

According to the university UEPC, the [syllabus](#) should include at least (1) learning outcomes or goals, (2) the instructor's grading policy, (3) attendance information, (4) policy on assignments, due dates and make-up work, (5) required texts and materials, and (6) faculty information. Additionally, it is suggested you include the approved statements on academic integrity, Americans with Disabilities Act, and information on Library Resources.

First-Year Composition ENGL 1001.XX

Instructor:
Email:
Phone:
Office:

Class Days/Time:
Class Location:
Office Hours:

Schedule a minimum
of one office hour a
week per three
WTUs.

Required Text:

Palmquist, Mike and Barbara Wallraff. *Joining the Conversation: A Guide and Handbook for Writers*. 3rd ed. New York: Bedford, 2017

Graff, Gerald and Cathy Birkenstein. *"They Say/I Say": The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2017.

Handouts and PDFs (provided).

Required Materials: Notebook for writing in class. You will also need access to a computer. I will post assignments, handouts, and course reading on [Blackboard](#). If you don't own a computer, there are several [computer labs](#) on campus. Your assignments can be saved to your student drive, which you can access on any campus computer.

Course Description (from catalogue):

"A course in reading and writing expository essays. In addition to writing essays, students will be expected to demonstrate the ability to write informative summaries of university-level writing. Satisfies G.E. area A2."

The course introduces you to various genres of writing in an effort to develop your critical thinking and writing skills. Through strategies such as peer-review, revision, reflection, and critical reading, you will learn to develop the skills to communicate effectively. By the end of the semester, you should be able read and critically evaluate both the world around you and written texts.

Course Goals ENGL 1001:

The *high* priority outcomes for ENGL 1001:

- Identify and applying rhetorical strategies
- Use critical writing for inquiry by integrating student voice with others
- Effectively integrate outside sources into their own writing
- Develop revision strategies
- Develop knowledge of writing conventions

State course outcomes clearly on the syllabus. These are the Writing Program outcomes for ENGL 1001. You can add your own outcomes to these.

It's also a good idea to add these to assignment sheets (when applicable) so students know how they connect to course assignments and goals.

The *medium* priority outcomes for ENGL 1001

- Reading critically
- Locating and evaluating sources
- Critically reflecting on writing
- Working collaboratively

Grading: Your final grade will be calculated as follows.

Whatever grading process you use, students should be able to get a good idea about how to get the grade they want. Read more about grading [here](#).

Annotated Bibliography	?%
Informative Essay:	?%
Argumentative Essay:	?%
Non-fiction Essay (Narrative or Persuasive):	?%
Homework (journal entries, annotations, etc.)	?%

Grading 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
60-63	D-
0 - 59	F

Assignment Description:

Annotated Bibliography: You will collect and annotate a minimum of five sources for your informative paper and write an annotated bibliography. An annotated bibliography is a list of sources with short explanations about the content of the source.

Informative Essay: An exposition in which you incorporate at least eight academic sources that are relevant to your topic. This paper will inform the reader about your topic, covering both or multiple sides, while remaining objective. Think of it as a descriptive report on an academic or professional topic.

Argumentative Essay: A position paper on the topic covered in your informative essay. In your argumentative paper you will rely on both the evidence of outside sources as well as your ability to critically analyze.

Non-fiction Essay: You will have two choices for this assignment. A narrative reflective paper or a persuasive paper. These essays should be three to four pages in length.

Homework: You will write several journals for class which include responses to the reading we will be doing as a class, writing annotations, participating in peer-review, etc.

If you find yourself struggling to meet course outcomes, or simply wish to have someone with experience look over your writing, consider scheduling a visit to the [University Writing Center](#).

If your grading policy includes things like “Class Participation” be sure that you are very clear about what that means and how it will affect students’ grades.

In this case, the grading of the “Homework” will also need to be broken down and clarified for students.

It is simpler to refer to all homework assignments as journals and clarify what kind. They are easier to grade and keep track of that way.

Policies and Procedures

Plagiarism: I do not take plagiarism lightly. If you attempt to pass off another person's work as your own, a Student Discipline report will be submitted. Consequences of plagiarism include a failing grade in the class, a zero on the assignment (obviously), and the possibility of expulsion from our university. Please refer to the Department of English plagiarism policy at "[ENGL Plagiarism Policy](#)".

Student Code of Conduct: You will be subject to the CSU Stanislaus' [Student Code of Conduct](#). In short, be respectful of your peers and don't cheat.

Disruptive Behavior: Generally, disruptive behavior is any behavior that disturbs the educational process by interfering with the instructor's ability to conduct the class or the ability of students to profit from class attendance and participation. Such behavior may take various forms and can be dependent upon many factors including class size, subject matter, and the relationship between faculty and students. Students should pay careful attention to any additional information individual instructors provide concerning conduct in the classroom.

Attendance: Attend every class. You should be in your seat when class begins. On your third absence your grade will be dropped by ½ a letter grade. On your fifth, your grade will be dropped by 1 letter grade (an additional ½). When you have six absences you will be dropped from the course. This means you have two freebies. I strongly suggest you save your two absences for when you really need them. If you have school obligations (such as sports) that will occasionally prevent you from attending class, you need to notify me *ahead of time* or they will count toward your class absences.

Submitting Assignments: All of your assignments should be type and in MLA format. Use one-inch margins, double-space, and 12pt font. Your name, the course name, my name, and the date should go in the upper left corner of the first page. Assignments are due during class on the day indicated on the syllabus unless otherwise stated.

Late Work: Late homework assignments will be given half-credit if submitted the following class period. I do not have time to look at late drafts of essays.

Cell Phone: It is obviously an unwelcome distraction to have a phone ring during class. Please turn your phone off or keep it on vibrate and keep it out of sight. Do not text or tweet in class. Doing so shows a lack of respect for your classmates and instructor.

Disabilities: If you have a disability that may prevent you from fully demonstrating your abilities, please contact me as soon as possible so we can discuss accommodations to allow for your full participation. Also, see the [Disability Resource Services](#).

Your policies about things such as absences and how you deal with late assignments need to be clear and specific—especially the consequences. Except for the coursework, they are the most common reason for grade appeals.

Your policies are the basis of your contractual relationship with students. Read more about [Legal and Ethical Issues](#) here.

If you plan to use any campus resources such as Blackboard or Turnitin, be sure to clarify for students how they will be used in class.