**ACE ENGLISH**

**Instructor: Donald A. Frisk [dfrisk@gstboces.org]**

**CCC College Composition I Course: ENGL 1010**

**OMCS – Room 158 Credit Hours: 3**

**Text**: Ramage, John D., John C. Bean, and June Johnson. The Allyn & Bacon Guide to Writing: Brief

Edition. 5th ed. New York: Longman, 2009.

***GRADING POLICY***

Grade calculation will include the “Formula for Success”:

**P Q R**

**4 2**

**P**repared **Q**uality **R**espect

**P**unctual **R**esponsibility

**P**articipate

**P**ositive

-A separate “Homework Grade” will be earned based on the percentage of assignments satisfactorily completed when due.

-Late assignments = 10% deducted per day.

-**6-Week Average** = Homework Grade + 2 x Essay/Log grade average + P4 Q R2 grade (total divided by 4).

-Students in school, but not in class, are still responsible for any work assigned or due. Please see me.

***Learning Log***

-Each student must keep a separate ***“Learning Log”*** notebook [each page labeled w/ **Date** & **Chapter #**] containing:

-**Notes** on **ALL** textbook **Reading** Assignments

-**Responses** to **ALL** textbook **Written** Assignments (“**FWD**”, “**Th. Crit**.”, etc.)

-Thoughts, reflections, questions, information regarding ideas and issues we confront in and out of class

-***“Learning Log”*** will be collected periodically and graded for **THOROUGHNESS** of *Thought* and *Effort*

***ACE Essay Scoring***

A+ = 97-100 B+ = 87-89 C+ = 77-79 D+ = 65-69

A = 93-96 B = 83-86 C = 73-76 D = 60-64

A- = 90-92 B- = 80-82 C- = 70-72 D- = 50-59

F = 0-49

-Late ***Writing Project/Essays*** = one grade level deducted per day.

-All ***Writing Projects/Essays*** must be: Typed, Double-Spaced, 1” Margins, 12-pt., Times New Roman

**COMMUNICATIONS/HUMANITIES DIVISION**

**CORNING COMMUNITY COLLEGE**

EN1010

COLLEGE COMPOSITION I

COURSE OBJECTIVES

**I. BACKGROUND**

English 1010 emphasizes the development of expository and argumentative

writing. As students improve the quality of their writing, they improve the

quality of their thinking. The course is designed to sharpen the student’s

perception of the world and to facilitate writing with clarity, organization, depth,

and correctness.

**II. OBJECTIVES FOR ENGLISH 1010**

Students should demonstrate competency in the following areas:

A. Reading, analyzing, and discussing arguments and other rhetorical models by:

1. Identifying major premises.

2. Locating and evaluating supporting evidence.

3. Recognizing claims and/or deductive conclusions.

4. Determining logical validity.

B. Writing process techniques that include:

1. Inventing ideas through freewriting, brainstorming, discussion,

reading, research, etc.

2. Analyzing the audience.

3. Evaluating ideas and formulating a unifying thesis.

4. Organizing material into a coherent plan.

5. Generating multiple drafts.

6. Revising for content, style, clarity, and correctness.

C. Composing well-organized essays that:

1. Include clear theses.

2. Support those theses with appropriate evidence and appeals.

3. Avoid fallacies of logic and avoid clichéd or unexamined items.

4. Define terms sufficiently if necessary.

5. Employ language appropriate to college level writing.

6. Anticipate and refute counterarguments where appropriate.

7. Comprise well-developed body paragraphs, introductions, and

conclusions.

8. Conform to standard usage, grammar, and mechanics.

D. Creating researched essays through the process of:

1. Choosing and refining a topic that conforms to assigned criteria.

2. Locating and evaluating supportive material.

3. Properly employing quoted, paraphrased, or summarized material.

4. Utilizing the MLA style and format.

Corning Community College

English Department

***ENGL 1010 Outcomes***

Students will demonstrate the ability to:

1. Produce coherent texts in conformance with all assigned objectives and appropriate to college-level proficiency in exposition and argumentation/persuasion, including the following organizational and structural criteria:

* Introductory material appropriate to the purpose and audience
* Clear thesis that is adequately developed and supported
* Body paragraphs focused, presented in logical order, and supporting the thesis
* Concluding material appropriate to the purpose and audience
* Style and diction appropriate to the college level

1. Produce valid and structured logical arguments, including the following specific criteria:

* All content material pertinent to the thesis
* All claims and appeals supported
* No significant contradictions, inconsistencies, or fallacies of logic

1. Produce at least one extended piece of documented writing in conformance with the outcomes stated above and additionally including the following specific criteria:

* Appropriate MLA documentation style and format
* Borrowed materials integrated appropriately
* No evidence of plagiarism
* Sources of information reliable, sufficient, and diverse

1. Utilize the conventions of standard written English, including the following specific criteria:

* Generally free of significant sentence structure errors
* Generally free of significant grammatical errors
* Generally free of significant mechanical errors

**COMMUNICATIONS/HUMANITIES DIVISION**

**Attendance Policy:**

The Corning Community College Communications/Humanities Division believes that

1. since the college classroom experience is more than just a transfer of information from teacher to student, but also an opportunity for gaining insights and tolerance of divergent opinions from ideas shared through open discussion⎯all of which are necessary in the educated individual;
2. and since, by the fact of the student’s voluntarily entering a situation in which the exchange of ideas is intrinsic, a student assumes the obligation to participate in classroom activities;

the Attendance Policy of the Communications Division is that **if a student is absent from the equivalent of six hours of classroom meetings** in any one course,

1. the student will be dropped from the course,
2. or, if the date for dropping a course without penalty has passed, the student will receive a failing grade, unless prior arrangements have been made between the teacher and student.

**COMMUNICATIONS/HUMANITIES DIVISION**

**Statement on Plagiarism:**

* There are ways by which a person can borrow and use other people’s ideas, information, or words, as long as the borrowing is properly acknowledged. However, unacknowledged borrowing – plagiarism – is a serious crime and is dealt with severely.
* Plagiarism occurs when a person presents other people’s ideas, information, or words as if they were his or her own creation. Plagiarism is a form of theft, as well as cheating.
* When a person copies a passage from a published source, such as a periodical, an encyclopedia, or book, or downloads a passage from an Internet source, and presents that information without proper documentation in a paper or project, then that person has committed plagiarism. Even if the wording has been slightly changed, a little plagiarism is still plagiarism. If a person submits a paper or project in satisfaction of a course assignment that was authored in part or in whole by someone else, then that person is guilty of plagiarism (and the other person could be equally as guilty.)
* The consequences depend on the instructor’s determination of the severity of the offense. For less severe offenses, the consequences for a student could include receiving a verbal warning, receiving corrective instruction, or resubmitting, recreating, or retaking the assignment or work. Severe offenses might result in receiving a written notice to failing or receiving a zero for the assignment or work. The most severe offenses could result in the student’s failing the course. The determination of severity might be subject to the instructor’s grading policies, the nature of the assignment, the placement of the assignment in the course calendar, and the level of the course. Repeated acts of plagiarism have more serious consequences. See the section entitled “Code of Student Conduct” in the Corning Community College Student Handbook.

**ACE ENGLISH**

**ACE Instructor: Donald A. Frisk College Composition II**

**OMCS – Room 158 Course Number: ENGL 1020**

**dfrisk@gstboces.org Credit Hours: 3**

***GRADING POLICY***

Grade calculation will include the “Formula for Success”:

**P Q R**

**4 2**

**P**repared **Q**uality **R**espect

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-6-Week Average = Homework Grade + 2 x Essay/Test grade average + P4 Q R2 grade (total divided by 4).

-“Homework Grade” is based on the percentage of assignments fully and successfully completed.

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***Works to be Analyzed***

Nineteen Eighty-Four – George Orwell A Raisin in the Sun – Lorraine Hansbury

The Grapes of Wrath – John Steinbeck Adventures of Huckleberry Finn – Mark Twain

Selected Poetry

Late Essays = one grade level deducted per day.

All Essays must be: Typed, Double-Spaced, 1” Margins, 12-pt., Times New Roman

ENGL 1020 Outcomes

Upon completion of ENGL 1020, the student should demonstrate competency in:

1. **Critical Reading and Thinking**

Students will demonstrate the ability to:

* Analyze passages and texts
* Interpret passages and texts
* Make inferences from texts
* Recognize multiple meanings in texts
* Synthesize information from different texts

**2. Writing**

Students will demonstrate the ability to:

1. Produce valid and cohesive interpretive essays, featuring the following specific criteria:

* Introductory material appropriate to the purpose and audience
* Clear and delimited thesis that is adequately developed and supported
* Body paragraphs that are relevant, focused, and logically ordered
* Concluding material appropriate to the purpose and audience
* Style and diction appropriate to the college level
* No significant contradictions, inconsistencies, or fallacies of logic
* Appropriate MLA documentation style and format
* Excerpted passages integrated appropriately
* No evidence of plagiarism

b. Produce at least one extended piece of documented writing that synthesizes several primary texts with respect to a specific theme and conforms to the above essay guidelines.

c. Utilize the conventions of standard written English, including the following specific criteria:

* Virtually free of sentence structure errors
* Virtually free of grammatical errors
* Virtually free of mechanical errors

1. **Literary Analysis**

* Demonstrate knowledge of the elements of literature relative to specific genres

Apply knowledge of the elements of literature to specific texts

**COMMUNICATIONS/HUMANITIES DIVISION**

**CORNING COMMUNITY COLLEGE**

**ENGL 1020**

**COLLEGE COMPOSITION II**

**COURSE OBJECTIVES**

**I. BACKGROUND**

The overall purpose of ENGL1020 is to enhance and reinforce the writing skills introduced in ENGL 1010, as well as to lead students into an examination of more complex cognitive skills using literature as a basis for critical thinking. English 1020 encourages students to develop their own analytical response to literature, to express clearly their reactions to literature, and to relate their personal experiences to literature.

**II. OBJECTIVES FOR ENGLISH 1020**

Instructors should design their courses so that students demonstrate competency in the following areas:

A. Writing process techniques that include:

1. Generating ideas through reading, brainstorming, discussion, research, etc.
2. Analyzing the audience.
3. Evaluating ideas and formulating a unifying thesis.
4. Organizing material into a coherent plan.
5. Annotating texts
6. Generating multiple drafts
7. Revising for content, style, clarity, and correctness

B. Composing well-organized essays that:

1. Present or imply clear theses (claims).
2. Offer carefully selected textual evidence and analysis of that evidence as support for those theses.
3. Comprise unified, coherent, and developed body paragraphs, introductions, and conclusions.
4. Locate and evaluate supporting material where appropriate.
5. Conform to MLA format.
6. Conform to standard usage, grammar, and mechanics.
7. Avoid fallacies of logic and avoid clichéd or unexamined ideas.

C. Improving writing skills by:

1. Summarizing effectively.
2. Analyzing traditional literary elements.
3. Synthesizing traditional literary elements.
4. Responding personally and enriching that response with critical reading and interpretive writing.
5. Employing appropriate literary terminology accurately.
6. Conducting research into historical contexts, author’s biography, and/or literary criticism to expand and facilitate the understanding of the text, where appropriate.

D. Improving critical reading skills by:

1. Developing a critical appreciation of literature and its features.
2. Considering the writer’s purpose.
3. Identifying and understanding deliberate ambiguity.
4. Exercising inferential reading skills.
5. Recognizing elements of traditional literary criticism, including but not limited to plot, setting, character, point of view, irony, figurative language, symbol, and thematic elements.
6. Improving introductory-level critical thinking skills by:
7. Formulating and articulating tentative hypotheses.
8. Assessing relevant textual support.
9. Drawing supportable inferences.
10. Understanding the multiple and sometimes conflicting interpretations that may exist in the reading of a text.
11. Understanding the historical and cultural contexts of a work of literature.
12. Recognizing the assumptions of our time and culture and how they affect our reading of literature.
13. Understanding how literature connects to the world outside the classroom.
14. Communicating complex ideas effectively.

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