

3. Demonstrate growth with inquiry techniques and critical thinking strategies in analyzing text. (GLO 1, 3, 4, 5, 6)
4. Use process writing, including drafting, revising, and editing, to continually improve the quality of writing and effectiveness in collaboration. (GLO 1, 4, 5)
5. Conduct academic research, accessing information from libraries, databases, and online resources credibly. (GLO 3)
6. Use technology both within the classroom and in research to enhance the development of writing. (GLO 1, 3)
7. Consult with writing assistants in the Writing Center to improve writing skills. (GLO 6)

STARK STATE COLLEGE POLICIES

Please refer to the Policies and Procedures manual on *mystarkstate* for more information on all college policies and procedures:

- Honesty in Learning
- Withdrawal
- Attendance
- Student Complaint
- Incomplete
- Grade Appeal
- Standards of Academic Progress
- Anti-Harassment/Title IX
- Sexual Assault
- Inappropriate Behavior

DISABILITY SERVICES

The Disability Support Services (DSS) office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with DSS early in the semester to discuss their needs. The DSS staff will determine specific accommodations and services. If a student with a disability does not request accommodations through the DSS office, the instructor is under no obligation to provide accommodations. Students may contact the DSS office at 330-494-6170, ext. 4935, or schedule an appointment in B104.

COMPUTER USAGE

Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located, and individuals may obtain copies in the Admissions Office (S303) or on the SSC website under Student Computing (<http://www.starkstate.edu/content/student-computing>).

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with ANGEL (LMS - learning management system)
- using *mystarkstate* tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk website: <http://www.starkstate.edu/helpdesk> for hours and contact information.



Return this page to the instructor to acknowledge the receipt and agree to the terms of the syllabi for College Composition 1 College Credit Plus (CCP) at Jackson High School. You are welcome to contact the instructor, Jennifer Koladin, at jkoladin@starkstate.edu or 330-837-3501 x 1186 with any questions.

As a student and parent, we have received the master syllabus and class syllabus for Stark State College class College Composition 1 (ENG124), College Credit Plus at Jackson High School and understand the course requirements and expectations for student success.

Student Printed Name

Class Period

Student Signature

Date

Parent / Guardian Printed Name

Parent / Guardian Signature

Date

STARK STATE COLLEGE

CLASS SYLLABUS

Division Name: Arts and Sciences
Department Name: English and Modern Languages
Term: Fall 2016

COURSE INFORMATION

Course Name: College Composition
Course Number: ENG124
CRN: Period 2 - ENG 124 969 CRN 28486; Period 3 - ENG 124 978 CRN 28637 ;
Period 5 - ENG 124 923 CRN 28638; Period 6 – ENG 124 992 CRN 28639; Period 7 – ENG 124 973 CRN 28640
Course Modality: ☒ Classroom/Lab ☐ Web 2 ☐ Web 3 ☐ Web 4
Class Days/Times: M – F Based on JHS Class Schedule
Campus Location: Dual Enrollment
Room Number: P116

INSTRUCTOR INFORMATION

Instructor(s) Name: Jennifer Koladin
Office Hours: Period 1, Period 8 and by appointment before and after school (Period 8 is my planning period, so I may not be able to see students at all times during period 8. I have to have time to make copies, etc.)
Office Location: P116 Jackson High School – College Credit Plus English – ENG 124
SSC Phone/Extension: 330-837-3501 x 1186
SSC Email Address: jjk3jc@jackson.sparcc.org or jkoladin@starkstate.edu

REQUIRED MATERIALS

Textbook(s): Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing*.

Concise 5th edition. Boston: Cengage Learning, 2016. Print.

****** This text is property of Jackson Local Schools and will be assigned to students. Students are responsible for the full replacement cost of \$99.95 if the text is lost or damaged.

Additional Materials: Writer's Workshop Journal **1 – 70-page SINGLE SUBJECT spiral notebook** dedicated to the course; Students WILL compose essays in BEARWORKS (Google Drive) and will conduct peer reviews through BEARWORKS. Students MUST have internet access and a JHS student account and password. Essays will be stored in a Bearworks folder created by the instructor and shared with the student. Students who lose school internet access due to non-compliance with JHS policies risk failing the course. **Recommended:** External USB drive to save files. Back up work. Even clouds can have bad days. Consider using a method to keep organized like a **three-ring binder** since handouts, calendars and other class materials will be paper handouts.

METHODS OF ASSESSMENT/METHODS OF EVALUATION

Writing Workshop Approach

College Composition is conducted as a writing workshop. This means it is primarily a discussion and practice-oriented course, not a lecture course where you can borrow a friend's notes for the class you missed. You will be learning the best possible way – by doing.

Writing, like any skill, requires practice. This ability to write well is a necessity in every discipline taught at Stark State and in most professional careers. College Composition is designed to enable you to develop reading, thinking, and writing abilities that will help you meet the requirements for academic writing during your college career and beyond into your professional endeavors. Reading, discussion, and writing about a wide variety of topics from your text and additional materials will provide the background for this writing. Additionally, writing and language proficiency are crucial to cognitive growth. Because you learn, think, and share ideas through language, the more effectively you can use language, the better you will be able to learn and grow. Critical thinking skills are essential to this process of becoming an effective writer.

Learning Outcomes

In order to support these goals, College Composition specifically supports the learning outcomes expected in first-semester composition courses; they are addressed here and supported by the assignments and activities provided in this course.

Rhetorical Knowledge: Your writing should have clear purpose, acknowledging the needs of your audience and addressing them appropriately. The tone and style of your writing should be expressed using standard conventions.

Critical Thinking, Reading, and Writing: With the drafting and revising of each essay, your writing should demonstrate your growth with inquiry techniques and critical thinking strategies used to analyze texts.

Knowledge of Composing Processes: Increasing quality in your writing should be the result of the drafting, revising, and editing process. Peer groups, instructor conferences, and the Writing Center should be integral parts of a process that you adopt.

Collaboration: The process of drafting and revising should ultimately strengthen not only your skill and adaptability, but also your confidence in producing quality text of your own.

Knowledge of Conventions: These include not only structure, mechanics, grammar, and such, but your understanding of format and its role in producing quality writing. Standard documentation will be included throughout your essay and research writing.

Electronic Environments: One class meeting per week, or half of your time in class, is scheduled in a networked classroom, providing opportunity for you to improve your integration of technology into the drafting and revising process under the guidance of your instructor.

**REQUIREMENTS

Essays (4) Three individual essays (3-4 pages) and one collaborative essay (5-7 pages) APA style	40%	GLO 1, 3, 4, 5, 6
*Final Portfolio – a revision of one of the individual essays with a written reflection	10%	GLO 1, 4
*Individual Research Project (5-7 pages) APA style	30%	GLO 1, 3, 4, 5, 6
Reader Response Papers 2-3 written responses of 2-3 pages in length	10%	GLO 1, 3, 4, 5, 6
Instructor-Determined Assignments: 1. Digital Library Lessons in SSC Angel; 2. THREE ONLINE or in person Stark State College Writing Center visits - two must be appointments related to individually written essays; and one must be an appointment regarding the individual research project – with WRITTEN REFLECTION per assignment sheet; Documentation in a Bearworks / Google Doc writing center visit reflection must be completed to earn credit. 3. Writer's Workshop Journal (WWJ) – a 1-subject, 70-page spiral bound notebook that contains ONLY course workshop writing assignments.	10%	GLO 1, 4

*If you do not earn at least a D on each of these assignments, you cannot pass College Composition regardless of your current grade in the course.

**In addition, you must meet the criteria for all assignments as set by your instructor in each assignment sheet.

ESSAYS: Graded using the Stark State English Department Writing Rubric included in the syllabus

Essay #1 –Topic: Personal Theme Song – The story of my theme song. (CEL Ch. 2) (Eligible for an SSC OLWC Visit and Portfolio Revision)

Essay #2 – Topic: Analyzing Concepts (CEL Ch. 5) (Eligible for an SSC OLWC Visit and Portfolio Revision)

Essay #3 –Collaborative Essay – Making Arguments (CEL Ch. 8) - a more thorough exploration as a group of a topic that affects your decision making. Group reflective writing required.

In-class Essay #4 – Topic: Proposing Solutions (each class's essay topic/suggestion will be different to avoid repetition.) This essay will serve as a final example to showcase your learning from the semester.

TURNITIN.COM – Honesty in Learning

All students are expected to follow the SSC Honesty in Learning policy as well as comply to JHS's policy regarding plagiarism. Students who plagiarize work will not receive credit and are subject to penalties outlined by the college or high school handbooks. **Essay or research papers or the topics of each from the past ARE NOT permitted to be re-used for this class. Try Something New!** (Trust me. Teachers talk to one another. Your instructor will find out.)

JHS students will submit their final copies of their essays, reader responses and research to www.turnitin.com. The class ID for enrollment is **Class ID: 13219398 PW: writingrocks**. Students should submit their completed essay to TurnItIn by the date the essay is due in the class.

In-Class Essay

The in-class essay assignment will occur at the end of the semester to assess your overall learning from semester one. The final paper will be written over one class day during the first week of January, 2017 after returning from break. Since this essay is written in class without the benefit of peer editing and revision, consideration will be given when your instructor determines the grade on this essay since it is possible that student writers may not finish. A specific rubric will be provided for this essay to help guide the writer. Topics will be assigned during each class period without repeating essay topic options to ensure fairness throughout the day. An absent student must write the final paper the day he or she returns.

Reflective Writing – WWJ entries, Writing Center Visit Reflections, Collaborative Essay Reflection and Portfolio

Reflective writing about your compositions is an opportunity for you to discover how the process of drafting and revising is changing your approach to writing and affecting the results you are achieving. To construct an effective reflection, therefore, you need to be thoughtful when you write. The reflective writing will reveal the decisions you made as you wrote and revised, the strategies you used and discarded, and how you chose to approach audience, language and issues that arose in developing and presenting your ideas in a written text.

Think carefully about the process you follow as you pre-write, initially draft, and move through the drafting process. Consider the quality of the writing as it evolves and the usefulness of the comments you receive from peer editors, writing center staff, and your instructor during your own re-reading and evaluation. Weigh these comments both individually and collectively, determining how your thinking and writing are affected by each.

Select passages from your assignment to illustrate what you've learned and accomplished. Keep in mind the purpose of each piece of writing, and be as detailed as possible, using examples from your writing to illustrate not only your growth but your potential as well.

Collaborative Essay (CEL chapter 13 and previously assigned chapters will aid student focus)

The group writing assignment is designed to promote collaboration, inquiry, and discovery. Groups will be responsible for setting up meeting times, completing primary research and other requirements for this assignment listed below. The group writing assignment should be based on a question of inquiry on which students conduct primary and secondary research. Collaboration on this project will produce a single, coherent essay.

Requirements for the Group / Collaborative Essay

- Meeting notes

- Students should keep detailed notes (minutes) of all meetings in the Writers Workshop Journal (WWJ). Notes should contain the following:
 - Names of members present at meeting
 - Time and date of meeting
 - Meeting objective and assignments/ next steps for the group
 - Notes detailing what occurred at the meeting
- Primary Research Notes
 - Students are expected to do quality primary research utilizing academic and popular sources.
- Group essay - Follow the assignment sheet provided by the instructor.
 - This essay should discuss the question and discovery of thesis through primary source research as well as one to two secondary sources to support the primary findings.
 - Approximately 5-7 pages in length.
 - Remember that after the revision process, the final draft should be edited for standard conventions.
 - Students should expect to have a hand in every aspect of the final essay and not to simply divide the essay into “parts” to write. The essay must be cohesive and provide one common voice to the reader.

READER RESPONSE: Students will choose readings from **CEL** chapters or other text provided to you. You will be asked to both summarize and analyze these texts in order to learn more effective ways to engage ideas, language, and your own reactions. The summary should be brief with the response focusing on interpretation and analysis of the reading and how the author’s rhetoric helped make his or her main point. Consider the author’s purpose and audience. Challenge the author’s assertions. What impact has this reading and its assertions had on its audience? on you personally? You are analyzing and evaluating the text, including content, assumptions, claims, and issues it raises. Consider how effective the author was using rhetorical strategies for his or her purpose. You will receive additional instruction on how to write an effective reader response from your instructor. There will be no formal peer review for these reader responses.

INSTRUCTOR DETERMINED ASSIGNMENTS:

1. Digital Library Lessons in SSC Angel; Students will complete these lessons when instructed. 2. **THREE ONLINE or in-person Stark State College Writing Center visits** - two must be appointments related to individually written essays one or two; and one must be an appointment regarding the individual research project – with **WRITTEN REFLECTION** per assignment sheet; Documentation in a Bearworks / Google Doc writing center visit reflection must be completed before the due date to earn credit. 3. **Writer’s Workshop Journal (WWJ)** – a 1-subject, 70-page spiral bound notebook that contains **ONLY** course workshop writing assignments. Students will have many assignments to which they will write responses in the WWJ. A new page must be used for each entry. (Front and back of pages is fine.) Entries must be labeled with the entry number and the date the entry was made or at least the due date of the entry.

GRADING SCALE

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

IMPORTANT NOTE: The JHS Sunguard gradebook and attendance system is launching in the fall of 2016. JLSD’s choice for all JHS teachers to use an 85% product and 15% process weighting does NOT align with the five Stark State College weighted categories for this course. Teachers teaching College Credit Plus English and Math at JHS will keep JHS CCPlus student grades in SSC’s Angel platform. Students must log in to Stark State College’s ANGEL platform to view grades. Midterm and Final course grades will be entered manually into JLSD’s Sunguard gradebook program at the appropriate times within the year based on the weighted grade in ANGEL. If students wish to give access to ANGEL to their parent or

guardian, it is up to the student to provide the permission and login procedures. College Credit Plus teachers located at Jackson High School will still keep attendance in the new Sunguard program.

English Department Rubric

“A” Paper

The writer maintains a clear thesis, focus, or controlling idea.
The writer demonstrates a clear understanding of the assignment and its requirements.
The paper is unified, coherent, and organized.
The details of the paper are relevant, vivid, and explicit, and provide ideas/information in depth.
Sources cited are credible, appropriate to the content, and formatted accurately.
The paper employs a tone that is reflective of its purpose and audience.
The paper contains few spelling, grammar, usage, mechanics, format, and/or documentation errors.
Departures from convention appear intentional and appropriate.

“B” Paper

The writer strays minimally from a clear thesis, focus, or controlling idea.
The writer demonstrates a mostly clear understanding of the assignment and its requirements.
The paper contains few lapses in unity, coherence and organization.
The details are relevant and develop ideas/information with some depth and vividness.
Most sources cited are credible, appropriate to the content, and formatted accurately.
The paper employs a tone that is usually reflective of its purpose and audience.
Some spelling, grammar, usage, mechanics, format, and/or documentation errors exist.
Departures from convention appear intentional and appropriate.

“C” Paper

The writer does not consistently support a thesis, focus, or controlling idea.
The writer demonstrates adequate understanding of the assignment and its requirements.
The paper contains some lapses in unity or coherence within the organizational structure.
The details adequately develop ideas/information.
Some of the sources cited are credible, appropriate to the content, and formatted accurately.
The paper employs a tone that inconsistently reflects its purpose and audience.
Numerous spelling, grammar, usage, mechanics, format, and/or documentation errors distract the reader.

“D” Paper

The writer does not make the thesis, focus, or controlling idea clear.
The writer demonstrates minimal understanding of the assignment and its requirements.
The paper displays significant lapses in unity and coherence that impact organization.
Details lack elaboration, are merely listed, or are repetitious.
Few of the sources cited are credible, appropriate to the content, or formatted accurately.
The paper lacks a tone that reflects its purpose and audience.
Errors in spelling, grammar, usage, mechanics, format, and/or documentation interfere with the reader’s understanding of the paper.

“F” Paper

The writer does not employ a thesis, focus, or controlling idea.
The writer demonstrates very little, if any, understanding of the assignment and its requirements.
The paper contains serious breaks in unity and coherence that impact organization.
Details are minimal, inappropriate, or random.
The sources cited are not credible, appropriate to the content, or formatted accurately.
The paper lacks a tone that reflects its purpose and audience.
Errors in spelling, grammar, usage, mechanics, format, and/or documentation seriously interfere with the reader’s understanding of the paper.

KOLADIN'S CLASS POLICIES

A NOTE ON COURSE MATERIALS and CONCEPTS

Some of the materials and experiences in this course may present you with ideas that oppose your beliefs and values, and you may find some of the material offensive. Bear in mind that we are not advocating nor asking you to approve of, adopt, believe, or embrace any of the points of view found in the material we will study in this class. Understand that one of the reasons you are in college is to expand your knowledge; it is important that each of us recognize our own personal biases and be open to hearing alternative viewpoints. By remaining in this class, you consent to being exposed to the assigned materials. Alternative assignments will **not** be offered.

LATE WORK, ATTENDANCE, AND PARTICIPATION

Late Work and Missing Peer Review Lab Days or Nonexistent Essays on Peer Review Dates

Late work will be accepted up to one week (seven days) after the due date for partial credit. Partial credit is the earned (quality) grade minus five percent per day for each day the assignment is late to calculate the final grade for the assignment. *For example*, if a student's quality grade for the assignment is an 88% (B), and the assignment is three days late (-15%), the student earns a 73% as a final score. Students who miss class will likely miss in-class assignments and activities that cannot be made up. After one week, late work will not be accepted, although extenuating circumstances may be considered on a case-by-case basis at the instructor's discretion.

PEER REVIEW assignments are accomplished during in-class lab time using Bearworks.

1. If you are absent for a peer review lab day, no additional class time will be allotted for you to make up the review. You will have to ask a classmate to review your work on your own time.
2. Additionally, if a student does not have a draft of an essay that is scheduled for peer review completed by the peer review date, he or she will lose 10 points on his or her final essay paper grade.

Advice: Plan appointments and school absences appropriately to avoid missing peer review days.

Attendance and Participation

You are expected to attend class regularly and punctually and to be prepared. Poor attendance will prevent you from meeting the objectives of the course. However, if you must miss class for any reason, be prepared for the next class by checking your syllabus and calendar since you are responsible for being aware of the assignments and activities that you missed and that are forthcoming. Please be proactive and email the instructor at jjk3jc@jackson.sparcc.org if you are going to miss class for the day. Consult with other students in the class to get make-up work, so you will be caught up upon your return. Follow your monthly calendar.

ATTENDANCE penalties for College Credit Plus English at JHS: Students are permitted 10 absences per semester to be in compliance with SSC's attendance policy. If a student is absent more than 10 days per semester, his or her grade can be negatively affected with the loss of one half of a letter grade per additional absence day beginning on the eleventh day. OFFICIAL JHS FIELD TRIPS do NOT count as absences. Students are expected to be in class. Also, three tardies to class will equal an absence. Be on time to class.

ADDITIONAL INFORMATION/REQUIREMENTS

As with all other classes contained within JHS, CCPlus English classes will adhere to Jackson High School's policies including having no food or drink in the classroom and the wearing school-appropriate clothing.

WITHDRAWAL DATES

POLICY:

A student may drop a course or all courses from the College during the first 8 calendar days (excluding holidays) of any academic period without academic penalty. Any changes made during this period will not become a part of the student's academic record. Students should refer to the posted refund schedule available at www.starkstate.edu/<semester>-refund-schedule.

After the first 8 calendar days, the College gives students an opportunity to withdraw from a course or all courses. It is the student's responsibility to withdraw by the published withdrawal date and to satisfy any financial obligations to the College. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academics Records/Registrar's Office. A grade of "W" will appear on the student's academic record.

Beyond the published withdrawal date through the end of the last instructional day, a student with an emergency or extenuating circumstance may receive a grade of "W" only upon consultation with the instructor and approval from the department chair. Sufficient supporting documentation shall be provided by the student when making such a request.

If a student is a financial aid recipient, it is strongly recommended the student consult with a financial aid representative to discuss ramifications of withdrawing.

PROCEDURE:

1. After the first 8 calendar days (excluding holidays), the College requires students to obtain the instructor's, advisor's, or department chair's signature, and to submit the form to the Academic Records/Registrar's Office to process the withdrawal. The person signing the Schedule Change form should discuss the reason for the withdrawal with students to ensure they are aware of all their options. Web 3 and Web 4 students can submit an electronic request for withdrawal, including discussion of all options, via the instructor, advisor, or department chair to the Academic Records/Registrar's Office. The Schedule Change form is available via the mystarkstate portal.
2. A student is officially withdrawn from a course once a signed "Schedule Change" form has been submitted to the Academic Records/Registrar's Office. A grade of "W" will appear on the student's academic record after the first 8 calendar days (excluding holidays) of any academic period, as long as the student withdraws before the published withdrawal date.
3. Failure to follow the procedures may result in the student remaining registered for the class and accepting the grade outcome on the academic record at the end of the semester.

Deadline to Process Withdrawal Form for This Class: November 21, 2016

COURSE OUTLINE/CALENDAR

Your instructor will provide you with a detailed calendar each month with assignments and due dates. Adjustments made to those monthly calendars will be made as needed if necessary. Follow the monthly calendar closely.

Date/Week	Assignments