

English 101 Syllabus

Fall 2010

Instructor: Andy Maines

CRN: 11655

Fridays 2-4:45

Room: D206

Office Hours: MW 2-3:30, and by appointment (and I will usually try to have my lunch in the cafeteria from 12-1 on MWF...feel free to join me or ask a question).

Office: C146

Office Phone: 383-5286

E-mail: andrewmaines@sbcglobal.net or amaines@trcc.comnet.edu (This is usually the best way to reach me.)

Cell Phone: (860) 573-7322

Note: A syllabus is a description of policies, procedures, and assignments. If you are looking for a schedule, please consult the calendar on Blackboard Vista. All assignments, due dates, and readings schedules are posted on the Blackboard calendar tool.

Learning Outcomes:

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

- Read and understand essays which offer 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 merits
- Develop a personal perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence
- Craft effective sentences and paragraphs
- Employ strategies for effective revision
- Employ strategies for effective editing
- Conduct basic library research
- Document information from sources using MLA format
- Collaborate with others in analyzing writing developing points of view, conducting research and revising drafts

Course Description:

College Composition engages student in critical observation, reading, and writing. The 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. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings. A placement test is required prior to enrollment.

IF, AS A RESULT OF THE PLACEMENT TEST, YOU WERE ADVISED TO TAKE ENG

094 OR ENG 100 AND YOU HAVE NOT DONE SO, YOU PLACE YOURSELF AT A SERIOUS DISADVANTAGE IN THIS CLASS.

Course Materials:

Maines, Andrew. Ed. *The Mercury Reader*. Pearson, 2010.

Graff, Gerald. *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006.

Note: Although I do not require you to purchase a Penguin Handbook, the book store often lists it as a required text for this course. It is not required and I will not be using it.

You must be able to use and access the internet, use e-mail, and log on to Blackboard Vista in order to be successful in this class. Most work will be submitted electronically, so you must be able to use Blackboard Vista successfully. .

Failure: This is a class that counts on you to fail. You will learn through doing...through writing and rewriting...which means that you will learn by failing and trying again. The premise of this class is that true and ultimate success can only be reached through failure. You need to be aware of that and recognize that failure is a sign of learning and that it does not reflect poorly on you. I need you to keep working and fighting, and, if you do, I am confident that you will ultimately be successful in this class.

Paper Formatting: We use MLA formatting in this class. All papers (with the exception of outlines) should be submitted in MLA format. Papers should be double spaced, with standard one inch margins and no extra spacing between paragraphs. The standard font is Times New Roman 12pt. If you use another font, please make sure it is readable. Also, the page length requirement assumes Times New Roman font. If you use another font, it is your responsibility to make sure that it meets those length requirements. Length requirements are listed in pages and they refer to full pages. A five page paper needs to have at least five full pages with no space left over.

Active Learning: This class may be very different from those that you are used to. You may be used to being passive and receiving information. This class demands that you are active learners. You do the reading and you come prepared with questions. You guide the discussion and decide what we will cover, and I will act as a facilitator and moderator, rather than as a lecturer. It is not my responsibility to “go over” the reading.

Grading: First of all, no essay grades are real until the end of the semester. Grades placed on the two critical essays throughout the semester are meant as guideposts. You should keep working on, and improving, your papers throughout the semester. It's also important to note that the emphasis for the grades in this class will be on writing. You need to write well in order to get an A for the class. As far as what I expect of papers I will say that an A paper must be well organized, have a point it is making, apply insightful analysis to the reading, and be relatively free of grammatical errors. A paper that fails in any of these areas (structure, grammar, argument, analysis) will not pass. That said, I understand that English 101 is not for everyone, and I believe in rewarding effort. Therefore, I place a large emphasis on participation. If you are worried about your writing skills, you can, to a

degree, compensate by coming to class regularly (and on time) and participating, and completing your homework.

Grade Breakdown:

Participation (Includes attendance, in-class and on-line participation, and general comportment): **15%**

Journals: 10%

Outlines, Quizzes, and other Homework: 10%

Portfolio: 15%

I-Search Paper: 15%

Two Critical Essays: 15% each

Final: 5%

Minimum Writing Standard: Much of your grade is dependent on effort alone. However, in order to pass this class you need to show that you are ready to write college level papers. Therefore, in order to pass, your portfolio (and the two papers in it), must be passing.

Participation: School is your job. I expect you to behave as professionals. Although you can, technically, fail participation and still pass the course, I don't recommend it. This is a writing seminar and it is designed for me to work closely with you to help you improve your writing.

When I am formulating the participation grade at the end of the semester I will consider these factors:

- 1.) Attendance and punctuality. **For a full description of the attendance policy, please consult the separate attendance policy sheet.**
- 2.) Peer review—Did you work hard in peer review and provide useful comments?
- 3.) Class comportment—Are you respectful of your peers' opinions, do you pay attention, and do you seem prepared to discuss the text?
- 4.) Work and Effort—Did you take your work seriously, have work in on time, and make an effort to improve?
- 5.) Quizzes—I use these mainly to confirm what I already know about your preparedness, but I certainly look at your quiz grade when I am assigning a participation grade.

Attendance: If you do miss class, check with your classmates to find out what you missed. Your absence should not mean more work for me. A lot of what we do in this class will stem from class discussions. So, you need to be here in order to succeed in this class. Also, in addition to class work and conferences, I am willing to put extra effort forward to help you achieve the level of writing necessary to succeed. However, **there is a direct correlation between the amount of work you put in and the amount I am willing to give back.** If you want me to take my time to help you, because you missed class, I will quickly become annoyed. If you missed class, find out what you missed from your classmates. It is not my responsibility to make sure you have the information that you are missing because of your failure to attend. **Again, please consult the separate attendance policy.**

A Word about Process: This class teaches writing as a process. Papers are never perfect or "finished". You just turn in the best paper you have at the time the paper is due. The more work you have put into the process, the more likely the paper will get the grade you want. I often have students

come to me and say they are excited about taking English because they want to learn how to write a great paper on the first try. That is not what we teach here. We teach that you should re-write a paper as much as you can. Give a paper to people on your floor to read. Bring it to me, or (I can't emphasize this enough) **Bring your paper to the Writing Center.**

Journals: Journals are short (1 to 1½ pages) papers. I want you to write at least a solid page of writing, and I want you to put some thought into them. However, grammar and structure will not be a focus of this assignment. There will be six journals. Journals will be graded from 0-3. If you turn in all your journals and you have 16 pts, you will get an A. 15=A-, 14=B+, etc. Each missing journal will constitute a letter grade deduction.

Late Papers: If a paper is late I will accept it up to one week late, but it will be marked down one letter grade. **If the paper is not in within one week of the due date it will receive an F and may not be rewritten.** If you turn in one of the critical essays on time that is incomplete or poorly written, the paper won't receive a passing grade, but can always be rewritten. So, it doesn't make sense to turn in these papers late. Just turn in what you have.

What should I change in my re-write?: This is the question that I hear most often from students. My answer is simple: change what needs to be changed to make it a good paper. I will say that this never means just correcting a few grammar mistakes that I already marked on your paper. I try not to even mark little grammar errors unless I see a pattern of errors that I want to point out to you. However, YOU should look over the paper to find any mistakes you can. Furthermore, the emphasis for my grading is on things like logic of argument and organization of ideas. Make sure your paper makes sense and that your argument can be understood. If this means moving a couple of paragraphs around and doing a little polishing, do that. If your paper needs an entire new thesis and argument and you need to completely start from scratch, do that.

Portfolio: The portfolio will demonstrate your best work. You will include the most recent drafts of essays one and two. You will also include a process paper of at least two pages, which will describe the work that went into the papers. You will discuss your original versions, what the problems were, how you worked to change them, what you learned, why these version are now much stronger, and what you are still concerned about. You will be graded on the quality of your papers and on the quality of your cover letter, and on the work that went into the rewrites.

The papers in the portfolio and the portfolio itself must be passing in order for you to pass the class.

Peer Groups: This is the most important aspect of participation. When I am assigning participation, the first think I consider is how hard you worked to help your classmates. In order for peer group to be successful, you must be willing to give and receive criticism. Saying a paper is "good" or "not good" is not good criticism. Your job is to help your classmates write better papers. One of the hardest things for some students to do is to write longer papers. You should be able to come to peer group and get help finding ways to expand your paper. Maybe the lessons that I give you aren't sinking in, but maybe one of your classmates can help. If you want to impress me with your participation, this is a great place to start.

A Word About Academic Integrity: The college's official academic integrity statement is as follows:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic integrity erodes the legitimacy of every degree awarded by the college. In this class and in the course of your academic career, present only your own best work; clearly document the sources of material you use from others; and act at all times with honor.

What this statement is describing is more commonly referred to as plagiarism. Simply put, it is bad. If you use someone else's words *or* ideas in your work without properly citing, the work will immediately and automatically fail. There will be no opportunity for a rewrite. You will then meet with me and we will discuss if you will continue in the class and if the matter needs to be passed on to the Academic Dean for further action. Simply put, plagiarism is just not worth it. If you have looked at outside sources and you even think that they may have influenced your thinking, cite them.

Disabilities Statement: Anyone who feels they may need accommodations based on the impact of a disability should contact me to make accommodation arrangements. I will make reasonable accommodations for students with documented disabilities. I rely on the office of Disability Support Services for assistance in verifying the need for accommodations and for developing accommodation strategies. Furthermore, in cases where accommodations are not possible, I will work with students to develop strategies. (For example, pop quizzes are used to verify that students are prepared to discuss a reading and must be taken at the start of class and must be given in a timely manner. Therefore, it is impossible to give students extra time or a quiet space to complete the quiz. However, I can work with students on ways to complete the quizzes more quickly and efficiently.)

If you have or think you may have a disability that has not been documented by the college, please contact: Chris Scarborough - Learning Disabilities Specialist

Phone: 860-892-5751 E-mail: cscarborough@trcc.commnet.edu

Final Words: I know that for a lot of people English class is no fun. I do understand. There is a lot of hard work we need to get done, but I think if you can loosen up and relax you will do better, and you might even enjoy yourself...a little bit.