



## SYLLABUS

ENGL 103,

College Composition

2018-19 Academic Year - 1<sup>st</sup> Semester

Loyola University Chicago Rome Campus,

Meeting time and room: TBA

Instructor: Suzanne Eleanor McMillen

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### **Required Materials:**

- *Writing Responsibly: Communities in Conversation* by Victoria Anderson
- (available on the Loyola University of Chicago Library resources website)
- MLA Handbook , 8th Edition

### **Recommended Materials**

Your laptop

An English-only dictionary: Webster's, Collins, Longman, etc.

The Writing Center: [www.luc.edu/writing](http://www.luc.edu/writing)

### **Course Description and Objectives:**

The main goal of this course is to prepare you to succeed at the university level by helping you to improve your academic invention, organizing, drafting, revising, grammar, punctuation use and language as well as vocabulary acquisition skills. This semester we will do this through a variety of writing assignments, reading activities, and discussion. We will focus on styles of writing, the expectations of essay structure and guidelines that are required in American universities. We will also focus on developing advanced academic vocabulary for university, research papers, theses and abstract writing. Students are obliged to keep a personal journal. Library skills will be included. There will be in-class writings, grammar quizzes, a research paper and a mid-term and final exam. Peer assistance is available for all students.

### **Learning Objectives**

After taking English 103, students should be able to effectively development and arrange ideas, in order to generate effective writing and research using various methods for critical thought. They should understanding of the ways that effective language and communication approach shape experience, construct meaning, and foster community. They should understand the importance of the use of original ideas to achieve a specific rhetorical goal, for the application of an appropriate style, and for revision and editing and the key role research plays in all writing by judiciously using field research, library resources, and sources retrieved from electronic media. Furthermore, they should be able to use American English appropriately to synthesize different and divergent information from multiple sources to successfully produce critical discourse for academic writing and compose writings and lecture notes that are concise and clear.

### **Attendance and Late Policy:**

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy:

- For classes meeting once a week, students cannot incur more than one unexcused absence.
- For classes meeting twice a week, students cannot incur more than two unexcused absences.
- For classes meeting three times a week, students cannot incur more than three unexcused absences.

- Attendance is expected in order to successfully complete your classes. According to the Loyola attendance policy, you are expected to be in class 100% of the time. Be on time for classes. If you are more than 15 minutes late, you will be marked absent.

**Evaluation**

Grades will be based upon the following:

- 20% Personal Journals
- 20% Essays, peer reviews, quizzes, class assignments and participation
- 20% Research Paper
- 20 % Midterm Exam
- 20% Final Exam

**Grading:**

Grades are based upon the following scale:

- 94-100% A
- 90-93% A-
- 87-89% B+
- 84-86% B
- 80-83% B-
- 77-79% C+
- 74-76% C
- 70-73% C-
- 67-69% D+
- 64-66% D
- 59% or lower F

**Academic Honesty**

**Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC** and will be dealt with in accordance with Loyola University Chicago guidelines. Please familiarize yourself with Loyola standards on the LUC website. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.

**Disabilities** Students with documented disabilities who wish to discuss academic accommodations should contact me the first week of class, as well as the Senior Academic Services Advisor.

**Important Dates:** Consult the JFRC Academic Calendar and Exam Schedules

**THE COURSE WEEK BY WEEK**

<p><b>Week 1 September 3, 2018</b></p>	<p>Course expectations – Introductions            history, power of ideas, importance of English,            What about Englishes?            Communication and Why we write            Kinds of writing: Styles,            Intro to personal journal writing/summary-response            Sentence Combining Exercise            Readings:  <b><i>ALWAYS LIVING IN SPANISH</i> by Marjorie Agosín</b></p>
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<p style="text-align: center;"><b>Week 2</b> <b>September 10,</b> <b>2018</b></p>	<p>Grammar Quiz #1 (sentence collocations)          MLA HANDBOOK INTRODUCTION          MLA/APA Correctly Citing Sources          Research Papers—choosing a topic          Research Papers— Outlining in detail          Accessing university databases          Meeting with the Librarian          Readings:  <i>A WAY OF WRITING</i> by William Stratford  <i>SHITTY FIRST DRAFTS</i> by Anne Lamott  <b>Personal Journals Due Wednesday, September 14</b></p>
<p style="text-align: center;"><b>Week 3</b> <b>September 17,</b> <b>2018</b></p>	<p>Vocabulary use and Verb tense review          Research Papers with annotated bibliography          Research Paper--draft #1 due:          Self-editing          Readings:  <i>The Declaration of Independence</i> by Thomas Jefferson et al.  <i>Second Inaugural Address</i> by Abraham Linclon</p>
<p style="text-align: center;"><b>Week 4</b> <b>September 24,</b> <b>2018</b></p>	<p>Grammar Quiz #2 (verb tenses and parts of speech)          Research Paper – draft #2 due (final version due Monday, October 3rd)          Essays as a form of writing          Reading:  <i>EXERPT FROM ON SEEING ENGLAND FOR THE FIRST TIME</i>  <b>by Jamaica Kincaid</b>  <i>GRADUATION</i>  <b>by Maya Angelou</b></p>
<p style="text-align: center;"><b>Week 5</b> <b>October 1, 2018</b></p>	<p>Literary analysis techniques          In-depth reading, annotating and explicating - TBA          Constructing a complex thesis statement          (Although...,nevertheless... because...)          Literary Analysis Essay—draft #1 due          Reading:  <i>REVISION STRATEGIES OF STUDENT WRITERS AND EXPERIENCED ADULT WRITERS</i> by Nancy Sommer</p>
<p style="text-align: center;"><b>Week 6</b> <b>October 8, 2018</b></p>	<p>Grammar self-study          More self-editing and Peer review          In-text citations/Using Quotations          Literary Analysis Essay— Final version due          Reading:  <i>HOW I CAUSED THAT STORY</i> by Doris Kearns Goodwin</p> <p>Midterm Exam – In-class writing</p>
<p style="text-align: center;"><b>Week 7</b> <b>October 15,</b> <b>2018</b></p>	<p><b>No classes Fall Break October 12-21, 2018</b></p>

<p><b>Week 8</b> <b>October 22 2018</b></p>	<p>Vocabulary Review – Grammar Review – Essay Structure Review Reading: <b><i>HOW IT FEELS TO BE COLORED ME</i> by Zora Neale Hurston</b></p>
<p><b>Week 9</b> <b>October 27, 2018</b></p>	<p>Mini debate preparation and debates Credible persuading Reading: <b><i>A HOMEMADE EDUCATION</i> by Malcom X</b> <b>Personal Journals Due Wednesday</b></p>
<p><b>Week 10</b> <b>Nov. 5, 2018</b></p>	<p>Review: MLA/APA Citations &amp; Works Cited – Correctly Citing Sources Service Learning Preparation – “Giving Back” Grammar Quiz #3 Reading: <b><i>THE ETHIC OF COMPASSION</i> by the Dalai Lama</b></p>
<p><b>Week 11</b> <b>Nov. 12, 2018</b></p>	<p>Service Learning Essay Draft #1 Due Peer Review Reading: <b><i>LETTER FROM BIRMINGHAM JAIL</i> by Martin Luther King</b></p>
<p><b>Week 12</b> <b>Nov. 19, 2018</b></p>	<p>Passive vs Narrative vs First Person Voice Service Learning Essay Final version Due Grammar Quiz #4 Reading: <b><i>THE HUMAN COST OF AN ILLITERATE SOCIETY</i> by Jonathan Kozol</b></p>
<p><b>Week 13</b> <b>Nov. 26, 2018</b></p>	<p>Other writings: legal, scientific, blogs, news, pr, etc. Reading: <b><i>THE METHOD OF SCIENTIFIC INVESTIGATION</i> by Thomas Henry Huxley</b> <b><i>Scientific Writing 101 Essay</i></b></p>
<p><b>Week 14</b> <b>Dec. 3, 2018</b></p>	<p>Flows of information and humor in writing Reading: <b>DON'T YOU THINK IT'S TIME TO START THINKING?</b> <b>by Northop Frye</b> <b>Journal Due Monday</b></p>
<p><b>Week 15</b> <b>Date TBA</b></p>	<p>Final Exam</p>