

## ENG 025—Introduction to College Writing II

**Instructor:** Andrea Jenkins, M.A.

**Office Hours:** by appointment

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**Texts:** *The Writer's Express*, 3<sup>rd</sup> Edition. Author: McWhorter. ISBN: 0618042563;  
*America Now*, 5<sup>th</sup> Edition. Author: Atwan. ISBN: 0312401744

**Division:** General Education

**Program:** Academic Skills Advancement

**Credit Hours:** 3

**Contact Hours:** 3

**Lecture Hours:** 3

**Catalog Description:** This course builds on the competencies learned in English 024 and prepares students for entry into English 111. It enables beginning college writers to expand control of the writing process through writings that are focused, organized, and well developed. This course requires students to demonstrate increased proficiency in the use of standard writing conventions and introduces the processes of research and documentation.

**Major Course Learning Objectives:** Upon successful completion of this course the student will be expected to:

- Demonstrate increased control of the writing process evidenced by multi-paragraph writings that are focused, organized, and well developed.
- Demonstrate increased self-confidence as a writer through interaction with peers and participation in collaborative groups.
- Demonstrate use of the paragraph in the context of the essay.
- Write well-developed essays with attention to voice, audience, and purpose.
- Demonstrate increased proficiency in the application of grammar and mechanics in the writing process.
- Demonstrate the research process by writing a paper that includes selection, evaluation, and use of appropriate documentation of sources.

**Course Content:** Topical areas of study include: the writing process including prewriting, drafting, editing, revising, rhetorical modes, voice, audience, purpose, conventions of standard written English, organized writing and topics, supporting and concluding statements. The course introduces research and documentation, avoiding plagiarism, standard essay format, introduction and development of thesis support, and conclusion. Students work and practice writing in collaborative groups.

**Academic Prerequisites:** Students must have earned a grade of C or better in English

024 or demonstrated competency through appropriate assessment. Students who do not meet the prerequisite will be dropped from the course at the time the missing prerequisite is discovered. If the course must be dropped it may affect part or all of your financial aid or enrollment status. It is your responsibility to confirm your qualification to take this course.

**Technology Requirement:** We will use eLearning as our class Web site (<https://elearning.ivytech.edu>). You will need to learn how to use this site in order to pass this class. The following activities must be done on the class web page:

- You will check the “Lectures” section of the website to read the lecture notes that I will post every week. In order to be successful in this class, you must read the lecture notes in addition to the required readings (which are listed below in the “Tentative Course Schedule” portion of the syllabus).
- You will complete the assignments that are listed under the “Assignments” section of the website. You will find details about the kinds of assignments that will be required in this class below in the “Grading Procedures” portion of the syllabus. Assignments are to be word processed, saved, and uploaded to the instructor’s digital drop box through the class web site. **DO NOT SEND E-MAIL ATTACHMENTS!** Additionally, no handwritten or hard copy versions of assignments will be accepted.
- You will conduct scholarly research using the Internet to access established databases and various library and technical resources.
- **All work must be submitted using a format that is fully compatible with Microsoft Word.** If you are using a format other than Word, follow these steps:
  - Upon completing your document, go to "File."
  - Select "Save As."
  - In the new dialog box, click on "Save As Type."
  - Select either "Rich Text Format" (.rtf) or "Word Document" (.doc)

**Grading Procedures:** Your grade will reflect your accomplishments in the following categories:

- Reviewing the Basics (10 points each)—Grammar exercises will help improve your writing as we move from paragraphs to essays.
- Discussion Board (20 points each)—You will discuss prompts posted in the “Discussion Board” section of the website with your classmates.
- Journal Entries (20 points each)—You will respond to various prompts throughout the semester.
- Homework (50 points each)—You will complete short writing assignments and answer questions over the reading.
- Writing Assignment Packets (250 points each [Please note that the Research Essay is worth more than the other essays—350 points])—You will write five essays on various topics throughout the semester.

**Reviewing the Basics:** Part VI in your textbook, *The Writer's Express*, is entitled "Reviewing the Basics." In this section, you will read explanations of basic grammar concepts, such as parts of speech, spelling, and punctuation. There are 32 exercises printed in this section of the book. You are required to complete all 32 exercises and turn them in to my digital dropbox by November 21, 2005 at 11:59 pm. I suggest that you complete two or three exercises per week throughout the first several weeks of the semester in order to have them ready to turn in on November 21.

**Discussion Board:** I will post one discussion question per week in the "Discussion Board" portion of our class website. You must respond by Friday at 11:59 pm every week. In order to receive full credit, you must both respond to the question on the class discussion board and also comment on a response from one of your classmates. Thus, you will be posting two comments per week. You will post comments by clicking on the "Add a Thread" button on the "Discussion Board" page.

**Journal Entries:** I will provide one prompt per week. Like the discussion questions, you must have your response turned into my digital dropbox by 11:59 each Friday. Each journal entry must be at least one typed page in length. Journal Entries will be listed under the "Assignments" section of the class website. Also, please note that on the weeks when you will be doing peer response worksheets in response to your classmates' essays, you will not be required to do journal entries.

**Homework:** You will have one homework assignment per week. Again, you must have this assignment completed and turned in to me by 11:59 pm each Friday. Each homework assignment will have several activities for you to do and/or questions for you to answer. Homework assignments will be listed in the "Assignments" section of the class website.

**Writing Assignment Packets:** You will write five full-length essays throughout the semester. Each essay you submit should include a final draft, a writer's memo, and a peer response worksheet. If any of these items is missing, points will be deducted from your grade. Also, if you did not do a peer response worksheet for someone else in the class, points will be deducted from your grade. You may access the essay assignment sheets under the "Assignments" page of the class website. The assignment sheets will explain how to complete writer's memos and peer response worksheets.

**Grading Scale:** Final grades are based on percentage of points earned:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
0-59	=	F

**Instructor Response Time:** Emails to the instructor will be answered within **two business days**. All e-mails must include the **student's full name** and a subject heading that includes "**ENG 025**." Anonymous e-mails will not receive a response.

**Late Work:** For our purposes, “late” is defined as any material posted after 11:59 pm on a given due date. Writing Assignment Packets that are late **for any reason** will be penalized **ten percent** and must be submitted within **one week** of the due date to receive any credit. Any other assignments and journals will not be accepted late. Please note: **Documents submitted in a format incompatible with Microsoft Word will not be graded and are still subject to the late penalty.**

**“Lost” Work:** To avoid any potential crises, please save your work to a minimum of three locations:

- Save a copy of your work to disk, flash drive, or ZIP drive. Be sure to label your disk and provide contact information (e.g., e-mail address).
- Save a second file to a secure location on the hard drive (C:drive) of your computer. If you’re borrowing a computer, save your work on a second diskette or ZIP drive to avoid erasure.
- Save a third copy of each file to the Digital Drop Box in our class Web site or to some other FTP location on the Internet. Hotmail, Yahoo!, etc. offer file storage as part of their services.

**Netiquette:** When sending email to your instructor and classmates, be sure to communicate in an honest and respectful manner. Additionally, email addresses used for this class should not be added to personal distribution lists without receiving **expressed consent** from fellow participants. In rare cases where students may compromise or corrupt the learning process, disciplinary procedures will be administered.

**Attendance:** The Financial Aid Office requires faculty to submit regular attendance reports. If you must drop this class, do not simply quit participating; you will receive an “F” in the course and place yourself in a “pay-back” position for your student loan. See the student services office to withdraw officially from the course. The last day to withdraw from a summer course is **November 11, 2005. Internet students who do not post to the discussion board during the first two weeks of the semester will be administratively dropped from the course.**

**Computer Help:** The Learning Resource Center is offering several workshops this fall for students who may need extra help with computer skills. The workshops are entitled “Basic Computing Skills,” “Internet Use,” and “Ivy Tech Computer Resources.” You may find the dates and times for these sessions and sign up for them in the LRC. I strongly encourage you to attend these workshops if you feel that you need any extra help with computers. These sessions will help to prepare you for the computer activities that you will have to do to pass this class.

**Facility Closing Announcement:** If any Ivy Tech Community College Region 9 facilities will be closed due to inclement weather or other emergency conditions, the closing will be announced on the radio and television stations listed below. Remember,

even if College facilities remain open, you are expected to use your judgment as to whether the existing weather conditions permit safe travel. Notify your instructor if you do not attend class due to weather or other emergency conditions.

Below is the list of radio and television stations that will be contacted for facility closing announcements. Radio Stations: WKBV (AM 1490); WQLK (FM 96.1); WCNB (AM 1580); WFMG (FM 101.3); WMDH (AM 1550); WHON (AM 930); WIFE (FM 100.3); WKWH (FM 94.3), WCTW (AM 1550), WMDH (FM 102.5), Z93 (WGTZ FM 92.9), K99.1 (FM); Television Stations: Channel 7 WHIO (Dayton); Channel 2 WDTN (Dayton); Channel 22 WKEF (Dayton). Closings are also announced on the website, [www.ivytech.edu/richmond/](http://www.ivytech.edu/richmond/).

**Certification/Licensure Training Disclaimer:** Ivy Tech Community College of Indiana cannot guarantee that any student will pass a certification or licensing exam. Your success will be determined by several factors beyond the instruction you are given in the classroom including your test-taking skills, your willingness to study outside of class, and your satisfactory completion of appropriate practice exams. Certification and licensure exam questions are drawn from databases of hundreds of possible questions; therefore, a thorough understanding of the subject matter is required. The goal of Ivy Tech is providing a certification exam studies class is to assist you in understanding the material sufficiently to provide a firm foundation for your studies as you prepare for the exam.

**Important Message for Pell Grant & Student Loan Recipients:** If you withdraw from, or stop attending, all of your classes before 60% of the term has passed, you will owe money to the federal government and/or the College. In the event that this becomes necessary, see a student services advisor before you withdraw from classes or stop attending.

**Instructor Initiated Revoke of Course Enrollment:** Instructors may administratively withdraw a student from class enrollment for attendance and disciplinary issues with the approval of academic affairs. For attendance issues, the enrollment withdrawal may be initiated within the 60 to 75% time-period of the course. The registrar's office will notify the student if this action occurs.

**Learning Resource Center:** The Learning Resource Center (Rm. 132, Main Campus Building) is open to students when the Main Campus Building is open. Tutors are available: Monday – Thursday, 9:00 am – 7:00 pm; Friday 9:00 am – 5:00 pm; Saturday 9:00 am – 12:00 p.m.

**Writing Across the Curriculum:** Unless the instructor informs you otherwise, this class participates in the Writing Across the Curriculum program. All papers are required to meet professional standards in English composition. Specifically, all papers will:

- Be word processed in MLA or APA format, as designated by the instructor;
- Demonstrate professional writing through correct grammar and spelling;

- Demonstrate the development of a thesis using basic principles of composition.

**Math and English Across the Curriculum:** Ivy Tech Community College Region 9 participates in a statewide College initiative to assess math and English skills across the curriculum. For the first component of this project, students in MAT111 and ENG111 are assessed at the end of the academic term for math and English proficiency. From this assessment, a sample is identified as benchmark data. The second component of this assessment is comprised of students enrolled in selected program defined capstone courses. Sample data from this group will be compared to the benchmark for assessing retention of math and English competencies.

**Library Services:** Ivy Tech Community College Region 9 students have access and student use privileges for the Indiana University East (IUE) Library located in Hayes Hall on the Richmond IUE campus. In addition to the campus library services, the Ivy Tech Virtual Library is available to students on and off campus, offering full-text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library/> and choose the Virtual Library Link for Richmond. Librarians are available to assist students with any problems or searches in the Hayes Hall library. If you have any questions or concerns, contact Barb Ray, Librarian, at [bray@ivytech.edu](mailto:bray@ivytech.edu) or 765.966.2656 ext. 368.

**Copyright:** Material in this course is subject to protection of Copyright law.

**Right of Revision:** The course content is subject to change on syllabus/outline.

**Academic Honesty Statement:** The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

**ADA Statement:** Ivy Tech State College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Contact Desiree Polk-Bland, Disability Services Coordinator, at 765.966.2656 or 800.659.4562. email: [dpolk@ivytech.edu](mailto:dpolk@ivytech.edu)

**Remember:** Please keep in mind that this course is designed for you to succeed. Your active participation in class as both reader and writer is crucial to the individual and collective success of its members. **We will learn together.**

**Tentative Course Schedule:** Please refer to the schedule below for weekly topics and readings. This schedule is subject to change at my discretion.

Week 1 (8/22-8/26)	Introduction to Writing Introduction to Reading “What’s in a Name?”  <b>Read: <i>America Now xxxi-lviii</i></b> <b><i>America Now 3-5</i></b> <b><i>The Writer’s Express 2-17</i></b>
Week 2 (8/29-9/2)	The Writing Process “What’s in a Name?”  <b>Read: <i>America Now 8-22</i></b> <b><i>The Writer’s Express 18-37</i></b>
Week 3 (9/6-9/9)	Writing Topic Sentences “Do Words Matter?”  <b>Read: <i>America Now 130-134</i></b> <b><i>The Writer’s Express 40-59</i></b>
Week 4 (9/12-9/16)	Details Revising  <b>Read: <i>The Writer’s Express 60-103</i></b>
Week 5 (9/19-9/23)	<b>Firsts Essay Due</b> Narration and Process “Do Words Matter?”  <b>Read: <i>America Now 137-140</i></b> <b><i>The Writer’s Express 106-127</i></b>
Week 6 (9/26-9/30)	Description “Do Words Matter?”  <b>Read: <i>America Now 143-151</i></b> <b><i>The Writer’s Express 128-147</i></b>

Week 7 (10/3-10/7)	Example, Classification, and Division “What Are We Afraid Of?”  <b>Read: <i>America Now</i> 51-56 <i>The Writer’s Express</i> 148-175</b>
Week 8 (10/10-10/14)	<b>Job Essay Due</b> “What Are We Afraid Of?” “Patriotism”  <b>Read: <i>America Now</i> 59-79 <i>America Now</i> 156-161</b>
Week 9 (10/17-10/21)	Comparison and Contrast “Patriotism”  <b>Read: <i>America Now</i> 165-177 <i>The Writer’s Express</i> 176-199</b>
Week 10 (10/24-10/28)	Sharpening Essay Skills “What Should We Drive?”  <b>Read: <i>America Now</i> 265-270 <i>The Writer’s Express</i> 222-247</b>
Week 11 (10/31-11/4)	<b>Families Essay Due</b> <b>Cause and Effect</b> “What Should We Drive?”  <b>Read: <i>America Now</i> 272-281 <i>The Writer’s Express</i> 200-220</b>
Week 12 (11/7-11/11)	Sources “What Should We Drive?”  <b>Read: <i>America Now</i> 281-283 <i>The Writer’s Express</i> 248-279</b>
<b>Week 13 (11/14-11/18)</b>	<b>Expository Essays</b> “Same-Sex Marriage”  <b>Read: <i>America Now</i> 312-320 <i>The Writer’s Express</i> 280-300</b>
Week 14 (11/21)	<b>Reviewing the Basics Due</b>

**“Same-Sex Marriage”**

**Read: *America Now* 323-335**

Week 15 (11/28-12/2)

Persuasive Essays  
“Death Penalty”

**Read: *America Now* 368-378  
*The Writer’s Express* 301-325**

Week 16 (12/5-12/9)

**Research Essay Due**  
“Death Penalty”  
“Is America a Nation of Shoppers?”

**Read: *America Now* 381-397  
*America Now* 109-118**

Week 17 (12/12-12/16)

**Reflection Essay Due**  
Strategies for Essay Exams  
“Is America a Nation of Shoppers?”

**Read: *America Now* 120-126  
*The Writer’s Express* 326-350**

**Course Syllabus Addendum**