

ENG 101: Composition
MWF 10:00-10:50 (CRN 12329), D128
MWF: 1:00-1:50 (CRN 10448), E202
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Required Texts/Supplies:

- *McGraw-Hill Reader*, 11th ed.
- Handouts.
- Freewrite journal.

Course Description

English 101 is a composition course designed to engage the class in critical thinking, reading, and writing. This course will enable you to master the *exposition—analysis—argument* formula required in college writing and meet the conventions of college English. You will learn how to identify fundamental rhetorical concepts, annotate texts, and analyze works in a critical and objective fashion. The writing assignments require that you develop your own points of view, while demonstrating an understanding of complex ideas and issues.

Introduction

What does it take to be a good writer in college? You need to be able to:

- ☐ Read and interpret writing assignments, both “closed” and “open-ended”
- ☐ Plan your writing time in advance, so you don’t end up whipping something off at the last minute
- ☐ Find a focus or direction for each assignment that you can connect with and get interested in
- ☐ If you’re writing about reading/using sources, read aggressively, take good notes, integrate and cite quotations properly, and keep track of sources
- ☐ Find or create a writing process that really works for you

- ☐ Write fluently and easily—get lots of words down fairly quickly
- ☐ Revise a first rough draft into something that communicates well to a reader
- ☐ Get the kind of feedback you need
- ☐ Understand how writing enhances your learning—understand that the writing you do is, first and foremost, for *you*

Upon completion of this course, you should be able to “check off” each of those boxes and feel confident as a writer throughout the rest of your college career. Along the way, you’ll find out what you can do to make writing easier, faster, and generally more enjoyable.

Learning Outcomes

English 101 is designed to build specific skills and abilities. Upon successful completion of this course, you should be able to:

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 your own perspective into an academic argument that reflects critical analysis

Demonstrate information literacy

- Conduct research using library tool, 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 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 the 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

Assignments

Although further, more specific criteria will be given out for each assignment, general guidelines are as follows: while it is important that you demonstrate your ability to respond to the readings, explore the draft/*revision* process, and complete all assignments, essays and research papers will be graded on the quality of the finished product which will take into account grammar, rhetorical strategies and intellectual complexity, evidence of research skills, documentation, use of quotations and paraphrases, and ability to sustain an argument in clear prose.

Note: Submissions of essays that have been “workshopped” in class must include “Postwrite” and “Peer Review” review forms in addition to the first and “final” (i.e. revised) drafts. If you submit an incomplete packet, your grade will be affected.

In addition the formal midterm essay and final research paper, you will also be responsible for completing reading responses or “response papers” at various times throughout the semester. Here you will reflect upon the assigned readings, and although these responses may be—in some instances—fairly informal, you are expected to seriously engage in the ideas and issues the texts present. Because your responses will be used in class to generate ideas about the issues we are exploring, it is essential that they are completed on time. Review the Five Paragraph Essay guidelines at

http://grammar.ccc.commnet.edu/grammar/five_par.htm

prior to writing and submitting a response paper.

Finally, we also will be writing in class—including responses to assigned readings. If you have not done the reading, you will not be able to successfully complete these assignments. Here is the “10-point” rubric for response writing done in class:

	Clear and consistent mastery	Reasonably consistent mastery	Adequate mastery	Developing mastery	Little mastery	Inadequate or no mastery
I. Critical thinking (Is the question answered with a clear stance supported by well-developed examples, reasons, or other evidence?)	10	9	8	7	6	5
II. Organization and cohesion (Does the essay flow well and stay on topic? Does it have a good structure? Is it easy to follow?)	10	9	8	7	6	5
III. Language use (Does it use vocabulary well, have good sentence variety, and make few if any errors that interfere with comprehension?)	10	9	8	7	6	5
TOTAL POINTS ____ ÷ 3 = SCORE ____						

Freewriting Notebook

Because a big part of writing well is simply developing fluency (the ability to write easily), you will be required to keep a journal—producing one full handwritten page of “freewriting” for each week of the semester. You may freewrite to develop your essays . . . about your reading . . . or on any number of suggested topics. Some class time will be devoted to journaling; however, the majority of this writing will be done outside of the classroom. Number your pages and date your entries. You are responsible for saving this writing and submitting your notebook at the end of the semester.

Grades

There will be two components to the final grade: (1) class participation and (2) the writing you compose outside of class (I have included the freewrite journal under “participation,” since some of this “work” will be done in class:

Participation: 30%

10%.....Response writing

10%.....Reading/vocabulary quizzes

10 %Freewrite journal

Composition: 70%

20%.....Five Response Papers/Five Paragraph Essays

25%.....Midterm Paper (including workshop materials)

25%.....Final Research Paper

- *This is a tentative syllabus. I reserve the right to change the schedule or syllabus if necessary.*

CLASS POLICIES

These policies are designed to promote your success in class, as well as that of your peers.

Attendance

There are no “make ups” for missed class work (writing, quizzes, etc.); thus absences may affect your final grade. This is a collaborative course and, as such, participation is a key component. Classes start at 10:00 a.m. and 1:00 p.m., respectively. Please arrive on time and remain until the end of class.

Late Paper Policy / Email Submissions

Late submissions of papers will negatively affect your grade. Note that **email submissions** will not be accepted. If you plan on being absent, please place your paper in my faculty mailbox prior to the class when the paper is due.

Classroom Decorum / Trust and respect

Turn off your cell phones and keep them in your pocket or bag. Rude, disruptive, or inappropriate classroom behavior will have a negative effect on your grade. In this class, we will be working closely with one another, sometimes writing and reading things that may be personal, even confidential. To do this successfully, we need to have an atmosphere of trust and respect. Trust that what you write (and choose to share) will not be discussed with others outside the class; respect the confidentiality of others and their work. Trust that you can express your honest opinions; respect one another's opinions and the right of others to disagree with you. Trust that your readers will be honest with you; respect the needs of others to have constructive, honest feedback on their writing. Keep in mind that our common goal is to help each other learn; to do this, we must be honest as well as supportive.

Plagiarism

Plagiarism is a serious violation of academic standards that is subject to a failing grade for the paper or for the course. Please familiarize yourself with the Academic Integrity policy in our catalogue.

Please Note

Anyone with a documented disability may request an adjustment in course requirements. This request must be made through the university's disability officer. If you require special accommodations, please provide me with the necessary documentation during the first week of class.

Tentative Calendar /Schedule

Friday, January 20th **First Class: Introductions, syllabus**

Monday, January 23rd

Reading due: handout: "Résumé"

Response writing (in class)

Wednesday, January 25th

Reading due: "How to Mark a Book" by Mortimer J. Adler (pp. 13-17); handout: "Do We Write the Text We Read?"

Friday, January 27th

Reading due: "On Keeping a Private Journal" by Henry David Thoreau (pp. 30 -), "Freewriting" by Peter Elbow (pp. 82-). Freewriting in journal . . .

Monday, January 30th

Quiz #1. Reading due: "Ways of Seeing" by John Berger and Raymond Carver handout.

Wednesday, February 1st

Discussion continued; BBC video of Berger's Ways of Seeing.

Friday, February 3rd

Writing due: Response Paper #1. Reading: TBA.

Monday, February 6th

Quiz #2. Reading due: handouts: from Plato's Phaedrus and The Spell of the Sensuous by David Abram. Discussion on the origins of writing.

Wednesday, February 8th

Discussion continued. Video: Interview with David Abram.

Friday, February 10th

Reading due: "Politics and the English Language" by George Orwell.

Monday, February 13th

Quiz #3. Reading due: "Learning to Read and Write" by Frederick Douglass (pp. 258-) and "The Lonely Company of Good Books" by Richard Rodriguez (pp. 264-)

Wednesday, February 15th

Reading due: "A World Not Neatly Divided" by Amartya Sen (pp. 383-) and TBA...

Friday, February 17th

Reading due: "America: The Multinational Society" by Ishmael Reed (pp. 356-)

Writing due: Response Paper #2.

Monday, February 20th

President's Day – No Classes

Wednesday, February 22nd

Quiz #4. Reading due: "Do I Really Have to Join Twitter (pp. 148-), "In Defense of Twitter" (pp. 150-), and "Social Sites are Becoming Too Much of a Good Thing (pp. 152-).

Friday, February 24th

Reading due: "Oh, What a Tangled Online Dating Web We Weave" (pp. 155-), "Mirror, Mirror on the Web" (pp. 157-), "Love, Internet Style (pp. 318-).

Monday, February 27th

Quiz #5. Reading due:

Wednesday, February 29th

MLA Clinic.

Friday, March 2nd

Reading due: "The Maker's Eye: Revising Your Own Manuscripts" by Donald M. Murray (p. 86-)

Monday, March 5th

- **Midterm Essay: First Draft due**
- **Writing Workshop**

Wednesday, March 7th

Reading due:

Friday, March 9th

Reading due:

Monday, March 12th

Quiz #6. Reading due:

Wednesday, March 14th

Reading due:

Friday, March 16th

- **Midterm Essay: Final Draft due (submission of packet including first draft, “postwrite” form, postwrite revision form, and peer review form)**

Monday, March 19th - Friday, March 23rd **Spring Break – No classes**

Monday, March 26th

Quiz #7. Reading due:

Wednesday, March 28th

Reading due:

Friday, March 30th

Writing due: Response Paper #3.

Monday, April 2nd

Quiz #8. Reading due:

Wednesday, April 4th

Reading due:

Friday, April 6th

Spring Recess – No classes

Monday, April 9th

Writing due: Response Paper #4.

Reading due:

Wednesday, April 11th

Reading due:

Friday, April 13th

Reading due:

Monday, April 16th

Quiz #9. Reading from Chapter 4: "Writing a Research Project in the 21st Century (pp. 166-) . . .

Wednesday, April 18th

Reading due:

Friday, April 20th

Writing due: Response Paper #5. Reading due:

Monday, April 23rd

Quiz #10. Reading due:

Wednesday, April 25th

Reading due:

Friday, April 27th

Reading due:

Monday, April 30th

Reading due:

Wednesday, May 2nd

Reading due:

Friday, May 4th

Reading due:

Monday, May 7th

- **Research Paper due**

Wednesday, May 9th

Friday, May 11th

- **Freewrite journal due**

Monday, May 14th

Last Class

Note

This is a partial, tentative calendar. Because syllabus schedules are tentative and invariably change over the course of a semester, “Reading Due” and other assignments will be announced and posted on the board in class. If you miss a class, you are responsible for confirming upcoming assignments—either by networking with classmates or checking in with me via email. Use this calendar to make note of required readings they are assigned . . .