

ENG 101: College Composition

Instructor: Dr. Mary Gormley Email: mgormley11@hotmail.com

Office Hours: Thursdays, 3:30 – 4:30 pm, and by appointment, location TBA

Course Description:

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Class readings will model critical analysis and observation, and will serve as the spring board for student writings. One essay will be a formal research assignment, and methods for incorporation of sources in original papers will be taught.

You will notice that there is a good deal of reading assigned alongside the writing assignments. Throughout the semester, we will approach writing as a social process, one in which the writer engages with ideas, issues and fellow citizen's. Our readings will provide access to those issues, and will often serve as models for communicating our own ideas. Writing for an audience, particularly in the context of a college culture, will be our emphasis.

*A placement test is required prior to enrollment in English 101.

Learning Outcomes:

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

- Read and understand essays which offer different points of view on a topic.
- Compare or contrast various perspectives on a topic.
- Analyze a particular perspective or argument on a topic, and evaluate its relative merits.
- Develop student's own perspective on a topic, and state that perspective clearly in a written thesis.
- Support the thesis with specific and detailed evidence from readings, from research, and from personal observations and experience.
- Document information from sources using MLA parenthetical format.
- Recognize the reader as an intrinsic element in writing, and employ strategies that engage the reader.
- Craft effective sentences and paragraphs.
- Employ strategies for effective major revision of writing, including attention to organization and paragraph coherence.
- Employ strategies for effective editing, including attention to grammar and usage.
- Conduct basic library research, including accessing print and electronic data bases.
- Collaborate with others in analyzing writing, developing points of view, conducting research, and revising drafts.

Required Texts:

Rereading America: Cultural Contexts for Critical Thinking and Writing, Ed. Colombo, Cullen, and Lisle (6th edition)

A Writer's Reference, Diana Hacker

*Additional readings will be distributed in class.

Grading:

***Reading Responses* 20%**

*For each group of readings assigned from *Rereading America*, you will write a 2 page typed response in which you may raise questions and explore ideas about the reading and the issue it addresses. Your written responses may be less formal in tone and structure than your essays, but they should still reflect careful thought and analysis; do not simply summarize the readings.

***Four Essay Projects* 20%**

* While these essays will relate to the readings, they will also differ significantly from your reading responses in tone, style, and content. You will be given individual assignment guidelines at the start of each project. Each essay will be submitted in a 2-pocket folder with your first and revised drafts, peer review notes, and all related notes or exercises.

***Participation* 10%**

*This includes attending class, sharing your own work and ideas, listening and responding to others carefully and constructively, and completing all in-class exercises.

***Oral Presentation* 10%**

*Throughout the semester, each of you will read one of your non-research based essays to the class and discuss both your process and your “product.” You will know well in advance when you are presenting; and more instruction on why and how we do this will be given in class.

***Final Portfolio* 40%**

*This will include 18-20 pages of finished writing taken from the semester’s work, and a reflective introduction. Your research paper, Essay #4, must be a part of this 18-20 pages. Course handouts throughout the semester will provide further explanation of how to plan and compile your portfolio; basically, at this point, you should think of the portfolio as a chance to showcase your most polished writing.

You will receive more information and instruction on each of these grading components as the semester progresses. From day one, however, you should get in the habit of saving and organizing EVERYTHING you write for this class, as you may end up needing it for a project folder or the final portfolio.

Attendance:

Writing is a social practice, and for successful practice, you must be present and prepared. Regular attendance and participation are required for success in this course. If you must be absent, it is your responsibility to find out what you missed, and to meet established due-dates. Since we only meet once a week, more than one absence will result in a reduction of your final grade; more than two absences will mean failing the course.

Arriving late and leaving class early are disruptive, and if they become a habit, will also be detrimental to your grade.

Academic Honesty:

Plagiarism is a violation of the academic honor code. It occurs when a writer takes credit for someone else's work and submits it as his/her own, either intentionally or merely through sloppy documentation of sources. Intentional or not, plagiarism will result in an automatic F on the assignment, and possibly for the semester.

Additional Requirements and Policies:

- Any student with a hidden or visible disability that may require classroom modifications should see me about this within the first week or two of class. I will refer you to a learning disabilities counselor so that we can work out an appropriate plan to meet your needs.
- Until November 4, 2006, a student may officially withdraw from this course at the Registrar's Office without the instructor's signature. From November 4 to November 28, a student may withdraw at the Registrar's Office with the signature of the instructor or advisor. *A student who stops coming to class without officially withdrawing will receive an F for the course.*
- You should feel free to contact me via email if you have any questions or concerns regarding the course work. If you don't have an email account, you should set one up ASAP.
- Except for in-class exercises, ALL assignments must be word-processed. Use standard MLA guidelines for formatting papers—double spaced, 1 inch margins, and 12 point, Times New Roman font.
- All work is due at the beginning of class on the date assigned. Reading responses will **not** be accepted late, and essays will only be accepted up to one class day late, with a full letter grade reduction. If you do not have a draft on a peer-review day, you will lose points on the project grade.

Schedule of Assignments:

Please note that this schedule is tentative, and any necessary changes will be announced in class and/or via email. Remember: *you are required to have an email account for this class.*

RA refers to *Rereading America*—you should bring this book to class anytime a reading from it is due—and **WR** refers to *A Writer's Reference*. Bring this book when drafts are due.

| DATE | READING DUE | WRITING DUE | IN-CLASS WORK |
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| 8/30 | | | Course introduction; ice-breaker; writing sample; review of critical reading |
| 9/7 | RA : Soto, 26 Rose, 182 Tucker, 353 | Reading Response | Discussion of readings; review of essay structure; essay 1 assigned; peer review expectations and guidelines explained |
| 9/14 | WR , 3-36 | Typed draft of essay #1 | Peer review workshop |
| 9/21 | RA , Terkel 348 | Instructor Draft of Essay #1, in folder, with all drafts, notes, outlines, etc | Post-write, proofread, and presentations; preview of next readings |
| 9/28 | RA , Kasser, 364 Moore, 153 Mantsios, 331 | Reading Response | Discussion of readings; essay 2 assigned, invention and free-writing |
| 10/5 | | Typed draft of essay #2 | Peer review workshop |
| 10/12 | RA , de Tocqueville, 417 | Instructor Draft of Essay #3, in folder, with all drafts, notes, outlines, etc | Post-write, proofread, and presentations; contextualizing de Tocqueville |
| 10/19 | RA , Devor, 424 Allen, 443 Kilbourne, 455 | Reading Response | Discussion, essay 3 assigned, invention and free-writing |
| 10/26 | ----- | Typed draft of essay #3 | Peer review |
| 11/2 | Portfolio handouts | Instructor Draft of | Post-write, |

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| | | Essay #3, in folder, with all drafts, notes, outlines, etc | proofread, and presentations. Portfolio planning. |
| 11/9 | WR , 37-54; 293-326 | | Research paper assigned; library instruction; review of research skills |
| 11/16 | WR , 327-378 Portfolio handouts | Outline of essay #4, hard copies of sources | Drafting, review of documenting and citing sources; more on portfolio guidelines and planning. |
| 11/30 | Typed Draft of Essay #4 | Peer review workshop; individual conferences | |
| 12/7 | Final Portfolios! | Presentations; course evaluations | |
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