



COURSE SYLLABUS Fall 2025

COURSE TITLE: English Composition **NUMBER:** Engl 111

CONTACT INFORMATION

Instructor: Hannah Cates
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Office/Campus Location: Room 131/Kankakee Valley High School
Office Hours: Monday-Friday 2:30-3:30 or by appointment

COURSE TITLE: English Composition

COURSE NUMBER: ENGL111

PREREQUISITES: Demonstrated competency through appropriate assessment or earning a grade of “C” or better in: ENGL 093 Introduction to College Writing and ENGL 083 Reading Strategies for College or ENGL 095 Integrated Reading and Writing or FOUN 071 Tech Foundations II

COREQUISITES: Demonstrated competency through appropriate assessment or earning a grade of “C” or better in: ENGL 063 Co-Requisite Reading Strategies for College or ENGL 073 Co-Requisite Introduction to College Writing or ENGL 075 Co-Requisite Integrated Reading and Writing

SCHOOL: Arts, Sciences & Education

PROGRAM: Liberal Arts

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

DATE OF LAST REVISION: Fall 2024

EFFECTIVE DATE OF THIS REVISION: Fall 2025

CATALOG DESCRIPTION: English Composition is designed to develop students’ abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Compose texts that exhibit appropriate rhetorical choices, including attention to audience, purpose, context, genre, culture, and convention.
2. Develop and apply strategies for critical reading, critical thinking, and information literacy.
3. Demonstrate a proficiency in locating, evaluating, and analyzing academically appropriate research material.
4. Analyze and synthesize researched information to develop and support original claims.

5. Develop and advance thesis-driven compositions in an organized progression with appropriate supporting information.
6. Engage in writing as a process through invention, multiple drafts, collaboration, reflection, revision, and editing.
7. Employ correct techniques of style, formatting, and documentation when incorporating quotes, paraphrases, and summaries from sources into compositions.
8. Produce texts that demonstrate control over style and writing conventions, including sentence variety and complexity, word choice, tone, punctuation, grammar, usage, and spelling.

COURSE CONTENT: Topical areas of study will include –

Academic writing	Navigating digital information
The rhetorical situation	Library and other research methods
The writing process	Annotation
Generating ideas	Citation and plagiarism
Thesis statement development	Paraphrasing, summarizing, and quoting
Essay organization	Documentation
Analysis and synthesis	MLA and/or APA Style
Argumentation	Conventions of Standard Written English

HOW TO ACCESS THE IVY TECH COMMUNITY COLLEGE LIBRARY: The Ivy Tech Library is available to students' on- and off-campus, offering full text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library/> and choose the link for your campus.

REQUIRED TEXTS:

[*Writing Analytically, 8th edition, Rosenwasser and Stephen*](#) (ISBN-13: 978-1-337-55946-1)
[*Writing and Reading for ACP Composition, 3rd edition, Farris*](#) (ISBN-13: 978-1-323-84761-9)

GRADING BREAKDOWN:

Unit 1: Summary, Inquiry, Critique

- Minor Essay #1: Summary & Inquiry 25 pts.
- Minor Essay #2: Summary & Critique 50 pts.
- Major Essay #1: Comparative Critique Essay 150 pts.

Unit 2: Lens-Driven Analysis

- Minor Essay #3: Source as a Lens 75 pts.
- Major Essay #2: Lens-Driven Analysis Essay 250 pts.

Unit 3: Research-Based Inquiry

- Annotated Bibliography: Writing Plan 100 pts.
- Major Essay #3: Research-based Inquiry Essay 250 pts.

Semester Long Requirements:

- Journal/In-Class Writing 50 pts.

Quizzes 50 pts.

Total 1000 points possible:

930-1000 = A/ 900-929 = A- / 870-899 = B+/ 830-869 = B/ 800-829 = B-/ 770-799 = C+/ 730-769 = C/ 700-729 = C-/ 600-699 = D/ 0-599 = F

GRADING SCALE:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

IVY LEARN

Ivy Learn is the online component for Ivy Tech classes. Information for the course, which will be covered in class, will be set up on Ivy Learn as well.

Assignment boxes will be set up in Ivy Learn through which students can submit their essays. Assignments should be turned in through Ivy Learn, and they will be graded through Ivy Learn. All essays will also be run through a plagiarism detection device called TurnItIn.com. The instructor is not responsible for incorrect submission of assignments on Ivy Learn or other such technical glitches. Late policy will be applied to assignments that are not submitted correctly.

ATTENDANCE POLICY:

Class attendance is imperative and should be a priority emulating collegiate standards. Students should be proactive in planning for the course, and will be held responsible for any work missed; **missing class is no excuse for not submitting an assignment on the due date**, and students' final grades will suffer from missing an excessive number of classes. Extended or excessive absences, **excused or not excused**, unless part of academics or administratively approved field trip or class requirement, will not allow the student to complete the requirements of the course, and **will result in grade reduction**. The policy is to lower the student's final grade in the course by one-third of a letter grade--from a B- to a C+, for example--for each absence the student accumulates after the equivalent of a week of meeting times, except under **very unique** circumstances.

STUDENT BEHAVIOR AND CONDUCT:

Students are expected to conduct themselves in a manner befitting a college atmosphere and refrain from disruptive or disrespectful behavior. Disruptive behavior includes but is not limited to talking when the instructor is talking, talking while other students are talking, disrespecting other students' views or right to speak, and saying inappropriate things. Derogatory terms referring to race, gender, sexual preference, mental capacity, religious preference, political affiliation, etc. will not be tolerated.

CELL PHONE POLICY

According to [Indiana Senate Enrolled Act 185](#), it is against the law for a student to use a cell phone during instructional time unless part of a specifically documented health accommodation. **Cell phones should be placed in the assigned holding area during class.** A charging station is also provided in the classroom where phones may be placed before class starts. There may be times for cell phone use as part of the course, but those specific times will be conveyed by the instructor. Any student who disregards this law will be held accountable via administrative intervention.

MINIMUM FACULTY CREDENTIALS:

A qualified faculty member in English meets the discipline standard through one of two routes:

1. Possesses an earned master's or higher degree from a regionally accredited institution in English, or
2. Possesses an earned master's or higher degree from a regionally accredited institution in any field with 18 graduate semester credit hours in English, linguistics, or courses related to the writing process.

ACADEMIC HONESTY STATEMENT:

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

PLAGIARISM:

Plagiarism is presenting someone else's words or ideas as your own, whether in writing or in speaking. You are plagiarizing if you:

- present ideas as your own without citing the source of the material;
- paraphrase without crediting the source of the material;
- use direct quotes with no quotation marks, footnotes, or textual citation of the source;
- submit material written by someone else as your own; this includes purchasing a term paper or essay;
- submit a paper or assignment for which you have received so much help that the writing is different from your own;
- copy assignments previously submitted by another student.

You are expected to give and to receive help in this class, but all written work must be your own. Plagiarism is a serious offense; it is illegal. If you plagiarize, in whole or in part, from library or field sources or from other students' writings, or if you fail to document properly, the minimum penalty is an F or ZERO credit for the assignment. If you have questions about plagiarism, ask before you act. Papers submitted for this class will go through a plagiarism detection device called Turnitin.com.

Students are held to a high standard that includes accurately representing their own work and documenting resources. Students must submit original work created without artificial supports. Students may not use artificial intelligence (AI) programs to create work and pass it off as their own. Submissions will be run through an automated AI detection matrix. Work that is returned with excess AI content will be returned to the student with stipulations for resubmission. Work may be subject to school plagiarism policies at the instructor's discretion. Writing is a balancing act of using/remixing/editing, resources and creating from scratch. Resources must be documented.

COPYRIGHT STATEMENT: Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

ADA STATEMENT:

Ivy Tech Community College seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register Disability Support Services staff at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately.

TITLE IX STATEMENT:

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

LAST DAY TO WITHDRAW/REFUND SCHEDULE:

Students who decide to withdraw from a class must either process a Change of Enrollment form in the Student Affairs/ Registration Office during regular business hours, or withdraw themselves on-line through Campus Connect. The last date to withdraw from a course is **November 14, 2025**. A grade status of "W" will be assigned and cannot be changed. A student who stops completing assignments without officially withdrawing from the class will receive an "FW." Withdrawing from a class may affect or cancel financial

assistance. Students receiving financial assistance should check with the Financial Aid office before withdrawing.

English 111—English Composition Course Schedule

Schedule of Assignments (*tentative overview- see www.bcates.com for detailed daily agenda*):

Course Intro- Writing Analytically

Focus Content Derived from:

Writing Analytically [Chapter 1, pp. 2-9](#)

Writing Analytically [Chapter 1, pp 10-15, top of 16](#)

Writing Analytically [Chapter 1, pp 16-17, 19-24, 26-28, bottom 32-36](#) (to understand [“The Five Analytical Moves”](#) and [“The Method”](#))

Unit 1: Summary, Inquiry, Critique

Readings

Writing Analytically [p. 103-104 \(Summary\)](#)

WRAC [“The Adult Bodies Playing Teens on TV” pp. 211-214](#)

WRAC [“Blame the Princess” pp. 42-45](#)

WRAC [“Fairy Tales and a Dose of Reality” pp. 327-329](#)

Writing & Due Date:

Sept. 5: [Minor Essay #1 \(in-class\): Summary \(WRAC “Fairy Tales and a Dose of Reality” pp. 327-329\)](#)

Analytical Summary & Critique

Readings:

Writing Analytically [pp. 41-42 \(How to Write a Critique\)](#)

Writing Analytically [p. 54 \(The Pitch, The Complaint, and The Moment\)](#)

Writing Analytically [pp. 56-60 \(Uncovering Assumptions, Tracking Binaries in a Reading, Reformulating Binaries\)](#)

*Revisit [“The Five Analytical Moves”](#) and [“The Method”](#)

WRAC [“In Pursuit of Happiness” pp. 255-258](#)

***WRAC [“The Dalai Lama’s Ski Trip: What I Learned in the Slush with His Holiness” pp. 258-263](#)

WRAC [“High Performance Happy” pp. 283-285](#)

Film [Happy](#)

Writing & Due Date:

September 26: [Minor Essay #2: Summary & Critique \(WRAC “High Performance Happy” pp. 283-285\)](#)

Comparative Critique

Readings:

Writing Analytically [pp. 100-102 \(6 Rules of Thumb for Responding to Assignments More Analytically\)](#)

Writing Analytically [pp. 144-146 \(Some Do’s and Don’ts of Good Writing\)](#)

Writing Analytically [pp. 164-165 \(Doing 10 on 1: Saying More About Less\)](#)

Writing Analytically [pp. 82-83 \(Seems To Be About X, But Could Also Be \(Or Is “Really”\) About Y\)](#)

Writing Analytically [pp. 178-188 \(Finding and Evolving a Thesis\)](#)

Writing Analytically [pp. 231-233 \(Integrating Quotes into Your Paper\)](#)

*revisit *Writing Analytically* [pp. 41-42 \(How to Write a Critique\)](#)

*revisit [“The Five Analytical Moves”](#) and [“The Method”](#)

WRAC [“Finding Flow” pp. 268-273](#)

WRAC [“Happiness: Enough Already” pp. 277-282](#)

WRAC [“What Suffering Does” pp. 285-287](#)

Writing & Due Dates:

October 17: [Draft # 1 Major Essay 1: Comparative Critique](#)

October 31: [\(Revision\) Major Essay 1: Comparative Critique](#)

[\(“What Suffering Does” pp. 285-287 and “Happiness: Enough Already” pp. 277-282\)](#)

Unit 2: Lens-Driven Analysis

Readings:

Writing Analytically [pp. 63-64 \(Apply a Reading as a Lens\)](#)

WRAC [“The Stanford Prison Experiment” pp.65-77](#)

Writing & Due Date:

November 14: [Minor Essay #3: Using a Source as a Lens \(“Disobedience as a Psychological and Moral Problem” pp. 78-83](#) and film scene from *A Few Good Men*)

Readings/films:

Writing Analytically [pp.214-215 \(Using Sources Analytically\)](#)

Writing Analytically [p. 230 \(Using Sources Analytically: An Example\)](#)

Writing Analytically [p. 218 \(Ways to Use a Source as a Point of Departure\)](#)

Writing Analytically [pp. 219-229 \(Six Strategies for Analyzing Sources\)](#)

*revisit *Writing Analytically* [pp.63-64 \(Apply Reading as a Lens\)](#)

*revisit *Writing Analytically* [pp. 178-188 \(Finding and Evolving a Thesis\)](#)

WRAC [“The Milgram Experiment” pp. 58-65](#)

Film *A Few Good Men*

Writings & Due Dates:

November 25: [Draft #1 Major Essay 2: Lens-driven Analysis \(*A Few Good Men*, “The Milgram Experiment” pp. 58-65, and “Disobedience as a Psychological and Moral Problem pp.78-83.”\)](#)

December 5: [Major Essay 2 Revision: Lens-driven Analysis \(*A Few Good Men*, “The Milgram Experiment” pp. 58-65, and “Disobedience as a Psychological and Moral Problem pp. 78-83”\)](#)

Unit 3: Research-Based Inquiry

Readings:

*Revisit all previous readings in *Writing Analytically*

*Revisit all relevant readings from WRAC

Individually selected sources for Research-Based Inquiry (Essay 3)

Writings and Due Dates:

December 8: [Annotated Bibliography: Writing Plan for Research-Based Inquiry](#) (Major Essay #3)

December 12: [Draft #1 Major Essay 3](#): Research-based Inquiry

December 19: Final Draft Major Essay 3: Research-based Inquiry

COURSE POLICIES:

Late Work:

No late work will be accepted. Students must adhere to, and plan for the due dates for all assignments, unless, under very rare, and medically verified situations, special arrangements have been made with the instructor.

Minor Essays:

Minor essays will be similar to the major essays in that students will form claims and defend them with evidence. A minor essay may be shorter in length, or even be an in-class essay students complete like an expanded essay question on a test. Minor essays will serve, in part, as practice leading up to the major essays which are more extended in terms of content, research, synthesis, and commentary. **In order to submit a minor essay, students MUST have submitted all required parts of the writing process as assigned in class that lead up to the submission of the essay.** Things considered part of the writing process in the course would include: planning, annotating, drafting, peer review, discussion prep, etc. Failure to complete parts of the writing process will result in grade reduction, or possibly no credit.

Major Essays:

Major essays will build from the practice set forth in the minor essays. They will be summative assessments regarding a student's ability to use the writing and research process to make and defend claims with formal essay writing skills. The writing process is just as important as the major essay itself. For that reason, **in order to submit a major essay, students MUST have submitted all required parts of the writing process as assigned in class that lead up to the submission of the final paper, including all minor essays. Students must also have completed the first draft of the major essay according to all guidelines in order to earn a revision submission for a higher grade.** Things considered part of the writing process in the course would include: planning, annotating, drafting, peer review, discussion prep, etc. Failure to complete parts of the writing process will result in grade reduction, or possibly no credit.

Revision:

There are no opportunities for 'redos' for higher grades on final submissions. Students must make the most of the drafting process as provided by the course, and apply instructor feedback on drafts to improve them BEFORE the final submission. Students should take ownership of their education by seeking help from both the textbooks provided, and/or the instructor when they are struggling with the requirements of the course.

Course Participation:

Course participation is a critical part of student success. Course participation indicates that a student has read assigned readings before class and is able to articulate observations. This may require notetaking or annotating of texts that are not explicitly assigned. All tasks build upon and prepare for the course as a whole and are expected to be completed as a part of that process. Failure to completely participate in the

course will most certainly affect a student's ability to complete quality work the course assigns. **Behaviors which indicate active participation in the course include, but are not limited to: thorough reading of assigned texts before class as demonstrated by thoughtful text annotation and independent notetaking, contribution to, and preparation for meaningful discussion, and giving meaningful and focused peer feedback.**

Topics of Controversy:

In order to inspire critical thinking and writing, this course may include topics of controversy. These topics will be used to examine the human condition, and analyze the craft of a variety of writers along with their impact on a particular audience to propel them to think about, and examine further lines of questioning pertaining to ongoing intellectual, political, religious, and academic discourse within society. **The course topics are presented objectively, and although they may fuel discussion, debate, and introspection on important issues, they are not intended to indoctrinate, glorify, or demonize any particular group or individual.** Students should reflect this principle as well as they treat these issues in their own writing, and discussion. Students should aim to listen to understand the various perspectives revealed in the course, and be able to contribute to the culture of the class, both in discussion and on paper, in an open-minded, objective way. Students should strive to build objective reasoning as they analyze the various perspectives presented in the course. Students should learn to practice one of the most important parts of analytical interpretation which, as represented clearly by the introduction readings of the course, is to “suspend judgement.”

Alternate Readings and Viewings:

There will be **no substitutions for assigned readings or viewings** as the design of the course demands students read with open minds applying an analytical approach which demands suspending all judgment and reading and listening to understand. Additionally, the readings have been carefully selected to work together in the scope and sequence of this course and to allow for a diverse exposure to relevant social perspectives. Students can preview all course material before the drop deadline to determine if they want to continue with the course as it is designed and make personal decisions accordingly.

Content Diversity

This course is intended to provide a diverse exposure to various voices and perspectives in society. Cultural and social representation of diverse populations will be part of the course, and should help to make people from various walks of life, social and cultural demographics, religious affiliations, and social classes feel, to some extent, represented. The diversity of the course content serves as an educational component to help establish how the human condition is universal despite a myriad of differences. Representation of the fabric of society helps us learn more about each other and ourselves, and that is a goal of this course.

Disclaimer: The instructor reserves the right to change any statements, policies or scheduling as necessary. Although minor date adjustments may occur, and major changes to the syllabus are rare, students will be informed promptly of any and all changes.