

**Course Syllabus  
Genesee Community College  
Keshequa Central School  
Fall 2006**

## **Eng Comm 101**

<b>Instructor</b>	Karen Bugman	<b>E-mail</b>	Kbugman@genesee.edu
<b>Phone</b>	585-468-2541 ext. 3027	<b>Office Hours</b>	Prep- , 6 <sup>th</sup> , 8 <sup>th</sup>
<b>Office</b>	Keshequa Central School Rm 3027	<b>Meeting Times</b>	1 <sup>st</sup> & 7 <sup>th</sup> period Fall semester

**Student to Instructor Communication Options:** You may contact the instructor in person, by phone, or through email ([kbugman@keshequa.org](mailto:kbugman@keshequa.org))

### **Catalog Description:**

Catalog Description: Presents an overview of the basic rhetorical principles that apply to six aims of discourse, with particular focus on informative and persuasive discourse. Students write six to eight compositions and several examination, and learn and apply appropriate research and documentation skills. Computer labs may be used, although computer knowledge is not necessary, except for online course sections. Prerequisite: Completion of ENG100, or ESL100 with a grade of C or better, or by placement.

### **Prerequisites:**

Completion of ENG100, or ESL100 with a grade of C or better, or by placement.

### **Objectives (Student Learning Outcomes):**

Upon successful completion of this course, students will be able to:

1. Analyze both orally and in short-answer writing (sentence or paragraph length) the aims and modes of discourse and their characteristics;
2. Perform self and peer editing, revision, and evaluation on a minimum of three writing assignments, to demonstrate an understanding of the writing and editing process;
3. Compose six to eight standard papers (two to five pages each) employing appropriate academic usage and style, in order to demonstrate critical thinking skills; two of those papers must follow guidelines identified in objectives four and five;
4. Write either a single 1500-word informative paper based on library research using MLA style and documentation, or at least two standard papers following the same criteria, to demonstrate an understanding of informative discourse;
5. \*Compose a 1200-word paper using at least three persuasion or argumentation strategies, after taking a focused library orientation on the use of appropriate online full-text databases, to show familiarity with persuasive or argumentative writing; and cite a minimum of five online sources, to demonstrate competence with MLA documentation.

\* This course objective has been identified as a student learning outcome that must be formally assessed as part of the College's Comprehensive Assessment Plan. All faculty teaching this course must collect the required data (see Accessing Student Learning Outcomes form) and submit the required analysis and documentation at the conclusion of the semester to the Office of Assessment and Special Projects.

### **Texts and Materials:**

[Fields of Reading](#), Comley, Nancy, et al.  
[Freshman English Workshop](#), Long, ed.  
[St. Martin's Guide to Writing](#), Axelrod and Cooper  
[A Writer's Reference](#), Hacker

### **Course Requirements:**

Two exams.  
debate project.

One final

[Library orientation](#)  
[Five papers of 700+ words.](#)  
[One paper of 1200+ words](#)  
[One supervised writing assignment](#)

### **Grading Criteria:**

**Grading-** Late assignments will not be accepted. If you are absent, work must be turned in on the day you return to school. If school or class is cancelled, please do not assume due dates have changed. Work will be due during the next class unless otherwise noted by the instructor. (See me in case of emergencies). The following scale will be used **for the course-**

A- 90-100

B- 80-89

C- 70-79

D- 60-69

and F- 59 and below

Students will demonstrate satisfactory completion of the course by completing all written assignments and exams at a cumulative level of 70% or better.

**For exams, quizzes, and papers-** exams and quizzes will be graded numerically on a scale of 1-100 and the scoring is explained for individual exams. Papers will be graded with a letter grade, which has a numerical equivalent. A-95, B-85, C-75, D-65, F-50. For a + add 3 points; for a – subtract 3 points. Example-C+ = 78; C- = 72.

**Calculating the final grade-** The **set** of quizzes and individual remedial assignments, each exam, and each paper are weighted as one. To compute, add the scores for the number of activities completed and divide by the total weighted number of activities.

**Course Policies:**

**Rewriting-** You may rewrite papers (especially if they score below a C). You will receive comments on all graded papers and these comments should be used as a guide in doing your rewrite. If you decide to do a rewrite, you must turn in the original paper, comments, and the revised draft. I will keep the higher of the two grades in computing the final grade

**Attendance policy-** to complete this course successfully the student must normally complete all of the assigned work and participate in regular classroom activities. Much of the learning results from interaction with the instructor and other students. The course includes reading and writing assignments and exams, some of which are cumulative. For that reason, regular attendance and disciplined work habits are crucial to passing the course. If you miss a class, it will be the responsibility of the student to find out what was missed in this period. Regular assignments must be completed on time. If you miss an exam, you will receive a zero on it. (See me in case of emergencies). We will follow the school's policy for a half-year course: **if you miss more than 18 classes, you will lose credit for the course.**

**Plagiarism/Cheating: Plagiarism** is the dual act of presenting and claiming the words, ideas, data, or creations of others as one's own. Plagiarism may be intentional--as in a false claim of authorship--or unintentional--as in a failure to document information sources using MLA, APA, CBE, or other style sheets or manuals adopted by instructors in the College. Presenting ideas in the exact or nearly exact wording as found in primary or secondary sources constitutes plagiarism, as does patching together paraphrased statements without in-text citation. Each faculty member will determine appropriate responses to plagiarism. Disciplinary action resulting from confirmed instances of plagiarism and/or cheating may include receipt of a failing grade on an assignment or the course, removal of a student from a class, or expulsion of a student from the College.

**Course Schedule:** (As specific as possible, a **week-by-week** listing of course activities, events and expectations. Calendar format is useful. Schedule should include subject matter coverage, reading and writing assignments, examination dates, field trips, lab dates, class cancellation procedure and notification, and the last date to withdraw. The table below can be used, altered, or replaced depending on instructor preference)

**Tentative Course Outline-**

## **Unit 1**

**Week 1** 9/6-9/8

### **Orientation**

Prep: --

Due: Preassessment

**Week 2-** 9/11-9/15

### **Writing Process: Steps in Writing; Essay Structure**

Prep: Axelrod introduction, Comley pp 1-21 "Intro, Why Write?", 23-29 "Reflecting", 48-59 "Mirrors"

Due:--

**Week 3-** 9/18-9/22

Writing Process: Aims of Communication

Prep: FEW intro, Comley pp 60-65 "Learning to Read and Write", 68-75 "Dialogues with the Dead", 104-110 "Shooting an Elephant"

Due:--

**Week 4-** 9/25- 9/29

Writing Process: Modes of Communication

Prep: Axelrod ch 14-18, Comley pp 111-119 "What Did You Do in the War, Grandma", 132-137 "Can We Know the Universe?"

Due:--

## **Unit 2**

**Week 5-** 10/2-10/6

Application: Self-expression

Prep: FEW Workshop 1,2, Comley as assigned

Due: Assignment #1. Discuss an event that has made a significant impact on you.

**Week 6-** 10/10-10/13

Self-expression, prepare exam #1

Prep: FEW Workshops 3,4,5, Comley as assigned

Due:

**Week 7-** 10/16-10/20

Application: Self-expression

Prep: --

Due: Exam #1, Assignment #2. Research a famous painter, writer, musician, actor, etc. Speculate on how their family, education, work, or experiences may explain the style of their creative accomplishments.

## **Unit 3**

**Week 8-** 10/23-10/27

Research and documentation, library tour

Prep: MLA Overview, Axelrod ch 20-22, FEW Workshop 10  
Due:--

**Week 9-** 10/30-11/3

Application: Information

Prep: Axelrod ch 2-3, FEW Workshops 6-7, Comley pp 163-191 "Reporting", "At Home, In School, In Hiding", "Hatsuyo Nakamura"

Due: --

**Week 10-** 11/6-11/9

Application: Information

Prep: FEW Workshops 8-9, Axelrod ch 4-5, Comley pp 325-335 "What High School Is", 500-510 "Our Picture of the Universe", 524-539 "The Action of Natural Selection"

Due: Assignment #3. Interview three people about a given topic and report on the results. This is a standard research paper based on library research and using MLA style and documentation.

**Week 11-** 11/13-11/17

Application: Information

Prep: --

Due: Assignment #4. Interview someone who has witnessed a major world event. Discuss the importance of the event and impact it made on this person. This is a standard research paper based on library research and using MLA style and documentation.

**Unit 4**

**Week 12-** 11/20-11/21, 11/27-12/1

Application: Persuasion

Prep: Axelrod ch 7, FEW Workshops 11-12, Comley pp 551-557 "Arguing", 581-591 "Politics and the English Language", 640-644 "The Declaration of Independence"

Due:--

**Week 13-** 12/4-12/8

Application: Persuasion

Prep: --

Due: Assignment #5. 1200 word minimum. Using at least three persuasive strategies, persuade a group to take action on a given problem. This is a research paper using GCC databases and MLA style and documentation.

**Week 14-** 12/11-12/15

Application: Persuasion

Prep: Axelrod ch 6, 8, Comley pp 717-722 "Women's Brains", 734-739 "A Proposal to Develop Meaningful Labeling for Cigarettes"

Due:--

**Week 15-** 12/18-12/22, 1/2-1/5

Application: Persuasion, Prepare Exam #2

Prep: --

Due: Assignment #6. Persuade a given audience that one product is better than its competitors'. This is a standard research paper based on research and using MLA style and documentation.

**Week 16-** 1/8-1/12

Course closure

Prep:--

Due: Exam #2, Assignment #7. In class writing.

**Weeks 17 & 18-** 1/16-1/25

Independent study/ Debates.

Successful completion of this course earns 3 college credits from GCC.

**Instructional Support Services:**

**Contacting the instructor-** Time will be available during class for individual assistance. You are welcome to see me during my free periods (6<sup>th</sup>, 3B, 8A, or 9<sup>th</sup> by appointment) or contact me through e-mail. My address is [kbugman@keshequa.org](mailto:kbugman@keshequa.org).