

WELCOME TO ENGLISH 101: COLLEGE COMPOSITION

Mrs. Marcy Office: Rm 204

Office Hours: M and W: 8:30 to 9:00, 1:50 to TO 2:35

Textbooks: The Main Event by Hoffman and Hoffman
The Little Penguin Handbook by Faigley

Materials: one diskette or memory stick (save work as rich text)

Course Description

College Composition engages you in critical observation, reading, and writing. The course prepares you for college writing and for meeting the conventions of college English. Writing assignments require that you develop your own points of view and demonstrate an understanding of complex ideas and issues. Research includes incorporating sources into original papers and documenting them. To enroll, you should have passed the English placement test. (Please note that all readings are non-fiction.)

Learning Outcomes

Read and think critically

- demonstrate an understanding of the intrinsic connection between reading, critical thinking, and writing
- demonstrate the ability to read and understand academic writing with differing points of views and be able to recognize and analyze the merits of each position
- evaluate the accuracy and validity of a specific perspective or argument
- understand how audience, purpose, genre, and context shape the meaning and effectiveness of all texts, especially texts presented in college settings

Write critically and analytically

- demonstrate an understanding of the organizational skills required for academic writing, such as pre-writing activities, outlining, paragraph development, revising, and the ability to thoroughly edit
- demonstrate in reading and writing an understanding of the rhetorical concepts of audience, invention, style, organization, and delivery
- develop their own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- conduct research using library tools, print and electronic media, and any other sources that enhance academic writing
- evaluate sources for accuracy, validity, and academic relevance
- use information to support and develop their assertions through paraphrasing, quoting, and summarizing
- cite sources using MLA citation style
- learn and employ strategies for avoiding plagiarism

Apply the foundations of strong academic skills

- develop and use broadened reading and speaking vocabularies

- use tools appropriately related to reading and writing, such as writing handbooks, dictionary, and thesaurus
- utilize word processing programs, including proofreading software, in the writing process
- produce documents according to MLA formatting conventions
- employ strategies for effective editing, including attention to grammar, mechanics, usage, and the conventions of standard American English
- collaborate with others in developing points of views and analyzing writing
- employ effective annotation skills
- use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- formulate appropriate questions and hypotheses

Class Time

Class time will be comprised of short lectures, discussions, workshops, and computer one-on-ones.

Grading

Please note that there are no quizzes, tests, or a final exam. What is important is

your writing

90%

- Three documented essays based on the readings, 3 to 5 pp, 20% each
- One documented, research essay (choose an essay to expand) 5 to 8 pp, 30%

You may **edit** (improve grammar, spelling, punctuation) and **revise** (improve content and organization) your first three essays to improve your grade. Revision is generally worth far more than editing. If the edit/revision does not result in an improved essay grade, the next step is to meet with me. Please submit the revision along with the original and submit only one revised essay at a time. The last day I will accept revised essays is 11/26.

your class preparation and participation

10%

This grade takes the following into account:

- attending class regularly
- participating in group discussions
- coming to class prepared, homework done

Please come to class even if you are not prepared. You will lose 1/2 class absence--but you will receive 1/2 class attendance. Confidence and continuity are lost when you don't attend class.

NG grade

A poorly written essay will receive an **NG** (no grade). You must go to the Writing Center with this essay, work with a tutor, and pass in a revision one week from the date I returned your essay. I will not accept any revisions unless you have worked with a tutor at the Writing Center, so attach a Writing Center form with your revised essay when you pass it in. If you do not pass in the revision within a week, the NG becomes an F.

Essay Due Dates (tentative)

#1 9/19 #2 10/17 #3 11/12 #4 12/5

Miscellaneous

- To every class, bring both texts, all your essays-in-progress, and your disk.
- You may pass in all essays one class period late **in person** without penalty. After that, I will down-grade your essay one grade for each period it is late. **Do not email me your essays.**
- **Attendance is important.** If you are working for an A, plan on attending about 90% of the classes; a B, 80%, etc.

After six absences, you will automatically receive an F. Coming to class late or leaving class early, counts as half of an absence.

Since it is probably not possible for me to determine whether you are absent or tardy for a good reason, I will assume it is for a good reason. Therefore, it is not necessary to tell me why. If you feel compelled, leave a note in the class folder. An occasional tardiness is understandable; routine tardiness and leaving class early disrupts and distracts. If you know that work or family obligations will (or start to) interfere with coming to class (and on time), take this class at another time.

- If you are a student with a disability and will need accommodations for this class, contact the Disabilities Counselor at 383-5240. To avoid any delay in receiving accommodations, call this number asap. Please note that I cannot provide accommodations for you until I have received a letter from the Counselor.

My Pet Peeves

Chronic absenteeism and tardiness: If you are unfortunate enough to have a semester in which life's problems interfere with your course work, I suggest that you drop the course and take it at a more convenient time.

Telling me in person, by phone or by e-mail why you were absent or tardy or why your essay is late. If you feel the need to tell me, write a memo and put it in the class folder.

Telling me about your computer problems.

Handing me papers, e-mailing them without permission, or leaving them on my desk. Put them in the class folder.