I. **Instructor:** Monica Jo Brown B.A. MTSU, M.F.A University of Oregon  
   Email: mbrown@mcminnschools.com  
   Phone: Central High School (423) 263-5541  
   Office Hours: Planning  

II. **Required Textbooks:**  

III. **Course Overview:** The objective of this course is to improve the student’s ability to write college-level expository and argumentative/persuasive prose.  

Through **Dual Enrollment**, students have the opportunity to receive English IV (high school) and ENGL 1010 (college) credit. Central High offers Comp II Spring Semester.  

**Learning Points will include:**  
- Introduction to structure and development of the essay, especially in relation to the major rhetorical strategies;  
- Review of sentence and paragraph form, as well as grammar and punctuation rules;  
- Coverage of argument and persuasion, and the need to recognize logical fallacies;  
- Identification of the main steps in research documentation;  
- Practice with critical thinking skills;  

Reading assignments and work due dates vary according to instructor. For this course, please refer to the **COURSE CALENDAR** I will provide to you the first week of class.  

*Students entering English 1010 are expected to have a basic understanding of the demands of essay organization and development, an appropriate vocabulary, and a sufficient command of standard written English to ensure reasonable clarity of expression. Students are also expected to have a fair level of reading competency.*  

IV. **Learning Outcomes:** As a result of the activities and study in this course, the student should be able to do the following:  
- Demonstrate an understanding of the development and structure of an essay, including creation of a thesis statement, for which an introduction, supportive paragraphs, and a conclusion are produced, utilizing major rhetorical strategies (i.e., description, exemplification, process, cause/effect, comparison/contrast, narration, classification, definition, and argumentation);
• Utilize careful editing techniques;
• Argue a stance, attempting to avoid major logical fallacies;
• Exhibit a clear grasp of research and documentation methods;
• Demonstrate in oral discussion and analytical writing the ability to read and think critically.

V. Assessments: Learning outcomes will be assessed through the following methods:

• ACT scores for placement into the course; 18 or higher place into ENGL 1010; Scores 17 and below place into ENGL 1010 and ENGL 0900 (The 0900 is the 2-hour Writer’s Workshop and a co-requisite requirement for those students.)
• Diagnostic pre-tests.
• Four essays totaling a minimum of 2500 words (Note: The last essay must be written in class and must be the exemplification mode). Students must write every essay to pass the course. The four essays will be over the following essay modes: process, comparison/contrast, argumentation, and exemplification. The argument essay will be a research paper, citing at least 3 secondary sources in MLA style, and have 700 words minimum. One on one student/teacher conferences will be conducted for this paper. This essay will weigh more against the overall course average than the other papers.
• Other assessments will include reading and skills quizzes, Socratic seminar participation, homework, research, and other in-class writings.

VI. Evaluation and Grading Procedures:

Composition 1 Course Requirements and Percentage of Final Grade
Fall 2018

• Essay 1 Process Essay – 15%
• Essay 2 Comparison and Contrast Essay – 20%
• Essay 3 Research and Argumentation Essay – 30%
• Essay 4 Exemplification Essay On Demand (Your Final Exam) – 15%
• Quizzes: Greek and Latin Root Word Lists and Reading Assignments – 10%
• Socratic Seminar and Writing Workshop Participation – 5%
• Homework, Classwork, Thesis Statements, Drafts, and Revisions – 5%

All essays are graded using the departmental guidelines (see below) in terms of rhetoric and mechanics. If either the rhetoric or mechanics grade is a D or F (69 or below), paper cannot receive a higher grade. The rhetoric grade is the instructor’s judgment of the essay’s thesis, structure, content, development, unity, coherence, sentence style, diction, etc. Students will receive rubrics outlining specific assessment criteria for EACH essay. These rubrics will also be uploaded to My CS courses.
*The instructor has the right to require tutoring for any student as part of an assignment grade or the final grade for the course. I encourage you all to send your essays through Tutor.com (a service available to you for FREE via My CS Courses) before rough draft workshops.

VII. Format

- All typed work will be done in MLA format, double spaced, 12 point Times New Roman, with no bold.

- Students will be REQUIRED to submit BOTH typewritten, paper copies of each essay and to submit digital copies of Essays 1, 2, and 3 to the designated assignment Dropbox on My CS courses.

- Students are encouraged to print from home, but if unable, a printer for student use is available in the library where students can print their essays for 10 cents a page. This must be completed before the due date, however, or the paper will be considered late and points deducted.

VIII. Attendance Policy (including make-up work policy):

- Perfect attendance is expected of all students. Keep absences to a minimum.

- Make-up work is the student’s responsibility. You should turn in work or make it up the following day. If you are absent, it is due the day you return. Quizzes, daily work, homework, etc. should be made-up within one week. In-class essays will be done the day the student returns. All work on the syllabus that is assigned and on the syllabus will be expected on the due date. Late work will have a penalty of -10 points each day.

- Refer to the COURSE CALENDAR, My CS courses, and the “What Did I Miss” board before asking me what you missed.

- For most assignments, you will have one day for each day absence to make-up the work. If it is an essay assigned over multiple days, the essay is still due on the assigned date. Late essays turned in after your scheduled class meeting period during the day will be -5. If you go on Homebound or go to Alternative School, you will need to withdraw from the class and take regular senior English. If you have 3 or more absences per nine weeks or excessive absences, you need to take regular English.

- All due dates for assignments and essays will be on the course calendar and the agenda board.

- Assigned essays are due at the beginning of the period on designated dates. -10 for each day late. All essays during the semester count 80% of the overall grade.

- If you need to print or submit your essay to the Dropbox, you must do this before the class it is due or your essay will be considered LATE. (Think ahead and make a “printing plan!”)
VIII. Disability Statement:
If, because of a documented disability, students require assistance or reasonable accommodations to complete assigned course work (such as modifications in testing, readers, special equipment, etc.) they must register with Disability Support Services and notify the instructor within the first two weeks of the semester. Disability Support is located in the Office of Student Development and Testing (U-118, 423-478-6217 or 423-472-7141).

IX. Withdrawal Information:
The last day to withdraw is published in the college catalog. Students should review their syllabus for the last day to withdraw for courses that do not meet the full semester. Final WITHDRAW deadline is TBA.

X. Academic Integrity:
Cleveland State students are required, as a condition of good standing and continued enrollment, to conduct themselves properly in class. Such proper behavior includes academic honesty, civility, and respect for others and private property. Please refer to the Student Handbook portion of the catalog for further information. Instances of intentional plagiarism will be reported to CSCC.

XI. Technology
• Content and/or assignments for this course may require the use of computers, media equipment, or access to the internet. If you believe you might lack the technical skills necessary to succeed in the class, advise the instructor immediately. In consultation with the instructor, you may consider one of the following options: the e-learning lab, library resources, the CSCC Reading and Writing Center, computer classes for credit.
• You must set up your Cougar Net account the first week of the semester.
• REMINDER: You will be required to use the Dropbox for your 4 essays. I will teach you how to use My CS courses within the first weeks of class.
• Dates to Know and Other Info
  • Dual Enrollment Parent/Student Meeting TBA
  • Registration with CSCC during Dual Enrollment class at Central High on TBA; you must have ALL forms (new or returning student packet) and documents (current transcript AND ACT Score / Accuplacer test results) ready and in your hands at the start of class this day.
• Do the lottery application online ASAP in order to secure your Dual Enrollment lottery grant funding for this course. If you need help with it, just ask.
• You are expected to have your textbook Week One of this course. Please obtain the book and bring it to class with you Week One.
Composition 1 Course Schedule
Fall 2019

Essay 1 – Process

Week 1 – August 27 – September 2
Reading Assignments:
• Syllabus/Getting Started / Personal Statements
• Writing Process lecture
• 4 Modes lecture
• Process Essay topic generation and thesis statements lecture
• “Getting Coffee is Hard to Do”
• “How to Build a Monster for Spare Parts”
Weekly Grades:
• Personal Statement
• Diagnostic Essay
• “Getting Coffee is Hard to Do” response
• “How to Build a Monster for Spare Parts” response

Week 2 – September 1 – September 7
Reading Assignments:
• “What is Process”
• “Planning a Process Essay”
• “Structuring a Process Essay”
• “The Lottery”
• Excerpt from “This is How”
Weekly Grades:
• On Process quiz
• “The Lottery” response
• Process Essay working thesis statement

Week 3 – September 8 – September 14
Reading Assignments:
• Organizational Indicators explained lecture on rubric
• Organizational Indicators explained lecture on transitions
• “Revising a Process Essay”
• “Editing a Process Essay”
Weekly Grades:
• Roots list 1 cards
• Roots list 1 test
• Process Essay draft
• Process Essay peer review

Week 4 (September 15 – September 21) – Essay 1 Final Version Due
Weekly Grades:
• ACT Prep differentiated task
• Roots list 2 cards and test
Essay 2 – Comparison and Contrast

Week 5 – September 22 – September 28
Reading Assignments:
• “What is Comparison and Contrast”
• Possible Comparison and Contrast Topics
• Compare and Contrast class notes
• “Using Comparison and Contrast”
• “Planning a Comparison and Contrast Assignment”
• “Structuring a Comparison and Contrast Essay”
• Subjects and Points Explained lecture
• Writing a comparison and contrast thesis statement and topic sentences lecture
Weekly Grades:
• Quiz: Comparison and Contrast
• Roots list 3 cards
• Roots list 3 test
• Thesis Statement

Week 6 – September 29 – October 5
Reading Assignments:
• “A Student Writer: Subject by Subject Comparison”
• “A Student Writer: Point by Point Comparison”
• “Grant and Lee: A Study in Contrasts”
Weekly Grades:
• Comparison and Contrast Essay working thesis statement
• Roots list 4 cards
• Roots list 4 test
• “Grant and Lee: A Study in Contrasts” response

Week 7 – October 6 – October 12 – Central High School Fall Break

Week 8 – October 13 – October 19
Reading Assignments:
• “I’m Your Teacher, Not Your Internet Service Provider”
• “Emmett Till and Tamir Rice, Sons of the Great Migration”
• Sonnets by William Shakespeare
Weekly Grades:
• Roots list 5 cards
• Roots list 5 test
• Comparison and Contrast Essay draft
• Comparison and Contrast Essay peer review
• Reading Response
Week 9 (October 20 – October 26) – Essay 2 Final Version Due

Essay 3 – Research and Argumentation

Week 10 – October 27 – November 2
Reading Assignments:
- How to Write an Argument lecture
- Questions at Issue Introduced lecture
- The Thesis as Enthymeme lecture
- Chapter 14 Argumentation
Weekly Grades:
- Roots list 6 cards
- Roots list 6 test
- Chapter 14 response
- Research and Argumentation Working Enthymeme

Week 11 – November 3 – November 9
Reading Assignments:
- They Say / I Say Structuring the Counterargument lecture
- Casebook: Do College Students Need Trigger Warnings?
Weekly Grades:
- Socratic Seminar Discussion Preparation
- Socratic Seminar Discussion Observation Sheet
- Socratic Seminar Discussion Reflection
- Socratic Seminar Discussion Assessment

Week 12 – November 10 – November 16
Reading Assignments:
- Best Research Practices and Using Databases lecture
- Incorporating quotations and paraphrases using signal phrases lecture
- MLA Documentation and Works Cited page lecture
- Chapter 16 Finding and Evaluating Sources
- Chapter 17 Integrating Sources and Avoiding Plagiarism
- Chapter 18 Documenting Sources: MLA
Weekly Grades:
- Preliminary Research search terms and prewriting assignment
- Research and Argumentation Essay First Draft conference
- Roots list 7 cards
- Roots list 7 test

Week 13 – November 17 – November 23 - Thanksgiving
Reading Assignments:
- The Declaration of Independence
• “The Obligation to Endure”

Weekly Grades:
• Research and Argumentation Essay Second Draft
• Research and Argumentation Essay Peer Review
• Reading Response

**Week 14 – November 24 – November 30**

Reading Assignments:
• Punctuating Titles lecture
• Revising for Specificity lecture
• Exemplification Essay lecture
• Revising for Exemplification lecture
• Selected Exemplification essays

Weekly Grades:
• Roots list 8 cards
• Roots list 8 test
• RESEARCH AND ARGUMENTATION ESSAY DUE

**Week 15 (December 1 – December 9)** – Essay 4 Exemplification Final Exam