ENGLISH 101 Course Objectives, Content & Assignments, Essay Standards, and University Syllabus Requirements for Academic Year 2017-18

Prerequisites: 18 or above on the English ACT, or 450 or above on the verbal SAT

Required texts:

I. MEASURABLE COURSE OBJECTIVES

Students successfully completing and receiving credit for English 101 should be able to do the following by the end of the course:

1. Recognize faulty arguments or “non-argumentative persuasion” and be able to distinguish between logos, pathos, and ethos in argumentation; use logic to evaluate and communicate in class discussion and in writing the effectiveness of various arguments. [see FCCG, pp. 36-40].
2. Write reflectively and analytically about topics, published articles, and related issues using standard, academic English grammar [see FCCG pp. 48-65 and sample student essays in Sections IV and VIII];
3. Write a logically sequenced argumentative essay of around 1200 words that is audience-appropriate, developed with clear rhetorical strategies, and supported with convincing evidence or support [see FCCG, p. 41-43 and sample essays in Sections IV and VIII].
4. Recognize the difference between paraphrase, summary, cut and paste plagiarism, and mosaic plagiarism [see FCCG, pp. 66-69].
5. Describe the difference between revision and editing and be able to provide specific, substantive feedback on an unfinished essay [see FCCG, pp. 12-22].
6. Demonstrate in at least two essays familiarity with and the ability to apply source-based documentation, current MLA internal/parenthetical and Works Cited format for quotations, paraphrases, and summary source information; demonstrate the ability to make attribution or explanation from secondary sources in the grammatical structure of the sentence [see FCCG, pp. 70-78].

II. CONTENT and ASSIGNMENTS

1. Instructors are free to choose among a thematic-based approach, a modes-based approach, or a combination approach in organizing the course. However, use of a college-level composition-based textbook is a course requirement. All reading and writing assignments should promote analytical/critical thinking, including narrative/bibliography assignments, and should have academic or professional relevance.
2. This class should assign no fewer than four (4) essays that build from an average of 600 words at the beginning of the quarter to a longer essay with an average of 1200 words (not including quoted material) by the end of the quarter. Instructors are encouraged to provide prior written comments/substantive feedback related to ideas, content support and development, and structure on an earlier draft of at least one of the out-of-class essays. Point value may be given for preliminary drafts, though the majority of each essay grade should come from the student-revised and edited final essay.

3. Following NCTE guidelines, at least seventy percent (70%) of the total class grade should be a writing grade based on essays. Essential word, sentence, and research and documentation skills can be taught and assessed through class exercises, quizzes, tests, editing workshops, or other methods; however, 70% of the total class grade needs to be dedicated to the application of these skills in actual essays. Instructors wishing to make the percentage of writing higher than 70% should feel free to do so. A balance of in-class and out-of-class writing should be used with at least one but no more than two essays being written as in-class graded essay assignments.

4. Students should be taught the difference between revision and editing. Instructors may encourage revision through the use of revision workshops that focus on content, structure, and idea development, feedback on first and revised drafts, and peer review.

5. At least one of the last English 101 essays should engage one-two primary sources in critical analysis, and at least one essay must introduce the skills of locating and evaluating reputable secondary sources, selecting and integrating effective supporting quotations, and formatting MLA parenthetical and Works Cited page citations. Students should be able to identify the differences between direct quotation, summary and paraphrase. A least one of each student's essays, preferably two, should demonstrate proper use of current MLA parenthetical citation and Works Cited format in use of quotations, summary, and paraphrase. Personal/reflective formal essays should be limited to one (if any).

6. The college textbook should be used as much as possible in the class. Because 101 is a writing class, all readings should be used to stimulate discussion and, ultimately, writing. Formal literary analysis should be left to 102: English 101 is specifically not a literature-based course. If literature is used as a tool to promote critical reading and to instigate writing assignments, it should be based on literary texts included in the 101 text.

7. Students should be encouraged to use the Writing Center in Wyly Tower.

III. ESSAY STANDARDS and GRADING EXPECTATIONS

1. Instructors should use the Grading Standards published in the current Freshman Composition Course Guide as reference points in grading student essays. Sample A and B-level 101 Student Essays appear in the current FCCP. These essays should be used along with the Grading Standards as a guideline for course standards, writing expectations, and essay evaluation.
2. All students are required to submit final copies of all their essays to Turnitin.com, the online plagiarism/teaching service to which Louisiana Tech subscribes: teachers should monitor student essays closely for word-for-word and mosaic plagiarism. All courses across the University are now included in this service. Turnitin results should be carefully read: a high similarity percentage may only indicate over-quoting; likewise, a low Turnitin similarity percentage does not exclude plagiarism.


4. Essays handed back to students should contain teacher marks including a summary comment related to the assigned grade, preferably with an essay evaluation rubric that reflects the objectives of the assignment. Each major writing assignment should be returned to students before another is due so students can assess their strengths and weaknesses and correct the latter. Summary comments or rubrics should identify substantive writing issues (not just grammar) for the student-writer to focus on in the next writing assignment (for example, content development through details and examples, logical analysis, organization/structure, coherence through transitions).

5. Papers should be assigned and returned to students with instructor feedback on a regular schedule throughout the quarter so that students receive papers with feedback and grades before proceeding to the next graded paper and so that students can gauge their progress in the course. With the possible exception of the final and Dual Enrollment essays, all graded papers should be returned to the student before the quarter or semester ends.

6. At the end of a given quarter, teachers may be asked to provide representative samples of their grading/marked student essays to the department head; if so, teachers will be notified in advance to require students to either leave their graded essays with the instructor until three weeks into the next quarter, or to make a photocopy of their major essays for the instructor. Dual Enrollment instructors must make available to the DE English Coordinator marked and graded student essays on which the DE student grades are based within one week after grades have been reported to the LA Tech Office of Enrollment Management.

IV. REQUIRED DEPARTMENTAL and UNIVERSITY COURSE/SYLLABUS POLICIES

1. Sample syllabi, assignments, and essay evaluation rubrics are available from the Composition Coordinator. All syllabi should include a section that states at least three (3) course objectives consistent with the 101-course content. See the examples in part I, “Measurable Course Objectives” of this document.

2. Instructors are required by the Administration to place their classes on Moodle, and to use Turnitin.com. Syllabi should contain information regarding both Moodle and Turnitin.com. Instructors are urged to post to Moodle assignment sheets and handouts that document and explain essay expectations to their students.
3. Following University Policy, the instructor’s course syllabus needs to contain his or her method of evaluation and grading; e.g.: a percentage breakdown of general evaluation categories or a description of assignment points adding up to the total grade points possible, and the translation of those points into letter grades. 

For example:

<table>
<thead>
<tr>
<th>Evaluation/Course Grade:</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay # 1 (Reflection Essay: begun in class)</td>
<td>100</td>
</tr>
<tr>
<td>Essay # 2 (Definition/Concept Essay)</td>
<td>100</td>
</tr>
<tr>
<td>Essay #3 (Thoroughly revised version of Essay #1 or #2)</td>
<td>50</td>
</tr>
<tr>
<td>Essay # 4 (Critical Response Essay integrating 2 primary sources)</td>
<td>200</td>
</tr>
<tr>
<td>Essay # 5 (Argumentative Essay with secondary sources)</td>
<td>250</td>
</tr>
<tr>
<td>Journals [Five journals at 20 points each]</td>
<td>100</td>
</tr>
<tr>
<td>Revision Activities, Peer-Review, and Self-Evaluation grades</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes, homework, discussion points</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS 1000

Keep track of your grades, so that you will be aware of your progress and approximate course average. Your final score converts to a grade by this formula: 900-1000=A; 800-899=B; 700-799=C; 600-699=D; 0-599=F

4. A final paper or exam cannot be used as an exit exam. If the final is listed on the syllabus as being worth 20% of the total class grade, it must be calculated as such.

5. The Faculty Handbook has its own requirements for classroom procedure that faculty are obliged to fulfill. Permanent attendance records are one such requirement. Teachers should also include clear statements on their syllabus regarding policies for unexcused and excused absences, tardies, and point penalties for late work.

6. Each instructor’s syllabus should include the following statement:
   Students needing testing or classroom accommodations are encouraged to discuss those needs with the instructor as soon as possible. For more information about eligibility for accommodations, contact the Department of Testing and Disability Services, 318-257-4221, www.latech.edu/ods for assistance.

7. Syllabi should include an Emergency Contingency Plan/Absent Instructor Plan and a statement suggesting each student enroll in LA Tech’s Emergency Notification System.

8. A current, signed plagiarism contract from the 2017-2018 Freshman Composition Course Guide is a requirement for each student in each 101 English class. Dual Enrollment Students sign and return the Fall 2017 Plagiarism Statement for the fall semester, and the Spring 2018 Plagiarism Statement for the spring semester. Dual Enrollment teachers should mail their syllabi (along
with Plagiarism Statements) to the DE English Course Coordinator, by deadlines specified on the document titled “Guidelines for English DE at LA Tech.” Plagiarism Statements of on-campus students should be returned to the LA Tech English office no later than the end of the second week of classes. Course syllabi should contain a Plagiarism Policy regarding the unacceptability of plagiarism, and plagiarism should be clearly defined and explained in class.

9. A current syllabus with a quarter or semester schedule or calendar demonstrating course content and essay assignment pacing in accord with the academic calendar must be handed in to the Department Head no later than the first official day of class. Dual Enrollment teachers hand in their syllabi (along with signed Plagiarism Statements) to Dr. Ernie Rufleth, the DE English Course Coordinator by the second week of classes.

**Dr. Celia Lewis, the Louisiana Tech Composition Coordinator (clewis@latech.edu) is available for assistance if you have any questions.**