

- texts.
5. Knowledge of Conventions: an ability to apply stylistic guidelines and follow conventions in usage and formatting.
 6. Composing and Conducting Research in Electronic Environments: an understanding of media and technology in regards to new opportunities for composing and publishing texts; an ability to locate, identify, and use SSCC library resources (such as academic journal articles published in peer-reviewed journals on library databases). In addition, they should have the ability to conduct research using OPASS, OhioLink, and the internet.
 7. Minimal Course Requirement: an ability to compose a variety of texts with opportunities for response and revision. A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work.

9. ADOPTED TEXT(S)*:

The Norton Field Guide to Writing with Readings
6th Edition with *InQuizitive* and *Little Seagull* access codes
Richard Bullock, et al.
W.W. Norton & Company, 2022
ISBN for Follett Inclusive Access: 978-0-393-88437-1
ISBN: for students who do not want Inclusive Access: 978-0-393-88407-4 (Paperback)
ISBN: for students who do not want Inclusive Access: 978-0-393-88406-7 (Ebook and Learning Tools)

OR

OhioLink First Year Writing Course
A Free Online Educational Resource from the Ohio Dept. of Higher Ed.
<https://ohiolink.oercommons.org/courseware/8>

9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) *.**

The following supplemental text(s) have been approved by the English department and may be used, provided the instructor notifies the bookstore before its textbook ordering deadline.

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance
Harper Paperbacks, 2018
ISBN: 9780062300553

OR

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance
 Harper (hardback) 2016
 ISBN: 9780062300546

10. OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)**

At the discretion of the instructor.

11. GRADING SCALE*:**

Grading will follow the policy in the catalog. The scale is as follows:

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

12. GRADING PROCEDURES OR ASSESSMENTS: (Course Syllabus – Individual Instructor Specific)

Students meet course objectives upon achieving an average grade of “C” for essays and an average grade of “C” for the course. In determining grades for essays, instructors will use the English Department’s Essay Evaluation Scale (<https://www.sccc.edu/syllabi/assets/English%20Rubric.pdf>).

The following is an example only; however, writing assignments should determine at least 70% of a student’s final grade:

<i>Category</i>	<u>EXAMPLE ONLY</u> <i>Total Points</i>	<i>% of Grade</i>
Essays and Formal Writing Assignments	700	70%
Quizzes/Exams	50	5%
Projects	100	10%
Assignments	100	10%
Attendance	50	5%
Total	1000	100%

13. COURSE METHODOLOGY: (Course Syllabus – Individual Instructor Specific)

Face-to-face classes will consist of lectures, class discussions, small group projects,

videos, outside assignments, informal and formal writing assignments, and supplemental materials. Interactive class discussion is encouraged and staying current on reading assignments necessary to be able to actively participate in class discussions. Quizzes and exams may be required. This course may require accessing and submitting assignments to a supplemental course on the college's LMS (learning management system).

Hybrid and/or Online version of this course may consist of any of the above types of methods and assignments and may include recorded lectures and supplemental materials, discussion board posts and responses, video viewing, various types of quizzes and exams, various informal and formal writing assignments. Students will be required to access and complete course work on the college's LMS (learning management system).

14. **COURSE OUTLINE: (Course Syllabus – Individual Instructor Specific)**
(Insert sample course outline with learning outcomes tied to assignments / topics.)

SAMPLE COURSE OUTLINE

Week 1 / Learning Outcomes: 1, 2, 3, 5

- Course Overview and Academic Literacies
- Chapter 1: Writing in Academic Contexts
- Chapter 2: Reading in Academic Contexts
- Chapter 3: Summarizing and Responding
- Chapter 4: Developing Academic Habits of Mind

Week 2 / 1, 2, 3, 5, 6, 7

- Moving from Reading Critically to Writing Critically
- Rhetorical Situations
- Chapters 5, 6, 7, 8, 9 (Purpose/Audience/Genre/Stance/Media and Design)
- Writing Evaluations and Annotated Bibliographies
- First Short Assignment Due (50 points): Crafting an Annotated Entry
- Chapter 16: Evaluations
- Chapter 15: Annotated Bibliographies

Week 3 / 1, 2, 3, 5, 6

- First Major Paper Discussion: The Analytical Summary (100 Points)
- Locating Major Claims and Learning to Explain Evidence
- Opening Statement/Thesis/Body Paragraphs/Conclusion
- In-Class Build of Example Paper
- Chapter 11: Analyzing Texts

Week 4 / 1, 2, 3, 4, 5, 6

- Rough Draft of Paper 1 due
- In-Class Workshop of Papers
- Peer Review

- Individual Meetings with Instructor

Week 5 / 1, 2, 3, 5, 6, 7

- Final Draft of Paper 1 Due
- Major Paper 2 Discussion: The Compare/Contrast Paper (100 Points)
- Locating and Evaluating Sources Online
- Selecting An Appropriate Topic
- In-Class Build of Example Compare/Contrast Paper
Chapter 38: Classifying and Dividing
Chapter 39: Comparing and Contrasting
Chapter 47: Finding Sources

Week 6 / 1, 2, 3, 4, 5, 6, 7

- Second Short Assignment Due: Annotated Bibliography of Compare/Contrast Sources Due (50 Points)
- Rough Draft of Major Paper 2 Due
- In-Class Workshop of Papers
- Peer Review
- Individual Meetings with Instructor

Week 7 / 1, 2, 3, 5, 6, 7

- Major Paper 2 Due
- Major Paper 3 Discussion: The Argumentative Paper (100 Points)
- Choosing an Appropriate Argument
- Developing a Working Thesis
Chapter 13: Arguing a Position
Chapter 37: Arguing

Week 8 / 1, 2, 3, 5, 6

- Beginning Research
- How to Use Complicating Evidence
- Basic MLA Format
- Paraphrasing/Summary/Citation
Chapter 46: Getting Started on Research
Chapter 47: Finding Sources
Chapter 48: Evaluating Sources; 49: Synthesizing Ideas; 50: Quoting, Paraphrasing, Summarizing; 51: Acknowledging Sources, Avoiding Plagiarism; 52: Documentation

Week 9 / 1, 2, 3, 4, 5, 6, 7

- Third Short Assignment Due: The Abstract (50 Points)
- Rough Draft of Argumentative Paper Due
- Revising the Researched Paper
- Using a Working Thesis as a Tool For Revision

- In-Class Workshop of Papers
 - Peer Review
 - Individual Meetings with Instructor
- Chapter 31: Assessing Your Own Writing
Chapter 32: Getting Response and Revising
Chapter 33: Editing and Proofreading

Week 10 / 1, 2, 3, 5, 6, 7

- Final Drafts of Major Paper 3 Due
 - Professional Writing: Proposals
- Chapter 20: Proposals

Week 11 / 1, 2, 3, 5, 6, 7

- Professional Writing Assignment Due (50 Points)
 - Major Paper 4 Discussion: Literary Analysis (100 Points)
 - Analyzing Literature
 - Theme/Metaphor/Symbol/Point Of View/Plot
 - In-Class Analysis of Poem
 - In-Class Analysis of Short Story
- Chapter 17: Literary Analyses
From Readings Section of Textbook – Literary Analyses

Week 12 / 1, 2

- In-Class Discussion of Story 1
 - In-Class Discussion of Story 2
 - In-Class Discussion of Story 3
- Texts: TBD by Instructor

Week 13 / 1, 2, 3, 4, 5, 6

- Rough Draft of Major Paper 4 Due
- In-Class Workshop of Paper 4
- Peer Review
- Individual Meetings with Instructor

Week 14 / 1, 2, 3, 5, 6

- Final Draft of Major Paper 4 Due
 - Discussion of Major Paper 5 Due: The Personal Narrative
 - Knowing your Audience
 - Selecting an Appropriate Topic
 - In-Class Reading and Discussion
- Chapter 18: Memoirs
Readings Section - Memoirs
Chapter 21: Explorations
Readings Section - Explorations

Week 15 / 1, 2, 3, 4, 5, 6

- Rough Draft of Major Paper 5 Due
 - In-Class Workshop
 - Peer Review
 - Individual Meetings with Instructor
 - Online Publishing
- Chapter 58: Writing and Learning Online
Chapter 59: Giving Presentations

Finals Week / 1, 2, 3, 5, 6, 7

- Major Paper Five Due

15. SPECIFIC MANAGEMENT REQUIREMENTS**:**

- Nominal enrollment in sections of English 1101 will be limited to 20 students.
- Students should have the opportunity to practice writing as a process, working through stages of invention, drafting, revising, and editing.
- A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work
- Essays should account for no less than 70% of a student's final grade.
- Essays should be typed or computer-generated and adhere to basic MLA style guidelines as indicated below:
 1. Use a standard, non-decorative 12-point font, ideally Times New Roman.
 2. Do not justify the lines at the right margin.
 3. Use a high quality printer, print on one side of the paper only, and use black ink.
 4. Use good quality 8 ½ by 11-inch paper.
 5. Use 1-inch margins and indent the first word of a paragraph by one-half inch.
 6. Double-space.
 7. Provide a flush left heading and a centered title. Do not use a title page.

16. FERPA:*

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

17. ACCOMMODATIONS: *

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do

so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

18. OTHER INFORMATION*:**

SYLLABUS TEMPLATE KEY

* Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

** Any alteration or addition must be approved by the Curriculum Committee

*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.