

ENGL 1010

Freshman English

Policy Statement and Syllabus

Fall 2014

Instructor's Name
Email Address
Class Meeting Time
Class Location

Office Phone No.
Office Location
Office Hours

[may be included on a
separate document]

Official Course Description

ENGL 1010 Freshman English (3). An introduction to the fundamentals of written composition and communication through the study of illustrative essays, as well as an introduction to the reading and critical analysis of essays. Grammar and mechanics, insofar as they are an integral part of developing proficiency in writing, are covered in the course. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Center. Successful completion of English 1010 is a prerequisite for English 1020. 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

None.

Official Learning Competencies

As a student completing 1010 with a C or better, you will be able to:

1. Demonstrate understanding of and ability to read and respond to the demands of the rhetorical situation (author, audience, and subject) in both oral and written communication.
2. Read critically and analyze various types of assigned readings on the basis of structure, pattern, and meaning in order to produce original papers that show development of topic through organization (such as topic sentence, support of the central idea through details, and rhetorical patterns).
3. Invent, write, revise, edit, and rewrite formal essays in response to readings which develop appropriate rhetorical patterns (i.e., narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special function(s) (i.e., literary analysis or research) while demonstrating writing skills from process to product.
4. Produce final papers that show growth in principles of good writing, such as organization (e.g., introduction/body/conclusion or outlining), development (clarifying transitions between sentences and paragraphs), unity (connected ideas), and which demonstrate an understanding of the substance of the topic.
5. Complete at least one writing assignment that demonstrates a limited use of MLA documentation form and basic research ability.

6. Participate in collaborative work with other students via small group discussions and presentations, workshop-style classes devoted to particular issues (such as paragraph structure or voice and tone), and produce, accept, and use constructively feedback from writing instructors, other students, and other university writers/instructors to take control of your own writing.
7. Create mechanically sound papers relatively free of errors in grammar and mechanics.

In order to attain these competencies, you will:

1. Write and revise essays and other documents which reconstruct and critically analyze the writings of others.
2. Write and revise several documents for a total of approximately 4000-5000 words (including exercises, drafts, and revisions). These documents will often respond to texts. Your documents will respond appropriately to the rhetorical situation by developing rhetorical patterns (i.e., narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special function (s) (i.e., literary analysis or research) while demonstrating writing skills from process to product and an awareness of the audience for the documents. Some shorter documents may be revised and included as part of longer documents.

Your final documents should show growth in principles of good writing, such as organization (i.e., introduction/body/conclusion or outlining), development (clarifying transitions between sentences and paragraphs), and unity (connected, guided ideas), and demonstrate an understanding of the substance of the topic. *At least one document will demonstrate a limited use of MLA documentation form.*

Review the Course Outline and specific assignment sheets for particular requirements and expectations from your instructor.

3. Collaborate with other students, in peer responses, small group discussions and presentations, and workshop-style classes devoted to particular issues (such as paragraph structure or voice and tone). These will be used, as necessary, to support the writing process.
4. Create mechanically sound papers relatively free of errors in grammar and mechanics. Attention to style may occur through references to and/or assignments in the handbooks.
5. Revise, edit, and rewrite papers to show growth in your writing abilities through process and development to final product. Feedback from writing instructors, other students, and other University writers/instructors will help you take control of your own writing.

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 in individual style and rhetorical abilities.

6. Gather work into an eportfolio to help you reflect on the changes in your writing. By the end of the semester, you will have written approximately 4000-5000 words (including revisions) and collected some of that in your eportfolio. You will start to construct your eportfolio (using eLearn) in this course. 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*. 2nd 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*. 3rd ed. New York: W.W. Norton, 2013. ISBN 978-0393919592.

[Each of these books should be available in IncludED, the electronic book bundle.]

The required texts may 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 assignments for the course.]

Evaluation

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.
- If you are enrolled in the ENGL 1011 Freshman English Workshop, your work and attendance will be reviewed as part of the evaluation for ENGL 1010.

[Insert details of grade calculation.]

Grading Policies

- [Insert your grading policies.]
- **Grading Criteria are posted on the LLP website 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

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. Contact the Disabled Student Services Office, at 963-7400, as soon as possible, if you need accommodation. You will be provided a document stating what type of classroom accommodations, if any, are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor **as soon as you receive it**. Accommodations will only be provided **AFTER** the instructor receives the accommodation instructions from ODS; accommodations are not retroactive.

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]**

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.
