“Don’t raise your voice, improve your argument.”

Desmond Tutu - Address at the Nelson Mandela Foundation: Johannesburg South Africa 2004

HONORS ENGLISH COMPOSITION I
121-650
T/R 11 – 12:15

“True eloquence is irresistible. It charms by its images of beauty, it enforces an argument by its vehement simplicity.” – Albert Ellery Bergh

Professor: Robin Kacel
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Office: B-265
Office Phone: (847) 543-2561
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Office Hours:
Monday:  2:00 – 5:00
Tuesday:  3:30 – 6:00
Wednesday:  2:00 – 5:00
Friday:  2:00 – 3:30
And by appointment

Required Texts:
Pearson Custom Library:
Mercury Reader

Also Required:
- CLC email account- students are required to use Blackboard
- Folder for handouts
- Composition notebook
- Small personal stapler

Course Description
I am thrilled to be teaching this section of English Composition. Together we will explore the nuances of college level writing and celebrate the power and beauty of language. This course is designed to help you develop an academic voice and become proficient in the analysis of college level texts. With these skills, you will be well positioned to enter the many dialogues present in our academic community. This course includes the analysis and practice of argument and the use of critical thinking to read, analyze, and produce college-level texts.
Prerequisite: Language Proficiency
*Illinois Articulation Initiative (IAI) number* Gen Ed IAI Number(s): C1 900

**Expected Outcomes**
Upon successful completion of this course, a student should be able to:

- **Communication** Students will present information and ideas effectively in various contexts and formats (written and oral).
- **Technical and Information Literacy** Students will use contemporary technology and information literacy skills appropriately and effectively to support academic and job-related tasks.
- **Critical Thinking** Students will use scientific methods and other modes of inquiry to define problems; access, evaluate, integrate, and document information; and develop logical arguments with evidence.
- **Social and Cultural Awareness** Students will evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.
- **Reading** Students will read critically using appropriate strategies.

**Course Content Outcomes**

- Demonstrate the ability to organize, develop and support his or her ideas in vivid, clear prose, using a composing process that includes planning, drafting, revising, and editing;
- Analyze a variety of texts, including visual media, in their social, historical, and rhetorical contexts;
- Develop critical stances for reading and writing across academic disciplines;
- Apply knowledge of the rhetorical context to writing essays for various audiences and purposes;
- Use critical thinking to analyze texts and create well-reasoned academic arguments that could incorporate evidence from the student’s personal experience, course readings, and outside sources;
- Demonstrate the ability to integrate other sources into her or his writing using appropriate research and documentation techniques.

**What do expect in this class:**

**Reading Assignments:**
You will find a majority of reading assignments in our text, *The Mercury Reader*. There will be Reading Responses due whenever there is an assignment listed on the syllabus. I encourage you to annotate readings by making notes in the margins of your book or recording notes in your composition book. By interacting with a text, you will make it easier to participate in discussions.

When readings are from other sources, they will be posted on Blackboard and you are expected to print them out and bring them with you to class unless otherwise instructed.
There will be a copy of our text book on reserve in the library.

**Reading Responses:**
Certain reading assignments will require you to write a READING RESPONSE. These are marked on your syllabus with “RR”. Reading Responses are one page typed personal reactions to what you have read. These are responses due on the day that the reading is to be completed. Please note; READING RESPONSES are not accepted if they are late. There will be no partial credit on these brief responses since they take the place of quizzes. They are intended to draw you into the reading and demonstrate that you have read the material. The title of the reading should be the title of the READING RESPONSE.

The same three questions should be answered for each reading assignment unless other directions are announced:
1. What did you notice about this reading?
2. How did you feel about what you noticed?
3. How did you connect (or not connect) with the piece and why?

Your answers can be numbered and addressed as individual topics. Responses will be graded on three criteria:
Ability to follow correct format; Ability to briefly support ideas; Length – at least one page and no longer than two.

***Each Reading Response is worth 10 points. Again, I will not accept late papers of this type.

**Essays:**
You will write four essays this semester, ranging in length from two-five pages. All of these will require the incorporation of outside sources to be integrated with your own academic voice. When documentation is required, use the MLA style which you can find explained in your textbook.

Essay One: Underage Drinking
Essay Two: Political Rhetoric
Essay Three: Educational Philosophy
Essay Four: Personal Essay with formal research.

**Class Discussion:**
I encourage all of you to jump in right away! There will be many opportunities to simply share your thoughts on a particular idea or sentence – even a word. Often these questions do not have right or wrong answers. As the semester progresses, I will count on your to challenge me and each other. I will count on you to bring the spirit of your generation to topics that have been debated for many years. One fact is certain: every opinion is valuable. You never know when something you say might trigger thoughts in a classmate, maybe even changing her mind or changing the class or even changing the College. I know this can happen because of the many students who have changed me.
Here are my recommendations for successful participation in Honors English 121:

1. **Class participation is more than raising your hand** 😊 knowing how to enter a college level discussion requires some skill. For discussions to be interesting and helpful for everyone, you need to listen as well as speak!

2. Practice ACTIVE learning; consciously concentrate on what your classmates are saying and try to understand their point of view rather than rehearsing your own comments in your head.

3. See if you can shape your comment in a way that connects to the previous comment.

4. Be ready for questions that simply ask you what you think of a piece. Here I am asking for your personal reaction — an opinion which cannot be right or wrong. After you offer your opinion, see what your classmates think about it.

5. Establish eye contact when you are listening to someone or speaking to the class as a whole.

6. Respect any speaker by NOT talking, shuffling papers or eating chips while she is speaking 😊

7. Plan on contributing from 1-3 times each class period. These guidelines will help us assure the opportunities for all of you to express yourselves. Oral participation will be used in borderline grades.

**As part of your oral participation** in this class, you will be asked to act as recording secretary for one day this semester. You will simply record the general topics covered in class and offer a brief oral summary when we return the following class session.

Please type your notes up on your day and send them to me as an attachment via Blackboard. I will post them. Your notes do not have to be voluminous. The goal is to keep track of the central ideas that were discussed. I will give you a form to help gather information efficiently. We will move through the roster in alphabetical order.

**Presentation:**
You will be required to make one brief presentation that offers your classmates a synopsis of your final research project. Your presentation will take the place of a final exam.

**Quizzes:**
There will be several announced or in-class quizzes throughout the semester. There will be no pop-quizzes.
Grading Policy

Reading Responses......................................................10%
Essay One: Underage Drinking.........................................10%
Essay Two: Political Rhetoric..........................................20%
Essay Three: Educational Philosophy..............................20%
Essay Four: Personal Essay with Research.......................20%
Mid-term.................................................................10%
Presentation..............................................................10%

90-100 = A
80-89 = B
70–79 = C
60-69 = D

Course Policies

- **Blackboard**: please familiarize yourself with Blackboard as soon as possible. You may call tech-support at (847) 543-2520 for assistance. A variety of materials will be posted on Blackboard, including extra-credit opportunities. Important updates and announcements as well as notice that class has been cancelled if necessary. You are responsible for checking Blackboard on a regular basis. Feel free to stop by during office hours if you want help with Blackboard.

- **Format of Papers:**
  ALL FORMAL WRITING ASSIGNMENTS MUST BE TYPED IN ORDER TO RECEIVE CREDIT. All papers should be double spaced, have one inch margins, and use 12pt Times New Roman font.

  This semester, we will follow the MLA (Modern Language Association) Style. You may double side your work. You can find information on MLA in your text as well as at owl@purdue.edu

- All work must be titled and stapled. UNSTAPLED WORK WILL BE RETURNED AND REMAIN UNGRADED UNTIL STAPLED.

- Papers are due at the beginning of the period. Please allow plenty of time to print out work BEFORE CLASS.
Late Paper Policy:

All late work must be accompanied with a “Late Paper Cover Sheet’ which can be found on Blackboard. You are welcome to hand one paper in late if you email or contact me for an extension before the day that the work is due. You may have until the next class period to complete it.

All other papers will be downgraded 5 points per day that the work is not in. If your work is due on Tues. it will be downgraded five points if you turn it in on Thursday and another five points if it comes in on the following Tues.

Extensions: If you need an extension, it MUST BE ARRANGED IN ADVANCE. Each case will be handled individually.

Please note: work may NOT be sent via email. If you know you will be absent on the day a paper is due, talk to me in advance and we will work out individual arrangements.

VERY IMPORTANT ADVICE: keep all of your drafts and essay on your computer and back files up.

Revision: All revisions must be accompanied by a ‘REVISION COVER SHEET’ which can be found on Blackboard under “Assignments.” Please include the graded copy with your
revision and “Revision Cover Sheet.” All three documents should be stapled. Unstapled work will not be accepted.

- **Attendance:**
  **MANDATORY**
  You are allowed one absence without penalty. If you miss four classes, I retain the right to drop you from the class. Frequent absences will impact your grade.

  Chronic tardiness irritates students as well as faculty. Please respect each other and the time that I have set aside for you by arriving to class on time.

- **CELL PHONES:** OFF. If you are expecting an urgent call, please let me know in advance and step out of the room when the call comes in.

- **TEXTING:** Don’t do it. I never embarrass a student in class…except if he or she is

- **Plagiarism:** you are expected to be familiar with CLC’s Plagiarism Policy. See attachment. If you do not understand the MLA Documentation Style after it has been explained in class, please make an appointment to meet with me during office hours or go to the Writing Center.

Tips for Avoiding Plagiarism:
- Weigh the risks!
- Come to class and pay attention while you are here.
- Take pride in all of your written work – your name is on it.
- Have confidence in your own ideas and know that I am interested in them.
- Ask for help and clarification when you need it.

**The Writing Center:** AMAZING RESOURCE! You may drop in or call in advance for an appointment for help and support for any aspect of the writing process. Many tutors are my former students and eager to collaborate with you. Tutoring is free. (847)543-2452. Students who utilize the writing center will see improvement in their writing at a great speed.

**Students with Special Needs:** your success is important to me. If you are a student with a documented disability and may need academic accommodations such as extended time for exams, and/or an in-class note-taker, please present documentation to the Office for Disabilities. You may call for an appointment at 543-2055.

**Counseling Services:**
The College of Lake County Counseling Office offers professional counseling for students who are in crisis or are having personal problems which as a result may affect their academic and career goals. The services of professional counselors are available at three locations on an appointment or drop-in basis: Grayslake Campus, C110, (847) 543-2060;
Lakeshore Campus in Waukegan, N211, (847) 543-2186; Southlake Campus in Vernon Hills, V130, and (847) 543-6501.

**University Religious Observance Act**: this allows students to be absent in order to participate in religious observances and holidays with no penalties towards absence or grade.

**Personal Issues**: If you are having personal problems during the semester please note that the following services are available:

- CLC Counseling Center
- CLC Women’s Center
- Health Center
- Reference Desk on the 2nd floor of the library. Librarians make the best friends😊

Please feel free to ask me about any of these services and how to access them.

*Have a great semester. Your success is my goal!*

*Additional notes and questions:*
The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, the College of Lake County has adopted the Student Rights and Responsibility Policy (#403) and a Statement of Student Academic Integrity.

These may be found in the Student Handbook.

Among the violations of academic integrity listed and defined are: cheating, plagiarism, falsification and fabrication, unauthorized complicity, abuse of academic materials complicity in academic dishonesty, falsification of records and official documents, personal misrepresentation and proxy, and bribes, favors and threats.

It is the student’s responsibility to be aware of behaviors that constitute academic dishonesty.