

Course Syllabus  
ENG 106-005: Accelerated Composition  
*Parkland College, Fall 2010*  
MW: 1:00-2:50, D-219

<b>Instructor:</b>	Deanna Williams	<b>Campus Mail Box:</b>	C-133
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<b>Office Hours:</b>	M: 12-1 & 3-5, W: 10-11, Th: 10:15-11	<b>Office Phone:</b>	217-353-2014

E-mail is the best way to contact me; however, I will generally not respond to messages during weekends or holidays.

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### Course Description

According to the *Parkland College Course Catalog*, ENG 106 is “an accelerated course in essay and research paper writing with emphasis on writing process, purpose and audience, critical analysis, focus, organization, development, clarity, coherence, research techniques, and documentation. [. . .] A grade of C or higher is required in ENG 106 to fulfill IAI General Education Core Curriculum requirements for transfer programs.”

The course consists of three units, of which the final unit is a lengthy research unit. Each of the units will include readings, activities, and discussions that promote the writing and research skills being studied. These should be viewed as pre-writing, in which you begin to form individual ideas and opinions for your final essay for the unit.

ENG 106-005 is a special section of English 106 affiliated with the Ethnography of the University Initiative (EUI) at the University of Illinois, Urbana-Champaign. To fulfill the EUI mission, the final research essay for this course will include in depth ethnographic research of Parkland College. At the end of the semester, you will have the opportunity to present your research at the EUI conference at the University of Illinois, which will be held on November 30.

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### Materials Needed

- Course Packet (I will let you know when this will be available at the Parkland College Book Store)
- Recommended: *Keys for Writers* (the 5<sup>th</sup> Edition) by Ann Raimes
- A folder or a 3-ring binder to hold all of your class work (please keep all your work until you receive your grade at the end of the semester)
- A USB drive to save your work
- A mini-stapler and staples

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### Course Objectives

ENG 106 is designed to help you:

- to analyze outside ideas and texts with a questioning mind
- to become proficient in planning and writing well-developed and organized academic argumentative essays
- to become familiar with the research writing process
- to become proficient in citing, integrating, and engaging with outside sources used in your essays as support

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### Grading Criteria

Your grade will be calculated using the point system. Points will be given for essays and other assignments; points will be taken off for absences, lateness, or leaving class early. I cannot give you an exact point total at this time because I may add or drop activities from the course depending on the needs of the class, but generally the number of points per semester is between 450-500.

I will use the following scale to calculate your final grade: A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60, F = 59% or below

How can you keep track of your grade?

- Add the number of points you earned on each assignment (points will be given for all graded assignments) and subtract points for any absences or lateness.
- Divide the total number of points you have earned (minus absence and lateness points) by the total possible points.

### **Independent Competence**

(Adapted from statement developed by Prof. S. Rutledge)

In order to receive a grade that allows a student to pass the class, a student must demonstrate independent competence. *Independent competence* is defined as the ability to conceptualize, write, and rewrite the majority of a paper by oneself.

If you are struggling with writing your essays, you should, of course, ask me for help. I will not, however, provide line-by-line, paragraph-by-paragraph feedback for your entire essay. I will help you with a portion of your essay; you are then expected to apply the feedback to the rest of the paper. This is to encourage you to work steadily toward independent competence.

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### **Student Support Services**

- **Writing Lab (D-120)**

The English faculty at the Writing Lab is available to help you with your writing assignments. Please note that the staff will not proofread your assignments. You need to be prepared with specific questions concerning your paper before going to the Writing Lab. Please refer additional information about the Writing Lab in the Class Policies section.

- **Center for Academic Success (CAS) (D-120)**

The Center for Academic Success provides a wide range of academic support services to enable you to learn well, grow as a student, succeed in your classes, and excel at what you do. These services include the following:

1. **Tutoring and Learning Assistance:** Make use of walk-in tutoring services provided by faculty, staff and trained peer tutors, Monday through Friday. Many students come to get help in study skills, reading, writing, math (all levels), and many other subjects.
2. **For-credit Modules and Tutorials:** Enroll in one-credit hour Tutorials to supplement classroom instruction in reading, writing, ESL, math, chemistry, and study skills. Modules are available for eligible students to complete certain developmental coursework requirements.
3. **Advising and Advocacy:** Work with our team of advocates and academic advisor to plan a semester schedule, understand transfer requirements, or manage issues that stand in the way of school.

For more information, please contact Anita Taylor (353-2005) or Sue Schreiber (351-2441); their offices are in D-120. You may also email CAS at [CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu).

- **Office of Disability and Learning Resource Services (X-148)**

If you believe you have a disability, for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the following person and then inform the instructor as soon as possible: Nancy Rowley, Assistant Director, Office Disability Services, Room X148, 353-2338, [nrowley@parkland.edu](mailto:nrowley@parkland.edu)

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### **Withdrawal Procedures**

At midterm, I will withdraw you from class if you have stopped coming to class. After midterm, you must withdraw from the class yourself. If you wish to withdraw from the class, be sure you take care of it with

Admissions and Records; otherwise your transcripts will permanently show an F for the class. If you decide to withdraw from the class, you must do so **by Friday, December 3.**

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### Important Dates

Labor Day (college closed; no classes)	Monday, Sept. 6
Midterm	Friday, Oct. 15
<b>ENG 106: EUI Student Conference Application Deadline</b>	<b>Friday, Nov. 12</b>
Thanksgiving Break (college closed; no classes)	Nov. 25-28
<b>ENG 106: EUI Student Conference</b>	<b>Tuesday, Nov. 30, 3-8 PM at UIUC</b>
Last day to withdraw from full-semester courses	Friday, Dec. 3
<b>ENG 106: Final Research Papers Due</b>	<b>Friday, Dec. 10, between 9-12 PM</b>
Last day of classes	Friday, Dec. 10

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### ENG 106 Class Policies

#### 1. Attendance:

- 1-4 hours of absence: 0 points taken off from final number of points
- 5-8 hours of absence: 2.5 points/hour taken off from final number of points; this means, for the fifth-eighth hours of absence, 2.5 points/hour will be taken off.
- 9+ hours of absence: 5 points/hour taken off from final number of points; this means, each hour of absence after 8 hours, 5 points/hour will be taken off.

1-4 hours of absence = -0

5 hours of absence = -2.5

6 hours of absence = -5

7 hours of absence = -7.5

8 hours of absence = -10

9 hours of absence = -15

10 hours of absence = -20

11 hours of absence = -25

12 hours of absence = -30, etc.

You are still expected to be fully prepared for the next class if you are absent from class. Please note that I will not re-teach a lesson via e-mail. To keep up with the class, you can check our class Angel site, stop by my office, and/or contact one of your classmates to find out what you missed. You will also need to get any missed handouts from Angel, a classmate, or me during my office hours. I will not have extra handouts with me in class.

Please let me know **if** you have a serious illness or a personal emergency that will take you out of class for more than a week. Otherwise, you do not need to provide a reason for your absences.

If you are late (up to 10 minutes) for class at the beginning of the class or after the break, or leave class early (up to 10 minutes), 1 point will be taken off after the first two times. If you are late or leave class early more than 10 minutes, these will be considered partial absences. Points will also be taken off I notice that you are not staying on task during class (e.g., web surfing, texting, napping, etc.).

#### 2. Grades:

- I do not give grades; you earn your grades. You are responsible for the grade you earn.
- I grade on the quality of your work, not on your effort.
- Please don't ask me to change your grade—neither the final semester grade nor on any of your assignments. I will not change your grade unless I have made a mathematical error when calculating your grade.

### 3. Assignments:

- **Due Dates:** All assignments are due at the beginning of the class unless otherwise specified. This means, your homework should be on my by 1:00 P.M. If it is not, it is considered late. Printer or USB problems will not be accepted as valid excuses for a late assignment.

Your assignment should be ready to submit when you walk into the class. You will not be allowed to print your papers in class on the due date if it is due at the beginning of the class.

- **Submission Guidelines:** Please staple any assignment that is two or more pages. If it is not stapled, I will not accept it, which will then make your assignment late.
- **Late Assignments:** You may turn in two major writing assignments—partial drafts, research paper assignments, unit essays (excluding the final research essay), the revision—up to two days late without any points being taken off. Please label the assignments to let me know that you are using the free late assignment opportunity.

Thereafter, you have up to one week after the due date to turn these assignments in for partial points; **3 points** will be taken off every day—this includes weekends and holidays—it is late. After one week, I will not accept it, and it will receive a “0.”

For all other homework, late work will not be accepted.

- 4. **Writing Lab/Other Outside Help on Writing Assignments:** If you get help on your writing assignments from the Writing Lab or other people, please attach the draft they worked on to your final draft. I need to see what they helped you with and your writing process. Please follow the guidelines below when visiting the Writing Lab:

#### Writing Lab Guidelines

Located in Center for Academic Success (CAS) in D-120

I encourage you to use the Writing Lab this semester. When you do, please follow the guidelines below.

1. Please take only typed papers to the Writing Lab (unless you need pre-writing help).
2. Take the assignment guidelines and show them to the Writing Lab instructor.
3. Prepare specific questions you have about your paper for the Writing Lab instructor. In most cases, the Writing Lab instructor will not have time to read your entire paper.
4. Do not ask or expect the Writing Lab instructor to correct all of your grammar, sentence structure, or mechanical errors. If you would like grammar help, they will generally look at one or two paragraphs and help you fix some of the consistent grammar errors. For this class, however, I would prefer that you ask for help on organization, development, and cohesion of your paper.

Writing Lab is a great resource, but be careful that you do not get too dependent on the Writing Lab. You will eventually have to learn to become independent writers. If I feel that you use the Writing Lab excessively—this means, you spend hours and hours getting help in the Lab—I reserve the right to limit your use of the Writing Lab for my class.

5. **Office Hours:** You are strongly encouraged to come and see me during my office hours if you need help with the class. However, if I feel that you are becoming too dependent on my help, I will limit your office visits to give other students more opportunity to see me.
6. **Revisions:** You may revise one of the first two essays (i.e., Unit 1 or Unit 2 essay) for a possible higher grade. You cannot revise the research paper assignments or the final research essay. The revision is due two weeks after the essay has been returned to you. Please follow the revision guidelines below if you decide to revise. If guidelines are not followed, I will not accept the revision.

#### **Revision Guidelines**

1. In the revised essay, highlight all the content changes you have made. You do not have to highlight the grammar, sentence structure, spelling, or mechanical corrections.
2. You cannot only correct grammatical, sentence structure, and/or mechanical errors; you **MUST** revise the content to receive a higher grade.
3. Staple your original graded essay and the grading criteria to your revision. I cannot grade your revision without them.
4. Revising your essay does not necessarily guarantee you a higher grade; however, you will not receive a lower grade.
5. I strongly encourage you to meet with me or go to the Writing Lab for help before you revise.

**Revision Due Date:** \_\_\_\_\_

#### **7. Academic Honesty Policy**

Plagiarism and academic cheating of any kind will not be tolerated in this class and will result in a drastically lowered grade for the first offense and an automatic "0" for subsequent offenses for the respective assignment; it may also result in the failure of the course. The following information about academic honesty is excerpted from Section 8.06 of the *Student Policy and Procedures Manual*:

Parkland College believes that the basis for personal and academic development is honesty. Personal commitment, honest work, and honest achievement are necessary for an educated person. Dishonesty is unacceptable. Cheating, fabrication, and plagiarism are defined as follows:

- using unauthorized materials, information, or study aids in any academic activity
- submitting as one's own work term papers, homework, and examinations that are not one's own work or for which a student received unauthorized help
- copying the work of another, or allowing another to copy one's own work, without proper acknowledgement
- falsifying or inventing any information or citation in an academic activity
- presenting someone else's words, data, work and ideas as your own

In addition, the following will be considered as plagiarism/cheating in this class:

- submitting an essay previously written for another class or another section by you or by another student

The following actions will be taken if you commit either of the above offenses:

- First offense = Letter grade of “C” or lower on the assignment depending on the severity of the offense; incident reported to the Dean of Academic Services.
- Subsequent offenses = Automatic “0” on the assignment regardless of the severity, a possible failure of course; incident reported to the Dean of Academic Services.

Please refer to the Parkland College Academic Honesty Policy for further information:  
<http://www2.parkland.edu/studentpolicy/honesty.html>

- 8. E-mail Etiquette:** E-mail is a form of written communication; how you write your messages says something about yourself as a student. In this class, you are expected to write messages that use polite language and follow conventional spelling and grammar usage. When you e-mail me (or your other professors), please follow, at minimum, the guidelines below:
1. Greet the person to whom you are writing by using his/her name: Hi, Ms./Professor Williams, Dear Ms./Professor Williams, or, at minimum, Ms./Professor Williams
  2. Use polite language; do not use extremely informal or texting language. For example, “Hey, can u check this 4 me asap?” would not be considered very polite.
  3. End your message by providing your name.

I reserve the right to make changes to this course syllabus and policies as the need arises. I will let you know of these changes in writing if/when they are made.

Unit 3: Ethnography of Parkland College  
Final Research Paper  
Introduction

**Topic:**

For your final paper, you will conduct research related to Parkland College. This part of the course is affiliated with the UIUC's Ethnography of the University Initiative (EUI). The focus of the EUI research, as noted in the name of the initiative, is the educational institution, more specifically, of the student researchers themselves.

The EUI research project will provide an opportunity for you to question, explore, analyze, and, ultimately, make thoughtful conclusions about one facet of our institution, Parkland College. The EUI views "universities and colleges [as] complex institutions with multifaceted and often conflicting values, commitments, and identities" ("From the Directors"); the possible topics for research are rich and various.

Due to the nature of the research project, in addition to traditional methods of research—library, database, Internet, etc.—, you will incorporate two forms of ethnographic research methods from the following list: interviews, surveys, observations, and participant observations. You will need to follow IRB (Institutional Review Board) regulations for the ethnographic research components of your project. We will discuss this thoroughly in class.

**Tasks:**

- Form a research group of three-four members. Group members have the option of choosing the same research area/topic. However, each group member will have his/her own research focus and will write his/her own paper. As a group, you will share resources with and serve as a support network for each other.
- Choose a research area/topic.
- Compose a preliminary research question (s) that you will explore through your research. It is possible that your question(s) may change due to lack of available research or due to discovery of a more compelling direction for your research.

The answer to your research question(s) will ultimately become the thesis statement of your paper, for which you will provide organized, relevant, and sufficient support. As always, you will need to write an argumentative essay—your thesis statement must have a position.

- In addition to the above, you are also required to keep an electronic research progress journal (1/week; 3 points/entry) that details, well, your research progress. Your ethnographic "field notes"—any observations, interviews, surveys, etc.—will be a part of your journal. You may also include any setbacks, questions, concerns, or successes you may have. Your entries will be graded for timeliness (i.e., are they posted on time) and thoughtfulness/effort.

The journal entries must be written in a Microsoft Word document and then copy-pasted to an online forum, which will either be on Angel or on the UIUC Moodle site. You will use the UIUC research project template for your journal entries.

Please title your journal entries like the following: Your Name: Week 1 Journal Entry, Your Name: Week 2 Journal Entry, Your Name: Week 3 Journal Entry, etc.

Note: Your journal entries cannot simply be a list of article links unless you include a brief summary of the articles and why you are posting each link.

- On November 30, you will have the opportunity to present your research at the EUI Student Conference at the UIUC. This is voluntary.
- At the end of the semester, you will present your research to the class as a group. This is mandatory.

Online Resources

(These will be posted on Angel.)

UIUC Meta-Moodle: <https://courses.las.illinois.edu/>

This site is the go-to site for everything related to the EUI research. It has the IRB consent forms, student conference information, research project template, link to past student projects, readings related to ethnographic research, etc.

Archived Student Research Projects: <http://www.ideals.illinois.edu/handle/2142/755>

This site can be reached via the meta-Moodle.

UIUC EUI Official Site: <http://www.eui.illinois.edu/>

This site can be reached via the meta-Moodle.

## EUI Research Paper Assignments (RPA) Due Dates and Final Paper Guidelines

**Number of Pages:** minimum 12 pages + works cited page

**Format:** Typed, double-spaced, Times New Roman 12-point font, MLA paper format

### Assignments and Due Dates

(You will be provided with detailed guidelines for each assignment at a later date.)

\*Please note that all assignments must be typed and double-spaced using 12-point Times New Roman font.

1. **Oct. 13, 20, 27; Nov. 3, 10, 17, 24; & Dec. 8:** Research progress journal entries
2. **RPA 1 due on Wed., Oct. 13:** Research topic and question(s); preliminary evaluative annotated bibliography of at least 8 sources. Please turn in your sources—organized alphabetically—with your bibliography.
3. **RPA 2 due 1 ½ weeks prior to the interview/survey:** Interview/survey questions
4. **RPA 3 due by Fri., Nov 5:** Conduct interviews, surveys, observations, participant-observations; at least two forms of ethnographic research must be completed by Nov. 5.
5. **RPA 4 Wed., Nov. 10:** Revised research question (s), working thesis statement, working outline of main arguments, 3-4 page fully developed argument section with use of at least 3 sources, and detailed detailed outline of this section
6. **RPA 5 Wed., Nov. 24:** 2-3 page counter-argument and refutation section with use of at least 2 sources; detailed outline of this section
7. \_\_\_\_\_: Group Presentations
8. **Friday, December 10 by 12:00 noon:** Final Papers due (**please bring to my office C-249 between 9:00 AM-12:00 Noon**)
  - Final draft of essay and works cited page stapled together and the following:
  - All of the preliminary graded assignments (#2-6)
  - Revised outline that reflects the content of the final draft of your essay
  - Printed sources used in your essay with the quotations, summaries, and paraphrases highlighted and labeled

**\*Please submit all of the above in a professional-looking (i.e., clean) folder.**

### Organization

- I. Introduction (½-1 page)
- II. Body
  - A. Background Information (approximately 1-1 ½ pages)
  - B. 1st argument to support your thesis (3 or more pages)
  - C. 2nd argument to support your thesis (3 or more pages)
  - D. 3rd argument to support thesis (optional)
  - E. 4<sup>th</sup> argument to support your thesis (optional)
  - F. Counter-Argument and Refutation (approximately 2-3 pages)

III. Conclusion (½-¾ page)

**Research and Content Guidelines**

❖ **Your essay must include or utilize the following:**

- MLA documentation

- At least 10 outside sources, including 2 forms of ethnographic research (e.g, interviews, surveys, observations, participant-observations); at least 5 sources must be database sources

You may quote, summarize, or paraphrase the sources. Please identify the cited passages in the articles from which you have taken the passage.

Your sources need to be relevant and timely.

- A relevant and intriguing introduction that smoothly leads to your thesis statement
- A sophisticated, thought-provoking thesis statement; please identify by underlining or highlighting it within your essay
- A relevant background information section
- Main argument section (2-4 arguments that support your thesis. 2-4 arguments does not mean 2-4 paragraphs; each argument should consist of multiple paragraphs )
- A counter-argument and refutation section
- A relevant and satisfactory concluding paragraph
- A works cited page

❖ **In addition to the above, please follow the content requirements below:**

- You may use charts or graphs, but they will not be considered as part of the mandatory page length.
- Each body paragraph must have a topic sentence at the beginning although it does not necessarily have to be the first sentence of the paragraph. Please identify by underlining or highlighting them within your essay.

- Apply PEES to the argument and refutation sections of your essay: Point, Evidence, Explanation, & Summary

- Use transitions both to link the paragraphs to each other and to link the points within each paragraph. The organization of both the main sections of your paper and of individual paragraphs should be logical and easy to follow.

- Do not use the first person unless you are giving specific examples about yourself. This means, do not use phrases like "I think..." or "In my opinion...". This is unnecessary. You are writing the paper, so I assume what you have written is your opinion, unless otherwise stated.