

Upper Iowa University
Independent Study Program
ENG 101-09 Basic Composition

COURSE DESCRIPTION:

A study and practice of expository writing, with narrative and descriptive compositions assigned regularly. Emphasis is on the development of sound understanding of rhetorical principles. Three semester credits.

COURSE OVERVIEW:

Basic Composition is about two separate processes: writing and editing. In its raw form the writing process is wholly creative and liberating. It involves mulling over what you think, feel, or believe about the world, and trying to communicate your thoughts to others. Writing involves dozens of individual choices and allows for a multitude of individual voices, thoughts, and positions.

Editing is the nuts-and-bolts process that a writer goes through in order to nail down meaning for a second person. Editing involves looking at the mechanics of punctuation, grammar, syntax, and word choice. It can be mechanical and time consuming, but there is a certain fundamental satisfaction in editing a piece of text to the point that it says only what the writer wants it to say, exactly and unequivocally.

In this course you will practice both editing and writing.

COURSE OUTCOMES AND OBJECTIVES:

Upon successful completion of this course, you will have demonstrated that you have reached, at minimum, the level of rhetorical proficiency expected of a first year college student. You will be prepared to write the papers and essays which will be required in your other classes, and you will be prepared to enter successfully a sophomore level writing class. Specifically, you will have demonstrated: 1) identifying the strategies of the process approach to college level writing, 2) employing prewriting strategies to generate topics, 3) practicing methods of narrowing topics and supporting main ideas, 4) developing ideas—including those based on one's personal experience—in coherent, organized essays, 5) demonstrating control of main ideas by formulating a thesis or claim, introduction, and conclusion, 6) performing attentive reading and critical thinking skills, 7) revising and editing drafts to strengthen written work, 8) practicing levels of usage and punctuation required of Standard American English, 9) **gaining familiarity with APA format to accurately/fairly incorporate another writer's ideas and to avoid plagiarism**, 10) assessing objectively the success of composition strategies apparent in an essay.

SKILLS:

The exercises, research writings, and final exam are designed to support writing across the curriculum and the university's general education goals of communication, critical reading, independent critical thinking, mastery of the APA format, the blending research materials with one's own conclusions, and understanding of the humanities.

GENERAL EDUCATION OUTCOMES

In this course English 101 students you will be expected to read critically, to write clearly, to distinguish between fact and opinion, and to develop a knowledge of the creative process. In addition, a number of skills and proficiencies will be reinforced. These include the ability to speak effectively and listen objectively, and to use appropriate computer skills to transform raw data into information.

The level of demonstrated achievement of these outcomes will be reflected in your course grade.

REQUIRED TEXTS AND RESOURCES:

1. Troyka, L. Q. & Hesse, D. (2009). *Simon and Schuster Handbook for Writers* (9th ed.). Upper Saddle River: Prentice Hall.
2. Access to a good dictionary and (for your final paper) a library
3. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select Independent Study for your location.

GRADING:

This course consists of five units of study that build upon one another. The grades will be weighted as follows:

Unit I:	Writing Situations and Processes I	10%
Unit II:	Writing Situations and Processes II	10%
Unit III:	Writing Effectively	10%
Unit IV:	Writing with Style	10%
Unit V:	The Research Paper	30%
Final Exam		30%

English 101 is divided into five assignments and a final exam. Each will be graded on an A-F scale.

GRADING DEFINITIONS AND CRITERIA -

A= Clearly stands out as an excellent performer.

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

A - = Stands out as an excellent performer.

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example:

“A-” work should be of such a nature that it might be put on reserve for other students but with reservations; an “A-” should be considered a very high grade.

B+ = Grasps subject matter at a level considered to be very good.

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: “B+” work indicates a very high quality of performance and is given in recognition for solid work; a “B+” should be considered a high grade.

B = Grasps subject matter at a level considered to be good.

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a very good grade.

B - = Often grasps subject matter at a level considered to be good.

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

Example: “B-” work indicates very good performance and is given in recognition for usually solid work; a “B-” should be considered a good grade.

C+ = Demonstrates a just more than satisfactory comprehension of the subject matter.

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

Example: “C+” work represents above average work. A student receiving a “C+” has more than met the requirements, including deadlines, of the course.

C= Demonstrates a satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

C - = Demonstrates a barely satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

Example: “C-” work represents below average work. A student receiving a “C-” has barely met the requirements, including deadlines, of the course.

D+=Quality and quantity of work is below average, but verging on acceptable.

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

Example: “D+” work is passing and approaches, but does not meet the average expectations.

D= Quality and quantity of work is below average and barely acceptable.

Accomplishes the most basic requirements of the course with below average skill.

Example: “D” work is passing by a slim margin and questions the student’s ability to succeed in more advanced coursework.

D - =Quality and quantity of work is well below average and marginally acceptable.

Accomplishes the most basic requirements of the course and executes them poorly.

Example: “D-“ work is passing, but strongly questions the student's ability to continue on with more advanced level of coursework.

F= Quality and quantity of work is unacceptable.

Academic credit is not earned for an F.

Example: “F” work does not qualify the student to progress to a more advanced level of course work.

ASSIGNMENT INFORMATION

I PREFER THAT ALL ASSIGNMENTS ARE TYPED AND DOUBLE SPACED. If you do not have access to a typewriter or word processor, please write legibly and double-space your work.

Except for the final exam, this is an open-book course, and your instructor assumes that you will be honest about handing in your own work. **Plagiarism** will not be tolerated; **if detected, it will result in an automatic F for the course.**

It is up to the discretion of the professor to award a passing or failing grade to the student.

PROCEDURES FOR SUBMITTING COMPLETED ASSIGNMENTS

All submitted work should follow the APA format (check pp. 605 and following) in your text for details.

1. If possible all submitted work should be typed
2. Double space all lines of text
3. Each first line of each new paragraph must be indented five spaces
4. All unit submissions must include the correct heading (see page 613)
5. Each unit must have a cover sheet – if you are emailing the assignment, please include the information required on the assignment cover sheet.

You may submit your work through any of the following methods:

1. U.S. Postal Service

Fill out the cover sheet and send the unit to:

Dr. Dex Westrum
618 Hawthorne Avenue
South Milwaukee, WI 53172

2. Email

Send the assignment to lindex@wi.rr.com with the file attached as a Microsoft Word document, and paste the text into the body of the email itself as well. Be sure to use a heading that includes the information that is found on the cover sheet. **In the subject line, please write “Eng 101” and the correct unit number.**

CITATION OF SOURCES:

Any time outside sources are used to supplement your own analysis, source documentation must be present. Please review the APA guidelines (Chapter 37 in the text) for citing sources. Do not use MLA.

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

WRITING PROFICIENCY:

It is recommended that all papers and research are done in the APA style. We expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in all written work, and exams.

It is recommended that all students purchase the APA guide/manual listed on the UIU website. *Publication Manual of the American Psychological Association*. \$27.00 new.

OTHER HELPFUL WEBSITES:

Research and Writing: <http://owl.english.purdue.edu/> . Contains tips on how to write a research paper.

Bartleby.com: www.bartleby.com/reference. This site has excellent references, such as *American Heritage Dictionary*, *Roget's Thesaurus*, *Elements of Style* and *Bartlett's Quotations*.

Britannica.com: www.britannica.com. Plug in any subject, get articles and related Web sites.

Google: www.google.com. This site is a great all-purpose search engine on the Web.

The Internet Public Library: www.ipl.org. A great site to start research and has reference, newspaper, and magazine links. Also contains archives of academic papers and tutorials on how to improve writing.

EXAMINATION INFORMATION:

After you have completed the individual units, you will have to arrange for a proctor and **contact the Center for Distance Education Office to have a copy of the Final Exam sent to him or her**. The exam consists of an essay of about 1000 words. You will be given three hours to complete it, and you may use a dictionary. Briefly, you will choose a topic from a list that will be provided to you, around which you will structure an argumentative essay, complete with opening/thesis statement, support through the body paragraphs, and a conclusion.

NOTE: In order to pass this course, you must get a passing grade ("D-" or better), on at least one of the exams and have enough cumulative points to earn a passing grade.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender's own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students' work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,

- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2008/09 page 98.

http://www.uiu.edu/catalogs/eu/policies_1.html#conduct

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu/library. **To request usernames/passwords for remote library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or [(563)425-5261, library weekend hours] or, email library@uiu.edu by clicking on the link.** Please be sure to include your student ID number to

help verify that you are an Upper Iowa University distance learner. (Hint: consider requesting accesses BEFORE you need the service.) Library help sheets can be found on myUIU.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the Independent Study office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Academic Advising Coordinator.

This syllabus is tentative and subject to change.