



Composition I (ENG 111) Syllabus

Instructor: Elijah Meek
Office: HATC
Meeting Times: Mon/Wed 8:30-10:25 AM

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Office Hours: By Appointment
Location: HATC

Course Description: Prerequisite: READING LEVEL 2 and WRITING LEVEL 4. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas; shaping and evaluating writing. Uses reading and language awareness to further the development of writing.

Text: Read, Reason, Write, 10th Edition by Dorothy Seyler
Additional Materials: Prentice Hall Reference Guide, 8th Edition

Reservation Statement:

I reserve the right to make adjustments to this syllabus as needed.

Introduction: Welcome to ENG 111! This course is all about reading and writing; we will do both in large amounts. In addition to your text, we will read essays from other sources in order to facilitate writing and critical thinking. The ability to turn critical thinking into structured, clear, and clean writing is a very important skill. You will use this skill frequently.

Student Responsibilities:

Students are expected to be adequately prepared for each class session. It is reasonable to expect at least two hours of outside study for every hour spent in the classroom.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Therefore, free discussion, inquiry, and expression are encouraged. Behavior that interferes with my ability to conduct the class or the ability of students to benefit from that instruction is not acceptable. This could include entering class late or leaving early; use of cellular telephones, or other electronic devices; talking in class without being called upon; talking while others are speaking; or arguing in a way that would be considered disrespectful to me or other students.

Children are not allowed in classrooms; nor can they be left unattended in any room in the building.

As a point of academic integrity, students are required to submit original material of their own creation. Plagiarism of any material and cheating are serious offenses and, if established with sufficient evidence, can result in failure of the course or dismissal from the College.

Plagiarism refers to the use of someone else's ideas or words without correct documentation. Cheating refers to the use of someone else's knowledge or sharing course work in a way that is unauthorized.

Instructor Class Policies:

Attendance: Students are expected to be in class and to be punctual. I may present important information to the entire class throughout the semester. Students should email me

at elijahmeek@delta.edu when they are absent to get any missed assignments.

Assignment Due Dates/Make-up: Each student must take the responsibility to see that work is handed in as required. Assignments must be handed in on time for full credit unless arrangements have been made with me. Due dates are final and missing class does not delay when work is due. All late work will be subject to a 50% penalty and must be submitted at the beginning of the next class session (or e-mailed by then). **Work submitted after that time will receive no credit without my permission.** Assignments may be emailed to elijahmeek@delta.edu before class begins, on it's due date, for full credit.

Methodologies: Class time will be divided between lecture, classroom discussion and assignments and library/lab use.

Outcomes and Objectives:

OUTCOME: Write effectively for appropriate rhetorical situations.

Objectives: Use the writing process: pre-write, write, and revise.

Write with clarity.

Select, organize, and present details to support a main idea.

Use generalizations and details effectively.

OUTCOME: Read effectively.

Objectives: Demonstrate the ability to derive meaning of text from multiple perspectives.

Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended purpose.

Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

OUTCOME: Develop critical thinking skills.

Objectives: Explore the relationships among language, knowledge, and power.

Develop critical thinking skills and apply them to reading texts.

Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

Course Grade Determination:

Position Paper	Total: <u>20%</u>
Investigative Report	Total: <u>10%</u>
Problem-Solving Research Paper	Total: <u>30%</u>
Team Project	Total: <u>20%</u>
Participation	Total: <u>20%</u>
Class Activities	10%
Reading Responses	10%
Course Grade	<hr/> Total: 100%

“Tentative” Schedule:

Week	Readings	Assigned this Week	Due This Week
Week 1	Syllabus; Chapter: 1		
Week 2	Chapter: 2	<u>Position Paper</u>	
Week 3	Chapters: 3, 14 PH Ref. Guide: Chapter: 11		
Week 4	Chapter: 4	Peer Review: <u>Position Paper</u>	
Week 5	Chapter: 5	<u>Investigative Report</u>	<u>Position Paper</u>
Week 6	Chapters: 6, 7, 8	Peer Review: <u>Investigative Report</u>	
Week 7	Chapter: 9	<u>Problem Solving Research Paper</u>	<u>Investigative Report</u>
Week 8	Chapter: 10		
Week 9	Chapter: 11		
Week 10	Chapter: 12	Peer Review: <u>Problem Solving Research Paper</u>	
Week 11	Chapter: 13	<u>Team Project</u>	<u>Problem Solving Research Paper</u>
Week 12			
Week 13			
Week 14		Peer Review: <u>Team Project</u>	
Week 15			<u>Team Project</u>

Grading Scale:

A = 100 – 93
 A- = 92 – 90
 B+ = 89 – 87
 B = 86 – 83

B- = 82 – 80
 C+ = 79 – 77
 C = 76 – 73
 C- = 72 – 70

D+ = 69 – 67
 D = 66 – 60
 F = 59 – 0