

ENG 151 - College Now Syllabus

SMSU Course Title: Academic Writing

SMSU Faculty Mentor: Lisa Lucas Hurst

High School: Edgerton Public School

High School Teacher: Mrs. Kari Fransen

Semester and Year: Fall 2020

Course Description (from SMSU's course catalog)

This course will enable students to determine a writing purpose, generate ideas to support a topic, determine an audience, develop a focus, and organize a written text, including both personal, or 'reflective,' writing as well as expository writing and argument. At least two papers will involve a research component through which students begin to learn the conventions of citation and documentation. Furthermore, the class will enable students to learn how purpose and audience affect the content, language, and form of a written text.

Texts

The St. Martin's Guide to Writing. Axelrod and Cooper.

They Say, I Say Graff and Birkenstein (optional but recommended)

Course Design

This course asks students to explore ideas and issues in their sphere and reflect their inquiry process in essays; that process will include deciding on a central issue to anchor their research for the semester. Students will learn to evaluate the quality of sources in an increasingly complex information landscape. It is important that students approach the research with an open mind; too often, students already know where they stand on an issue before the research begins, and this interferes with authentic inquiry. In fact, it defeats the purpose of research in that it sets up the students to be merely confirming their biases instead of engaging in research as inquiry. **Students should choose an issue that sparks their intellectual curiosity, not an issue for which they already hold a strong opinion.**

Essay Sequence

The essays are sequenced in order of length and complexity, beginning with the expository Presenting Critical Viewpoints essay, which requires students to understand and explain important critical viewpoints on multiple sides of a debatable issue. Using the same topic (and most likely, much of the same research) students then progress to framing their own opinion on the issue to write a Researched Argument essay. The goal of this essay sequence is to foster independent scholarship, academic research, critical thinking, and expository and persuasive writing skills in a logical, guided progression. Students should select one main research focus and maintain that focus throughout the sequence of essays so that they get to know one area of research in depth. An annotated bibliography will be used throughout the course to help students keep track of their research.

The Metacognitive Component

In the field of composition, it is common practice to ask students to reflect on their experience as researchers, readers, and writers. This metacognitive monitoring helps students to reflect upon and analyze their writing process—to troubleshoot, revise, and improve the process—and to understand how the process creates the written text. Reflection on process and product is critical to helping students to understand and appreciate their experience of becoming members of the academic discourse community. This component is most commonly assessed through brief (1-2 page) student essays, though other approaches may also accomplish the goal.

Major Assignments:

1. *Presenting Critical Viewpoints Essay (5-6 pages; 3-4 sources)*
Students will explain multiple critical viewpoints on the topic.
2. *Researched Argument Essay (6-7 page; 4-6 sources)*
Based on what they have learned about their topic through the research process, students will take a stand and make a research-based argument.
3. *Annotated Bibliography of 5-6 sources*
Each bibliographic entry should be a credible source and should include the following: a brief summary of the article, a comment about the credibility of the source, and a comment on how the writer will use the source in the paper. **The Annotated Bibliography is intended to function as a working bibliography throughout the research process, so it should commence with the first essay and should be submitted with each final essay.**

Grading Scale

<u>Percentage</u>	<u>Grade</u>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

At least 70% of the final grade for the course will be based on the final grade of each of the three major assignments.

Please note: Failure to complete all three of the major assignments is grounds for failing the course.

COURSE POLICIES:

Paper expectations

- All drafts of papers must be word-processed and follow the style guidelines of MLA.
- Students must complete all of the major assignments to pass the course. *Failure to complete any one of the major assignments is grounds for failing the course.*

Attendance

- Attendance is mandatory and will be taken at the beginning of each class.
- *Excessive absences* (more than three 50-minute classes; missing a blocked class = two absences) *will affect the final grade in the course. No more than 3 absences will be allowed in order to achieve college credit.*

Classroom Behavior Expectations

Students are expected to be fully *present* and engaged during class, prepared, and willing to work collaboratively in a positive manner with classmates. We will workshop all of our major papers for this class. Being a critical reader helps students to create the best possible final version of the paper, benefitting everyone. Negative comments and/or attitudes toward one another are not productive, will not be tolerated, and may affect the final grade for the course.

Technology in the classroom

Cell phones and other technology should not interrupt class. Turn off cell phones and remove all earbuds/headphones. Photos/video should not be taken unless you have written permission and instructor has been informed beforehand.

Late/Incomplete Work

Late work is not accepted. Individual exceptions may be considered if students contact me no less than 24 hours *prior* to the due date. *Not completing any of the major course assignments results in failure of the course.* **Absence from class does not preclude you from due dates, nor do computer problems.** Be prepared; keep copies of work in multiple locations.

Accommodations

If any student has a documented disability, notify me immediately to discuss accommodations. Each case will be forwarded to SMSU and examined by their Disability Services office to determine appropriate accommodations.

Discrimination

Harassment on the basis of race, sex, color, creed, religion, age national origin, disability, marital status, status with regard to public assistance, or sexual orientation is prohibited. See page 43 of SMSU's Student Handbook for further information. The instructor reserves the right to ask students in violation of this policy to leave the class. Repeat offenses may result (at minimum) in failing the course.

Plagiarism

Plagiarism is theft of intellectual material of others, whether their words or their ideas, without giving proper credit to the author(s). Plagiarism will result (at a minimum) in zero points for that assignment, and will be reported to the SMSU faculty liaison and the SMSU department chair and dean, which may lead to further

disciplinary measures, depending on the severity of the incident. A more thorough discussion of plagiarism will take place when we begin the major papers that require research.

Plagiarism will include, but not be limited to the following:

1. Submitting someone else's work or ideas as your own, including but not limited to homework assignments, papers, research reports, group projects, artistic works, tests, or class presentations.
2. Submitting someone else's electronic work as your own, including but not limited to video clips, audio clips, electronic files, electronic programs, and any other copied electronic page, document, article, review, etc.
3. Submitting someone else's work as your own with minor alterations. Paraphrasing without proper citation is also plagiarism.
4. Submitting someone else's work without appropriate use of quotations, paraphrases, footnotes, or references.

Academic Honesty

The aim of the academic honesty policy is to maintain the academic integrity of Southwest Minnesota State University and promote an intellectual climate of honesty and integrity. To maintain an environment of academic integrity all students are required to accept personal responsibility for their work at Southwest Minnesota State University. Any offense against the academic honesty policy compromises the educational integrity of Southwest Minnesota State University and will be considered a grave offense. Offenses against academic honesty are acts which unjustly advance one's academic standing at Southwest Minnesota State University and include knowingly permitting or knowingly aiding a person in an offense against the academic policy.

College Now Statement:

College Now is SMSU's concurrent enrollment program. Concurrent enrollment allows qualified high school students to earn college credit in their high school, during their regular school day. College Now classes are taught by qualified high school teachers and are supervised by SMSU faculty members. These classes are actual SMSU courses where students earn actual SMSU credit. There is no cost to the student for these courses, providing an outstanding opportunity for students to earn college credit and jumpstarting their college careers without incurring additional debt.

MN Transfer Curriculum Goal 1 – Communications (3 courses, 10 credits)

Liberal Education Student Learning Outcomes:

Upon completion of the Liberal Education Program at SMSU, students will:

- Understand the techniques and habits of thought in a variety of liberal arts disciplines, having attained an adequate foundation of knowledge in those disciplines.
- Communicate effectively.
- Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.
- Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.
- Understand both physical and social aspects of the world and their place in it.
- Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.
- Analyze moral judgments and engage in moral discourse.
- Practice responsible citizenship in their local and global communities.
- Continue life-long learning.
- Integrate mind, body, and spirit, the essential elements of a flourishing life.