

ENGL1010: College Composition I

ACE Program: Corning Community College

Miss DeMarco– ddemarco@whitesvillesd.org– (607) 356-3301 ext. 351

GENERAL INFORMATION

Course Description (From CCC's Course Listing):

Essay writing designed to sharpen the student's perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques.

[Basically, you'll learn how plan, research, and write college-level papers. Pay attention in this class, and your future professors will love you.]

Course Learning Outcomes (From Communications Department at CCC):

By successfully completing this course, you will gain the following skills:

- 1.) Produce coherent texts in conformance with all assigned objectives and appropriate to college-level proficiency in exposition and argumentation/persuasion, including the following organizational and structural criteria:
 - Introductory material appropriate to the purpose and audience.
 - Clear thesis that is adequately developed and supported.
 - Body paragraphs focused, presented in logical order, and supporting the thesis.
 - Concluding material appropriate to the purpose and audience.
 - Style and diction appropriate to the college level.

2.) Produce valid and structured logical arguments, including the following specific criteria:

- All content material pertinent to the thesis.
- All claims and appeals supported.
- No significant contradictions, inconsistencies, or fallacies of logic.

3.) Produce at least one extended piece of documented writing in conformance with the outcomes stated above and additionally including the following specific criteria:

- Appropriate MLA documentation style and format.
- Borrowed materials integrated appropriately.
- No evidence of plagiarism.
- Sources of information reliable, sufficient, and diverse.

4.) Utilize the conventions of standard written English, including the following specific criteria:

- Generally free of significant sentence structure errors.
- Generally free of significant grammatical errors.
- Generally free of significant mechanical errors.

COURSE MATERIALS Required Textbooks:

Kennedy, Mary Lynch and Hadley M. Smith. Reading and Writing in the Academic Community. 4th ed. Upper Saddle River, NJ: Pearson, 2010.

McWhorter, Kathleen T, and Jane Aaron. The Successful Writer's Handbook. 3rd ed. New York: Longman, 2015.

GRADING POLICY

Final course grades will be based on these categories:

- **Major Projects (i.e. Essays):** Projects introduce skills that build on one another. Later essays allow you to combine and demonstrate all skills; therefore, they weigh more in your overall grade. The Capstone Project essay counts as a double grade. These will be worth 60% of your overall grade.
- **Graded Homework:** These are designed to be exploratory and personal, to set up class activities, and/or to generate questions, and so they cannot be turned in late or made up. They are due at the start of the class on the deadline and will be used then. The average is worth 20% of your final grade.
- **Attendance, Participation, & Preparedness:** Here's where "effort" factors into grades. Attendance, punctuality, quality of participation in discussion and small group work, and active listening in class are all involved in this area. Thoroughness of peer reviews is also factor. This is worth 20% of your final grade.

Deadlines/Late Paper Policy:

Work is due *in class* on the due date. You may hand in a paper late, but every day that passes, the paper will lose one letter grade (ex. A B+ paper will become a C+ if turned in a day late, and a D+ if turned in two days late).

If there's any reason you foresee being unable to reach the deadline, speak to me AT LEAST 2 DAYS ahead of time, and we can work out an alternate plan.

If you miss a deadline for a Major Project (i.e. Paper), you must turn in the work even though it earned an F because you must submit all major assignments to meet the minimum level of participation.

Format and Submissions Procedures

All homework should be printed and ready to turn in at the beginning of class. For major assignments, print multiple copies of all drafts. Major assignments require evidence of a multiple-step writing process, and printing multiple copies ensures that none of those steps are lost.

Printed assignments must have a heading at the top of the first page.

Follow this example:

Your name

Miss DeMarco

ENGL 1010

Date completed

Assignment name (for example: Position Argument -- Rough Draft)

All printed work should be written in Times New Roman or Calibri (Body). The font should be size 12, the paragraph should be double-spaced.

MAJOR PROJECTS

To develop the Learning Outcomes of this course, you will write five Major Projects. Most require integrating others' words and ideas into your writing, so you must use MLA Style correctly. The course teaches ways to find, evaluate, and make use of research. The Capstone Project, which serves as a comprehensive final exam because it brings together all the component skills of the course, counts double. An assignment sheet for all Major Projects will be provided. You must submit all stages of work, not just a rough draft and final. Each Major Project must be completed to pass the course. Put negatively, if you do not turn in a Major Project, you fail the course. See "Deadlines & Late Assignments" to avoid this.

Grading Standards:

90-100 (A)	An "A" is an exceptional paper in ENGL1010. It represents a high standard of achievement.
80-89 (B)	A "B" indicates a good paper. Except for some weakness that prevents the paper from being described as a model, it is still significantly better than the ordinary effort.
70-79 (C)	A "C" is an average paper. It represents competence, what is minimally expected of a student.
65-69 (D)	A grade of "D" indicates substandard work. Some redeeming merit, e.g. good idea or clean grammar, prevents it from being a failing paper, yet it is still not at a competent level of writing. It indicates more instruction/practice or effort is needed.
0-64 (F)	A grade of an "F" indicates an unacceptable paper.

Academic Honesty Policy:

The principles of integrity, respect and ethical behavior are long standing traditions at CCC and WCS. I expect all students to recognize these values and adhere to all aspects of student conduct and academic honesty inside and outside of the classroom.

The act of academic dishonesty is one in which a student is trying to gain an unfair academic advantage or is avoiding actions required by a course, which have been designated to improve some aspect of the student's education. Knowingly and willfully aiding or collaborating with another in violating an Academic Honesty policy, even if not personally committing any violation is considered academic dishonesty.

Academic Honesty Policy (Continued):

Plagiarism occurs when a person presents another's ideas, information, words, artwork, films, music, graphs, data or statistics as if they were his or her own creation. Plagiarism is a form of theft and is cheating. When a person copies material from a published source, such as a periodical, encyclopedia, or book, or downloads a passage from an Internet source and presents that information without proper documentation (reference or quotation) in a paper or project, then that person has committed plagiarism. Even if the content or wording is slightly changed, a little plagiarism is still plagiarism.

If a violation of this policy occurs, you will be held responsible to both Whitesville Central School's code of conduct and any repercussions from Corning Community College. If you are caught plagiarizing any assignment it is an automatic zero, and you will be written up. If it is your first offense, you will be given a chance to redo the assignment. If this is your second or subsequent offense, you will not be able to make up the assignment. Either way, plagiarism offenses are documented on your permanent record at Whitesville Central School. CCC has the right to investigate the violation, and the result may be a failing grade on the assignment, an F for the course, or expulsion from the class.

***** Due Dates are Subject to Change *** Project Deadlines**

Essay 1: Response Paper

Rough Draft: Tuesday, September 20, 2016

Final Draft: Tuesday, September 27, 2016

Essay 2: Compare/Contrast

Rough Draft: Tuesday, October 11, 2016

Final Draft: Tuesday, October 18, 2016

Essay 3: Argument

Rough Draft: Tuesday, October 27, 2016

Final Draft: Friday, November 4, 2016

Essay 4: Argument Paper

Rough Draft: Thursday, December 8, 2016

Final Draft: Tuesday, December 16, 2016

Essay 5/CAPSTONE: Capstone Project – Problem/Solution Paper

Rough Draft: Tuesday, January 3, 2017

Final Draft: Friday, January 20, 2017

I have read the COMP I Syllabus and will work towards achieving these goals and expectations this semester.

Print name (Student)

Student signature

I have read the COMP I Syllabus and will encourage and support my son/daughter to work toward achieving these goals and expectations.

Print Name (Parent/Guardian)

Signature