

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with an historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
 - Evaluate history and the arts (Adept, Visual Literacy, Global)
 - Produce imaginative and innovative work. (Adept, Problem Solver)
 - Evaluate ideas critically to formulate their own conclusions.
 - Generate written work across various contexts (Problem Solver)
 - Create prepared, purposeful oral presentations (Problem Solver)
 - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
 - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
 - Analyze information and sources critically (Problem Solver)
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Course Title **English Composition**

Course Code **ENG101**

Credit Hours 3 Semester

Contact Hours 3 Hours

Prerequisites ENG099 or Accuplacer Placement

Course Type Lecture

Instructor Geoffery Jacques

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Term Start/End Date September 8 – December 18, 2015

Course Syllabus

Course Description

This course focuses on the skills required for written exposition and communication, including critical thinking, analysis of reading, and synthesis of materials, drafting, and editing and revising. Students will also be introduced to basic research techniques and MLA documentation.

Learning Objectives Upon completion of this course the student should be able to:

Demonstrate knowledge of the humanities

Demonstrate an improvement in skills in critical thinking

Demonstrate an improvement in skills in writing

Required Textbook(s)

Everything's An Argument ISBN: 978 0 312 53862 0

They Say / I Say ISBN: 978 0 393 93361 1

A Pocket Style Manual ISBN: 978 0 312 54254 2

Course Outline

Week 1: Introductions and syllabus review: Is everything really an argument? active reading strategies; using Moodle and TurnItIn; rubrics; artists' statements

Week 2: Writing an essay of evaluation; arguments from pathos, ethos, and logos; subject, audience, and purpose; visual arguments; diagnostic mini-essay due

Week 3: Developing a research topic; avoiding plagiarism; opening paragraphs; pre-drafting strategies; inductive and deductive paragraph structures; avoiding passive voice; research paper topic proposal due

Week 4: Evaluating sources; peer review; closing paragraphs; revision strategies; mature draft of visual argument evaluation essay due;

Week 5: Writing an essay of rhetorical analysis; identifying logical fallacies; crafting a research plan; final draft of visual argument evaluation essay due

Week 6: Toulmin argument analysis; writing thesis statements; research plan due

Week 7: Locating and documenting sources; MLA style; research strategies; peer review; mature draft of rhetorical analysis due

Week 8: Structure and coherence; constructing the annotated bibliography; backwards outlining; final draft of rhetorical analysis due

Week 9: Sentence structure and flow; in-class writing of definition paragraph

Week 10: Causal arguments and proposal arguments; pre-drafting; annotated bibliography due

Week 11: Writing a persuasive research essay; pre-drafting group work

Week 12: Conferences; mature draft of persuasive research essay due

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Week 13: Conferences; peer review; crafting transitions; group revision

Week 14: Essay exam strategies; final draft editing; final draft of persuasive research essay due

Week 15: Final Exam at Cota Street, computer lab 4

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		R	Grading Scales		
Course Area	%		Percent	Letter	Numeric
Writing Exercises	20		93–100	A	4.00
Class Participation	15		90–92	A-	3.70
Evaluation essay	10		87–89	B+	3.30
Rhetorical analysis essay	15		83–86	B	3.00
Research essay	20		80–82	B-	2.70
Quizzes	10		77–79	C+	2.30
Final exam	10		73–76	C	2.00
			70–72	C-	1.70
			67–69	D+	1.30
Total	100%		63–66	D	1.00
			0–62	F	0.00

CLASS PARTICIPATION: In a discussion course such as this we are all engaged in teaching and learning together. You are responsible to participate in this process by contributing your perceptions, suggestions, questions, and energy, to the work we do, both analytically and creatively. The notion that you can tune out on the class discussion until you get “the answer” from the teacher misses the point. Your own contribution to the class will not be measured using any strict quantitative rubric. However, bear in mind that saying nothing makes any sort of qualitative evaluation impossible. What matters is that you raise questions about the literature and make intelligent, creative attempts to handle the questions of others. Your class participation involves considering thoughtfully and seriously the suggestions of your fellow

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students and synthesizing the best of what we all have to offer in coming to an informed critical position of your own.

ATTENDANCE: Your prompt attendance is required. The course is primarily oriented around lecture and discussion, as well as in-class workshops on your writing. As such, class participation is crucial, and you cannot participate if you do not attend. In accordance with Brooks Institute policy, excessive absences will affect your grade for the course. Starting with your fourth absence each day of class you miss will lower your class participation grade by one full grade (four absences and your highest possible grade for class participation is a B, five absences and your highest grade is a C, and so on). There are no excused absences, whether for illness, family crisis, or field trips. You have three days of absence without penalty, no questions asked, no doctors' notes needed. However, more than three absences from class for any reason will result in a grade penalty. Your attendance also entails arriving at class on time. Three incidences of tardiness will be considered the equivalent of an absence. Be on time!

SPECIAL NEEDS: Students who have been diagnosed with a disability (learning, physical or psychological) are strongly encouraged to contact an ADA Coordinator as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the ADA Coordinator. These accommodations may be necessary to ensure your full participation and the successful completion of this course.

DOCUMENTATION: For any written work submitted in this course you are required to provide a "List of Works Cited." That list must identify any source whose ideas you have employed in your writing (including books, periodicals, Cliff's Notes, encyclopedias, other students' papers or on-line sources of information). The list of works cited needs to provide full bibliographic information in impeccably correct MLA format. In addition, you need to provide MLA-formatted parenthetical documentation (including specific page numbers) for any direct quotations or paraphrased ideas from any source. If it's not your idea, it needs parenthetical citation. Every time. But do *not* cite sources in a list of works cited that you do not use in the paper.

LATE PAPERS: Each of you has one "get-out-of-jail-free" card to use at some point during the term. Use of this pass gives you one week extra, on any one written assignment, no questions asked, no penalty imposed. This pass may only be used for written work, not for exams or for quizzes. If you have used your one pass and feel you need another, you may negotiate with me over this. Otherwise, I will not be accepting any late work. Period. Plan accordingly; get it done. In addition, no work may be submitted after 5pm on the last day of classes.

QUIZZES: You may expect unannounced quizzes on your reading. Quizzes may not be made up for any reason, but your lowest quiz grade will be dropped.

EXAMS: Your final exam will be comprehensive and essay in nature.

EXTRA CREDIT: I do not give extra credit. Complete the assigned work on time instead.

GRADING: All assignments will be graded with letter grades, including minuses and pluses. Essays will be graded on their concept, development, organization, coherence, effectiveness, clarity, expressiveness and correctness. I reserve the grade A for truly exceptional performance, surpassing most assignments both in effort and achievement. It is my experience that most students receive some species of B, which indicates solid performance and strong execution. A grade of C is awarded for satisfactory performance, and D grades are awarded for

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unsatisfactory performance. A grade of F indicates a thorough failure to comprehend or measure up to the demands of the assignment. A grade of Zero will be recorded for work that is not handed in or is guilty of plagiarism. A Zero is to an F as 0% is to 50%.

DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

ATTENDANCE POLICY

Faculty takes attendance for each class period and posts it to the student's record through the campus management system. Upon reaching three unexcused absences, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the fourth one. Students may review their attendance through the Student Portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

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Academic Integrity

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.

- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.

- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.

- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.

- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:

- Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.

- Brooks Institute will only use legally acquired software on our computers.

- Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.

- Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.

- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

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CREDIT ASCRIPTION ADDENDUM

ENG 101: Composition - 3 semester credit hours

Type: Lecture/Discussion

Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives

Course Learning Objectives:

1. Demonstrate knowledge of the humanities
2. Demonstrate an improvement in skills in critical thinking
3. Demonstrate an improvement in skills in writing

The following indicates the **minimum** number of hours expected per assignment.

All references to reading refer to the required textbooks:

Everything's An Argument, 5th edition and *They Say / I Say*

	Assignment Title	Homework Hours	Assignment Objectives
Week 1	Reading	1.5	1, 2
Week 2	Reading	3	1, 2
	Diagnostic mini-essay	6	1, 2, 3
Week 3	Reading	2	1, 2
	Research paper topic proposal	2	2, 3
Week 4	Reading	3	1, 2
	Evaluation essay mature draft	8	1, 2, 3
Week 5	Reading	3	1, 2
	Evaluation essay final draft	6	2, 3
Week 6	Reading	3	1, 2
	Research plan	4	1, 2, 3
Week 7	Reading	3	1, 2
	Rhetorical analysis mature draft	10	1, 2, 3
Week 8	Reading	3	1, 2
	Rhetorical analysis final draft	6	1, 2, 3
Week 9	Reading	1.5	1, 2
	Definition essay prep	3	1, 2
Week 10	Reading	2	1, 2
	Annotated bibliography	15	1, 2, 3
Week 11	Reading	1	1, 2
Week 12	Research paper mature draft	15	1, 2, 3
Week 13	Reading	1	1, 2
Week 14	Research paper final draft	10	1, 2, 3
Week 15	Final exam prep	5	1, 2, 3
	Total homework hours	111	