

ENGL 1010: English Composition I
(3 credit hours)
Course Syllabus
Spring, 2022

Instructor: Dr. Charla White-Major

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Office: Harned 212

Phone: (931) 221-7133

Office Hours: 10:00 – 10:30 MWF
and by appointment

ENGL 1010.07E

Lecture: 11:15 – 12:10 MWF (HA 231)

Lab: 11:10 – 12:05 TR (HA 317)

ENGL 1010.09E

Lecture: 12:20 – 1:15 MWF (HA 240)

Lab: 12:45 – 1:40 TR (Marks 114)

In-Person Instruction Format

Textbooks and Materials:

- Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 9th ed. Bedford/St. Martin's, 2020. (Please bring to each class session)
- Exercises as assigned
- Notebook with 3-Hole Punch OR Folder with Pockets
- Electronic Storage Device(s)
- College Dictionary

Course Description:

ENGL 1010 – English Composition I (3 credit hours)

Development of the student's writing skills through a process of thinking, researching, planning, writing, reviewing, revising, and editing expository essays.

Note: ENGL 1010 is a prerequisite for ENGL 1020; ENGL 1010 and ENGL 1020 are prerequisites for all other English courses except English as a Second Language (ENGL 1210, 1220).

Course Objectives:

- To learn to write an essay that is well organized, coherent, and complete.
- To reinforce the use of Standard English in formal essays.
- To write with confidence in a variety of situations and purposes.
- To become familiar with the conventions of secondary source use, including standard methods of integration, documentation, and avoiding plagiarism.

Course Requirements:

The course requires practice writings, several essays (some with outlines; most with draft and final components), an annotated bibliography, short readings, a series of punctuation and usage exercises, bibliographical and documentation exercises, and a final examination. Quizzes and other exercises may be included at the instructor's discretion. Corequisite laboratory attendance and active class participation are also required.

Policies:

Attendance and Class Participation: Attendance and class participation are important to student success in college courses, especially composition courses. In-class activities, including readings, exercises, in-class writings, and tests, may be completed only in class on the dates they are assigned or administered. (Students who expect to miss scheduled activities for verifiable reasons should make arrangements to make up in-class assignments *before* an absence occurs.) Any time you are absent, *you* are responsible for information discussed in class that day. Also, I reserve the right to change the course schedule at any time; *you* are responsible for keeping up with all assignment changes.

The class will be subject to the official Attendance Policy stipulated within the *Austin Peay State University Bulletin*, which is as follows:

Class attendance and punctuality requirements are established by the faculty through the printed syllabus for each course. Students are expected to attend class regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), for which student(s) are unable to make immediate contact with faculty, the student may contact the Student Affairs office for assistance in providing such immediate notification to faculty. However, the student remains responsible for verifying the emergency circumstances to faculty and for discussing arrangements with faculty for possible completion of coursework requirements, if feasible.

Attendance may be taken at any time during the class period. **If you arrive late to class, it is up to you, not the instructor, to ensure that your name is added to the list of students present for the class meeting.** The instructor reserves the right to count as absent any student who arrives to class late, leaves early, and/or does not attend the entire class session.

NOTE: Absences in both the lecture and lab components count towards the total number of absences. With the exception of University-sponsored activities and very extenuating circumstances, I do not distinguish between excused and unexcused absences. Any student missing more than five (5) class sessions (lecture and/or lab) will automatically receive an “F” for the course. It is up to the student to keep track of the number of absences and to drop courses as appropriate. Record your absences as they occur. They add up very quickly, and the easiest way to fail any course is not to come to class.

Attendance in both lecture (Mondays, Wednesdays, and Fridays) and lab sessions (Tuesdays and Thursdays) is REQUIRED. Students must sign in on time, remain for the entire class period, and be available to respond to questions until the instructor concludes the class meeting.

Essays. Unless otherwise stipulated, all essays must be turned in typed, **double spaced**, **in Microsoft Word**, with one-inch margins all around and a realistic 12-point font. Essay assignments will be submitted both in paper form and electronically through D2L, which includes a *TurnItIn* component.

Late Assignments: Out-of-class assignments must be submitted **at the beginning of class (unless alternative instructions are given) on the day they are due** unless you have made alternative arrangements with the instructor beforehand. Essay assignments that are one (1) day late will be penalized by 15 points; any that are two (2) days late will be reduced by 30 points; and those that are three (3) days late will be penalized 45 points. No late papers will be accepted more than three (3) days beyond the scheduled due date. Papers submitted late on the assignment due date will be penalized by one letter grade. **Absolutely no assignments will be accepted after the final class meeting.** Daily assignments, exercises, and quizzes may **not** be submitted late without the instructor’s **advance** approval. If you know that you will be absent for a class, you should make arrangements for any assignments in advance.

Grades: The breakdown of points for the course is as follows:

Paper #1	5%
Paper #2 (Comparison Essay)	10%
Paper #3 (Causal Analysis)	10%
Paper #4 (Persuasive Essay)	10%
Paper #5 (Documented Essay)	10%
Documentation Exercises	5%
Annotated Bibliography	10%
Lab Work	20%
Class Work*	10%
Final Examination	10%

* May include class participation at the instructor's discretion

Final grades will be determined on the basis of the student's total number of points for the semester's work. Grades will be assigned according to the following scale:

90.0 – 100%	A
80.0 – 89.9%	B
70.0 – 79.9%	C
00.0 – 69.9%	F

NOTE: Per APSU policy, no grades of "D" are awarded in ENGL 1010. A final grade of 70% or better is required to advance to ENGL 1020. Instructors may not circumvent this rule.

NOTE: Failure to submit assignments will result in zeroes for those assignments. Missed assignments may make it impossible to pass the course successfully. Students are responsible for keeping up with assignments, due dates, and any late penalties.

(A list of Grading Criteria is included as an addendum to this document.)

Academic Support Center. The instructor strongly recommends that students schedule and complete appointments with tutors at the Writing Center (the actual Writing Lab is in the Library near Starbucks) prior to submitting either drafts or final versions of all major papers. Appointments should be made by calling (931) 221-6550 at least 24 hours in advance; keep this in mind when planning to visit the ASC. **The final grade for each of the major papers will be enhanced by five (5) points for each confirmed visit to the Writing Center; only two grade enhancements per paper are permitted.** Visits to the Writing Center are strongly encouraged. Both the Writing Center and the Academic Support Center (across the hall from our lab classroom in Marks) can

be extremely valuable tools in ensuring your academic success, but they work only if you *use them*. (**NOTE:** You are free to submit your papers to the Writing Lab at writinglab@apsu.edu. You will need to use your Austin Peay email account to verify your status as a student.)

NOTE: The instructor reserves the right to require students to submit specific assignments to the Writing Center.

Academic Honesty: Students at Austin Peay State University are assumed to hold academic honesty in high regard. Cheating and plagiarism will not be tolerated, and all students will be held to the Student Conduct Code as described in the Student Handbook. If a student is determined to have cheated or assisted another in cheating on an assignment, no credit will be given for that assignment.

The instructor reserves the right to assess more serious penalties for academic dishonesty in response to the particular circumstances of individual cases.

The official University policy concerning academic misconduct includes the following provisions:

Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of "F" on the work in question, a grade of "F" in the course, reprimand, probation, suspension and expulsion. The student will be advised of his/her rights. The student may accept the instructor's finding, grade reduction, and/or other sanction and waive his/her hearing right. In the event a student believes he/she has been erroneously accused of academic misconduct, he/she may request a hearing. Hearings will be conducted pursuant to the procedures set forth at Part 6, Disciplinary Procedures, below. If the student is found responsible for the allegation(s) of academic misconduct, the grade as assigned by the instructor will stand. Should the hearing source absolve the student of the allegations of academic misconduct, the faculty member will reassess the student's grade based upon the hearing source's finding. When necessary, grade changes will be made administratively.

Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary action, through appropriate institutional academic grade appeal procedures. Courses may not be dropped pending the final resolution of an allegation of academic misconduct.

-- per *Austin Peay State University*
Code of Student Conduct

Academic and Classroom Misconduct. Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Student Conduct” in the *Student Handbook* for an understanding of what will be expected of them within the academic setting.

Students with disabilities:

Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services; telephone 221-6230; TIY 221-6278 located In MUC Room 114.

Disability Policy: Any student that has a condition that may affect his/her academic performance is encouraged to make an appointment with Disability Services (telephone (voice) 221-6230; (tty) 221-6278) to discuss the matter. This discussion should take place before the first exam

Policy on Minors. Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom.

Mid-Course Adjustments. These procedures and the Course Schedule are subject to change as the semester progresses; however, the final exam schedule is fixed by the University.

Caveat. The schedule and procedures are subject to change in the event of extenuating circumstances.

Suggestions, Hints, Quirks, and Reminders:

- **READ ALL ASSIGNMENTS. ASK QUESTIONS IF YOU HAVE ANY. If you have questions, other students in the class probably do, too. Please ask questions during class for your own benefit as well as that of your fellow students.**
- Students are expected to read all course documents and to be familiar with all course policies, assignments, due dates, etc.

- READ ALL ASSIGNMENT INSTRUCTIONS CAREFULLY. Papers will not be returned to permit students to accommodate missed instructions, content, etc.
- Electronic devices such as cell phones, personal stereos, etc., must be placed in purses or book bags before entering the classroom. **All cell phones must be turned off prior to the beginning of class.** Pagers should be turned off or set to vibrate rather than to beep. (If you have an emergency situation that requires an exception to this policy, you must notify the instructor before the class begins.) **Under no circumstances should a telephone conversation commence within the classroom.** Text messaging is similarly not permitted. (**NOTE:** If a cell phone rings during the class period or someone is seen text messaging, the student attached to the phone or other device will be dismissed from class for the day.) **Personal computers may NOT be used during class without the instructor's express approval.**
- Both the lecture and the lab instructor are authorized to dismiss and mark as absent any student who wastes class time. Students who arrive late or leave early may also be marked as absent.
- The textbooks for this course are **REQUIRED**. Barring extenuating circumstances (e.g., delays from the bookstore), all students should have the textbook by the end of the second week of classes. No accommodations will be made for students without textbooks.
- The instructor reserves the right of final approval on all paper topics, but no version of the following subjects will be permitted: abortion, capital punishment, gun control, or religious doctrine. Additional topic exclusions may be included at the instructor's discretion.
- **When submitting papers online, use the assigned dropbox (now called Assignments in D2L) for ALL final papers and revisions. Do not send your papers to the instructor's email address.**
- The **Course Schedule** serves as your notification of assignments and their due dates. Each student is responsible for keeping up with this schedule. Do not expect prompts from the instructor regarding your assignments.
- **Complete ALL assignments and submit them on time.** Do not expect the rules of high school to apply to college work.
- Keep backups of all your assignments. Making a hard copy of each paper is always a good idea; computer storage devices are frequently misplaced, mislabeled, or forgotten. Do not rely upon your computer's hard disk; always save your work to a secondary storage device as well. (**NOTE:** Documents in APSU computer labs are deleted nightly.)
- Students are expected to arrive to class on time. If you *must* be late, avoid disrupting the class as you enter. It is *not* the instructor's responsibility to mark you present; be sure to mention your late arrival before you leave to

avoid having absences recorded. (Please note that counting late arrivals as present is at the sole discretion of the instructor.)

- With the exception of the Final Examination, **ABSOLUTELY NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE FINAL DAY OF CLASS.**

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| <ul style="list-style-type: none"> ▪ DO NOT EVEN ATTEMPT TO SUBMIT AN ENTIRE SEMESTER’S WORTH OF WORK AT THE END OF THE SEMESTER. If you find that you cannot keep up with the assignments, speak with me to determine whether it is in your best interest to drop the class. DETERMINE WHETHER YOU SHOULD DROP THE COURSE <u>BEFORE</u> THE MANDATORY “F” PERIOD BEGINS. |
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- Choose topics that interest you; it is always easier (and more enjoyable) to write about subjects that you care about.
- Feel free to drop by my office during my office hours or make an appointment with me to discuss your work in progress. I welcome the opportunity to discuss your writing with you on a one-to-one basis.

COVID-19 Syllabus Supplement – UPDATED January 10, 2022 for Spring ‘22

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU’s Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the COVID-19 Self-Reporting Form and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the APSU Coronavirus Dashboard webpage for more information.

CAVEAT

Policies and procedures may change due to extenuating circumstances.

Grading Criteria

F paper: Its treatment of the subject is superficial; its theme lacks discernible organization; its purpose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable in college writing.

D paper: Its treatment and development of the subject are as yet only rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty or nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

C paper: It is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities—generalities that prompt the confused reader to ask marginally: “In every case?” “Exactly how large?” “But how many?” Stylistically, the C paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow predictable (hence, monotonous) subject-verb-object pattern; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The C paper, then, while it gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading.

B paper: It is significantly more competent. Besides being almost free of mechanical errors, the B paper delivers substantial information—substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unify around a clear organizing principle. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part, smooth, the sentences pleasingly varied. The diction of the B paper is typically much more concise and precise than that found in the C paper. Occasionally, it even shows distinctiveness—i.e., finesse and memorability. On the whole, then, a B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

A paper: Perhaps the principal characteristic of the A paper is the rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” Regardless, the information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.

Course Schedule

ENGL 1010 – English Composition I, Sections 07E and 09E Spring, 2022

Disclaimer: The following list is *general* and *tentative*. Any changes to the schedule will be announced in class. Students are responsible for keeping track of *all* schedule changes.

Wk	Date	Topics of Discussion/Reading Due	Assignments Due
1	MO, 01/17 TU, 01/18 WE, 01/19 TH, 01/20 FR, 01/21	** MARTIN LUTHER KING, JR. HOLIDAY – NO CLASSES ** Lab Introduction/Course Introduction/Syllabus Overview “The Writing Process: Exploring and planning” RFW 1-12; “Build effective paragraphs” RFW 40-49 TBA “The Writing Process: Exploring and planning” RFW 1-12; “Build effective paragraphs” RFW 40-49	Assignment #1 Due
2	MO, 01/24 TU, 01/25 WE, 01/26 TH, 01/27 FR, 01/28	“Make paragraphs coherent” RFW 49-54; “Draft the body” RFW 16-17 “Parts of Speech” RFW 330-33; Subject/verb agreement RFW 180-90 “Make paragraphs coherent” RFW 49-54; “Providing Transitions” RFW 53 Workshop “The Writing Process: Exploring and planning” RFW 1-21	Paper #1 Due
3	MO, 01/31 TU, 02/01 WE, 02/02 TH, 02/03 FR, 02/04	“The Writing Process: Exploring and planning” RFW 1-21 “Articles” RFW 244-53 “The Writing Process: Exploring and planning” RFW 1-21 Workshop “Introductions” RFW 15-16	Paragraphs Due
4	MO, 02/07 TU, 02/08 WE, 02/09 TH, 02/10 FR, 02/11	“The Writing Process: Exploring and planning” RFW 1-21 “Parts of Speech” RFW 333-38; Pronoun/antecedent agreement RFW 190-206 “Conclusions” RFW 20-21 English verb forms, tenses, and moods RFW 212-28, 230-44 “Conducting research” RFW 357-77	Introductions Due Conclusions Due
5	MO, 02/14 TU, 02/15 WE, 02/16 TH, 02/17 FR, 02/18	Outlines RFW 13-14 “Parts of Speech: Prepositions and idioms” RFW 262-65; “Sentence patterns” RFW 253-61 “The Writing Process: Drafting the paper” RFW 8-17 Workshop “Evaluating sources” RFW 370-90	Outline Due Paper #2 Final Due
6	MO, 02/21 TU, 02/22 WE, 02/23 TH, 02/24 FR, 02/25	“Integrating sources” RFW 370-76; “Revising, editing, and reflecting” RFW 21-39 “The comma” RFW 268-85 “Integrating sources” RFW 403-17 Workshop Workshop	
7	MO, 02/28 TU, 03/01 WE, 03/02 TH, 03/03 FR, 03/04	“Reading and writing arguments” RFW 56-78 ** CONFERENCES – Paper #3 ** ** CONFERENCES – Paper #3 ** “The semicolon” RFW 286-89; “The colon” RFW 290-9; “The apostrophe” 292-96 “Reading and writing arguments” RFW 78-89	Paper #3 Draft Due Paper #3 Draft Due Workshop Exercises Due
8	MO, 03/07 TU, 03/08 WE, 03/09 TH, 03/10 FR, 03/11	** SPRING BREAK – NO CLASSES ** ** SPRING BREAK – NO CLASSES **	
9	MO, 03/14 TU, 03/15 WE, 03/16 TH, 03/17 FR, 03/18	“Reading and writing arguments” RFW 56-106; “Citing sources; avoiding plagiarism” RFW 397-418 “Italics” RFW 315-7; “Quotation marks” RFW 296-302; “End punctuation” RFW 302-04; “Other punctuation marks” RFW 304-08 “Documenting sources in the MLA style” RFW 418-76 ** CONFERENCES– Paper #4 ** ** CONFERENCES--Paper #4 ** 3/19 = Last Day to Drop with Automatic “W”	Paper #3 Final Due Paper #4 Draft Due Paper #4 Draft Due

Wk	Date	Topics of Discussion/Reading Due	Assignments Due
10	MO,03/21 TU, 03/22 WE,03/23 TH, 03/24 FR, 03/25	Working Bibliographies RFW 371 Priority Registration Begins "Capitalization" RFW 324-29 "Documenting sources in MLA style" RFW 418-76 "Abbreviations" RFW 310-13; "Numbers" RFW 313-15 "Documenting sources in MLA style" RFW 418-76	Documentation Exercise Due
11	MO,03/28 TU, 03/29 WE,03/30 TH, 03/31 FR, 04/01	"Integrating Sources" RFW 370-76 Workshop "Integrating Sources" RFW 403-17 Workshop "Citing sources; avoiding plagiarism" RFW 397-418	Paper #4 Final Due Outline Due
12	MO,04/04 TU, 04/05 WE,04/06 TH, 04/07 FR, 04/08	"Citing sources; avoiding plagiarism" RFW 397-418 Workshop "Documenting Sources in MLA Style" RFW 418-76 Workshop "Documenting Sources in MLA Style" RFW 418-76	Annotated Bibliography Due
13	MO,04/11 TU, 04/12 WE,04/13 TH, 04/14 FR, 04/15	"Documenting Sources in MLA Style" RFW 418-76 ** CONFERENCES – Paper #5 ** ** CONFERENCES – Paper #5 ** Workshop/TBA ** SPRING HOLIDAY – NO CLASSES **	Paper #5 Draft Due Paper #5 Draft Due
14	MO,04/18 TU, 04/19 WE,04/20 TH, 04/21 FR, 04/22	"Documenting Sources in MLA Style" RFW 418-76 Workshop/TBA "Documenting Sources in MLA Style" RFW 418-76 "Integrating Sources" RFW 403-17 "Documenting Sources in MLA Style" RFW 418-76	
15	MO,04/25 TU, 04/26 WE,04/27 TH, 04/28 FR, 04/29	Review for Final Examination TBA Review for Final Examination Last Day of Class ** STUDY DAY – NO CLASSES ** FINAL EXAMINATION – Sec 09E (12:20 MWF)–1:30 – 3:30 p.m.	Paper #5 Final Due Final Examination
16	MO,05/02 TU, 05/03 WE,05/04 TH, 05/05 FR, 05/06	FINAL EXAMINATION – Sec 07E (11:15 MWF)--8:00 – 10:00 a.m. Commencement at Dunn Center	Final Examination
17			