and standard organizational strategies. Reading assignments provide models of good writing, and support for student compositions comes from the readings and from selected online library resources. COMP 110 prepares students for future academic and professional writing demands and for COMP 111: English Composition II.

Prerequisites: Writing Placement Test Score of 6 or higher or a grade of C or better in COMP107 (Introduction to Rhetorical Skills).

Texts: *The Longman Reader, Ninth Edition.* Judith Nadell et al. Pearson/Longman, 2009.
BCCC Handbook for Academic Writing. Elaine P. Maimon, Janice H. Peritz. McGraw Hill, 2009.

This course fulfills Core Curriculum Goals & Objectives as listed in this Format.

Assignments: See syllabus included with this packet.

Late papers, Make-Up, and Workshops: Essays are due on the date and time assigned. A late essay is accepted with these conditions: one day late for a maximum of a B; two days late for a maximum of a C; four or more days late for a maximum of a D. A late essay to be submitted after one week must be written in the Testing Center after you have given me all its preliminary papers. *Experience shows that successful students submit all essays on time.* If you cannot attend class on the date an essay is due or if you are unprepared with an essay, you may submit it electronically for date/time receipt. As soon as possible, you must submit the hard-copy to the Upper Campus Administrative Assistant, asking that it be dated and placed in my mailbox. In-class essays are considered exams and must be done in class or under supervision at the Testing Center. Class work missed due to absence or lateness may not be made up; I encourage you to do all assignments, for you are accountable for them in essays.

Please understand that all seven required essays must be completed in order for you to pass this class.

Most students submit their essays on time. Hard work deserves full credit!

Computer problems are not acceptable excuses for late papers. Plan ahead, work ahead, finish early, and you won't risk being late. If you need to use the college printer, do so before class begins. There are no acceptable excuses for late papers.

Peer Review Workshops are scheduled for six of the seven essays on the days they or their outlines are due. I expect you to bring a complete, correctly formatted hard-copy of the essay / outline with thesis, to class for peer review. If you do not bring a complete essay / outline to the Writing Workshop, I must reduce the essay grade by 10%: for example, 85% to 75%.

Essay Length and Value:	Essay 1	500 words	2 pages maximum	10%
	Essay 2	500 words	(handwritten in class)	10%
	Essay 3	800 words	3 pages maximum	10%
	Essay 4	600 words	(handwritten in class)	10%
	Essay 5	800 words	3 pages maximum (in computer lab)	20%
	Essay 6	1200 words	4 pages maximum	20%
	Essay 7	600 words	(handwritten in class)	10%
total:	5000 words		90% of grade	

Note: About 300 words fill a correctly formatted page. A paragraph averages 125-150 words, about 4-7 sentences.

Attendance Policy & Withdrawal Information:

Attendance: I expect full participation. Participation involves such things as appearing in every class on time with required texts and being prepared for class discussions. Should an emergency occur, email me as soon as you know that you must be absent. I take attendance in each half of this weekly class. Students who miss more than three classes are likely to fail the course, for they will have missed too much valuable discussion and instruction. I make no distinctions between excused/unexcused absences. Use any absences wisely, such as for illness and urgent family needs. An absence costs you valuable work/learning time. Absence from class does not extend a due date nor excuse you from knowing something we covered in class. Because you are responsible for obtaining from another student and my website all missed notes, handouts, and updates, I urge you to obtain the phone number and/or email address of at least one fellow student. Most handouts are posted on my website: www.bucks.edu/~arrowsmj/

Illness of Student or of a Close Family Member: If you are sick with flu or any other serious ailment or contagious illness, or if your family member needs you to care for him/her, then please stay home until there is no longer a possibility of infecting others. During your absence, keep me informed about your situation. When you can, send me any work that may be due, including, for example, a draft-in-progress or a completed essay. I can waive late penalties for extraordinary circumstances such as serious illness or accident if I am aware of them during the absence or with a doctor's note. I keep track of the earned grade and the reasons for lateness.

Withdrawal: I want to see every student complete this course successfully. Please talk with me if you are considering withdrawing. The class moves swiftly, and its unique demands are such that, if you fall behind, catching up may be impossible. Should you wish to withdraw from this course, you must initiate the procedure by obtaining a withdrawal form from the campus administrative office. The deadline for student-initiated withdrawal is Tuesday, April 6, 2010. Please consult with me if you feel in jeopardy, for I may have a different view of your situation than you do.

Special Needs: If you anticipate minor problems with the class (such as poor vision or hearing), please tell me. In college, it is your responsibility to request official accommodations for Special Needs. You must provide appropriate documentation to the Student Disabilities Office, and they will give you paperwork authorizing me to provide the accommodations needed.

Statement on Student Responsibility: Every student is responsible for retaining all materials associated with the course, including correspondence posted to College course sites, for one calendar year. College course sites, including content, are routinely removed from the server. I expect you to bring both textbooks to every class and to bring all your essay packets to the last day of class. Keep a copy of every essay prepared out of class.

Grading: The following items make up your grade:

Essays (see page 1)	90%	
Quizzes and Participation	10%	total = 100%

Note: Essay grades include credit for rough drafts and outlines. Failure to provide a draft and outline when and as required will result in a reduction of one letter-grade (10%) on that essay.

Note: If you fail to submit even one of the required essays, you fail the course.

Grading Standards for COMP110/111 are found in this packet. The prerequisite for COMP 111 is a C or better in COMP 110. Thus, you must earn at least a C in this class to be able to continue.

Plagiarism: From the *College Catalog*:

The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. In addition, when making use of language, information, and some ideas not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in the text or offering [an endnote].

Honesty: Honesty is valued and expected. Every incidence of plagiarism and/or cheating will be documented and reported to the Dean, and the assignment will receive no credit. A repeat incidence of plagiarism or cheating will result in failure for the course. Let me add the following: it's usually quite easy to spot plagiarized student writing, and even more so because of the Internet. In almost thirty years of teaching writing, I've rarely met a student who could not pass a writing course simply by doing his or her work. If you have any questions about how to integrate

other people's ideas into your own, please ask immediately. Bottom Line: You don't need to cheat to get through COMP 110, but you may need help. I expect to give lots of help, and so does the staff at the Tutoring Center.

Additional Policies:

Cell Phones, Other Media, Food: Electronic devices must *not* be visible or in use during class. When we are in the computer lab, computers are to be used only for the assigned work. Please do not eat in class or in the lab.

Readings are assigned to develop discussion of major themes, to model good writing, and to enhance critical thinking skills: it is important to have the readings prepared on time. I suggest that you take notes on each reading and also read all the discussion questions that follow. Preparing the readings allows you to contribute to class discussion and provides evidence to support your thesis for an essay. Quizzes will occasionally be given to assess your comprehension and insight. A quiz represents only about 1% of your grade. A quiz focuses on key ideas and information: did you read carefully enough to get the author's major claims and ideas, and did you form your own opinions based on the reading?

Essay Topics: Consistent with the Core Curriculum Goals & Objectives for COMP 110, each essay must develop a point derived from our course readings and research. Using college-level diction and organizational strategies, our essays must respond to our readings, demonstrating our skills in analyzing, quoting, summarizing, paraphrasing, and synthesizing course materials. Our shared goal is to make all our readings, class discussions, and pre-writing work toward deepening the insights that will feed your best essay development.

Essay Organization: Each essay must be focused by and organized around an arguable thesis that appears at the end of the introductory paragraph and that concisely announces (1) your topic and (2) your original, critical thought about your topic, in the form of an arguable opinion. Your body paragraphs will develop the evidence you introduce in your thesis. Evidence consists of facts, statistics, examples, and expert opinion (quotations and paraphrases) gathered from assigned readings. Proper source citations in MLA format are required. When you reference just one reading in your essay, all you need, once you've introduced the author by his or her full name and the title of author's essay, is the page number placed after a quotation or borrowed idea, like this: (172). When you are working with more than one reading, you may need to include the particular author's name after the bits you are referencing from his or her article, to clarify your source, like this: (Umbridge 438). Your concluding paragraph begins with a reiteration of the thesis followed by an expansion of the topic that you have developed: its importance, a prediction, a call to action, for example. Include a metaphor that sheds new light on the discovery that you made in the course of writing the essay. Good essays have conclusions that make the reader think! Each essay will have a Works Cited page and a Response page.

Rhetorical situation: persona, audience, purpose, topic, tone: Each essay assignment will give you information about who you are, to whom you're writing, your purpose, your topic (phrased as your sub-title), and the tone (informal or formal). You build your individual, creative writing **voice** by your word choices, varied sentence-structure, choices of examples and analogies, sense of humor, philosophical approach to life, and unique paths your mind follows to reason through your points to an insightful conclusion. Clear writing is full of personality.

Essay Format: All final essays must be typed, double-spaced, one side only, with 1-inch margins and Times New Roman 12-point. Please number the pages. Drafts and outlines may be handwritten. Essays are to be submitted in print form. Do not use a cover sheet; instead, at the top left, type a single-spaced heading with this information: your name, my name, due date. Then do two double-spaces, center the title and sub-title, do two double-spaces, and begin. With each essay, submit its Works Cited, Response Page, and thesis / outline on separate pages.

In-Class Essay: Essays 2, 4, 5, and 7 will be written in class. For 2, 4, and 7, I will provide your topics in advance and require you to bring an outline, capturing in short phrases your thesis, main points (I, II, III) and how you will support them (sub-points A, B, C). For Essay 5, you will brainstorm and write the outline in class, followed by time in the computer lab to write the essay. Note: In accordance with BCCC writing program requirements, you must score "C" or better on in-class Essays 5 and 7 in order to pass the course. If you have a documented reason to have missed an in-class essay, be sure to contact me immediately so you can arrange to write the essay in a supervised environment.

Consultations: Our class moves right along. If you are ever stuck or confused, speak to me in class or by email. I can help.

Revisions: You can improve your essay grade by submitting a "Writing Improvement Log," a BCCC award-winning method of analyzing and improving your writing. The grade change is 3.5%. For example, from B- to B or from C+ to B-. The Writing Improvement Log, including its tutorial, is available on my website.

Skipping an Essay: You cannot! You must submit all writing assignments (the four at-home essays and the three in-class ones) – otherwise you cannot receive a passing grade for the course.

Help and Extra Credit: Extra help is available during collaborative portions of the class, during my office hours, and from the Tutoring Center (call 215-258-7721 to arrange an appointment). Online Tutoring is also available: go to www.bucks.edu/tutor, click *writing*, and then click *online tutoring*. Extra-credit is not available: if you are doing everything you should in this class, you neither need nor have time for extra-credit. In accordance with BCCC policy, only I and a BCCC tutor are permitted to help you with your coursework.

Inclement Weather Closings: If our class is cancelled due to inclement weather, email to me any essay that is due that day, and keep up with the readings and homework assigned for the next class.

Upper County Testing Center: Prior arrangements must be made with me!

Hours - Tuesday 2:00-6:00 PM & 2nd/4th Saturday 10:00 AM-1:00 PM.

(Makeup tests can also be taken at the Newtown or Bristol testing centers.)

Core Curriculum Goals & Objectives

College Level Writing I

Goals: Upon completion of College Writing Level I, students will:

1. use the knowledge and skills they have developed to be critical thinkers and curious learners who dare to think, ask questions, and support what they say;
2. apply successfully College Level Writing I skills/concepts to college writing in various disciplines, on the job, and in daily activities;
3. apply proper strategies, concepts, guidelines, grammar, and English language fundamentals to produce well-organized, well-written academic prose.

Objectives: Upon completion of College Writing Level I, students will be able to:

1. identify and prepare well-written academic and/or business communications organized appropriately for the situation and the audience (2,3);
2. demonstrate critical thinking skills such as synthesis, analysis, or argument, when writing or when analyzing all forms of written communication (1);
3. locate, articulate, and develop a central idea for any written communication (2,3);
4. tailor academic and/[or] professional prose for a culturally diverse audience (2);
5. eliminate stereotyping and gender bias from all written communication (3);
6. revise documents by editing for content, organization, style, readability, mechanics, and format (3);
7. articulate requirements for academic integrity and apply appropriate methods for citing and documentation (3).

Critical Thinking And Reading

Goals: Upon completion of College Writing Level I, students will:

1. identify the explicit and implied features of a communication, especially in arguments that put forth a conclusion (Analysis skills);
2. integrate and/or combine knowledge from multiple sources to create new knowledge (Synthesis);
3. assess the credibility of a communication and the strength of claims and arguments (Evaluation Skills);
4. reason from what they know to form new knowledge, draw conclusions, solve problems, explain, decide, and/or predict (Inductive and/or Deductive Reasoning Skills);
5. communicate and justify clearly the results of their reasoning. (Presenting Arguments Skills).

Objectives: Upon completion of College Writing Level I, students will be able to:

1. identify the ideas presented and assess the interests, attitudes, or views contained in those ideas (1);
2. identify the main conclusion of an argument (1);
3. determine if the conclusion is supported with reasons and identify those that are stated or implied (1);
4. demonstrate deductive and/or inductive reasoning (2);
5. determine if an argument makes sense (3);
6. determine if an argument rests on false, biased, or doubtful assumptions (3);

7. list alternatives and consider their pros and cons, including their plausibility and practicality, when making decisions or solving problems (4);
8. present an argument succinctly in such a way as to convey the crucial point of an issue (5);
9. cite relevant evidence and experiences to support position(s) (5).

Cooperative Efforts: Group Processes

Goals: Upon completion of College Writing Level I, students will:

1. value cooperative work as a way to accomplish task goals;
2. be open to possibilities.

Objectives: Upon completion of College Writing Level I, students will be able to:

1. identify and practice elements of effective group process (1);
2. practice effective small group communication skills (2).

Grading Standards For English Composition I And II - Comp110/111

I. Criteria for grading compositions

A. Mechanics and Grammar

1. Accepted Standards of correctness in grammar
2. Correct mechanics, spelling, punctuation, and individual instructor's specifications such as use of pen, typewriter, or word processing; margins; title page; etc.

B. Expression and Usage

1. Appropriate, precise diction
2. Logical and mature development of sentences

C. Unity and Organization

1. Formulation and limitation of topic or thesis (A deductive structure with the thesis at the beginning is typical)
2. Unity of idea, relevancy of material
3. Development of topic or thesis
4. Clear, self-evident overall structure
5. Coherent paragraphing

D. Content

1. Support for generalization
2. Factual accuracy
3. Originality of thought
4. Depth and quality of thought

None of these four areas will be given point values. To receive a passing grade, the paper must be judged adequate by the instructor in all four of these areas at the same time; in other words, good content does not compensate for poor mechanics, nor will credit be given simply for correct mechanics. The paper receives a grade based on effective, competent, and mature communication. In addition, the individual instructor may evolve more detailed criteria for a given area listed above.

II. The grades used to describe the level of achievement of all four criteria are listed below:

- A. Outstanding
- B. Definitely above average
- C. Average
- D. Below Average
- F. Unsatisfactory

III. Application of grading criteria and devices

The following guidelines, recommended by the Department of Language & Literature,* might well serve as a guide for the student in the writing of themes:

- A. For a theme which stands out because the writer has, with intelligence and some degree of originality, thought through what he or she wants to say. It develops a point logically and in clear, well-constructed paragraphs which follow one another with an ease of transition. Its generalizations are supported by effective use of specific details and examples. It is characterized by an apt and incisive use of words. It is almost entirely free of mechanical and grammatical errors.

- B. For a theme which develops an interesting point with good organization and expression. It has most of the virtues of an A theme but is marked more by competence than by originality.
- C. For a theme with a central idea, though its development tends to be vague and generalized. The C theme is often not seriously marred by errors in expression—in fact, it may be quite correctly expressed but trite. It may, on the other hand, be organized and fairly interesting but clumsily expressed.
- D. For a theme with a flimsy thesis and poor organization. Its paragraphs may be sketchy parts of a list or else be long and inchoate. It will most likely have some serious errors in expression.
- E. For a theme with no discernible thesis. It is garbled in thought and expression. It makes several serious errors in grammar, punctuation, and spelling. Sometimes an F theme is extremely deficient in only one respect—it is unusually trite, for example, or weak in grammar or in diction or in substance. A theme may also receive an F if it fails to follow the assignment.

This guide is only suggestive. A student's theme will frequently have to receive a grade based on the weighing of its virtues and defects.

* Prepared by the English Department of Temple University; adapted by the faculty of the BCCC Department of Language & Literature.