

**English W131-45 Elementary Composition I**  
**Syllabus and Tentative Course Schedule**  
**TR 4:30-5:45, Science Building G11**

**Instructor:** Ryan P. Shepherd  
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**Office Hours:** Thursday 3-4:15 or by appointment

**Texts and Required Materials:**

- Hult, Christine A. and Thomas N. Huckin. The Brief New Century Handbook. Second Edition. New York: Longman, 2002.
- One sturdy composition notebook for in-class writing.
- Folder or binder to use as a portfolio.
- Recommended: College dictionary and thesaurus.

**Course Description:**

English W131 will offer exercises and practice “in writing organized, well-developed, researched papers for a variety of purposes and audiences” (IPFW Catalog of Courses). The focus of the course will be largely on research strategies, subject matter in student writing, familiarization with audience in writing, and analysis of familiar genres. Gradually, the course will move from more familiar writing genres and methodology to less familiar areas.

**General Course Goals** (Specific Course Goals are at the end of the syllabus):

Upon completion of W131, students should be able to:

- Read critically and write clearly and persuasively in various rhetorical contexts.
- Apply methods of inquiry appropriate to various rhetorical contexts.
- Demonstrate critical thinking through the interrelated activities of reading and writing.

**Course Requirements:**

Portfolio:

- Revised versions of the three main papers
  - Paper 1: Memoir (4-6 pages)
  - Paper 2: Evaluation (Review) (4-6 pages)
  - Paper 3: Researched Paper (6-10 pages)
- All drafts for each paper
- Accompanying materials for the Researched Paper
- All in-class writing
- All journal writing
- Writing Center letters
- Reflective memo

**Class Participation:**

- Peer Review
- Conferences
- Class Discussion

**Journal:**

- Weekly journals of 1-2 pages per week

**In-Class Writing:**

- Weekly in-class writings of 1-2 pages per week

**Final Essay exam**

**Evaluation:**

Final grades for the course will be based on the following:

Portfolio		<b>70%</b>
• Paper 1: Memoir	15%	
• Paper 2: Evaluation (Review)	15%	
• Paper 3: Researched Project	33%	
○ Researched Paper	20%	
○ Research Proposal	3%	
○ Annotated Bibliography	5%	
○ Rhetorical Analysis	5%	
• Improvement	5%	
• Writing Center letters	2%	
Class Participation		<b>10%</b>
• Peer Review	5%	
• Conferences	3%	
• Class Discussion	2%	
Journal		<b>5%</b>
In-Class Writing		<b>5%</b>
Final Exam		<b>10%</b>

*Note: No matter what your final grade is, you must submit all required work to pass the course. This includes a complete portfolio, a journal, all in-class writings, and a final exam.*

**Final Portfolio and Final Papers:**

- Final papers will be graded based on criteria determined by the instructor and discussed in class. Final papers *will not* be graded without accompanying drafts.
- As part of the researched paper, students will be required to complete a rhetorical analysis, an annotated bibliography, and research proposal; all of these will be discussed in class.

- Students will be required to visit the Writing Center (Kettler G19) twice during the semester, once for either the Memoir or Evaluation paper and a second time for the Research paper. Proof of these visitations (letters printed out upon request at the Writing Center) must be included in the portfolio.
- Improvement in writing ability will be considered when giving the portfolio a final grade.
- A reflective memo, discussed in class, will be required as part of the portfolio.
- Please Note: incomplete portfolios *will not* be graded.

### **Class Participation:**

Class participation requires that students attend class and *actively* discuss the materials for that class meeting. Student comments and feedback are required when discussing readings and examples. Students are required to participate in all peer review sessions with active, concrete, and helpful criticism of other students' papers. Students are also required to attend three individual conferences with the instructor over the course of the semester: one for each major paper. Failure to attend these conferences will affect both the participation grade and the grade of the individual papers.

### **Journal:**

Students will be required to write one to two pages per week in their journals. Journals will be graded solely on completeness and not on content. Journals will be collected periodically for review by the instructor.

### **In-Class Writing:**

Every Tuesday, an assignment will be given for students to complete in class. These assignments will be graded for completeness, meeting the criteria determined by the instructor, and general coherence of thought.

### **Attendance:**

While attendance is not graded directly, failure to attend class will cause students to miss in-class writings, peer reviews, class discussions, and many graded and otherwise important aspects of the class. *Attendance is strongly encouraged.* Students who miss peer reviews, conferences, or in-class writings may not make them up unless their absence is discussed with the instructor *before* class time.

### **Tardiness:**

Being late to class is disruptive and frowned upon. Tardiness may also cause the student to miss important information regarding the class, in-class writings, and class discussions.

### **Late Papers and Portfolios:**

Late papers will only be reviewed if discussed with the professor *before* the due date. Late portfolios will not be accepted.

### **Format of Papers:**

All papers should be in Times New Roman 12 point font or equivalent (please no fancy fonts), should be double spaced, and should have one inch margins all around. Title and

author's name should be on the top of the first page. All pages must be numbered. No title pages are necessary and are, in fact, discouraged. PLEASE STAPLE ALL PAPERS BEFORE CLASS.

**Plagiarism:**

Deliberate plagiarism (including purchased papers) present in portfolio writing will result in a failure of the course. Unintentional plagiarism will result in an incomplete, and the student will be allowed to resubmit the portfolio when the errors have been remedied. If the student fails to correct the unintentionally plagiarized portion of the portfolio, the paper will receive no credit.

**Resources:**

- The Writing Center, located in Kettler G19, is a free service to IPFW students. Consultants offer one-on-one help with any portion of the writing process, from coming up with ideas to looking over a final draft. The Writing Center, however, *does not edit* your work. Hours are Sunday 1-5, Monday 10-5, Tuesday-Thursday 9-7, and Friday 9-3. The Writing Center is closed Saturdays. Drop-ins are welcome, but appointments receive priority. Students may sign up for appointments outside KT G19 or by calling (260) 481-5740. For more information and online consulting, visit the Writing Center website: [www.ipfw.edu/engl/wchome.htm](http://www.ipfw.edu/engl/wchome.htm)
- Center for Academic Support and Advancement (CASA), located in Kettler G21, is a free tutoring service for IPFW students. Each student is entitled to two free hours of tutoring through CASA for every course taken. For more information call (260) 481-6817.
- Helmke Library offers assistance to students for research and academic projects. For more information or library hours call (260) 481-6512
- Open-access Computing Labs are located in Kettler 204A, 217, and 217A; Neff B71 and B73; Engineering Technology 305; Helmke Libaray first floor and lounge (24-hour lab); Science Building G15; and Walb 221. Hours vary from lab to lab. Call (260) 481-6068 for more information.
- Services for Students with Disabilities: If you have a disability or acquire one and want to find out what special services and accommodations are available, you may contact Services for Students with Disabilities in Walb 113 or by calling (260) 481-6657.

## English W131 Specific Course Goals:

**1. Read critically and write clearly and persuasively in various rhetorical contexts.** To achieve this goal, students will:

- Read and write a variety of texts for distinct purposes and for a variety of personal, public, and academic audiences. Written work should include several out-of-class texts and some in-class writing. Most out-of-class texts should be four-to-five double-spaced, word processed pages and should include some type of research. At least one longer (six-to-seven page) academic, researched project should be assigned.
- Practice the recursive stages of the writing process (e.g., inventing, drafting, organizing, revising, editing) *for each project*, and become aware of the differences in the processes required for different texts.
- Develop and support a significant and insightful main point, or thesis, in all papers.
- Compose texts that are focused and well-developed through the use of details, examples, comparisons, statistics, citation of authorities, and so forth.
- Practice summarizing and paraphrasing material from a variety of texts as a means of developing and supporting their ideas. These texts should include both mid-level (substantial) periodicals and scholarly journals.
- Practice different ways of organizing and arranging ideas and content that are appropriate for various rhetorical contexts; experiment with different document designs by manipulating spacing, fonts, graphics, colors, etc.
- Demonstrate knowledge of usage, spelling, punctuation, diction, and sentence structure conventions.
- Practice revision strategies that will lead to greater stylistic maturity.

**2. Apply methods of inquiry appropriate to various rhetorical contexts.** To achieve this goal, students will:

- Generate information using a variety of heuristics (e.g., freewriting, brainstorming, clustering, cubing, etc.)
- Learn to use for specific purposes computer databases and indexes, printed indexes, document delivery services, and the Internet.
- Use primary research methods such as observing and interviewing and incorporate the results in their papers.
- Synthesize materials drawn from various primary and secondary sources with their own ideas and experiences.
- Move beyond mere reporting of information to make an original contribution to knowledge.
- Document researched writing using formats appropriate for their audiences and forums (most often APA or MLA).

**3. Demonstrate critical thinking through the interrelated activities of reading and writing.** To achieve this goal, students will:

- Annotate, analyze, evaluate, and discuss a variety of student and professional texts, focusing primarily on rhetorical principles under study.
- Analyze problems or issues from a variety of perspectives, moving beyond either/or reasoning.
- Analyze and discuss in writing their own work through reflective memos and/or journals.

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### Tentative Course Schedule

<b>Date</b>	<b>In-Class Discussion and Activity</b>	<b>For Class</b>
T 1/13	Course Introduction Review of Syllabus Introduction to Memoir In-Class Writing (ICW) #1	
R 1/15	Introduction to Journaling Introduction to the Writing Center Discussion of Sample Memoirs	READ: Sample Memoirs
T 1/20	Prewriting Workshop ICW #2	READ: New Century Handbook (NCH) pg. 10-17
R 1/22	Discussion of Grading Criteria Discussion of Common Grammar Problems	READ: NCH 381-398, 435-442, and 479-480 <b>Memoir Draft 1</b> Due for Instructor Commentary
T 1/27	Discussion of Outlining Introduction to Conferencing Introduction to Instructor Commentary Formatting Demonstration ICW #3	READ: NCH 21-23
R 1/29	<b>Memoir Conferences</b>	
T 2/3	Introduction to Evaluation Introduction to Peer Review Assignment of Peer Review Groups ICW #4	READ: NCH 42 and 44-48
R 2/5	Memoir Peer Review	<b>Memoir Draft 2</b> Due for Peer Review
T 2/10	Short Film to Evaluate Discussion of Peer Review Discussion of Rewriting ICW #5	READ: NCH 32-42
R 2/12	Discussion of Sample Evaluations	READ: Sample Evaluations
T 2/17	PIE Discussion Discussion of Evaluation Criteria Midterm Review ICW #6	READ: PIE Handout
R 2/19	Introduction to Researched Project Discussion of Proposals Discussion of Sample Proposals	READ: Sample Proposals and NCH 95-108 and 161 <b>Evaluation Draft 1</b> Due for Instructor Commentary
T 2/24	Introduction to Annotated Bibliography Discussion of Sample Annotated Bibliographies ICW #7	READ: Sample Annotated Bibliographies
R 2/26	<b>Evaluation Conferences</b>	

T 3/2	Introduction to Helmke Library Class meets in Helmke Library Room 440a ICW #8	
R 3/4	Evaluation Peer Review	<b>Evaluation Draft 2</b> Due for Peer Review
T 3/9	<b>Spring Break: No Class</b>	
R 3/11	<b>Spring Break: No Class</b>	
T 3/16	Introduction to Rhetorical Analysis Discussion of Sample Rhetorical Analyses Rhetorical Analysis Workshop ICW #9	READ: Sample Rhetorical Analyses <b>Research Proposal</b> Due
R 3/18	Discussion of Documentation Formats Documentation Format Workshop	SKIM: NCH 163-216 or 217-257
T 3/23	Library Work Day ICW #10	<b>Rhetorical Analysis</b> Due
R 3/25	Discussion of Argument Argument Workshop Paper Formats Presentation	READ: Argument Handout and NCH 65-80 <b>Annotated Bibliography</b> Due
T 3/30	Discussion of Sample Research Papers ICW #11	READ: Sample Research Papers
R 4/1	Discussion of Grading Criteria for Research Paper Discussion of Plagiarism, Organization, and Effective Sentences	READ: NCH 49-65 and 399-403 <b>Research Paper Draft 1</b> Due for Instructor Commentary
T 4/6	Introduction to Portfolio Discussion of Portfolio Requirements Introduction to Reflective Memo ICW #12	
R 4/8	<b>Research Paper Conferences</b>	
T 4/13	Discussion of Essay Exams Class Review ICW #13	READ: NCH 309-313 and 333-339
R 4/15	Research Paper Peer Review	<b>Research Paper Draft 2</b> Due for Peer Review
T 4/20	Portfolio Peer Review	
R 4/22	<b>Portfolio Due Date: No Class</b>	<b>Final Portfolio Due</b> in my office no later than 6:00 pm
T 4/27	Discussion of Short Story #1	READ: Short Story #1
R 4/29	Discussion of Short Story #2	READ: Short Story #2
T 5/4	<b>Final Exam: 5:45-7:75</b>	