

## **Elmira Business Institute**

### **Student Syllabus: College Writing I (COM111)**

**Prerequisites:** COM003, Writing Essentials or a passing score on the Accuplacer Assessment

**Course Credits/ Clock Hours:** 3/45

**Course Delivery Mode:** Residential

#### **Course Description**

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This course is designed to assist students in developing clear writing and thinking by exploring various kinds of writing styles and techniques. As an introductory writing course, grammar and mechanics will also be emphasized. Writing techniques will be illustrated by appropriate readings that the students use as models for their own writing. Students further develop their writing skills as they work through the writing process of prewriting, drafting, revising and editing their papers, as well as proofreading the writings of others. Students also critically read and respond to the writings of others, both from the text and from outside sources. Most assignments incorporate library and internet research to develop information literacy skills. (Lec/Lab/Ext/Total) (45/0/0/45).

#### **Student Learning Outcomes**

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Upon completion of this course, student will be able to:

- Demonstrate critical reading skills for both form and content, including an awareness of authorial intent
- Recognize distinguishing characteristics of various genres of writing
- Understand writing as a recursive process and develop individualized strategies to move from brainstorming and drafting through revision and editing to final proofreading
- Develop mastery of various grammar and mechanics elements of the English language
- Demonstrate increased skill and confidence in objectively critiquing his/her own work
- Respectfully and meaningfully respond to classmates' drafts-in-progress
- Utilize EBI library and internet to seek necessary information for personal, academic, and professional uses, distinguishing between reputable and non-reputable sources
- Develop library database research techniques, differentiating between popular and academic sources
- Evaluate information to assess quality, relevance, and usefulness
- Demonstrate selected information into knowledge base and value system
- Utilize information effectively to accomplish a specific purpose
- Write papers and produce outside sources using MLA format; understand and avoid plagiarism
- Compute and navigate additional information resources in their community, after completing a tour of the EBI Library and Binghamton University or Steele Memorial Libraries

#### **Required Course Texts & Course Materials**

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Roan, Duane. *Writing Guide w/ Connect 4<sup>th</sup> ed.* McGraw-Hill Print 2017 ISBN: 9781260082128

**Supplemental educational learning materials may include and are not limited to**

Bender, Tisha, et al. *Rugers RIOT-Research Information Online Tutorial*. Rutgers University, 2009. Web 5 Oct. 2015. <<http://clinets.kognito.com/rutgers/infolit/>>  
“Online Writing Lab.” Purdue University Online Writing Lab (OWL). Purdue University 2015. Web. 1 Oct. 2015. <<https://owl.english.purdue.edu/owl/>>  
EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. Imagine Easy Solutions, LLC, 2013. Web. 2015 21 Sept. 2015. <<http://www.easybib.com/>>.  
College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

**Assessment**

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Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

***Student Homework Policy Statement***

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government’s definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

***Calculation of a Semester Credit Hour***

All coursework at Elmira Business Institute is measured in semester credit hours.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

***Definition of a Contact Hour***

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

**Evaluation**

<b>Assessment Type</b>	<b>% of Grade</b>
Professionalism/Attendance	10%
Homework	10%
Quizzes	10%
Writings	50%
Final exam	20%
<b>Total</b>	<b>100%</b>

**Grading Scheme**

<b>Numerical Average</b>	<b>Letter Grade</b>	<b>Quality Points</b>
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----
Advanced Placement Credit	APC	

**Course Policies*****Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

### ***Attendance Policy***

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

### ***Make-Up Policy***

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

### ***Academic Integrity/Plagiarism Rules***

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

***Please keep in mind that plagiarism includes:***

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

**Students will be given a complete policy the first day of class to review and sign.**

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

**Academic Support**

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***Private Instruction***

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

***Faculty Office Hours***

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

***Academic Advising/Mentoring***

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

***The Library***

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program. The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

### Course Schedule

<i>Lesson Week #</i>	<i>Topic(s)</i>
1.	<p><b>Course introduction. Finding “voice” and writing to learn—benefits of course and communications process. Fear/dislike/anxiety about writing/common misperceptions; understanding writing as a process. Introduction to grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Learn the basic principles that emphasize writing as a process in order to mitigate the anxiety of writing and learn how to write well.</li> </ul>

2.	<b>Characteristics of Good Writing; Reading and Writing for Both Form and Content; Comprehension vs. Critical Thinking</b> <ul style="list-style-type: none"> <li>• Develop strategies to increase reading comprehension.</li> <li>• Recognize the difference between comprehension and critical thinking, including opinion versus interpretation.</li> <li>• Understand the importance of each term and how they fit into the overall writing process.</li> </ul>
3.	<b>Purpose and Audience</b> <ul style="list-style-type: none"> <li>• Demonstrate reading beyond topic and content to determine authorial intent, including identifying general purpose (entertaining, informing, arguing) as well as finding explicit arguments or inferring and formulating implied arguments</li> <li>• Determine what prompted the writer to create the piece and for what intended audience.</li> <li>• Recognize purpose and audience as critical consideration when reading and writing.</li> </ul>
4.	<b>Brainstorming, Topic Generation Techniques, and Working Through Writers Block</b> <ul style="list-style-type: none"> <li>• Understand, try, and consider various techniques and strategies for generating and developing ideas.</li> </ul>
5.	<b>Descriptive Outlining (Reading and Revision Strategies)</b> <ul style="list-style-type: none"> <li>• Annotate essays to identify content/main idea of each paragraph (what the paragraph says) and to determine the point of each paragraph (what the paragraph does)</li> <li>• Diagram to identify introduction, sections, and conclusion</li> <li>• Analyze individual ideas separately in relation to each other and the whole in order to increase understanding.</li> <li>• Understand how drafting and revising, and descriptive outlining help with development and organization.</li> </ul>
6.	<b>Thesis statements</b> <ul style="list-style-type: none"> <li>• Understand function and characteristics of thesis statements for informative and argumentative essays</li> <li>• Identify the thesis sentence and distinguish it from the topic and keywords</li> <li>• Identify thesis restatements throughout essay</li> <li>• Practice writing thesis statements and evaluating effectiveness</li> <li>• Understand initially tentative nature of developing thesis statements.</li> </ul>
7.	<b>Effective Paragraphing; Topic Sentences; Transitioning</b> <ul style="list-style-type: none"> <li>• Recognize appropriate boundaries for paragraphs (limiting to one fully developed main idea)</li> <li>• Understand sections may have multiple paragraphs</li> <li>• Understand possible features of topic sentences (including transitioning and announcing)</li> <li>• Discuss examples and practice developing effective transitions within and between paragraphs</li> </ul>
8.	<b>Midterm</b>

	<b>Summary</b> <ul style="list-style-type: none"> <li>• Develop summaries of various lengths to succinctly represent topic, relevant content, and intended purpose</li> <li>• Practice evaluating accuracy of summaries from perspective of author as well as readers who have and have not read the piece.</li> </ul>
9.	<b>Vivid Descriptive Writing and Economy of Words</b> <ul style="list-style-type: none"> <li>• Develop clear and expressive prose</li> <li>• Understand balance with conciseness and eliminating redundancy or unnecessary words.</li> </ul>
10.	<b>Proofreading Techniques and Revising Rough Drafts</b> <ul style="list-style-type: none"> <li>• Understand revision as content, development, and organizational in nature</li> <li>• Understand proofreading as regarding grammar, style, punctuation, and correctness.</li> <li>• Practice strategies for revising, proofreading, and editing.</li> </ul>
11.	<b>Peer Review Techniques; Responding to Others' Work; Self-Assessment</b> <ul style="list-style-type: none"> <li>• Increase confidence in identifying strengths, weaknesses, and areas requiring revision or corrections in one's own and in others' writing.</li> <li>• Responsibly and respectfully turn observations into questions or constructive criticism.</li> </ul>
12.	<b>MLA; Reputable Sources; Database Research; Incorporating Evidence</b> <ul style="list-style-type: none"> <li>• Follow MLA guidelines for formatting and incorporating in-text and work cited sources</li> <li>• Understand and avoid plagiarism</li> <li>• Differentiate between summarizing, quoting, and paraphrasing, and determine how to choose each</li> <li>• Effectively integrate sources</li> <li>• Recognize the characteristics and purposes of scholarly, popular, and trade sources</li> <li>• Evaluate web sources for credibility; search techniques for academic databases and Internet.</li> </ul>
13.	<b>Argument Writing; Counterarguments and Anticipating Objections</b> <ul style="list-style-type: none"> <li>• Develop a thesis-driven essay; avoid polarized stances by thoughtfully acknowledging objections and developing reasonable and respectful counterarguments.</li> </ul>
14.	<b>Compare Different Genres of Writing (Including Cause and Effect, Process Writing, Compare and Contrast Writing, and Narrative Essays)</b> <ul style="list-style-type: none"> <li>• Define the differences between types of writing and identify role of rhetorical situations.</li> <li>• Recognize and practice writing components of various genres.</li> </ul>
15.	<b>Final examination</b>

**Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.**

*Revised February 2016 mzt, Revised July 2017 klp, Revised November 2017 emm, Revised August 2018 klp, Revised August 2019 em*



	Excellent	Above Average	Average	Fair	Poor	Score
<b>Completeness</b>	Project meets the full length and content requirements while maintaining high-quality discussion of ideas. (20)	Project meets the full length and content requirements and all ideas are contributing to overall quality. (16-19)	Project meets the upper length and content requirements and all ideas are relevant. (11-15)	Project meets the lower end of the length and/or content requirements and/or some ideas are not contributing to overall quality. (6-10)	Project meets only (or less than) the base length and/or content requirements of the project. (0-5)	
<b>Purpose / Thesis &amp; Content</b>	Paper clearly achieves its unifying purpose and demonstrates higher thinking, with a unique and compelling thesis (when applicable). All ideas advance purpose. (25)	Paper is clearly guided by a unifying purpose that demonstrates above average thinking; thesis is interesting. All ideas contribute to purpose (21-24)	Paper displays a recognizable, unifying purpose and demonstrates an average thinking; thesis is solid. All ideas are relevant to purpose. (14-20)	Paper sometimes loses focus or shows little depth of reasoning; thesis is basic or underdeveloped. Some ideas distract from purpose. (9-13)	Paper seems only loosely (or not) guided by a recognizable, unifying purpose; thesis is unclear or missing. (0-8)	
<b>Structure &amp; Development (Paragraphing &amp; Transitions)</b>	Paragraphs are impressively developed, cohesive, strategically ordered, and linked by skillful transitions. (20)	Paragraphs are developed, cohesive, logically ordered, and linked with smooth transitions. (16-19)	Paragraphs suffice, organization is sound, and transitions are evident. (11-15)	Paragraphs sometimes lack coherence or development; some transitions are ineffective. (6-10)	Paragraphing is unorganized and/or underdeveloped; transitions absent. (0-5)	
<b>Evidence &amp; Integration of Sources</b>	Writer chooses excellent evidence from reputable and appropriate texts to support purpose/thesis and expertly integrates sources; masterfully paraphrases/quotes. (15)	Writer chooses strong evidence from reputable and appropriate texts to support purpose / thesis and integrates sources well; successfully paraphrases/quotes. (11-14)	Writer chooses acceptable evidence from texts to support purpose / thesis and uses source integration techniques; uses both paraphrases and quotes. (9-10)	Writer chooses inadequate evidence from texts to support purpose / thesis and/or ineffectively integrates sources. (6-8)	Writer chooses substandard quality/ amount evidence from texts to support purpose / thesis and/or fails to successfully integrate sources (0-5)	
<b>Mechanics Spelling, Grammar, Punctuation, Style, and MLA Formatting</b>	Paper displays excellent spelling, grammar, punctuation, and style/tone. MLA style is exemplary. (20)	Paper displays above average spelling, grammar, punctuation, and style/tone with no more than 1 mistake per page. MLA style is used consistently. (16-19)	Paper displays average control of spelling, grammar, punctuation, and style/tone with no more than 2 mistakes per page on average. MLA style is used but exhibits common errors. (11-15)	Paper displays fair control of spelling, grammar, punctuation, and style/tone with no more than 3 mistakes per page on average. MLA style is used inconsistently. (6-10)	Paper displays poor control of spelling, grammar, punctuation, and style/ tone. MLA style is poorly (or not) demonstrated. (0-5)	

## Career Readiness Assessment “CRA”   ☐Midterm   ☐Final

Student Name: \_\_\_\_\_ Course ID: \_\_\_\_\_ Instructor: \_\_\_\_\_

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
<b>Attendance</b>		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
<b>Class Engagement (Initiative)</b>		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Listening Skills</b>		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
<b>Behavior</b>		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
<b>Professionalism</b>		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: \_\_\_\_/100

**Professionalism Grade**  
**15%**