SYLLABUS FOR ENGLISH 101

INSTRUCTOR:

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- English Department—Main Campus
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- Romeoville Campus Administrative Office
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- Other ________________

COURSE DESCRIPTION:
This course is designed to teach writing skills necessary for success in college. It is required for students intending to continue in a baccalaureate program. Special emphasis is placed upon summary writing, exposition, and argumentation.

ILLINOIS ARTICULATION INITIATIVE (IAI) NUMBER:
Gen Ed IAI Number(s): C1 900

CREDIT AND CONTACT HOURS:
3 Lecture/Demonstration
Lab/Studio
3 Credit Hours

PLACEMENT: “C” or better in ENG 099 and ENG 021, or appropriate placement scores.

STUDENT LEARNING OUTCOMES:
- comprehend, analyze, and critique a variety of texts including academic discourse;
- use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;
- engage a topic in which the writer explores writing as a means of self-discovery and produces a text that is designed to persuade the reader of the writer's commitment;
- demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);
- establish a voice appropriate to the topic selected and the rhetorical situation;
- clarify major aims, arrange material to support aims, and provide sufficient materials to satisfy expectations of readers;
- select, evaluate, and interact effectively with sources, subordinating them to the writer's purpose and creating confidence that they have been represented fairly;
• demonstrate satisfactory control over the conventions of edited American English and competently attend to the elements of presentation (including layout, format, and printing); and
• recognize the existence of discourse communities with their different conventions and forms.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES:
• Students will demonstrate organized and coherent communication, both oral and written.
• Students will demonstrate competence in using academic technology including finding, evaluating, and utilizing appropriate information sources.
• Students will demonstrate an understanding of cultural issues.
• Students will demonstrate an ability to think critically and analytically.

REQUIRED TEXTS AND MATERIALS:


James, Henry. *The Turn of the Screw*.

Additional Materials:
• One flash drive for saving documents
• A dictionary (suggested) or access to a reliable dictionary online or app

EVALUATION AND POLICIES:
The grades for this course will be based on the following distribution:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>80%</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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AREAS OF EVALUATION:
1. **Major Writing Assignments**—In order to meet state guidelines for transfer, students must complete a minimum of 4000 words of formal written essay assignments, excluding quizzes, exams, journals, prewriting activities, and revising/editing activities. The week-by-week portion of the syllabus identifies four major essay assignments to meet this requirement. Your instructor will provide electronic copies of detailed assignment sheets. Generally, the word count for each essay is as follows: Essay 1 (750+ words), Essay 2 (1000+ words), Essay 3 (1000+ words), Essay 4 (1250+ words).

2. **Exercises, Exams, Quizzes, Journals, and Other Assessments**—Individual instructors will determine a variety of appropriate means of assessment.

3. **Attendance and Participation**—Attendance is mandatory in all English courses at JJC. Therefore, repeated or chronic absences will negatively affect students’ grades in this course. Your instructor will establish a policy for attendance and participation, including whether or not tardiness and absences other than for school-sponsored activities will be excused. Instructors may initiate an administrative withdrawal for excessive absence, which is commonly defined as in excess of 150 minutes of class time, at any time before the midterm date of your course. However, you are ultimately responsible for
processing a withdrawal and should not assume the instructor has done so. Instructors may ask for documentation for absences at their discretion. If you are enrolled in a dual-credit section, please note how this may affect your dual credit for this class.

POLICIES:
Please refer to the English Department’s Guide to Student Learning for English 101 and 102 for additional course policies. Your instructor will provide you a copy or a link to this document.

1. **Late Work**—Your instructor will establish a policy for late essays and assignments. A suggested standard would be that essays submitted late will lose one letter grade per day they are late. After one week, an essay will not be accepted and a zero will be averaged. Individual instructors may establish a policy for excused lateness. The college policy for all authorized school activities is to excuse the absence and allow for make-up work. Coaches, field-trip leaders, and instructors provide documentation for school activities. Individual instructors retain the right to determine policies for other absences.

2. **Intellectual Property**—Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student work as part of the college's internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform the instructor.

3. **Attendance and Tardiness**—Your instructor will establish a policy for lateness and attendance, including whether or not tardiness and absences other than for school-sponsored activities will be excused. Instructors may initiate an administrative withdrawal for excessive absence before midterm, which is commonly defined as in excess of 150 minutes of class time. However, you are ultimately responsible for processing a withdrawal and should not assume the instructor has done so. Instructors may ask for documentation for absences at their discretion. If you are enrolled in a dual credit section of this course, please note how this may affect your grades and credit for this class.

4. **Final Exams**—All final exams will take place according to the published college calendar. No instructor will administer final exams for the entire class during instructional time, though components of the final may occur before exam week. **Vacations are not an acceptable excuse for an early final exam!** If an individual needs to make a special arrangement due to health or an emergency, that student may consult the instructor. An instructor may also decide to issue a grade of Incomplete if the student’s needs warrant this grade, but a college form must be completed to issue this grade.

5. **College Statement about Grades of “F” and Withdrawal from Class**—Students may withdraw from a course by processing an add/drop form during regular office hours through the Registration and Records Office at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade in the course. At any time prior to the deadline dates established, an instructor may withdraw a student from class because of excessive absence, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism. If you are enrolled in a dual-credit section, please note how this may affect your dual credit for this class, as well as your future plans for completing any degree.

6. **Intellectual Honesty**—Students need to review the statement in the departmental Guide to Learning and consult Section R-4 on plagiarism in the *The Little Seagull Handbook*. JJC subscribes to www.turnitin.com, an online plagiarism detection service, and instructors reserve the right to submit
students’ written assignments to this resource or set up Turnitin dropboxes in Canvas. At the very least, a grade of zero will be assigned to work that has been detected as plagiarized. The instructor may also fail you for the entire course and/or pursue Code of Conduct measures with the Dean of Student Development. Your instructor will define a specific plagiarism policy.

7. **Sexual Harassment**—Joliet Junior College seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. JJC has a strong policy prohibiting the sexual harassment of one member of the college community by another. See the JJC Catalog or Student Handbook at [http://catalog.jjc.edu](http://catalog.jjc.edu). According to the JJC Code of Conduct, “The Illinois Human Rights Act defines sexual harassment in higher education as any unwelcome sexual advances or requests for sexual favors made by an executive, administrative staff or faculty member to a student, or any conduct of a sexual nature exhibited by such person(s) toward a student, when such conduct substantially interferes with the student’s educational performance or creates an intimidating, hostile, or offensive educational environment.” Sexual harassment may also occur between two or more students. A more detailed explanation can be found in the Code of Conduct, and this behavior will not be tolerated. Report any incidents to the Dean of Students in D-1010 or the Vice President of Student Development.

8. **Student Code of Conduct and Academic Honor Code**—Each student is responsible for reading and adhering to the Student Code of Conduct as stated in the college catalog and on the JJC Website. In addition, the objective of the academic honor code is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one’s academic behavior. Please see [http://www.jjc.edu/academic-behavior-standards/Pages/code-of-conduct.aspx](http://www.jjc.edu/academic-behavior-standards/Pages/code-of-conduct.aspx) for detailed information.

**ADDITIONAL RESOURCES:**

**Library:**

2nd Floor, Campus Center
(A Building), ext. 2665

The Library at JJC does not only function as a resource space for print and electronic research materials. The Library has study spaces – individual and group – along with computer labs. The Library also provides students with in-person and online instruction sessions on why using a college library for research creates successful research papers, as well as, how to become a more efficient and effective researcher. The Faculty Librarians are available for one-on-one help, or small group instruction. [http://www.jjc.edu/library/Pages/default.aspx](http://www.jjc.edu/library/Pages/default.aspx)

**The Tutoring and Learning Center**

C-2010, ext. 2730

Professional, degreed tutors provide individual help by appointment. Visit their Website at [http://www.jjc.edu/tlc/Pages/default.aspx](http://www.jjc.edu/tlc/Pages/default.aspx).

**Project Achieve**

A-1115, ext. 2303

English tutoring is available by appointment for students who qualify. [http://www.jjc.edu/project-achieve/Pages/default.aspx](http://www.jjc.edu/project-achieve/Pages/default.aspx)

**StAR (Students’ Accommodations and Resources)**

A-1125, ext. 2230

Staff is available to students with physical disabilities, diagnosed learning disabilities, visual or hearing impairment, and limited English proficiency (English as a second language) as well as to students who need tutorial support to complete vocational classes or students who are on academic probation.
Computer Labs C-2014, C-2015, C-2016, C-2017
These labs are open each day and are intended for students to use for preparing their papers, completing assignments, and conducting electronic research. Other labs are available throughout the campus.

Academic Skills Center A-1138, ext. 2284
Testing and tutoring services (ACT COMPASS, GED, TEAS, iCampus)
http://www.jjc.edu/academic-skills-center/Pages/default.aspx

International Students / LEAP Center A-1114, ext. 2262
Tutors for assisting with English language pronunciation, vocabulary, speaking, and listening skills for non-native speakers of English.
http://www.jjc.edu/international-students/Pages/Intensive-EAP.aspx
Schedule of Assignments for
English 101 with Acting Out Culture

WEEK 1  
**Introductions** (course materials, Canvas, eBook TLS, personal intros)  
**Intro to Argument**  
*EA* chapters 1, 17

WEEK 2  
**Sequence I: Rhetorical Analysis (Essay 1)**  
*EA* chapters 2-5

WEEK 3  
**Rhetorical Analysis, continued**  
**MLA formatting, quoting/citing sources**  
*EA* chapter 6  
*EA* chapters 20–22  
Practice rhetorical analysis on selected essay from text or supplement

WEEK 4  
**Workshop Week**  
Rough draft workshops, peer review, grammar/style review  
**Essay 1** due at end of Week 4

WEEK 5  
**Sequence II: How We Learn (Essay 2—classical argument)**  
Readings:  
“Introduction” (*AOC* 234)  
Gatto (271)  
Kozol (301)  
In-class activities, questions, debates, summary/response activities

WEEK 6  
**Continued readings/discussion**  
Readings:  
Rose (280)  
Riziga (252)  
Kohn (238)  
In-class activities, questions, debates, summary/response activities

WEEK 7  
**Classical Arguments / Writing Arguments**  
Review *EA* chapter 17  
Read *EA* chapter 7 (“The Classical Oration”); *EA* chapter 13

WEEK 8  
**Workshop Week**  
Computer lab time, rough draft workshops, peer review, conferences,  
grammar/style review  
**Essay 2** due at end of Week 8

WEEK 9  
**Sequence III: How We Work (Essay 3—definition argument)**  
Readings:  
“Introduction” and selected readings from Chapter 5 of *AOC*  
In-class activities, questions, debates, summary/response activities
WEEK 10  Continued readings/discussion
Selected readings from Chapter 5; in-class activities

WEEK 11  Arguments of Definition
Read EA chapter 9; review 13/17 as necessary

WEEK 12  Workshop Week
Computer lab time, rough draft workshops, peer review, conferences, grammar/style review
Essay 3 due at end of Week 12

WEEK 13  Sequence IV: How We Connect (Essay 4—causal argument)

WEEKS 13-14  Selected readings from chapter 6 of AOC

WEEK 15  Causal Arguments
Read EA chapter 11; review 13/17 as necessary

**Instructors may choose to incorporate a small amount (one outside source) of research to Essay 4 as intro/preparation for research in English 102. If so, add EA chapters 18 and 19)**

WEEK 16  Workshop Week
Essay 4 due last day of class

FINAL EXAM  Instructor choice—timed writing assessment; self-assessment narrative; final grammar/style exam; portfolio
A final examination is required for all classes and must take place during the scheduled examination time during final exams week

***ANOTHER ALTERNATIVE***
Structure course around two analytical and two argumentative essays—
Weeks 1–4 on Rhetorical Analysis (as above)
Weeks 5–8 on Visual Analysis (essay analyzing visual argument/visual elements)
*use EA chapter 14
Weeks 9–12 on Argument (classical or other) using reading selections from AOC
Weeks 13–16 on Argument (continued classical or other) using selections from AOC

***GENERAL OPTIONS***
Option 1—Rhetorical Analysis followed by three classical arguments
Option 2—Argument Genre Approach (rhetorical analysis, classical, Rogerian, Toulmin)
Option 3—Genres of Argument Approach (rhetorical analysis, classical, definition, causal)
Option 4—Analysis and Argument (rhetorical analysis; visual analysis; two other arguments)