Teacher Name: Michelle Edwards  
Telephone and Extension: 892-8500, ext. 1068  
Email: michelle.edwards@cincinnatichristian.org

Course Description:
In English Composition I students learn reflective, analytical and argumentative writing strategies, incorporating sources and personal experience. Students will negotiate between public and private rhetorical situations and purposes to achieve academic literacy. They will write multiple drafts using a recursive writing process as they work toward fluency in style and mechanics.

Units of Study:
- Narrative/Informal Essay  
- Literary Analysis  
- Visual Analysis  
- Topic Proposal  
- Annotated Bibliography  
- Research Paper  
- Self Assessment

Textbook:
*English Composition at Sinclair.* Available electronically for free on the Sinclair website, ENG 1101, LibGuides (OER= Open Education Resource)

Supply list:
pencils, blue/black pens, red pens for editing, highlighter, college ruled notebook paper, spiral journal, post-it notes, folder, laptop (optional: flash drive, headphones)

Method of Instruction:
Lecture, discussions (teacher and peer led), writing assignments, group projects, independent research, peer review and peer facilitation, shared inquiry, independent reading, audio-visual tools, presentations, notebook work, and small group work.

Assessment:
Writing, in-class assignments, homework  
(Writing pieces = 80%, in-class assignments/homework= 20%)  
Homework will be posted on the calendar in Haiku. Grades will also be posted on Haiku and updated weekly. No extra credit will be given.

Classroom Policies:
Students are expected arrive to class on time and fully prepared, engage in daily instruction, participate in class discussions, analyze college-level texts, write and research independently, meet deadlines for papers and projects, and submit a minimum of twenty pages of MLA
formatted projects over the semester, per Sinclair and the State of Ohio’s requirement to earn college credit.

Daily attendance is paramount to success, particularly in a college-level course. Missing class means missing vital instruction, open discussion, and the opportunity to ask questions. If a student is absent, he or she has one day to make up work for each excused absence. Assignments are expected to be turned in on time and represent collegiate level work.

Use the restroom between bells before class begins, and only bring water to drink during class.

Be honest and treat others with respect. Because of the intensity of the course, no class time can be allowed to redirect students who are off task. Cell phones must be stored away and silent. Parents and administrators will be notified of habitual behavior problems and the possibility of removal from the class will be addressed.

**Plagiarism Policy:**
Sinclair English Department Statement on Plagiarism: Plagiarism, the misuse of source materials, is unacceptable in student work. At the discretion of the instructor, the penalty for plagiarism may be a grade of zero credit, “F,” with no opportunity to rewrite. Subsequent plagiarism, at the discretion of the instructor, may be grounds for failure of the course. Plagiarism is cheating. It is unethical and a violation of the Sinclair Honor Code.

**Staying informed:**
Every student in CCP is a registered Sinclair student, with an email account and access to all Sinclair resources, including their library database, digital textbook and corresponding eLearn course: ENG 1101. Haiku will the primary source for assignments, grades, deadlines, reminders and attachments; although, you may be asked to drop box some assignments on eLearn.

**To Access Sinclair:**
Initially log in to your my.sinclair account, by typing my.sinclair.edu into a browser window.
Login/Username: firstname.lastname
Initial Password: Pass + last 4 digits of your Social Security Number
After the initial login, you will need your name & Sinclair (Tartan) ID# [ex. 085###], course (class) name/number/section [English Composition 1101.###] and instructor [Michelle Edwards]. If at any time you are asked for a nine digit ID#, simply add zeroes to the front.

Sinclair’s Tech Help Desk is open until midnight, 7 days a week and can be reached at (937)512-4357 or helpdesk@sinclair.edu.

**About the instructor:**
Mrs. Edwards holds a master’s degree, Master of Arts in the Teaching of English, from Miami University. She currently has adjunct status at Sinclair Community College.

**Sinclair Course Outcomes and Competencies for ENG 1101:**

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<tr>
<th>Competency Areas English I</th>
<th>The student should be able to:</th>
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<tr>
<td>Recursive academic reading and writing process</td>
<td>• Identify a thesis, main and supporting points in an article</td>
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<td>• Survey/Preview a text</td>
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<td>• Navigate the textbook</td>
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<td>• Identify audience, genre, and purpose of an article/writing</td>
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<td></td>
<td>• Recognize and demonstrate the recursive writing process</td>
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| **Audience awareness (thesis, organization, cohesion)** | • Demonstrate AUDIENCE awareness in own writing  
• Revise for coherence and organization to enhance readability  
• Distinguish between informal and formal registers of language use and choose appropriate register for different audiences and purposes. |
| **Analysis and evaluation of texts (literary, rhetorical, visual, etc.)** | • Recognize patterns of organization used in a text  
• Identify intended audience and purpose in a text  
• Evaluate whether the author had achieved his or her intended purpose. |
| **Introduction to logic and argumentation** | • Understand basic logical flaws  
• Support an argument thesis with logical reasons and evidence  
• Concede to or refute counterarguments. |
| **Introduction to working with academic sources (annotating, summarizing, paraphrasing, direct quotation)** | • Annotate readings effectively  
• Distinguish between claim and evidentiary support  
• Summarize, paraphrase, and quote correctly and appropriately to avoid plagiarism in a composition. |
| **Introduction to research and basics of documentation** | • Articulate the purpose of academic research in the broader community  
• Find appropriate source(s) to use in a composition  
• Demonstrate a preliminary understanding of Modern Language Association documentation format. |
| **Reflecting/connecting personal, academic, and public writing** | • Understand and choose appropriate point of view (first, second, third) for different audiences and purposes.  
• Reflect meaningfully on personal and societal effects of readings and their own writing. |
| **Editing and working in electronic environments** | • Edit and proofread documents for improved sentence style and to avoid (especially major) errors (e.g. sentence boundaries, verb form/tense, etc.)  
• Apply or develop document. |
• Formal academic writing will constitute the main content of the course.
• At least 80% of the course grade will be based on writing; at least 20 pages of formal writing will be assigned and evaluated.
• Drafts and revisions are required.
• Peer review will be an activity in the course.
• Group work will be an activity in the course.
• Self-assessment will be taught and used in the course.
• There will be an oral component in the course (informal or formal).
• Graded essays will be pc-printed or electronically submitted.
• Formal essays will be 3+ pages long.

Sinclair Grading Standards of the English Department for ENG 1101:

Characteristics of an A paper: **Polished, outstanding college-level work.**

The A essay shows originality of thought in stating and developing a central idea.  
The ideas are clear, logical, and thought-provoking.  
The essay exhibits the positive qualities of good writing.

Characteristics of a B paper: **Above average college-level work.**

The B essay has a clearly stated central idea, logically and adequately developed.  
The essay exhibits some of the positive qualities of good writing.  
Although the writing is above average, the B essay lacks the excellence of thought, development, and style which characterizes the A essay.

Characteristics of a C paper: **Average college-level work.**

The C essay has a reasonably clear central idea with fairly adequate development and support.  
The essay exhibits some of the positive qualities of good writing:  
The C essay may, in fact, have few correction marks on it, but it lacks the quality of thought development, and expression which would entitle it to an above average rating.

Characteristics of an unacceptable paper: **Does not meet more than one requirement of the assignment and shows little or no revision. Below average college-level work.**

The central idea is unclear or incomplete. It may lack adequate development and support. 
The essay lacks several of the positive qualities of good writing and has errors that impede meaning.