

English 101: Composition—Fall 2013

Dorothy Gregory

dorothygregory@skipjack.chesapeake.edu

Office hours by appointment. Please use Skipjack e-mail to contact me. I check e-mail at least once daily during normal business hours (9am-5pm, Monday through Friday).

Welcome to English 101! This course is designed to help students transition from high school writing to college-level writing and research. English 101 includes instruction in the writing process using published essays as models of effective writing. Students will learn to write clearly organized essays using the basic patterns of expression. The English language, logic, library use, and the form and organization of research papers are studied. A research paper must be completed to satisfy course requirements. Three hours per week. Please note that students are expected to do a **minimum** of two hours of work outside of class for every hour in class. Some assignments may require more time.

Prerequisites

Appropriate score on placement test

This course is considered a general education/core course for many programs. Please check with your advisor to be sure.

Required Texts

- Bullock, Richard. *The Norton Field Guide to Writing*. 3rd Edition. New York: Norton, 2013.
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. “*They Say/I Say*” *The Moves That Matter in Academic Writing*. 2nd Edition. New York: Norton, 2009.

Learning Outcomes

Upon successful completion of English 101, students should be able to:

1. Write logically organized, syntactically coherent, and grammatically correct essays
2. Develop a coherent and arguable thesis statement in each paper
3. Develop a clear and engaging writer’s voice that addresses an appropriate, intended audience
4. Locate, evaluate, and use bibliographic sources proficiently and ethically
5. Construct a 6 – 8 page research paper using MLA style appropriately and correctly
6. Summarize, evaluate, and draw conclusions from a variety of texts and apply the information to other writing tasks
7. Use technology to compose papers, conduct research, communicate with instructors, and enhance classroom presentations

Attendance and Participation

If you miss a class session, it is YOUR responsibility to find out what you missed BEFORE the next class. You are allowed four (4) absences for any reason. **There are no excused absences;** therefore, it would be wise to reserve these four allowances for true emergencies and illnesses. Each absence beyond four will result in a 5 percentage point (or half-letter grade) deduction from your final class average. Please be on time for all class meetings. Each late entrance or early departure is counted as half an absence and contributes to your total number of absences for the course. When class is in session, students are expected to treat their classmates and the instructor with respect. **Turn off all cell phones** and other electronics and devote your attention to the class work. Furthermore, do not insult your instructor and your classmates by sleeping during class or packing up to leave before class has been dismissed.

Assignments

You will complete four formal essays and a final exam for this class (guidelines for each assignment will be provided in more detail as the semester progresses). Essays will be argument-based and include many drafts and revisions, all of which will contribute to your final grade. **Please note: a student who does not earn at least 70% on the research paper is ineligible to pass this course.**

As this course is designed in a workshop style, it is required that you bring all drafts and assignments to class when they are due. If you do not bring a paper draft on the day a draft is due, you will be asked to leave and counted absent for that class period. Rough drafts are assignments, and points will be assigned to each one that is required. All assignments must be typed in 12-point Times New Roman font.

Quizzes, homework assignments, and participation in class discussion will also contribute to your final grade for the course. Late homework assignments will not be accepted, and quizzes and classwork cannot be made up. Late essays will lose one letter grade and will not be accepted more than one class period late. In other words, if a paper is due on Tuesday, September 10th, the last chance to turn it in (for a reduced grade) is Thursday, September 12th. Assignments that are submitted via e-mail or campus mailbox will not be accepted unless approval was granted in advance.

Academic Integrity

Students enrolled in this course are expected to adhere to the college's honor policy. Every student must complete every assignment honestly and fully. If you are struggling with an assignment, please seek help from your instructor or the Academic Support Center—do not be tempted to “borrow” ideas or language from the internet or any other source. Plagiarism is a VERY serious offense, and it is never worth the risk. Plagiarism includes, but is not limited to:

- Representing someone else's words or ideas as your own. **YES**, this includes information found on the internet! Even one sentence copied/pasted into your essay can result in a failing grade for the assignment.
- Using anything written by another without providing proper documentation.

- Paraphrasing or summarizing someone else’s words or ideas without giving credit. If you use someone else’s idea but put it in your own words, it is still the other person’s intellectual property and must be cited.
- Collaborating with another individual without the instructor’s permission.

If you plagiarize, you will fail the assignment and a report may be filed with college administration. The bottom line is this: do your own work.

Breakdown of Grades

Literary Analysis.....	15%
In-Class Essay.....	10%
Annotated Bibliography.....	15%
Research Paper	25%
Research Presentation	5%
Final Exam	15%
Homework, Quizzes, Classwork, and Participation.....	15%

Special Services

If you have a documented disability and wish to discuss academic adjustments, please let your instructor know and make an appointment with Mrs. Judy Gordon, ADA Coordinator as soon as possible. Mrs. Gordon’s office is located in the LRC, Room L-114 (phone extension 5805).

College wide Academic Instruction Emergency Management Plan

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event or other emergency situation, consideration will be given to the timing and duration of closure as follows:

- a. Closure during the semester for up to one week: there will be an opportunity to make up work without significant alteration to the academic calendar.
- b. Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks), the college may extend the semester.

Depending on the timing of the closure, scheduled breaks, closure dates, and/or the processing of final grades might be impacted.

Students may inquire about closures by checking on the college website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held off campus will follow the protocol of the host facility.

Standards for a "C" Paper

The following standards for a "C" paper were developed by a Statewide English Composition Committee, approved by the Maryland Chief Academic Officers, and recommended for implementation on a voluntary basis at all public two- and four-year colleges and universities. Chesapeake College Faculty have adopted the Standards for a "C" Paper as guidelines for college-level courses, especially those meeting the general education Limited Distribution Core.

Content

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately and fully attributed.

Organization

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis sentence, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

Style/Expression

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some sentences may be ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

Grammar/Mechanics

The "C" paper follows the conventions of standard written U. S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

Schedule

*This schedule is tentative and will undoubtedly change. Readings and short homework assignments will be added as the semester progresses. Therefore, **DO NOT RELY ON THIS SCHEDULE IF YOU MISS CLASS**. If you miss a class, you should always check in with your instructor or a classmate to make sure that you have the correct assignment for the following class meeting.

All assignments are listed on the day they are due. Assignment requirements will be discussed in detail before they are due.

8/26	Introduction and Diagnostic Writing Sample
8/28	<u>DUE</u> : Read pages 119-149 of <i>Norton Field Guide</i>
9/2	HAPPY LABOR DAY!
9/4	<u>DUE</u> : Read Introduction (p.1-14) of <i>They Say/I Say</i> and pages 3-24 of <i>Norton Field Guide</i>
9/9	<u>DUE</u> : Read “The Story of an Hour” (see Literature Packet)
9/11	<u>DUE</u> : Read “The Fall of the House of Usher” (see Literature Packet)
9/16	<u>DUE</u> : Read “The Birthmark” (see Literature Packet)
9/18	<u>DUE</u> : Read pages 81-86 of <i>Norton Field Guide</i> Begin Literary Analysis
9/23	Grammar, Mechanics, and Style
9/25	<u>DUE</u> : Read pages 462-474 of <i>Norton Field Guide</i> MLA Instruction; Incorporating quotations, paraphrases, and summaries
9/30	<u>DUE</u> : Rough Draft of Literary Analysis
10/2	<u>DUE</u> : Literary Analysis (final draft) <u>DUE</u> : Read chapter 1 (p. 19-28) of <i>They Say/I Say</i> AND “Up Against Wal-Mart” (p. 606-619, <i>They Say/I Say</i>) AND “Progressive Wal-Mart. Really.” (p. 620-623, <i>They Say/I Say</i>)
10/7	<u>DUE</u> : Read “Watching TV Makes You Smarter” (p. 277-294, <i>They Say/I Say</i>) AND “Thinking Outside the Idiot Box” (p. 295-298, <i>They Say/I Say</i>)
10/9	<u>DUE</u> : Read “Two Years Are Better Than Four” (p. 211-214, <i>They Say/I Say</i>) and “A Lifetime of Student Debt? Not Likely” (p. 256-273, <i>They Say/I Say</i>) Outlining; Prepare for In-Class Essay
10/14	<u>In-Class Essay</u> (Essay based on assigned readings from <i>They Say/I Say</i>)
10/16	Receive Research Project Assignment; begin brainstorming/prewriting for Research Project
10/21	<u>DUE</u> : Read pages 421-461 in <i>Norton Field Guide</i>

10/23	<u>DUE</u> : Research Topic Proposal Library Day I: Research Introduction
10/28	Library Day II: Continuation of Research Process
10/30	<u>DUE</u> : All sources (<u>FULL TEXT</u>) for Annotated Bibliography
11/4	<u>DUE</u> : Annotated Bibliography
11/6	Identifying and Avoiding Logical Fallacies
11/11	Drafting Day for Research Paper
11/13	<u>DUE</u> : Rough Draft of Research Paper (typed, full length, TWO COPIES) Begin Research Paper Draft Workshop
11/18	Workshop with Research Paper Draft Continued
11/20	<u>DUE</u> : Research Paper Begin Research Paper Presentations
11/25	Research Paper Presentations ctd.
11/27	HAPPY THANKSGIVING!
12/2	Finish Research Paper Presentations; selected readings from <i>They Say/I Say</i>
12/4	Wrap Up; Prepare for Final Exam

Final Exam date and time to be announced