

**Instructor**: Shannon McCrocklin **Office**: Ross Hall 226

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**Objectives:**

The purpose of English 150 is to prepare you for communicating successfully in your academic courses, as well as in your work, personal, and civic lives. Because of what the National Council of Teachers of English calls the importance of 21st-century literacies, while most of the course will be devoted to writing, you will also practice and analyze oral, visual, and electronic communication and you’ll also compile and reflect on a portfolio of your work.

**Textbooks and Materials**

Faigley, Lester. *The Brief Penguin Handbook, 4th edition*. Upper Saddle River, NJ: Pearson Education, 2012.

Roen, Duane, Gregory Glau, and Barry Maid. *The McGraw-Hill Guide: Writing for College, Writing for Life, 2nd edition*. Boston: McGraw-Hill, 2010

*ISUComm Foundation Courses Student Guide for English 150 and 250,* Iowa State University, Department of English

**Class Website Info:**

Our course website is on Moodle. To register in this online course:

* Go to: <http://courses.isucomm.iastate.edu>
* Click on ISU Comm Foundation Courses (150, 250)
* After finding section TG, use the enrollment code “writewell”

**Assignments**

All major assignments will be submitted online through Moodle. The brochure assignment, however, will also be submitted as a paper copy. In addition to major assignments, there will be shorter assignments to practice strategies important to a major assignment or to explore visual and oral communication. All assignments will be penalized a letter grade for each day they are late (a B quality paper would be given a C, if a day late). Also, please note that assignments will be due before class or at the beginning of class. Failure to turn in the paper on time, but within the day due, will result in a 5% grade reduction.

**Assignment 1** Sharing Experiences: Narrative **10%**

**Assignment 2** Exploring and Providing Information **15**%

**Assignment 3** Analyzing an Artifact **20**%

**Assignment 4** Composing Visual Communication: Brochure **15%**

**Assignment 5** Portfolio **15**%

**Daily Work and Classroom Participation** **15**%

**Presentations 10%**

**Grading**

In English 150 and 250, as in other university courses, the work required of you at the university will often be different in type and level of difficulty from what you did in high school. Expectations are also naturally higher since your work is now in a pool with that of others who are also pursuing a degree at this large university. The Iowa State University Strategic Plan calls for “rigor” and “challenge” in academics, and it emphasizes “students' critical thinking, creative abilities, and communication skills” (<http://www.public.iastate.edu/~strategicplan/>).

Therefore, while it is assumed that students admitted to the university can perform satisfactorily most of the time, earning As and Bs at the university level requires strong, consistent effort. Your assignment sheets in English 150 and 250 include evaluation criteria and your instructor will provide feedback on your work. Be realistic in your expectations about grades; start assignments early and work steadily to avoid last-minute rushing; and make an appointment with your instructor if you do not understand an assignment’s grade.

A The qualities of a B assignment, plus imagination, originality, and engaging expression.

B Thorough analysis of the communication problem; a satisfactory solution to the problem, judgment and tact in the presentation of this solution; good organization and solid expression.

C Satisfactory analysis of the problem, clear organization, and competent style; nothing remarkably good or bad. A C means your work met the demands of the assignment in a minimally acceptable way.

D Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; inadequate treatment of the assignment.

F Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage.

**Class Attendance and Participation**

Classes are in a discussion/workshop format and depend on your active learning; therefore, regular attendance and productive, courteous participation with classmates and the instructor are important.

* **Missing four classes will lower your grade and further absences could lead to an automatic failure of the class.**
  + Specifically, four absences will reduce your class grade by 10%
    - 5 absences by 20%
    - 6 absences by 30%
    - 7 absences by 40%
    - 8 absences will cause you to automatically fail the class
* **If you are more than 10 minutes late to class, you will be counted absent. Also, if you leave early you may be counted as absent.**
* **Missing during group work or on the day of your oral presentation means taking an F for that activity**, as it cannot be made up individually.
* When classes are cancelled for conferences in my office, **missing a scheduled individual or group conference counts as an absence.**
* Your advisor may also be notified of attendance issues that threaten your ability to pass the class and you may receive a midterm low-grade report because of your attendance.

**Academic Honesty**

Read thoroughly all of the material covered in your *Student Guide: English 150–250*, including the section regarding ethics and plagiarism in the academy. Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your writing. Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. **Detecting plagiarism in English 150 and 250 is often fairly easy for an instructor who is familiar with your work**, and once detected, it is mandatory that the Director of Foundation Communication be notified and consulted about consequences. **If you have** **any questions about using work other than your own in your paper, see your instructor before you turn in an assignment.**

**Diversity Affirmation**

Iowa State University does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, or disability. An effective learning environment values and supports diversity. Disrespect shown either through actions or language will not be tolerated. You may be asked to leave the class if you speak or act with hate or disrespect. If asked to leave, you will also be counted as absent for the day.

**Disability Accommodation**

If you have a disability and require accommodations, you must contact your instructor early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Resources (DR) office, main floor of the Students Services Building, Room 1076, 515-294-7220.

**Course Schedule**

Please note that the course schedule is tentative and likely to change. Check the course website frequently to make sure you are following the current and correct schedule.

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| **W** | **D** | **Topic** | **Readings** | **Due** |
| 1 | T | Introducing the Course | Ch. 1 & 3 MHG Student Guide p. 1-17 |  |
| R | The Writing Process and Writing Sample | Ch. 4 MHG & p. 8-12 BPH |  |
| 2 | T | What is a Narrative & Starting your First Draft | p. 379-398 BPH |  |
| R | Features of an Academic Essay & How to do a Good Peer Review | p. 19-36BPH | Quiz 1 |
| 3 | T | Peer Review for Essay 1 |  | Rough Draft |
| R | Self-Reflection & Introducing Assignment 2, Exploring and Informing | Ch. 5 & 6 MHG | Essay 1 |
| 4 | T | Doing Research & Finding Suitable Sources | Ch. 17 & 18 BPH |  |
| R | Close Reading, Annotating, & Writing Summaries | Ch. 2 MHG & They Say/I Say Ch. 2- Summarizing |  |
| 5 | T | Citing Sources and Avoiding Plagiarism | Ch. 20 BPH | 2 Sources for Paper 2 & Quiz 2 |
| R | Pulling it all Together & Organizing your Essay | Ch. 21 & 22 BPH & Ch. 16MHG | Quiz 2 |
| 6 | T | Peer Review for Essay 2 & Effective Presentations |  | Rough Draft |
| R | Conferences |  |  |
| 7 | T | Presentations of Essay 2 | Ch. 15 BPH | Essay 2 |
| R | Presentations of Essay 2 |  | PPT Slides |
| 8 | T | What is Analysis? | Ch. 7 & 8 MHG |  |
| R | Assignment 3 & Analyzing Art | “Elements of Art” & Student Guide p. 50-53 |  |
| 9 | T | Tour of Art on Campus |  |  |
| R | Watch How to Analyze Art Video & Synthesis |  |  |
| 10 | T | Effective Style and Language & Grammar Basics | Ch. 27, 28, 29, 32, & 33 BPH | Quiz 3 |
| R | Peer Review of Essay 3 |  | Rough Draft |
| 11 | T | Reflection and Dealing with Images |  | Essay 3 |
| R | Introduce Assignment 4 & Visual Communication | Ch. 14 BPH & Ch. 18 MHG |  |
| 12 | T | Analyze Professional Brochures |  |  |
| R | Analyze Student Brochures & Turn a Website into a Brochure |  | Quiz 4 |
| 13 | T | Peer Review Presentations |  |  |
| R | Peer Review Presentations |  |  |
| 14 | Fall Break | | | |
| 15 | T | Intro to E-Portfolios & | Appendix A MHG | Brochure |
| R | Laying out the Base Site & Resumes | “Top 10 tips for your 2010 Resume” & “5 Easy Ways to Improve your Resume” |  |
| 16 | T | Adding the So What/ Who Cares & Reviewing the Portfolio Paper | Ch. 7 of They Say/I Say “So What/ Who Cares?” |  |
| R | Peer Review for the Portfolio Brochure |  |  |
| Finals Week- Portfolio Due & Evaluations | | | | |

\*\*MHG= The Mc-Graw Hill Guide & BPH= The Brief Penguin Handbook