COURSE POLICIES

**Introduction**: Despite its name, English 170 is a COMPOSITION course. What this means is that, though you will be held responsible for misspellings and grammatical errors, especially those in the list below, there will be no pop quizzes on various rules or lengthy exams on abstract "methods." Instead, we will be thinking and we will be writing. We will be analyzing ideas. We will be forming and defending opinions of our own.

**Course Focus**: In this section of ENG170, there will not be course “content” in the traditional sense. Our primary subject is the writing process and the construction of arguments. To the extent that we are ‘covering’ material, we will be focusing on rhetoric, persuasion, and argumentation.

**Course Goals**: Because ENG 170 is required for all first year students at Carroll, all sections will work to achieve the same goals and student learning outcomes:

1) To help students understand writing as a process and develop an effective process of their own through work in planning, drafting, revising, and editing their writing

2) To help students develop effective skills for interpreting and evaluating a variety of texts and use those texts to create, develop, and support ideas of their own in their writing.

In accordance with these goals, the class will operate as a discussion section and a writing workshop, in which our attention will be divided between the work of published authors and the papers produced by your classmates.

**Course Organization**: The class will be divided into small groups that will work together throughout the semester. This way, you will have a group of peers to help you generate ideas, work on projects, and, most importantly, evaluate your work before it is turned in for a final grade.

Accordingly, we will maintain a discussion-oriented environment. I will have to stand and talk to you from time to time, particularly when we have to cover major problems or challenges. However, you will often set the agenda with your projects and ideas.

**Class Site and Discussion Forum**: In keeping with the communal focus of the class, we will have an online course site at my.carrollu.edu. It will contain course documents, writing guidelines, links, and announcements, and it will provide an easy and efficient forum for communication outside of the classroom.

**Student Learning Outcomes**: By the end of 170 students should be able to:

1) Demonstrate proficiency in using writing as a process as evidenced in their course portfolio
2) Demonstrate the ability to create final essays that effectively develop and communicate their position within the context of other points of view and demonstrate proficiency in employing appropriate conventions including structure, grammar, mechanics, and documentation

**Office Hours:** I am here to help you as much as I possibly can, so feel free to come by and see me. I am available to discuss this class, the university, or just life in general. Office hours are subject to making an appointment. Otherwise, I am available 15 minutes before and 15 minutes after class.

**THE WRITING CENTER:** The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems that you may have. The Carroll University Writing Center, located in the Learning Commons is open Monday through Thursday from 10-6, Fridays from 10 – 1 and on Sunday evenings from 4-8. Writing Assistants are available to help with all stages of the writing process, from pre-writing to development to citation. Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

**LOGISTICS:**

**Required Texts:**


**Evaluation:**

Your final grade in the course will be determined in the following manner:

Attendance and participation 10%

Initial Writing - Diagnostic

1st paper 15% (1)

2nd paper 20% (4)

3rd paper 25% (4)

3 feeder assignments 15% (3)

Final Assessment 10% (8-10)

The grading scale is as follows: A 92-100% A/B 89-92% B 82-89% B/C 79-82% C 70-79% D 60-70% F

Below 60%

**Attendance and Participation:** Attendance is mandatory. Your ideas are the focus of this class and your group members will be counting on you to help them every single day. As such, you will receive a participation grade every single day. If are significantly tardy (more than five minutes late), chronically tardy (regardless of time), absent, show up without an assignment, or refuse to participate in the day’s activities, it will be reflected in your daily participation grade.

Moreover, if you miss class more than three times over the course of the semester, your final grade in the course will be lowered 2% for each additional absence. For example, if you miss 4 classes during the
semester and you earn an A/B (89%), your final grade in the class will be a B (89%-2%=87%). Special cases will be dealt with on an individual basis.

In addition, for every three times you are significantly tardy (more than five minutes late), you will be given one absence in the class.

One last important note: not being present for a day’s class does not excuse you from that day’s work, and it is not an excuse for being unprepared for the next class. If you are absent, you need to submit an assignment to me by the beginning of class time on the day it is due. For instance, if you will not be in class on the day a paper is due, plan on handing your essay in early. It is also up to you to find out what you missed and be prepared for the next class. “I wasn’t here last time” is not a valid excuse for coming to class unprepared.

Coursework: In this class, you will write daily responses to readings. You will also complete 3 "feeder" assignments, which are short assignments designed to help you sharpen the skills you will need to complete the unit project. You will also write one short paper and one large paper. The class will conclude with a final assessment that will ask you to reflect on your work over the course of the semester. More information will be given about all of these assignments in class.

Quizzes: Over the course of the semester, you may be given quizzes at any point. The quizzes will be designed to ensure that everyone is keeping up with the class readings and, while I may sometimes announce them in advance, I always reserve the right to have unannounced quizzes.

Electronic Devices: All electronic devices that are not medically necessary will be turned off during class times unless permission is given by the instructor. Laptops will not be allowed in class unless you are asked to bring them. So on days when you are asked to bring something to class (a draft or an article) make sure you have a hard copy of it. If you come to class without the materials, you will be docked participation points and you may be asked to leave class. For example, if we are doing a draft workshop in class and you show up without a draft, you will be asked to leave and it will count as an absence for the course.

Office Visits: You are required to stop by my office hours two times over the course of the semester. If you meet with me less than two times, your final grade in the course will drop 3% for every meeting you missed. We will discuss this requirement in class, as one of the visits will be scheduled with me in advance.

GUIDELINES FOR WRITING PAPERS:

Do not use title pages, BUT EVERY PAPER MUST HAVE A TITLE.

Typed and printed on standard 8 ½ x 11” white paper. No colored paper. No handwritten pages.

All papers MUST BE STAPLED. Not paper clipped, not binder clipped, not with corners folded down, etc.

Standard font is 12-point Times New Roman. Papers should be double-spaced.

Papers should have 1” margins.

You should include your name, course, course time, and the date on top of every paper.
All assignments must be handed to me at the beginning of class: **Late work is unacceptable.** If you know you’re going to miss class, please have it emailed to me before the beginning of class. Those papers that are received afterwards will face missing points. Each day your paper is late, you will have 5% knocked off your final grade.

**GRAMMAR AND SYNTAX ISSUES:** Although grammar and syntax are not emphasized in this class, you will be expected to turn in papers that are error-free. Your paper grade will drop by a half letter grade if you have more than 6 errors per paper for the small papers and 4 errors per paper for the larger papers (and continue to drop subsequently). In order to help alleviate these errors, please visit the writing lab to have a proofreading session. Carroll faculty have selected six grammatical issues that are to be considered particularly important:

1. Run-on sentences and sentence fragments
2. Use of apostrophes, including its/it’s and they’re/there/their
3. Agreement-- including subject-verb and pronoun-noun
4. Tense consistency, both throughout essays and within sentences
5. Comma Usage—especially splices
6. Modifiers-- including misplaced, dangling, adverbs, etc

**Disability Accommodations:** If you have a disability that may require an accommodation for taking this course, please notify me during the first week of classes and, if you have not already done so, contact Ms. Martha Bledsoe, Director of Services for Students with Disabilities, immediately. She can be reached by calling (262)524-7335 or via e-mail at mbledsoe@carrollu.edu.

**Academic Integrity:** The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course.

**Plagiarism:** Plagiarism is conventionally defined as the unattributed or unacknowledged use of another’s words or ideas. Don’t do it. Ever. Failure to document sources will result in a zero grade. There will be no second chances and no exceptions to this policy.

**Final Note:** The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).