

**ENGL 1020  
Freshman English  
Policy Statement and Syllabus  
Spring 2014**

**Instructor's Name**  
**Email Address**  
**Class Meeting Time**  
**Class Location**

**Office Phone No.**  
**Office Location**  
**Office Hours**

**[these may be included on  
a separate document]**

**Official Description**

Freshman English II. (3) An introduction to more advanced techniques of composition through the study of literature. The analysis and explication of literature serve as topics for discussion, study, and writing of themes. Special attention is paid to the writing of the literary review and the research paper. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Clinic. All degree-seeking students must earn at least a C in this course. *(TSU Undergraduate Catalog 2011-2013 131)*

**Rationale**

Freshman English I and II help students learn to write clearly, concisely, and professionally, and teaches them to give constructive feedback on writing. These skills are essential to college coursework and indispensable in the workplace.

**Prerequisites**

Students must complete English 1010 with a grade of C or better before taking this course. Student who have not taken English 1010 or have not earned a C or better in English 1010 may not take this course.

**Official Learning Competencies**

As a student completing 1020 with a C or better, you will be able to do the following:

1. Demonstrate mastery of all of the competencies listed for 1010.
2. Compose essays which show a focused argument, a clear sense of development of a topic, use of standard techniques for organization, and few major writing errors.
3. Read and analyze prose and verse work (literature broadly defined) in order to produce essays which demonstrate more advanced techniques of composition.
4. Produce a research paper, which demonstrates knowledge of MLA documentation, and a literary review.
5. Know how to gather information for research topics through use of the library and other sources of information; and how to use available support services at the University.

In order to attain these competencies, you will complete the following assignments during the course of the semester:

1. Read critically and analyze different genres by accomplishing the following tasks:
  - Identification and/or formulation of the thesis, theme, or purpose.

- Identification of structures.
  - Identification of the relationship between the purpose (thesis/theme) of the work and its various parts.
2. Write and revise several documents for a total of approximately 4000-5000 words (including exercises, drafts, and revisions), which, in response to the rhetorical situation, develop appropriate rhetorical patterns. At least two of these should be based on a critical analysis of the meaning, structure, and style appropriate for the genre with specific details, examples, and brief quotations (properly documented) to support the central idea. The writing projects will contain a unified central idea (thesis or controlling idea) which reflects the topic and critical understanding of the documents discussed.
  3. Read one or more reviews or analysis of a text(s) in order to examine the:
    - techniques readers use to indicate their responses to a text.
    - ways readers analyze strengths, weaknesses, meaning, structure, and style in the text.
  4. Write a review or analysis of an assigned text. The review should:
    - Develop a unified central idea.
    - Analyze the text by focusing on specific strengths and weaknesses of the text.
    - Indicate general information about the author.
    - Provide a brief summary of the text.
    - Show your insight and analysis of the meaning, structure, and style of the text.
    - Present quotations, where appropriate, to give the reader a sense of the style of the text.
    - Provide your personal response to the text.
    - Employ the conventions of standard written English usage.
  5. Gather information from the TSU library and Internet resources to:
    - Locate and use the books needed in the library's general collections.
    - Locate and use basic reference works available online, such as the *Dictionary of American Biography* or the *Oxford English Dictionary*.
    - Use databases, such as *Infotrac* or *JSTOR*.
    - Develop search strategies for locating information on the Internet.
    - Learn how to manage information gathered electronically using tools such as your smart phone or a computer and software or apps such as *EndNote* or *ProCite*.
  6. Prepare and write at least one researched and documented writing project of at least 1200 words in which you:
    - Choose and narrow a topic which can be treated in a multi-paragraph, documented writing project.
    - Prepare a working bibliography of at least three sources, such as reference texts, magazine or journal articles, and books.
    - Prepare an outline (or other organizational/invention device) which contains an acceptable and arguable central idea and thesis statement.
    - Use research to support the paper's ideas.
    - Document outside sources correctly using MLA citation format.
    - Use the conventions of the genre as discussed in class for the writing project.
  7. Revise and/or edit the writing projects written during the semester. These revisions should:
    - Demonstrate recognition of the difference between revising and editing.
    - Show the ability to modify, limit, and develop or redevelop the original idea.
    - Demonstrate an ability to correct errors in grammar, syntax, mechanics, and usage.

The Writing Center (963-5102, <http://tsuwritingcenter.wordpress.com/>) supports students who want to better their writing. You may attend writing workshops or schedule one-on-one sessions with the Writing Center staff. You do not need your instructor's recommendation to use the Writing Center. By looking critically at

your own writing and the writing of others, you should see improvements your individual style you're your rhetorical abilities.

8. Participate in multiple methods of collaborative work with other students, such as peer response, small group discussions and presentations, and workshop-style classes devoted to particular issues. These will be used, as necessary, to support the writing process.
9. Maintain an eportfolio of writing projects for the class. Your instructor will designate one project that must be included in the eLearn eportfolio with the grading rubric.

Gathering work into an eportfolio will help you reflect on the changes in your writing. As you progress through your studies as TSU, you will collect writing samples and other work (artifacts) in your eportfolio. You can then show potential employers the work you have collected.

### **Textbooks, Tools, and the Electronic Environment**

#### *Textbooks*

Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing*. 4th ed. Boston: Wadsworth/Cengage Learning, 2013. Print. ISBN: 978-1133311195.

#### **OR**

Johnson-Sheehan, Richard, and Charles Paine. *Writing Today*. 2<sup>nd</sup> Ed. Boston: Longman, 2012. ISBN: 978-0-20561744-9.

#### **OR**

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. 3<sup>rd</sup> ed. New York: W.W. Norton, 2013. ISBN 978-0393919592.

[Each of these books is available electronically.]

The required texts will be supplemented with computer-assisted writing, media, outside readings, oral presentations, guest speakers, and more to complement the strengths of your instructor.

#### *Tools*

- A computer (many of the campus labs are open until 10 pm; many off-campus resources provide 24/7 access). Not having access is no longer an excuse.
- A USB drive or other storage media for saving files. ALWAYS save in 2 places (for example, a USB drive and emailing the work to yourself.) A lost file is not an excuse.
  - Many (if not all) of your writing assignments will be completed using a computer or other device that allows you to save the file electronically. ***Be prepared to submit your work electronically.***
    - Use the filename convention established for the class. For example, *lastnameXXXX.xxx*, for example *smithdraft1.doc* or *smithessay2.doc*
  - Keep all of your electronic files for possible inclusion in your eportfolio.
  - **Check with your instructor to see if you also need to submit a hardcopy.**
- Blue or black ink pens and loose-leaf paper for in-class writing

#### *Electronic Environment*

- *eLearn Access*  
Assignments, discussion notes, additional readings, and other information *may* be posted on the class eLearn website (Desire2Learn)→ <http://elearn.tnstate.edu>. Check with your instructor about the eLearn requirements for your class. **Your eportfolio will be constructed using eLearn.**
- *email*  
Identify an email address you check frequently for use in class communication.
- *Internet*  
Be prepared with resources you find helpful (for example, Google search and dictionary.com) and be ready to explore other websites, apps, ebooks, and more.

## Required Work

[Insert details of required work for the course.]

## Evaluation

[Insert details of grade calculation.]

Final evaluation will be determined by:

- Completion of all assigned papers, exams, and class activities.
- Regular and timely class attendance and participation.
- Successful organization of your eportfolio and revision of class assignments as assigned.
- Attendance at supplemental class activities in University areas, such as the Library, the Writing Center, the Media Center, and Academic Computer Center.

## Grading Policies

- [Insert your grading policies.]
- **Grading Criteria are posted on the LLP website [www.tnstate.edu/llp](http://www.tnstate.edu/llp) and class eLearn site.**

## Class Policies

### *Academic and Classroom Conduct and Dress*

Conduct yourself as an adult who understands the responsibilities of a TSU student.

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. (*Tennessee State University Undergraduate Catalog 2011-2013 45*)

Your use of electronic devices falls within your instructor's responsibilities for maintaining academic integrity. If your use of a cell phone or other electronic device distracts the instructor or another class member, the instructor will ask you to meet to discuss the problem. You will have opportunities during class activities to use the device as a calendar or calculator, save files, gather information from the web, send emails, develop electronic-delivered documents, and more.

### *ADA Awareness and Accommodation*

Contact Patricia Scudder, Director of Students with Disabilities—Disabled Student Services Office, at 963-7400, preferably before the fourth class meeting, if you need accommodation. The Department of Languages, Literature, and Philosophy, in conjunction with the Office of Disabled Student Services, makes reasonable

accommodations for qualified students with medically documented disabilities. Let your instructor know your status if it will affect your class activities and assignments—*before* assignments are due.

#### **Attendance**

The University guidelines for attendance are given below. Your instructor will review the requirements for attendance and for excessive lateness.

Students are expected to attend regularly all courses in which they are enrolled for credit and to complete all work required in such courses. . . . Irregular attendance or any substantial number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up assignments and/or examinations. To be allowed to make up work, students must present appropriate documentation to the classroom instructor. Students who have excused absences must arrange with the instructor to make up class and laboratory work immediately. . . . Students are expected to attend classes regularly and on time. . . . “Excessive” absence is defined as no less than one more than the number of times a class meets per week. It is the student’s responsibility to withdraw from a course in which excessive absences have been incurred. A student with excessive absences may only be readmitted to class by the instructor. (*Tennessee State University Undergraduate Catalog 2011-2013 45*)

#### **Plagiarism**

Submit original work or you will receive a 0 on the writing project or an F in the course.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero for the exercise or examination, or assign an ‘F’ in the course. (*TSU Undergraduate Catalog, 2011-2013 45*)

#### **[It is recommended, though not required, that instructors also include policies on**

- Late work
- Make-up work
- Electronics
- Email
- Discussion of grades
- Note-taking, textbooks, eating / drinking, and other class activities]

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Your instructor will give you a class meeting schedule and instructions for each class assignment and activity. This may be included in the syllabus or in a separate document, or posted on the eLearn calendar.

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