

English 112 Accelerated Syllabus, DeVry University, Perkins

Professor: Prof. Perkins
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*NOTE: Put ENGL 112 in subject line of e-mail

Course Description: This course introduces writing as a method of articulating and communicating ideas. Composition principles are explored through reading, writing, and analyzing professional and student texts. Emphasizing audience awareness and individual and collaborative approaches, the course teaches students the process of writing (prewriting, writing, and rewriting) and seeks to improve the quality of their writing in the areas of unity, coherence, style, development, and mechanics. Students write in a variety of modes, with different aims, and for diverse audiences. In addition, students will use library resources and electronic tools to access information and compose, critique, and share writing.

Texts

- Connelly, *The Sundance Writer*, AND Raimes, *Keys for Writers*

Assignments/Grading

- **Essay 1 Portfolio:** Example Essay, peer review, rough draft & pre-writing (2-3 pages).....25%
 - Rough Draft due **Week Two**; Final Draft due **Week Three** <http://kareyperkins.com/classes/112/essay1.pdf>
- **Essay 2 Portfolio:** Descriptive/Narrative Essay peer review, rough draft & pre-writing (2-3 pages).....25%
 - Rough Draft due **Week Four**; Final Draft Due **Week Five** <http://kareyperkins.com/classes/112/essay2.pdf>
- **Essay 3 Portfolio:** Process/Classification/CC Essay peer review, rough draft & pre-writing (2-3 pages).....25%
 - Rough Draft due **Week Six**; Final Draft due **Week Seven** <http://kareyperkins.com/classes/112/essay3.pdf>
- **Daily Work Portfolio:** In-class activities; readings; exit exam, journals; grammar presentations; participation; attendance.
 - Due **Week Eight** in two pocket folder with cover sheet <http://kareyperkins.com/classes/112/112dwportfolio.pdf>25%

*Keep your own records of your grade for this class.
Essays are reduced 10% for each CALENDAR DAY (not class meeting) that they are late.
Portfolios will be reduced 10% if submitted in a disorganized or messy manner.
If portfolios do not adhere to requirements, I will refuse to accept them and the grade will be a zero.*

ESSAY PORTFOLIOS: All final essays must be submitted to me IN PERSON in a *paper two-pocket folder (with tongs, no 3 ring binders)*. They must be word-processed, double-spaced, with a 10 or 12 point font and 1" to 1 ½ " margins. A **right-justified heading** with *your name, class and section, my name, date, and assignment name* must also be included at the top of the first page of your final draft. Example:

Your Name Here
English 112
For Prof. Perkins
January 15, 2009
1st Essay: Example

Work must be fastened in the tongs of the folder. Place first what you want to be graded, i.e.: final draft and previous drafts should be in reverse chronological order, as follows:

- final draft (placed first in the portfolio)
- peer review sheet filled out by your peer (in-class)
- revised (second iteration) essay with peer review comments (posted on-line)
- the first rough/peer-edited draft(s) with written editing comments from instructor or peers
- a thesis/outline peer reviewed (posted on-line)
- two invention activities (brainstorming, freewriting, or other)

DAILY WORK PORTFOLIOS: This consists of homework and in-class work. You will save your daily work throughout the class and turn it in at the end of the semester in a *paper two-pocket folder* with fasteners (metal tongs). A cover sheet/assignment list, <http://kareyperkins.com/classes/112/112dwportfolio.pdf> must be placed in FRONT of your folder, before all your work. Work must be secured in the folder tongs, not just placed in folder, and it must be organized in the same order as the list of assignments on your cover sheet, or the portfolio will not be accepted. Print out threaded discussions directly from the eCollege site, with your comments expanded.

ONE SENTENCE SUMMARIES (on-line): For each new essay assignment, you will read assigned essays (see essay assignments, <http://www.kareyperkins.com/classes/112/essay1.pdf> and "essay2.pdf"/"essay3.pdf") from the Sundance Reader and you will write a *one sentence* summary/reaction/comment on each essay. You may comment on the content of the essay, some insight you received from the essay, or the form/writing of the essay. You may ask a question also. Post this on-line in eCollege Threaded Discussions (<http://www.devryu.net>) every other week (Weeks 1, 3, and 5), and respond to at least one other classmate's sentence summaries for full credit.

THESIS/OUTLINE (on-line): For each new essay assignment, you will begin writing your essay by writing a thesis statement and outline, (<http://kareyperkins.com/classes/112/112thesis.html> and <http://kareyperkins.com/classes/112/112outline.html>) and post these on-line in eCollege Threaded Discussions (<http://www.devryu.net>). These will be posted Weeks 1, 3, and 5. You must respond to at least one other classmate's posted thesis/ outline with constructive and helpful comments. Revise your thesis/outline into a full essay, using comments you received from your peer, to bring to the next class for peer review.

PEER REVIEWS (in-class): <http://kareyperkins.com/classes/112/112peerreview.html> After posting your thesis/outline, you will write your first draft and bring it to class and we will "peer review" it individually and as a group. THIS ACTIVITY CANNOT BE MADE UP. You must bring THREE COPIES of your typewritten essay to class AT THE BEGINNING OF CLASS that day or you will receive a zero. This is Weeks 2, 4, and 6.

SECOND REVISION OF ESSAY (on-line): After you receive your peer's/the class's comments on your rough draft, you will revise it for homework (Weeks 2, 4, and 6) and post it on-line in eCollege Threaded Discussions (<http://www.devryu.net>) for a second review/comments from classmates. You must also respond to at least one other classmate's essay with constructive, helpful comments using Word "track changes" and "insert comment." You will then revised the essay again from peer feedback, and submit your final copy in a two pocket portfolio with all pre-writing the next class meeting (Weeks 3, 5, and 7).

JOURNALS (homework/notebook): consist of daily writings, one page long, in **one** journal notebook, on any topic of your choosing. You may type or write them. They are not graded, just checked each week. Label each journal by date and week/day. Feel free in this kind of writing to let your creative juices flow, have fun and enjoy yourself, and write whatever you want as long as it is in prose format and a different writing each day. I will check off seven journals at the end of class each week. You must bring ALL your journals to date each week in the same notebook or they cannot be counted. JOURNALS ARE NOT ACCEPTED LATE. These cannot be "made up." Grading for journals in based on completion each week: 6-7 = A, 5 = B, 4 = C, 3 = D, 2 or less = F, 0 = 0

GRAMMAR PRESENTATIONS (in-class): A presentation on one grammatical error of your choice. See: <http://kareyperkins.com/classes/112/112grammar.html>. Evaluated on four criteria, **worth 25% each:**

- (1) time limit (5 to 8minutes)
- (2) use of visual aid
- (3) content (explain clearly by:
 - (a) defining the error
 - (b) giving examples of error in sentences and
 - (c) correcting the sentences and finally
- (4) presentation: entertaining and humorous

MY WEBSITE: See also my website at <http://kareyperkins.com> for this information and more.

ENGLISH 112 SCHEDULE/OUTLINE

(This schedule is subject to change per individual class needs.)

***Means this assignment needs to be saved for your daily work portfolio*

WEEK ONE

Example Essay; Invention; Unity

Five Qualities of Good Writing; The Writing Process; Structure of Five Paragraph Essay; Exemplification: the Example Essay' Invention: Invention Activities I & II; Unity & the Thesis Statement; Theses on board for class review

<http://kareyperkins.com/classes/112/112process.html>

<http://kareyperkins.com/classes/112/112qualities.html>

<http://kareyperkins.com/classes/112/112structure.html>

<http://kareyperkins.com/classes/112/112invention.html>

<http://kareyperkins.com/classes/112/112thesis.html>
<http://kareyperkins.com/classes/112/112modes.html#ex>
<http://kareyperkins.com/classes/112/essay1.pdf>

HOMEWORK:

Post Thesis/outline in threaded discussion

Review a peer's thesis/outline in same threaded discussion

Post Sundance essay one sentence summaries (see index for page number):

- "Homeless"
- "Mexicans deserve more than La Mordida"
- "Death of a Dream"
- "Black Men and Public Space"

Develop peer reviewed thesis/outline into a typed rough draft and bring to class Week Two

Write 7 journals; bring to class in a folder Week Two

READING:

Sundance Writer Ch. 1-12; Chapter 20

Keys for Writers: Start reading chapters 1-4 of Part One (Writing in General)

WEEK TWO

First Essay Rough Draft Peer Review

<http://kareyperkins.com/classes/112/112peerreview.html>

GRAMMAR PRESENTATION SIGN UP

<http://kareyperkins.com/classes/112/112grammar.html>

HOMEWORK:

Revise Example Essay; post in threaded discussions

Respond to a peer's essay by reviewing using Words' "track changes" and "insert comment"

After getting peer review, revise your Example Essay again to turn in

7 JOURNALS

READING: continue previous week's readings:

Sundance Writer Ch. 1-12; Chapter 20

Keys, Continue Chapters 1-4 of Part One

WEEK THREE

Turn in First Essay (Example) Portfolio

Second Essay: (Narrative/Descriptive): Specificity & Development; In-class specificity exercises;

<http://kareyperkins.com/classes/112/112specificity.html>

<http://kareyperkins.com/classes/112/112modes.html#desc>

<http://kareyperkins.com/classes/112/112modes.html#narr>

<http://kareyperkins.com/classes/112/essay2.pdf>

HOMEWORK:

Post Narrative/Descriptive Thesis/outline in threaded discussion

Review a peer's thesis/outline in same threaded discussion

Post Sundance essay one sentence summaries (see index for page number):

- "The Knife" <http://kareyperkins.com/classes/112/112description.html>
- "A Doctor's Dilemma" (in your Sundance text)

Develop peer reviewed thesis/outline into a typed rough draft and bring to class Week Four

Write specificity paragraph and post in threaded discussion

Write 7 journals; bring to class with previous journal entries

READING:

Sundance Writer Chapters 18, 19

Keys: Chapters 1-4 of Part One, Chapters 29-36 of Part Six

WEEK FOUR

Peer Review Second Essay Rough Draft

<http://kareyperkins.com/classes/112/112peerreview.html>

Read Specificity Paragraphs

HOMEWORK:

Revise Narrative/Descriptive Essay; post in threaded discussions

Respond to a peer's essay by reviewing using Words' "track changes" and "insert comment"

After getting peer reviews, revise Narrative/Descriptive Essay again to turn in

7 JOURNALS

READING:

Sundance Writer Chapters 18, 19

Keys: Chapters 29-36 of Part Six

WEEK FIVE

Turn in Second Essay (Narrative/Descriptive) Portfolio

Discuss Third Essay (Exposition) ; CC/Classification/Process/Definition' Coherence & Transitions; The Outline;;

<http://kareyperkins.com/classes/112/112coherence.html>

<http://kareyperkins.com/classes/112/112outline.html>

<http://kareyperkins.com/classes/112/112modes.html#c-c>

<http://kareyperkins.com/classes/112/112modes.html#class>

<http://kareyperkins.com/classes/112/112modes.html#def>

<http://kareyperkins.com/classes/112/112modes.html#process>

<http://kareyperkins.com/classes/112/112outline.html>

<http://kareyperkins.com/classes/112/essay3.pdf>

HOMEWORK:

Post Thesis/outline in threaded discussion

Review a peer's thesis/outline in same threaded discussion

Post Sundance essay one sentence summaries (see index for page number):

- "My Graduation Speech" (Comparison) <http://kareyperkins.com/classes/112/112comparison.html>
- "How to Land the Job you Want" (Process) (in your Sundance text)
- "How to Mark a Book" (Process) (in your Sundance text)
- "Three Kinds of Discipline" (Classification) (in your Sundance text)

Develop peer reviewed thesis/outline into a typed rough draft and bring to class Week Six

Write 7 journals; bring to class in a folder Week Two

READING:

Sundance Writer Chapters 21-24

Keys: Chapters 29-36 of Part Six

WEEK SIX

Third Essay Rough Draft Peer Review

<http://kareyperkins.com/classes/112/112peerreview.html>

HOMEWORK:

Revise Third Essay; post in threaded discussions

Respond to a peer's essay by reviewing using Words' "track changes" and "insert comment"

After getting peer reviews, revise Third Essay again to turn in

7 JOURNALS

READING:

Sundance Writer Chapters 21-24

Keys: Chapters 29-36 of Part Six

WRITING: Revise Third Essay to turn in

ON-LINE: *Post revised essay*, respond to one classmate's revised essay

WEEK SEVEN

Turn in Third Essay (Expository) Portfolio

Style & Wordiness; Wordiness exercise: simplify sentences; Mary Paragraph; Tone & Audience: Write 3 paragraphs

<http://kareyperkins.com/classes/112/112style.html>

<http://kareyper.ipower.com/classes/112/112intros.html>

HOMEWORK:

Work on Grammar Presentation <http://kareyperkins.com/classes/112/112grammar.html>

Complete Daily Work Portfolio to turn in <http://kareyperkins.com/classes/112/112dwportfolio.pdf>

7 journals

WEEK EIGHT

Daily Work Portfolio Due

<http://kareyperkins.com/classes/112/112dwportfolio.pdf>

Grammar Presentations

<http://kareyperkins.com/classes/112/112grammar.html>

Course Policies and Guidelines

- **LATE WORK:** Late Homework/Daily Work Assignments can NOT be made up (thesis & outlines, peer review of rough drafts, journals, in-class activities). Essays will be reduced ten points for each DAY (not class meeting) they are late.
- **Attendance:** Because we accomplish so much during each class period, it is vital that you arrive on time and attend all class sessions. Missing just one class will set you behind because of the accelerated workload. Missing two classes will automatically drop you from the class; you must get special permission from me and the administration to be re-instated. If you have to miss any class, **you** are responsible for getting assignments, handouts, etc. from a classmate.
- **Academic Integrity:** As a student, you are expected to read, understand, and follow the procedures and rules of conduct as stated in the *DeVry/Atlanta Institute of Technology Student Handbook*. You are expected to adhere to the Student Academic Integrity Policy. **Plagiarism** is covered in the handbook, and includes improper paraphrasing, copying, and/or lack of proper documentation of sources. Keep in mind that all writing submitted to me must be written by you for this class. Any time you borrow an idea or passage from an outside source (newspaper, book, TV show, friend, relative, etc.) without giving that source credit (quotations or citations), you have plagiarized. If you let a fellow student borrow from your work or copy your essay then you are guilty of plagiarism, too. Please see the handbook for DeVry's policies.
- **Learning Needs:** If you have a diagnosed handicap or learning disability or if you feel you need special assistance, please notify your instructor and Student Services. This diagnosis must be official documentation from your high school or your physician stating the nature of your

condition and anything this institution should provide. This will be done discreetly. However, in order for you to receive accommodations, you must let us know how we may help you.

- **Tutoring:** After an in-class writing assignment, I may require you to attend tutoring at the Academic Support Center's Tutorial Center. If I refer you to tutoring, and you do not attend, your course grade will suffer. Tutoring services are free, and you can receive individualized instruction in writing skills to supplement the course, and to focus on improving your weak areas.

Terminal Course Objectives:

- 1 Use appropriate planning strategies to generate ideas and content (prewriting/planning—*invention*).
- 2 Organize the writing for the most effective delivery of ideas (prewriting/planning—*shaping*).
- 3 Draft an essay supported by ample evidence and details (*drafting*).
- 4 Employ revision strategies and electronic tools to shape and refine the writing for maximum effectiveness (*revision/rewriting*).
- 5 Plan, draft, and revise at least four essays that are either aims-based (e.g., expressive, persuasive, informative) or organized by modes (such as classification, definition, comparison/contrast, narrative, descriptive, process analysis), or both.
- 6 Given a variety of texts including published documents (both print and electronic) and classmates' work, analyze these texts for main ideas, organization, development, and style.
- 7 Given print or electronic versions of sources such as journal articles, manuals, text chapters, or essays, summarize the materials for various purposes and audiences.
- 8 Given a topic or an essay on a topic, prepare and deliver a brief informal presentation demonstrating logical organization of content and effective delivery.