



**ENGLISH 100 – ELEMENTS OF COMPOSITION**

Syllabus – Fall 2014

**Instructor: Kristi Nies**

**Office Hours:** MW: 11 a.m. – 3:30 p.m.

 TTH: 9:30 a.m. – 4 p.m.

 F: 10 a.m. – 2 p.m.

 And other times by appointment

**Telephone:** (O) 402-872-2281; (C) 765-993-2737

**Email:** **knies@peru.edu**

**Textbook:** There is no required textbook for this class.

**Materials:** A jump drive (thumb drive, USB drive), pen/pencil and paper – bring to every class!

**Course Objectives:**

 The objectives of English 100, Elements of Composition, are to: increase student knowledge of proper English grammar and punctuation; to enhance the application of proper English grammar and punctuation in college-level writing; to create a greater ability in the student to understand and interpret reading material; and to prepare the student for English 101 and beyond.

 This class uses a Task-Based Learning Framework to create a holistic program of grammar instruction. The Task-Based Learning Framework emphasizes the creation of meaning and interacting with texts as a means to improve grammar skills.

**ACCUPLACER Skills Assessment Testing – Enrollment in English 101**

 In order to successfully complete English 100 and enroll in English 101, the next English class required for graduation, students must achieve minimum scores on ACCUPLACER tests in Sentence Skills (79) and Reading Comprehension (70). Students must also pass English 100 with a grade of “C” or better. BOTH requirements must be met in order to enroll in English 101.

**Attendance**

 Be here. Attendance will be taken at the beginning of every class session. You may have three (3) unexcused absences. Four (4) or more unexcused absences will lead to a final grade of “F” for the semester. In order for an absence to be excused, you must contact the instructor BEFORE you will be absent.

**Grading Scale**

 Weekly Writing Tasks: 60 percent

 In-class work: 40 percent

 *Please note: this grading scale is subject to change.*

**College’s Incomplete Coursework Policy**

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

**College’s Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

 Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

 A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

 Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS)

**BlackBoard**

This class has a BlackBoard site that you are able to access. The primary purpose of this site is for the recording of grades, so you are able to monitor your own progress. The instructor may also use BlackBoard to send emails to the entire class and post class announcements, so check the site frequently. The syllabus will also be posted on the BlackBoard site.

**Canvas**

As a member of this course, you are part of an exciting pilot with the [Kaleidoscope Open Course Initiative](http://nextgenlearning.org/blog/collaborative-course-design-oer-kaleidoscope-open-course-initiative), a Next Generation Learning Challenges grant-funded open education project.  The aim of this project is to reduce the cost of higher education by using open educational resources (which means you don't need to purchase a textbook!), and improve student success.

This semester, you will access your course content in a system called Canvas.  The link to the electronic textbook is on the BlackBoard site for this class.  Here is the link, as well: <https://lumen.instructure.com/courses/113338/modules>

**Course Outline**

*Please note that this outline is subject to change. The instructor will announce the changes in class, by email or by a class announcement on Blackboard. You are responsible for noting any changes.*

**Week One**

 Welcome; review of syllabus and class requirements; diagnostic testing

**Week Two**

 Topic: Obesity in America

 Task: Position paper on taxing junk food

Grammar point: Subjects and Verbs/Irregular Verbs/Subject-

Verb Agreement

**Week Three**

 Topic: Social media and bullying

 Task: Formulate an anti-bullying policy for Facebook

 Grammar point: Sentence Types

**Week Four**

 Topic: Compensation for Division I college athletes

 Task: Position paper on paying college athletes

 Grammar point: Fragments I

**Week Five**

 Topic: Modern takes on old fairy tales

 Task: Write a present-day fairy tale

 Grammar point: Fragments II

**Week Six**

 Topic: College students and credit cards

 Task: Formulate a policy for a credit card company limiting student access

 Grammar point: Run-ons and Comma Splices I

**Week Seven**

 Topic: Identity – which box are you? (College applications, employment forms, etc.)

 Task: Describe your identity

 Grammar point: Run-ons and Comma Splices II

 Essay DUE

**Week Eight**

 Topic: Government support for college students

 Task: Propose three changes to the current system of student financial aid

 Grammar point: The Comma I and II

**Week Nine - Mid-Term Break**

**Week Ten:**

 Topic: The drinking age

 Task: Position paper on whether or not the drinking age should be lowered

 Grammar point: Parallelism

**Week Eleven**

 Topic: Sex trafficking

 Task: Formulate a plan to assist victims of sex trafficking

 Grammar point: The Apostrophe

**Week Twelve**

 Topic: Guns in America

 Task: Rewrite (if needed) the Second Amendment

 Grammar point: Capital Letters /Quotation Marks

**Week Thirteen**

 Practice tests; ACCUPLACER testing

**Week Fourteen (Fall Break)**

 Review of ACCUPLACER testing scores (individual conferences)

**Week Fifteen**

To be determined

**Week Sixteen**

To be determined

**FINAL EXAM:** Final Exam Week is December 9 – December 12.

**Class Procedure:**

 **First class session of the week:** At the start of class, we will review the grammar point(s) for the week. Next, we will examine a professional writing sample on the week’s topic, looking especially at how the professional writing sample illustrates the week’s grammar point. Then, you will write a draft of that week’s writing task. You will turn in that draft at the end of the class period for review by the instructor.

 **Second class session of the week:** Your writing tasks will be returned to you, and we will discuss your draft writing task, including grammar, organization and logic. You may be directed to a module on Canvas to help with a particular grammar issue. You will then revise your writing task, and turn it in at the end of the class period for grading.

 We will not follow this procedure on the following weeks: Nine, Fourteen, Fifteen and Sixteen.

 **PLEASE NOTE**: If you do not turn in a draft writing task at the end of the first class session of the week, you will not receive a grade on the final draft of the writing task.

**Essays**

 Essays may be assigned at various points throughout the semester. The topic and length of the essays, and how the essays will impact your final class grade, will be announced and discussed in class. Any essays assigned will be graded according to the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **Essay Must Be Rewritten** |
| Assignment criteria (length, etc.) | Fully meets assignment criteria | Essay is a paragraph short of assigned length; meets other criteria | Essay is significantly short of the assigned length; margins between paragraphs are too wide | Does not meet any of the assignment criteria |
| States essay topic clearly; Stays focused on assigned essay topic | Topic clearly stated; all paragraphs focus on topic | Topic is stated; the majority of paragraphs focus on the topic | Topic is unclear; relation of paragraphs to topic is unclear | Topic not stated at all; essay meanders among several different topics |
| Essay format (paragraphs) | Essay contains several paragraphs, not just one or two long paragraphs | Essay contains one or two paragraphs that could be broken into shorter paragraphs | Essay consists of three or more long paragraphs that could be broken into shorter paragraphs. | Essay consists of just one or two long paragraphs. |
| Paragraph content | Each paragraph contains one idea or topic, clearly related to the overall topic of the essay | One or two paragraphs are not clearly related to the overall topic | Relation of the paragraphs to the topic is muddled or unclear. | Each paragraph contains several different ideas or topics; paragraphs may not relate to overall topic of the paper. |
| Use of proper grammar, punctuation, spelling and sentence structure | Almost free of grammar, punctuation and spelling errors; almost all sentences structured correctly | Occasional errors in grammar, punctuation, spelling and sentence structure; most likely due to lack of proofreading. | Contains several (mostly common) errors in grammar, punctuation and spelling. Many sentences could use restructuring. | Frequent errors in grammar, punctuation and spelling. Multiple sentence structure errors so that communication and meaning are hindered. |