

CPN 099
BASIC COMPOSITION
COURSE SYLLABUS: FALL 2007
INSTRUCTOR: MR. H. MITCHELL

Course Information		Professor Information
Semester: Fall 2007 Location: Old Main 110 Days: T-Th Time: 2:50 - 4:05		Homer Mitchell Telephone: 753-4204 Office: 114A, Old Main Office Hours: Wed. 9-11 and by appointment E-Mail: mitchellh@cortland.edu

Required Texts:

- Gould, Steven Jay, Ed. *Best American Essays*
- Langan, John. *English Brushup*, 4th ed.
- Troyka, Lynn Quitman and Douglas Hesse. *Handbook for Writers*, 8th ed.

Also Required:

- A college-level dictionary
- Highlighter, at least 6 plain manila folders, small stapler

Course Description (CPN 099; Basic Composition):

Focuses on basic processes and elements of composition, including usage and grammar, and sentence and paragraph development. Students learn to analyze and critique readings, produce unified, coherent essays, and work with sources. The course prepares students for Academic Writing I (CPN 100 and 102).

Course Objectives and Expected Outcomes:

- To build upon skills and competencies developed in the EOP Institute, and become more effective at each stage of the reading/writing process
- To analyze and evaluate the work of others based on specific criteria
- To integrate personal experience with other sources employing such patterns as narration, comparison and contrast, analysis, and persuasion
- To articulate clear, logically-developed opinions based on source readings
- During reading/writing process, to consider audience, purpose, and tone
- To write unified, well-organized, college-level writing that demonstrates a developing mastery of grammar, usage, diction, and conventions
- To learn how to constructively evaluate your own work and that of others
- To participate actively in the draft, review, and revision processes of writing, including working with peers, and giving and taking positive constructive feedback
- To extend and expand your abilities as a writer into other disciplines

- To demonstrate mastery of assigned categories of grammar by completing exercises, and by developing and conducting an oral presentation
- To produce the following public essays and reports:

Comparison and Contrast of Reading Sources: You will examine content of two essays using a rhetorical pattern of comparison and contrast. (3-4 pages)

Extended Summary and Response: You will extensively summarize a single reading source, integrate relevant background and supporting information derived from basic research, and respond rationally and objectively to a key question regarding the source essay. (3-4 pages)

Research, Interpretation and Responses: You will draw on textual sources to interpret and respond to central ideas and themes that prove appropriate to a specific purpose and audience. (3-4 pages).

In-class Essay: This timed essay will provide practice for essay exams (1-2 pages)

Reflective Essay: This in-class evaluation of the progress made as a writer, and will emphasize the semester's achievements (for inclusion in the final portfolio)

Topical Writings (10): You will write thoughtful, edited responses to assigned text-based prompts

A Portfolio: To prepare for the portfolio system used in Academic Writing I and II, you will prepare and submit a midterm and final portfolio of your best work. The portfolio will be graded, but unlike requirements of Academic Writing I and II, passing the portfolio is not a requirement for passing the course. However, since the portfolio contains your best revised work, it probably will be difficult to pass the course without having an acceptable portfolio.

Requirements and Bases for Evaluation

You will write at least two complete drafts for each of the formal papers. Outlines and drafts are to be word processed.

You will develop notes, prewriting exercises, outlines, charts, documentation and other preliminary work as scheduled and assigned for each essay.

You will complete regular topical writing assignments, writing development exercises, and quizzes. You will prepare work as assigned and bring all material to class in respective folders. I reserve the right to collect assigned work on a daily, weekly, or random basis.

You will complete and submit workbook as required.

You will prepare for and conduct presentations as required.

You will attend and actively participate in each class and all other assigned activities. Expect your final grade to be lowered if you have excessive absences or if you are late for classes or conferences without proper and sufficient excuse.

Evaluation Elements	Percent of Final Grade
Essay 1	15
Essay 2	15
Essay 3	20
In-Class Essay	10
Quizzes and Grammar Test	10
Topical Responses	10
Exercises	10
Participation/Presentation/Portfolio	10
Total 100	

Attendance

Course Attendance Policy

Mandatory attendance is a course requirement. *Notifying me of an absence or a reason for absence does not constitute a valid excuse for absence.* An excused absence is still an absence. Having an excuse for an absence does not mean that you are still not responsible for satisfactorily completing all assigned work course and submitting it when due. Your enrollment in this course represents your acknowledgement of course requirements, including the attendance policy.

Important Notes:

Making up work

- Whenever you are absent, you are responsible for making up class work. Work submitted past deadlines will be penalized. No make-ups are allowed on quizzes. Please don't ask to hand in work after it is due; it isn't fair to others.

Attentiveness

- I expect you to pay attention in class. Cradling your head in your arms or your hands, sleeping or appearing to sleep, drawing, talking, or whispering to others, talking back, or otherwise behaving argumentatively, rudely, or disruptively will not be tolerated. I reserve the right to ask a student to leave the class at any time.

Tardiness

- I frown on students coming late to class or other assigned activities; tardiness (during or after my taking attendance) is rude and disruptive. I reserve the right to mark absent any latecomers. Repeated tardiness (more than once) will affect your participation grade and your overall grade.

Late Papers and Journal Hand-ins

- Late assignments (including all essay drafts and preparation work) will be penalized unless you have a medical problem or other emergency that is documented. All assignments are due in class on the scheduled due date. Please don't ask for an extension or an exception.

Assignments

- If you are absent, you have sole responsibility to get assignments, handouts, and notes about work covered in class (see your fellow classmates), and to complete and submit all required work on time. I will *not* go chasing after you or your work, and I will not give you a separate tutorial on work you missed.

Topical Writings

- Along with your essays and all other writings you produce for class, your topical responses are public documents. I may ask you to share your responses with the class, to use them as essay-development tools, or to hand them in for my perusal on or after their due dates. If you are not prepared with complete, word-processed responses when they are due, without having a valid excuse, you will not get credit for the response. Bring your up-to-date response folder (and all other work in progress) to every class.

Draft Process and Deadlines

- Your writing in this class represents stages or drafts of your work. Final submissions are still drafts, but they are drafts that are polished, revised, and refined to your satisfaction. As you engage in this revision process, I look for changes that your work goes through. Please remember that the draft process cannot be hurried. Start your assignments and your work early, rather than at the last minute. Give your work a chance to mature.

Deadlines

- Take advantage of deadlines to improve the quality of your work. Deadlines are created to provide a manageable pace for your work. Preparation, organization, and reflection take time. The revision process takes time. If you adhere to the deadline dates imposed for each assignment and submission, you will find that your papers will be better and completing assignments will be less stressful. *Remember: Even the best and most creative writers rewrite and revise their work extensively.* Ernest Hemingway, it is said, rewrote the end to *Farewell to Arms* 39 times!

Submitting Papers

- All submitted papers must be in a folder and accompanied by all preceding drafts and relevant assignments and exercises, graded or ungraded, in order, and with the newest or final revision on top. An evaluative cover sheet (I will provide the format) is also required. Final submissions will not be graded and will accumulate late penalties until all preliminary work including notes, outlines, and charts, and evaluations have been submitted.

Academic Dishonesty and Plagiarism (Read the following carefully)

Plagiarism -- the act of claiming another's writing as your own -- is a serious offense that can have severe consequences. You are responsible for knowing what needs to be acknowledged and how to do it. Unintentional plagiarism is no excuse. Ignorance of the rules is no excuse. That only means that you, the writer, didn't take the time to review the conditions of plagiarism and how plagiarism can be avoided. Submitting material whole or in part to fulfill the conditions of any written assignment in this course that you or anyone else has submitted for the requirements of this or another course--on this campus or elsewhere—is plagiarism. Submitting "borrowed" material is plagiarism. Copying an assignment or part of an assignment from another student is plagiarism. Plagiarism is cheating.

Summarizing someone else's work without proper attribution is plagiarism. Paraphrasing someone else's work without proper attribution is plagiarism. Using a quote directly or indirectly without proper attribution is plagiarism. As you take research notes, be very careful to isolate the thoughts and words of source writers from your own, and to properly credit the ideas of others. I won't accept questionable or incomplete attributions. Submitting a paper or part of a paper done by someone else, altering word choice and/or content of an author without documentation, or failing to document paraphrased, summarized, or directly-quoted material can result in failure for the paper or for the course, and could affect your status as a student. Please read the *College Handbook* (hard copy or on SUNY Cortland's website) carefully for the academic dishonesty policy.

You are advised that, effective Fall 2004, a new policy on academic Integrity has been instituted by SUNY Cortland. You are responsible for becoming familiar with that policy (see Cortland College Handbook, Chapter 340 and 350, revised in May and June 2004).

I reserve the right to require that you turn work (essays or responses) to a plagiarism-detection website on a collective or individual basis. Failure to comply with a request to submit an assignment, to provide evidence of all documentation and origins of source material, or to provide me with a diskette or email attachment in Word of that assignment, will result—at minimum--in a failing grade for that assignment and for the participation component of your overall grade.

Quotes to Ponder

Consider the postage stamp... It secures success through its ability to stick to one thing till it gets there. --Josh Billings

It is hard to fail, but it is worse never to have tried to succeed.
--Theodore Roosevelt

Education is a social process ... Education is growth.... Education is not a preparation for life; education is life itself. --John Dewey

There is in this world no such force as the force of a man determined to rise.
-- W.E.B. Dubois

Without education, you're not going anywhere in this world. -- Malcolm X

Appended:

- Acknowledgement of Syllabus Terms
- Schedule of instruction
- Schedule for grammar and mechanics
- Schedules for responses and essays
- Topical writing guidelines
- Checklist for submitting papers
- Performance expectations and criteria
- Essay evaluation

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Acknowledgement of Syllabus Terms

I have read and understand the terms and conditions of the syllabus for CPN 99. I further acknowledge and understand that I must attain an overall average in CPN 099 of C- and meet specific requirements in order to pass this course.

I also acknowledge the conditions and consequences of plagiarism and academic dishonesty as detailed in the syllabus, and understand that students caught plagiarizing or otherwise cheating can fail the course or even be expelled from the college.

Signed _____ Date _____

Print Name _____

Evaluation Criteria for Student Performance in My CPN Courses

The following outline should help you understand my expectations. The criteria and structure have been modified from Dr. Denise Knight's handout, "Understanding Grades" which was, in turn, based on a system developed by Prof. John. H. Williams, Pepperdine University.

"A" Student – Superior Performance

Attendance

"A" students maintain nearly perfect attendance. Their commitment to the course is obvious.

Preparation

"A" students prepare for class not only by reading assigned material, but also by thinking about it. They are able to effectively engage the material in the appropriate context for the course. All work is handed in on time.

Participation

"A" students show interest in the material, the assignments, and the class. They consistently ask provocative questions or make thoughtful comments.

Retention

"A" students have retentive minds and are able to connect past learning with the present. They are able to apply background material and context to current reading and writing assignments.

Attitude

"A" students have a positive attitude toward learning. They are self-disciplined, determined and take initiative.

Performance

"A" students have exceptional intelligence and insight, usually evidenced by performance on writing assignments. Their work is well-developed, well-presented, sophisticated, often original, a pleasure to read. Portfolios of "A" students are usually outstanding.

"B" Student – Strong Performance

Attendance

"B" students use typically one or two of their excuse absences. Their commitment is sometimes inconsistent.

Preparation

"B" students almost always undertake assignments on time, but sometimes haven't thought about it adequately.

Participation

"B" students often show interest in the material and in the class, but inconsistently. They frequently make interesting questions or make thoughtful comments.

Retention

"B" students retain much of the material and are usually able to connect past learning with the present.

Attitude

"B" students usually have a positive attitude about writing. They possess a fair amount of self-discipline, initiative, and determination, but are sometimes inconsistent in exercising these attributes.

Performance

"B" students have high intelligence and insight, but don't always exhibit these attributes in obvious ways. Their written work is usually strong, but it falls short of excellence. Portfolio submissions are strong and acceptable, with only a few minor problems.

"C" Student – Average Performance

Attendance

“C” students typically use all of their allowable absences.

Preparation

“C” students usually undertake their assignments, but often without much critical thought or reflection.

Participation

“C” students voice interest in the material or the class inconsistently. They occasionally ask interesting questions or make thoughtful comments.

Retention

“C” students retain an adequate amount of the material and have mixed success in making connections between assignments.

Attitude

“C” students participate without much enthusiasm or engagement. Their body language often expresses boredom and disinterest.

Performance

“C” students usually possess average intelligence. Some, however, may have exceptional ability, but exhibit poor work habits, including carelessness. Others may work diligently, but simply have average ability in this particular subject matter. As a result, “C” students often obtain mediocre results on quizzes and papers. They are often unable or unwilling to meet the demands of high-level performance. Portfolios are often borderline, and exhibit several structural and grammatical problems.

“E” Student – Unacceptable Performance (No “D” criteria; a C- average is required to pass CPN courses.)

Attendance

“E” students typically exceed the allowable number of absences; additionally, they often arrive late to class and have a variety of excuses to explain their excessive absences or latenesses.

Preparation

“E” students may read and write their assignments, but they engage the material superficially, not intellectually. They often hand in work late or incomplete. Requirements are often not followed.

Participation

“E” students rarely express interest in the material or in the class. They seldom ask interesting questions or make thoughtful comments. They are usually not eager to engage in the draft, review, and revision process.

Retention

“E” students retain little required material and generally have difficulty reading, writing, or thinking critically.

Attitude

“E” students rarely participate in class discussions; they generally convey a poor attitude toward learning and the classroom. Their work is generally hurried, careless, or sloppy.

Performance

“E” students usually perform only marginally at best. They usually earn poor grades on papers and quizzes. “E” students generally submit unacceptable trial and final portfolios that exhibit various and frequent problems.