English 091  
Fundamentals of Writing  
Fall 2015  
Section 33826: TR 12:00-1:15 (Room LC 353)  
[This course is LINKED with CPD 150 Section 33301]

Instructor: Dr. Jared L. Aragona  
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E-Mail: jared.aragona@scottsdalecc.edu  
Office Hours: By Appt. or Mon. 1:30-2:30; Tue. 1:30-2:30; Wed. 1:30-2:30  
Thurs. 1:30-2:30 & Fri. Online Only 9:30-10:30  
(Send email, I respond instantly/video conference by appt.)

Required Texts:  

Other Required Materials:  
- A pocket folder for turning in assignments (many forget this, so get yours now)  
- White, lined loose-leaf paper (if you like spiral notebooks, get one with perforated pages) & writing utensil  
- Copies of work as needed for class workshops (use your 250 prints in the Writing Center)  
- A college dictionary & thesaurus  
- Connect Composition Plus Access Code (included with your textbook)  
- Class Code to register for Connect Composition. OUR CLASS CODE IS: 33826  
- An e-mail account  
- Canvas Access – Connect Composition and all of our course materials can be found here.

Official Course Description:  
Emphasis on preparation for college-level composition with a focus on organizational skills. Developing effective writing strategies through five or more writing projects comprising at least 2000 words in total. Prerequisites: Appropriate English placement test score, or a grade of C or better in ENG081, or permission of Department or Division Chair.

General Education Statement:  
General Education enhances students’ abilities in critical analysis and effective communication in Written, Oral, Visual, and Numerical forms. General Education is WOVeN through the curriculum at Scottsdale Community College. In ENG 091 we will focus on developing effective written communication skills.

Course Purpose and Goals:  
The primary purpose of English 091 is to improve the way you communicate your ideas through writing. This purpose has valuable short-term effects, like preparing you for English 101, and indispensable long-term effects, like preparing you to represent yourself through writing to potential employers. Improvement in your writing will occur through a process of my grading and commentary, and your revision. My commentary will consist of technical (grammar, usage, etc.), organizational, and content-based advice. You will also be receiving advice from your peers through peer reviews. You will be doing a lot of writing in this class, but it will be interesting, and if you do the work required, improvement is practically guaranteed.

SCC expects you to make the following list of 10 course competencies your goals in this course. If you show competence in these areas, you will have met the goals of the course. Through five or more writing projects comprising at least 2000 words (final drafts), the student will demonstrate an understanding of writing as a process through the ability to:

1. Describe how rhetorical contexts (including purpose, audience, topic and circumstance) affect writerly decisions.
2. Read actively and critically using a variety of comprehension strategies to facilitate understanding of texts.
3. Employ a recursive process that includes prewriting, writing, revising, and editing.
4. Organize ideas in a coherent and unified manner to support and develop a central idea (with specific and relevant evidence) in writing.
5. Write sentences that adhere to conventions of format and structure appropriate to the rhetorical context.
6. Apply feedback obtained from peer review, instructor comments and/or other resources to revise writing.
7. Employ problem solving strategies to grapple with challenging ideas, texts, processes and projects.
8. Identify strengths and areas for improvement related to writing, responding to texts, and learning through collaborative work, instructor conference, portfolio review, written evaluation, and/or other methods.
9. Use multimodal approaches in composing written work and as a means of presenting or depicting written work.
10. Select and evaluate source materials to support writing tasks and use them to support a central idea.
Course Policies: (It is your responsibility to know and follow all information on the syllabus.)

**Attendance:** My expectation is that you will come to every class. I will take attendance at every class, and your grade will be affected when you miss class. 15% of your grade is for the work you do during class time. If you are physically present and participate in whatever the class is doing, you will get all the points. If you are absent, you will lose those points and they cannot be made up. There are, nevertheless, certain circumstances that are valid excuses for being absent: religious holidays, jury duty, official absences for school activities, illness, a death in the family, etc. For this reason, you may miss two classes without the absence affecting your grade. This is not a “free day,” so be sure you conserve it for when you have real circumstances that prevent you from attending class. Many students have failed this class because of non-attendance. Please be conscious of how your attendance affects your grade. **Tardiness:** You will be considered tardy if you arrive more than 5 minutes after class has begun. I will be lenient if it happens once. After that, you will receive half credit for attendance on days that you are tardy. **Disappearance:** At the 45th day of the semester, if you have been absent for four or more consecutive class periods, I will drop you from the class. After the 45th day, I will not drop you for absences. 

If you wish to withdraw from the class, you must initiate the withdrawal, which you can do simply by sending me an email asking to be withdrawn. If you disappear and are still enrolled at the end of the semester, and I haven’t heard from you, you’ll receive an F as your grade in the course.

**Grading:** To complete this course successfully (i.e., with a grade of C or higher), you must attend class and complete assignments on time, prepare for each class as assigned in the class schedule, and participate in class activities and discussions. **Do not expect a passing grade in this class unless you have submitted all formal assignments.** To receive full credit, all written assignments must respond to the assignment prompt and be submitted on time, in the proper format, and with required supporting materials (i.e., all drafts, reviews, etc) associated with that particular assignment. BE SURE TO KEEP A COPY OF EACH ASSIGNMENT for the extremely rare chance that I lose it. If you do not have a copy, you will have to re-write the lost assignment.

The specific requirements of individual assignments may vary, but in all cases my evaluation of your essays will consider content, organization, development of ideas, expression, mechanics, and maturity of thought. If you have a question about my comments or a grade you have received, be sure to talk to me about it. I will calculate your final course grade based on this weighting:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignment 1</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignment 2</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignment 3</td>
<td>5%</td>
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<tr>
<td>Writing Assignment 4</td>
<td>15%</td>
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<tr>
<td>Writing Assignment 5</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Assignment 6</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Writing Assignments</strong></td>
<td>(75%)</td>
</tr>
<tr>
<td>Class Work</td>
<td>15%</td>
</tr>
<tr>
<td>Connect Composition</td>
<td>5%</td>
</tr>
<tr>
<td>Informal Assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>

This class involves a great deal of discussion and several classes will be group workshops. These types of activities require sufficient class participation. As noted in the attendance section, you may be absent three times without impacting your grade.

**Connect Composition**
You can access Connect Composition through Canvas, but you’ll need the registration code from your textbook, *A Writer’s Resource*. You’ll also need our class code, which is our section number 36807. Once you log in, you’ll see the list of assignments and due dates.

**Informal Assignments**
You will also be working on several informal assignments throughout the semester. These assignments include first drafts of essays, peer reviews, self-reviews, and other in-class work. I will collect these assignments when formal assignments are due. Include them in your folder.

**TOTAL ALL ASSIGNMENTS:** 100%

To receive an A in this course, the total of all assignments on the above scale must average at least 90%; for a B, at least 80%; for a C, a least 70%; and for a D, at least 60%. Below 60% is an F. **YOUR GRADE IS ALMOST ENTIRELY BASED ON THE ASSIGNMENTS YOU COMPLETE!** If you do not submit your assignments, you will not pass this class, even if you get 100% on the final assignment. Submit every assignment, even if you’re unsure about whether you did it right. A submitted assignment will usually get some grade even if there are many errors, whereas an un-submitted assignment will only be a 0%, and mathematically that will hurt your grade in the course worst of all.
Format: All writing assignments (both first drafts and final drafts) must be typed in normal, 12-point Times Roman font, double spaced with 1.25-inch left/right margins and 1-inch top/bottom margins, and titled. The student’s name, the instructor’s name, the course, and the date should be in the upper left-hand corner of the first page. Subsequent pages should include the student’s last name and the page number in a header in the upper right-hand corner. (See Writer’s Resource pp. 318-332). If you do not have a computer at home, you must find a place on campus or elsewhere where you can type your assignments. In-class essay writing should be double spaced and on only one side of the page. By the way, did anyone notice that I’d like for your assignments to be double spaced? A single-spaced assignment is not an acceptable submission. If you turn in a single-spaced assignment, I will not grade it and you will not receive credit for it (until you turn in a double-spaced version – late charges apply). Length requirements will vary per assignment but must be met to avoid grade penalties.

Late Assignments: Late assignments will have 10% (one letter grade) deducted per day (including weekends). An important element of this class is to teach you to meet deadlines with your writing, since most formal writing you’ll do will have a deadline. You do get one late waiver on one assignment. After that, the late assignment policy will be in full force. The late waiver does not apply to first drafts. No late first drafts will be accepted. If an absence will prevent you from meeting a deadline, please turn in your assignment early in person or by email. If you do not submit a first draft on time, you will not receive my feedback until you get it on the final draft. It is in your best interest to turn in first drafts on time.

Master List: In my commentary on your first essay drafts, I will not comment upon sentence-level problems (sentence structure, grammar, usage, punctuation, spelling, & mechanics). I will assume you will correct all sentence-level errors in the final draft. However, I will deduct points for sentence-level problems when I grade your final draft. You can regain these points by doing the Master List Puzzle assignment, which is designed to help fix your sentence-level problems. You will get a separate assignment sheet for how to complete this assignment. Master Lists must be submitted with the original assignment rubric that has my original grading. All Master Lists must be submitted before the last week of class. No Master List option will be available for writing assignments due in the last week of class.

Academic Dishonesty and Plagiarism: All students are responsible for upholding academic integrity. Plagiarism (representing another writer’s work as if it were your own) is one of the biggest problems with academic misconduct in First-Year Composition. Please know that English teachers are very perceptive when it comes to recognizing plagiarism. Carefully read the discussion of academic misconduct and its punishment in the student handbook (p. 159). If you have questions about whether you may be plagiarizing, be sure to ask me rather than suffer the consequences after the work has been submitted.

Cell Phones: Turn off or silence your cell phones during class. Do not answer calls during class time unless it is an emergency. Please take emergency calls outside of the classroom. If cell phone use becomes a problem with any student, I will deduct ten points per incident from that student’s class work grade.

Texting, Gaming, Earphones: If you use class time to send text messages, play electronic games, or listen to music, I will assume that you are not participating in the class and will deduct that day’s class work points. I will not do this out loud, but if you notice points deducted in your class work grade consider these as possibilities. You can check with me to confirm that it is the case.

Food & Drink: No food or drink is allowed in the classroom. Water may be brought in closed containers.

Taping: The taping of lectures is not permitted unless written permission is granted.

Disability Accommodations: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, you need to notify the Disability Services and Resources office, located at SC 143 (Student Center).

Guidelines for Classroom Interaction. To establish a positive learning environment for this class, SCC expects the following standards. Instructors are expected to be professional, courteous, respectful and empathetic to students; begin and end class on time; be prepared for each class section; provide academic feedback and grade assignments in a timely manner; be available for individual consultation; clarify assignments and inform students of any adjustments to the class schedule.

Students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructor, and other College staff assisting in your learning; be in class on time; be prepared for class sessions; participate in class activities; follow instructions and complete assignments; keep up with and turn in assignments by the due dates; put forth your best effort; ask questions when you don’t understand; maintain knowledge of your grade status; contact instructor right away about concerns or situations that interfere with your success in class; comply with policies found in the College catalog and student handbook (see especially the guidelines for “Prescribed Conduct” on p. 160).

The point of SCC’s guidelines for classroom interaction is ultimately to allow class participants to make the most of the opportunities this class offers. Following the guidelines will help you keep pace with the class and learn what the class was designed to teach you. Cooperate with me by letting me know when anything is unclear to you. Remember that all aspects of this course (essays, readings, discussions, workshops, exams, research, comments on written work, and grades) are opportunities to grow and learn, and to expand your skills and abilities. This is an attitude to develop for all your classes and future work to enhance your chances for success.
Course Schedule  (** Assignments or other information on the syllabus may change, so pay attention to updates given in class. If you are absent, it is your responsibility to find out if there were any updates on the day you missed.**)

Assignments & reading are due on the date they are referenced

WR = A Writer’s Resource

WEEK ONE: Introduction

T (8/25): Introductions, Syllabus & Diagnostic

R (8/27): Sentences, Paragraph, & Essays

!!!! Due: Connect Composition: Diagnostic #1

WEEK TWO:

T (9/1): The Process of Writing Paragraphs

Read: WR 6c.1 & 6c.2

R (9/3): The PIE Paragraph

Due: Connect Composition: Phrases, Clauses, and Fragments

WEEK THREE:

T (9/8): Paragraphs: Unity

!!!! Due: First Draft of Writing Assignment 1: The PIE Paragraph !!!!

R (9/10): Paragraphs: Coherence

Read: WR 7f.2, 6c.3 & 7f.3

Due: Connect Composition: Fused (Run-On) Sentences and Commas Splices

WEEK FOUR:

T (9/15): Developing Multiple Points

!!!! Due: Final Draft of Writing Assignment 1: The PIE Paragraph!!!!


Read: WR 6b & 6c.4

Due: Connect Composition: Coordination and Subordination

WEEK FIVE:

T (9/22): Essay Basics: Introductions

R (9/24): Essay Basics: Conclusions

Read: WR 7f.3

Due: Connect Composition: Subject-Verb Agreement

WEEK SIX:

T (9/29): Conferences

CLASS CANCELLED FOR INDIVIDUAL CONFERENCES (We will analyze your assignment in conference.)

!!!! Due at your conference: First Draft of Writing Assignment 2: The Essay!!!

R (10/1): Conferences

CLASS CANCELLED FOR INDIVIDUAL CONFERENCES (We will analyze your assignment in conference.)

!!!! Due at your conference: First Draft of Writing Assignment 2: The Essay!!!
WEEK SEVEN:
T (10/6): Conferences
CLASS CANCELLED FOR INDIVIDUAL CONFERENCES (We will analyze your assignment in conference.)
*** Due at your conference: First Draft of Writing Assignment 2: The Essay!!!

R (10/8): Conferences
CLASS CANCELLED FOR INDIVIDUAL CONFERENCES (We will analyze your assignment in conference.)
*** Due at your conference: First Draft of Writing Assignment 2: The Essay!!!

WEEK EIGHT:
T (10/13): Game Day: Make Your Point!
!!!!! Due: Final Draft of Writing Assignment 2: The Essay & Self Review!!!!

R (10/15): Game Day: Sentence-Level Jeopardy
Due: Connect Composition: Verb Tense and Voice Shifts

WEEK NINE:
T (10/20): Midterm Essay Preparation
Due: Read “Big Mother, Big Father: Parental monitoring of teens’ cellphones can erode trust, therapists say”

R (10/22): Writing Assignment 3: Midterm Essay (to be completed in class – location TBA)

WEEK TEN:
T (10/27): The Example Essay
Due: Connect Composition: Quotation Mark Study

R (10/29): Supporting Your Expository Thesis
Due: Read in Connect Composition: “What Goes into Commercial Pet Food” by Ann Martin
*Respond to the “Power of Process” prompts in Connect Composition to process this research source

WEEK ELEVEN:
T (11/3): Unity and Coherence in Expository Essays

R (11/5): Draft Revision Peer & Self Review Workshop
!!!!! Due: First Draft of Writing Assignment 4: The Example Essay!!!!

WEEK TWELVE:
T (11/10): Game Day: Expository Jeopardy
Due: Connect Composition: Comma Study

R (11/12): CLASS CANCELED – work on revising Essay 4 for Final Draft

WEEK THIRTEEN:
T (11/17): The Argumentative Essay
!!!!! Due: Final Draft of Writing Assignment 4: The Example Essay & Self Review !!!!

R (11/19): Supporting Your Argumentative Thesis
Read: WR 11a, 11b, 11c
Due: Connect Composition: Pronoun Study
WEEK FOURTEEN:
T (11/24): Game Day: Argument Jeopardy
   !!! Due: First Draft of Writing Assignment 5: Educational Plan and Reflection Essay!!!!
   [SUBMIT Hard Copy & Electronic Copy!!!!]

WEEK FIFTEEN:
T (12/1): Group Conferences
   Due: Peer Reviews (for the group that is meeting today)
   Due: Connect Composition: Pronoun Antecedent Agreement
R (12/3): Group Conferences
   Due: Peer Reviews (for the group that is meeting today)

WEEK SIXTEEN: Conclusion
T (12/8): Group Conferences
   Due: Peer Reviews (for the group that is meeting today)
   Due: Connect Composition: Apostrophes
R (12/10): Writing Assignment 6: Final Essay Preparation
   !!! Due: Final Draft of Writing Assignment 5: Educational Plan and Reflection Essay & Self Review!!!!

WEEK SEVENTEEN:
T (12/15): 11:30AM - 1:20 PM -- Writing Assignment 6: Final Essay
   !!! Due: Final Draft of Writing Assignment 6: Final Essay !!! – (Completed in Class – Location TBA)
   Due: Connect Composition: Diagnostic Post-Test