



Alliant International University
California School
of Education

ENG 1106
English Composition 1

Semester Hours:	Three (3) Hours Per Week
Semester:	Fall 2019
Meeting Time/Place:	T & TH – Block 2 9:45 AM – 11:10 AM
Grading Type:	Letter Grade
Instructor:	Ashlee Guthrie
E-mail:	ashlee.guthrie@aspirepublicschools.org
Phone:	(209) 943-2389
Office and Office Hours:	TBA – By Appointment Only

The California School of Education Mission Statement

The California School of Education (CSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

California School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's California School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention

Required Text

Kirszner and Mandell. *Patterns for College Writing* (12th ed) ISBN-13: 978-0-312-67684-1 (an e-edition is available)

I. Course Description, Objectives, and Rationale:

In this course we will concentrate on developing the writing, reading, and critical thinking skills you will need to succeed. The major focus of the course is on expository, narrative, and persuasive composition including developing skill in entertaining multiple viewpoints and logical reasoning. Strategies include analytical reading and comprehension, methods of organization and development, and the elements of style.

Please be aware that we will be sharing our papers and ideas with fellow classmates in groups. Therefore, do not write about anything that you do not wish to share. In deciphering and analyzing our writing, we will workshop our essays in hopes of receiving a multitude of responses and suggestions. Workshops are intended, as are class-wide discussions, whether synchronously or asynchronously, to not only permit, but to foster an awareness of exactly what a good essay is and, perhaps more importantly, how to write it.

Attendance and Assignments

- 1) Attendance is crucial -- you are a valuable part of this class and will be needed for lectures, discussions, and group work. There is a great deal of work necessary for the successful completion of this course, and therefore, attendance is mandatory at all class sessions. All work missed during absences must be made up and its point value will be lowered by 10% of its original score for every day it is late. You may want to exchange phone numbers with another student. Two or more unexcused absences will negatively affect your grade. *This also applies for online groups and conversations, class conference calls, and virtual meetings for online courses.*
- 2) Assigned readings and writing assignments must be completed prior to class and you will need to be ready to participate in and, at the end of the term, lead a discussion on your papers;
- 3) Satisfactory completion of all papers including formal and informal written assignments;
- 4) Satisfactory completion of the Midterm and Final Exams.

Special Arrangements

This is a disability / diversity friendly class. Students with disabilities or those who have need for special arrangements should see me.

A Note on Interruptions

If you must enter late or leave early, please do so quietly. Cellular phones or pagers must be on vibrate or turned off during class.

II. Regarding the Assignments

Criteria

Written assignments will be graded according to the following:

Content (is content in-line with purpose, is it consistent, and does it fulfill the stated requirement);

Expression (is what you said what you meant to say);

Organization (is the work logical, both minutely and holistically);

Style (is the writing clear, unambiguous and appropriate to the information);
Technical (mechanics, grammar, spelling, punctuation and length)

Distribution:

Essay 1: Narrative	25 points
Essay 2: Description	50 points
Essay 3: Compare and Contrast	50 points
Essay 4: Definition	50 Points
Essay 5: Argumentative Debate	50 Points

Do-Now Journal Entries 100 Points

Midterm: Process In-Class Essay 50 points

Final: TBA 25 points

Total Possible: 400 points

Final grades are calculated according to the following scale:

380-400 = A 336-347 = B 296-307 = C 256-267 = D
360-379 = A- 320-335 = B- 280-295 = C- 240-255 = D-
348-359 = B+ 308-319 = C+ 268-279 = D+

General Criteria

Written work must be typed, double spaced and / or formatted accordingly, and will be graded on the following: Organization and development of your ideas; the ability to guide the reader in understanding what you are writing, professionalism in presentation; demonstrated knowledge of the content, parameters and methodologies of the paper and the application of that knowledge. Papers should be approximately 1500-2000 words in length exclusive of the bibliography (**and they must have a bibliography**). **NOTE:** There are only six papers due for the term; however, those five papers must be flawless. Because entire arguments can and do fail due to poor editing, lack of sound research, or simple sloppiness, the assignments are graded meticulously.

Essays:

Upload assignments to Google Classroom before the start of class on the day they are due. *Please Note: I use both a university based and net-based plagiarism search program. Plagiarism will result in a failing grade for the course.* Your textbook has examples for all the essays due in this class.

IMPORTANT Saving Documents:

Please save your papers with your last name, course number and assignment number (i.e. Guthrie English 1106 1, Guthrie English 1106 2, Guthrie Midterm, etc). It makes it much easier to upload to Google Classroom and ensure that all papers and points are tracked correctly.

Midterm and Finals:

The midterm and final exams will consist of writing an argumentative essay on a topic given to you that week.

Grade Appeals

Should you question your final grade for this course, there is a method for appeal. First, write a letter to me being specific about the problem. State your reasons for the appeal and the evidence you have supporting it. If, after this, the situation has not been resolved to your satisfaction please write a letter of appeal to the Associate Provost for Undergraduate Education. Again, in this letter be specific and include relevant details. That Office will examine the file after its review by the College Grade Appeals Committee. The decision by the Office of the Associate Provost is final.

Your grade is not about your politics

I intend to promote in this class an environment that has as a core value the treatment of all people with dignity and respect. I expect to hold others and myself to behaviors that support that goal, which, in fact, one might call a political goal. As with all courses, however, I will base my evaluation of your work on your analytic approach to the material we study and to the problems assigned, not on the political values that may come out in them. This class is urged to be aware of, and sensitive to, the social implications of language and to seek wording free of discriminatory overtones.

<i>Outcome Based Assessment Indicators For Your Paper:</i>	Key Performance Indicators			
<u><i>Your Topic</i></u> <i>This Paper:</i> ↓	<i>Strongly Agree</i> √√√√	<i>Agree</i> √√√	<i>Disagree</i> √√	<i>Strongly Disagree</i> √
Introduces the topic – Introduction of the Problem				
States the key issues dealing with the topic- Problem Statement				
Sentence and paragraph construction				
Posits what you consider to be the central answer to the issues you seek to address				
Explains how and with what sources the central answer can be addressed or is addressed and provides a conclusive support of the answers you reach				

Ends with a summation of findings and possible venues for further exploration				
The Paper (Mark one or more as appropriate)				
Detail-oriented				
Scholarly, Properly Annotated and yet easy to read ¹				
Tackles complex issues without losing the bigger picture				
It's the kind of paper I would want to write				
Overall				
Final Grade	Numerical:		Letter:	

III. Student Learning Outcomes / Performance Objectives

<i>Outcomes</i>	<i>Objectives</i>	<i>Assessment</i>
Research writing	Knowledge of Communication matrices	Examining case studies
Collaborative writing	Understand cultural, corporate and organizational writing	Committees and groups
Ethics and legalities	Understand obligations to employer, the public	Class discussion, conduct simulations
Argument creation	Understand patterns unique to individual documents	Submission of assigned documents

**** Note: All readings refer to**

**** Please remember: All work must be submitted via Moodle class site on or before the due date. Make sure your name and e-address are on the assignment itself**

Policy on Plagiarism and Screening for Plagiarism: An act of plagiarism (defined in the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined in the University’s catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com.

¹ Be mechanically flawless, properly annotated using a standard scholarly convention and include section headings with an introduction, a conclusion, and a bibliography

Course Schedule

NOTE: Readings refer to **Patterns for College Writing (12th ed)**. Additional readings will be posted in the course Moodle site or given to you. Edit your papers extensively, get help with them in groups, and spend time with your papers in rewriting before submitting. Your papers must be as error-free as possible. All assignments must be uploaded to the course Moodle site on or before the due date and make sure your name is on the document.

Class Schedule

Please remember: All assignments must be uploaded on or before the due date. Keep a copy of everything you submit.

WEEK 1 Read chapters 1-5

WEEK 2 Read Chapters 6 & 17

WEEK 3 **Essay 1: Narrative**

WEEK 4 Read Chapter 7

WEEK 5 **Essay 2: Description**

WEEK 6 Read Chapter 11

WEEK 7 **Essay 3: Compare and Contrast**

WEEK 8 Midterms / Read Chapter 9

WEEK 9 **Essay 4: Process In-Class Essay**

WEEK 10 Read Chapter 13

WEEK 11 Read Chap 14

WEEK 12 **Essay 5: Definition**

WEEK 13 Defense of Argumentation

WEEK 14 Read Chapter 15

WEEK 15 **Essay 6: Argumentation**

WEEK 16 Presentations / **Final Exam** / Exit Inventory Assessment

Note textbook appendix: *Documenting Sources: APA*