

Syllabus

English 101, Composition
Spring Semester 2007
Instructor: Jennifer MacVeigh
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Work Phone: (860) 732-8216
Room: KMOH 102
Monday 6:30-9:15 p.m.

Required Texts: A Writer's Reference, Diana Hacker (5th Edition)
 Writing the World: Reading and Writing About Issues of the Day,
 Charles R. Cooper and Susan Peck MacDonald
 Dictionary and Thesaurus of your choosing

Class Information:

According to the Instructor's Handbook at Three Rivers Community College, at the end of this class you should be able to:

- Read and understand essays offering differing 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 your 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 databases.
- Collaborate with others in analyzing writing, developing points of view, conducting research, and revising drafts.

That's a pretty hefty list, but well worth the effort it will take to achieve. Throughout the semester you will be asked to think and write critically; which, when translated into laymen's terms, means that I expect you to begin to *examine cultural issues from various angles and viewpoints and develop well-reasoned positions and comments.*

Please note: If as a result of the placement test, you were advised to take ENG 075 or 108 and you have not done so, you place yourself at a serious disadvantage in this class. It will be very difficult for you to achieve the objectives

of this course without basic skills. I strongly advise you to take 075 or 108 before taking ENG 111.

In order to meet the goals of this class, we will need to have the following ground rules:

Attendance: Writing is a social process, which can only be improved through practice and interaction. In order to participate in a class you must be there (both mentally and physically). A semester is quite a long period of time, so I understand there will be instances where a class may need to be missed. I expect these to be kept to a minimum, and you are responsible for all material you missed in that class (ask a classmate to take notes for you and bring you up to speed). **Your grade will suffer after three absences.**

Tardiness is disruptive to the class. Habitual tardiness will be detrimental to your grade.

Class Cancellations: In the event of an emergency causing me to cancel class unexpectedly, I will notify each of you via the e-mail or phone number you have provided on your student information sheets.

Class Participation: This includes a number of things: preparation (reading and writing assignments done on time); active participation in group and class activities, as well as in your individual conferences with me; preparation for and active participation in peer workshops (which means asking questions about your own paper as well as others' papers); LISTENING to others when they are speaking.

Conferences: During the semester, classes may be shortened or replaced for individual conferences with me. These conferences will be indicated on the course schedule. Bring all of your work with you and anything specific you may wish to discuss.

You may also request a conference at any time during the semester. We can schedule them before or after class, or on another night depending upon need.

Assignments and Grades: I will be happy to discuss your progress at any time during the semester. Please bear in mind that **all formal writing assignments must be typed**, and one page of text is equivalent to 250 words per page.

Ultimately, your final grade will be based roughly on this formula:

Written Homework

10%

Throughout the semester, you will have various kinds of written homework assignments. These assignments will help you to better understand the issues being discussed in class, and serve as additional composition practice. I will track your completion of these assignments and assign you either a check plus, check, check minus or zero based upon your performance. These marks will then be averaged for 10 percent of your course grade. Homework that is one class period late will be docked one level, and **no homework will be accepted more than one week late.**

Class Participation

10%

Sharing your ideas with others (as painful as some of you may imagine that to be), both in discussion and in writing, is an important part of this class. Additionally, we will

participate in a number of in-class activities throughout the semester. It is important that you attend class, complete in-class activities, come with assignments prepared, and enter into class discussions. This will help you to explore and develop ideas you will write about.

<u>Essays</u>	Total of 60%
Essay #1 – Reporting Information: 3-5 pages	20%
Essay #2 – Evaluating a Civic Stance: 4-6 pages	20%
Essay #3 – Speculating About a Social Crisis: 5-7 pages	20%

Research Paper

Research Paper: 7-9 Pages	20%
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Timeliness of Essays and Research Paper

Each time a draft of an essay or your research paper is due, we will have a “peer review” session in class, which is **important**. IF YOU MISS A PEER REVIEW DAY AND DO NOT E-MAIL ME YOUR DRAFT, OR IF YOU COME TO CLASS WITHOUT A FULL DRAFT FOR REVIEW YOU WILL BE **DOCKED ONE LETTER GRADE** FOR THAT ASSIGNMENT IN THE FINAL TALLY AT THE END OF THE SEMSTER.

Criteria for Evaluation

The writing in the polished final essays will be judged primarily on the quality of the product:

1. How effectively you have formulated an interesting idea relevant to the issues under discussion, and how well you have stated your thesis;
2. How fully you have developed your ideas and how skillfully you have organized them;
3. How well you have used the conventions of grammar, usage and MLA documentation format where appropriate.

Please Note: Submission of all essays is required to pass this course, and the final essays must be submitted on time. Late essays will not be accepted.

Additionally, I must see your writing in progress, especially the research paper. I will not accept a paper on the last day of class that I have not seen progressing throughout the semester.

Other Expectations and Requirements

Presentation of Work

All written work must be typed. Handwritten work will not be accepted, unless clearly indicated on the assignment. Please use standard type size (12 point font) and margins no larger than one inch. Double-space lines and indent paragraphs. Use a plain style font – no italic or script. If you are not familiar with using a word processing program on a computer, please see the Tutoring Center and get some assistance.

Assignment: Essay #2 Handout distributed

February 19 **PRESIDENT'S DAY – NO CLASS**

February 26

Reading Due: Writing the World: pgs. 250-319

Writing Due: Respond to Question #7 on page 249: "Take a position on Jacqueline R. Kasun's argument...."
Respond to Question #3 on page 271: "Consider Kristin Luker's argument...."
Respond to Question #3 on page 292: "Evaluate Thomas Sowell's argument and compare it to Kristen Luker's..."

March 5

Reading Due: Writing the World: pgs. 322-346
Handbook: Needed Words pgs. 84–87
The Dictionary and Thesaurus pgs. 144–147
Arguments pgs. 37-54
Handbook: Revising & Paragraphs, pgs. 17-36

Assignment: Essay #3 Handout distributed

March 12

Reading Due: Writing the World: 356-380

Essay Due: Draft of Essay #2 for Peer Review and Submission

Writing Due: Respond to Question #1 on page 346: "List causes..."

March 19 **SPRING BREAK – NO CLASS**

Reading Due: Writing the World: 392-405; 418-447

March 26 *March 30 the last day to withdraw without Instructor signature*

Reading Due: Handbook: Entire Section on Research Writing, pgs. 295–325

Writing Due: Respond to Question #4 on page 416: "Connect your experience to Elijah Anderson's ideas..."

Assignment: Research Paper Handout Distributed
April 2

Reading Due: Handbook: MLA Documentation pgs. 340–377
Problems with Modifiers pgs. 88–94

Essay Due: Draft of Essay #3 for Peer Review and Submission

Assignment: Bring Research Question and tentative outline to class

April 9

Reading Due: Handbook: Wordy Sentences & Active Verbs pgs. 124–131
Other Problems with Verbs pgs. 160–175
Appropriate Language pgs. 131–139
The Comma & Unnecessary Commas pgs. 235–250

April 16 **No class**

April 23 *Last Day to Withdraw with Instructor Signature*

Reading Due: Handbook: Problems with Pronouns pgs. 175–188
The Apostrophe & Quotation Marks pgs. 256–265
The Hyphen & Capitalization pgs. 278–285
Shifts & Mixed Constructions pgs. 94–100
Exact Language pgs. 139–144

Final Drafts of all Essays for last Peer Review Workshop - ***Last day to turn in revisions***

April 30

Reading Due: Handbook: Adjectives and Adverbs,
Sentence Fragments & Run-on Sentences pgs. 189–206

Writing Due: Complete Draft of Research Paper due for Peer Review and Submission (7 pages minimum)

May 7 Editing Workshop on Essays 1, 2 and 3

MAY 14 **LAST DAY OF CLASS**

ALL ESSAYS Due: Polished Essays #1, #2, #3, and Final Research Paper