

## Composition ENG353

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### **We will do the following for you this semester:**

1. Respect you as a young adult
2. Treat you as a valuable part of our classroom
3. Help you become a more critical writer, reader, and thinker

### **We have the following expectations of you:**

1. Respect others because it will build your character
2. Do your work because it will make you responsible
3. Participate in class because it will make you a good citizen

This course builds on the development of writing skills from English 1-2 and English 3-4.

Major emphasis is placed on the writing process which stresses the steps of pre-writing, composing, revising, and proofreading. The course will cover a variety of structured writing experiences including argument, research, exposition, and literary analysis.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are founded primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.

### **THE GOOD:**

Daily work: journal, reading, response, editing, self and peer assessments

Digital literacy: Canvas Learning Management System; Office 365

Reading: one novel or nonfiction text (not formerly read; no film accompaniment; at least 200p)

Student/teacher Conference: one-on-one feedback on each paper

### **THE BAD:**

All papers must be **original and newly written specifically for this Composition class**; previously written papers submitted to other classes will receive **no credit**. For example, a persuasion paper about starting school later, or a research paper about child soldiers from Eng 3-4 would not be acceptable pieces.

### **THE UGLY:**

Plagiarism includes everything from copying someone else's homework to downloading entire texts. The consequence of plagiarism could potentially cause a "loss of class credit and failing

grade” as stated in the student handbook. Thus, **any student who plagiarizes risks being dropped from the course with an “F.”**

Behavior: be nice.

Why? Because it makes you a more pleasant person and helps you be careful when giving feedback and criticism to other people’s work. Besides, I like nice students; most people do.

Attendance: come to school. Every day.

Why? Because what we learn together in class is a significant part of what we come to know. This is not an independent study; it is a cooperative learning environment where your classmates need you for feedback, for editing, and for peer assessment, all of which contribute to your daily work and grade.

Tardiness: be on time.

Why? Because when you come in late, it disrupts the whole class and makes me cranky.

Citizenship: actively be a citizen.

Why? Because our class and our society need you. Citizenship is not merely good behavior and respect for others, but also active participation in what we do each day.

**Grading: be an active thinker.**

Why? Because the brain wants to think; it’s its job. Besides, it will keep you from the throes of boredom. **50% of your grade will be based on the cornerstone of our class: the research paper.** 40% will be based on the other four papers. 10% of the grade will be based on daily work. All papers, except the research paper, are expected to be 2-4 pages. The research paper is expected to be 5-8 pages (this does not include the works cited page). Meeting the page quota will be part of both the daily and final grades.

Memoir	(10%)	4 weeks: includes grammar and punctuation lessons; workshop process
Book Review	(10 %)	3 weeks: 200+ pg book that does not have an accompanying film
Research Paper	(50%)	5 weeks: <u>argument</u> piece; choose topic whose conclusion warrants research
Technical Paper	(10%)	3 weeks: topic must be <u>future-based</u> , i.e. on career, education, military, etc.
Choice	(10 %)	2 weeks: genre is your choice; paper must not be same type as any previous
Daily work	(10 %)	1 week to work on publication; drafts; notes; assessments; quizzes; free-writes

**Late assignment clause:** Because you will have ample time during class to complete your compositions, late daily work will receive zero credit. If you are absent on an essay due date, be sure to have your essay submitted to the Canvas Discussion so I may check it in for daily work. Late final drafts will suffer a 10% reduction in grade for one school day late. If the final draft is two school days late, it will suffer 20% reduction, at 3 school days late: -30%, 4 school days late: -40%, and 5 school days late: -50%. Thereafter, the essay will receive a zero and will no longer be accepted for credit. After the final draft has been evaluated for a grade, rewriting the piece for a better grade is still an option within two school days.

### **Iowa Core Standards for Writing (abridged)**

#### **General Standards:**

W.11–12.4 Produce clear and coherent writing W.11–12.6 Use technology

W.11-12.5 Develop writing for a specific purpose and audience W.11–12.10 Write routinely

#### **Specific Standards:**

\***Memoir** W.11–12.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences.

\***Book Review** W.11–12.9 Draw evidence from literary or informational texts to support **analysis**, reflection, and research.

\* **Research Paper** (meets two standards) W.11–12.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11–12.7 Conduct sustained **research** synthesizing multiple sources on the subject. W.11–12.8 Gather relevant information from multiple authoritative print and digital sources... avoiding plagiarism and overreliance on any one source and following a standard format for citation.

\***Technical Paper** W.11–12.2 Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately

\***Choice Paper(s):** These papers' standards will depend upon what compositions you choose. You may choose one of the above genres but a different type of piece. Choose no more than two pieces from the same genre. See your course outline for ideas.

### Composition Plagiarism Guidelines

From middle school through high school, plagiarism is a subject of discussion in all Language Arts and English classes. In high school, students who choose to plagiarize are risking their chance of attaining a required credit for graduation. We have had an influx of plagiarism in the past semester, causing either a great reduction in the student's overall grade, or causing the student to be dropped from the class with an

“F.” The following information, from the Hempstead student handbook, will help both you and your child discuss exactly what plagiarism is and what its consequences will be.

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student’s schoolwork, copying others’ work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: “a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own.” Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student’s record, and possible loss of class credit and failing grade. Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student’s assignment/artwork/project

Note: BOTH parties are engaging in cheating

2. Using another person’s paper/artwork/project/ in its entirety & calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else’s
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration may include loss of class credit and failing grade. Consequences for upperclassmen are as follows:

Juniors & Seniors: 1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

\_\_\_\_\_ I, the Composition student, understand what plagiarism is and what the consequences are if plagiarism is detected.

Please Print First and Last Name \_\_\_\_\_

Sign name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ I, the parent/guardian of the above student, understand what plagiarism is and what the consequences are if plagiarism is detected.

Please Print First and Last Name \_\_\_\_\_

Sign name \_\_\_\_\_ Date \_\_\_\_\_

Relationship to student \_\_\_\_\_

If you have further questions or concerns, feel free to email your child's teacher at:  
[sswift@dbqschools.org](mailto:sswift@dbqschools.org) [arunde@dbqschools.org](mailto:arunde@dbqschools.org) and/or [rellwanger@dbqschools.org](mailto:rellwanger@dbqschools.org)  
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