

Syllabus

English 101:College Composition

Fall 2010

Instructor: Joseph Miragliuolo

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Hours: Mondays after class

Required Texts:

Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 7th ed. Boston: Bedford/St. Martin's, 2007. Print.

Faigley, Lester. *The Brief Penguin Handbook*, 3rd ed. New York: Pearson, 2009. Print.

Necessary Supplies:

A spiral notebook suitable for notes and journal writing

A college dictionary

Ink pens, lined paper, pocket folder, and a mini stapler

Course Description

College Composition engages students 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.

Course Objectives

Upon successful completion of English 101 students will be able to:

- Critically read, comprehend, and analyze essays with differing viewpoints on contemporary topics
- Understand how audience, purpose, genre, and context shape the meaning and effectiveness of writing
- Use writing and critical reading for inquiry, learning, and communication at the higher education level. *Learn to write and write to learn.*

- Compare, contrast, and synthesize various perspectives on a particular topic
- Develop a perspective on a topic and state that clearly in a thesis
- Support your thesis with specific, relevant, and detailed evidence
- Craft effective and clear sentences
- Develop well-constructed paragraphs
- Utilize the writing process in creating informal and formal responses and essays
- Employ effective strategies for editing, revision, and peer editing
- Conduct basic library research
- Document sources and format document using MLA
- Collaborate with your peers in analyzing writing, developing points of view, conducting research, and editing and revising drafts

“The first draft of anything is s**t.” Ernest Hemingway

Policies

Attendance: To grow as a writer and succeed in this class, regular attendance is essential. Any absence diminishes the opportunity to contribute to the learning community and adversely affects the entire class. You are responsible for the material covered that day as well as any assignments due on that day. **In-class writing assignments, peer and small group editing and other group work cannot be made up. Your grade for that particular assignment will be a zero.**

Late Work: Like attendance, timely submission of assigned work is essential to your success. All work is due on the date indicated on the schedule of assignments. If you notify me via e-mail before day the assignment is due that you work will be late, you may have an extra two days and that is all. Late work will be graded and returned to you a week later.

Academic Integrity: 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 dishonesty 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 the material you use from others; and act at all times with honor.

Classroom Etiquette:

- **Cell Phones:** These must be turned off per college regulations. Please don’t even think about text messaging during class.
- **Arriving late/leaving early:** These are both disrupting to the class and impact your learning experience. If you must leave early, let me know during break or

at the beginning of class. If you arrive late, please make your entrance as quiet as possible. If either or both of these situations happen repeatedly, this will affect your participation grade.

- **Breaks:** There will be a 10-minute break about halfway through the class. The exact time may vary depending upon what we're doing. If you need to go to the rest room at another time, I ask that this be done quietly, and, unless it's an emergency, not while someone is reading aloud or speaking.
- **Students with Disabilities:** Any student with a documented disability that may impact the learning process and require modifications must see me (before or after class) within the first two weeks of school. I will then direct you to see Chris Scarborough, the disabilities counselor, so a plan can be developed to meet your needs.

Grading

- **Journal and In-Class Writing (10%):** These are to be done in your notebook and may be hand-written. You will be given a prompt that will begin the reflection and writing process that will lead to informal and formal essays.
- **Reading Responses (20%):** You will be asked to reflect and respond to assigned readings. You will be provided with questions or statements for each to help guide your response, which must be two pages in length. These must be typed, double-spaced, and labeled with name, date, and course meeting time using MLA formatting.
- **Formal Essays (10% each, 30% total):** Our readings will be covering three thematic areas. One formal essay of 3-5 pages in length will be due as we conclude each theme for a total of **three** formal essays. I will provide you with a direction and/or topics for these.
- **Research Essay (20%):** This is the culminating assignment for this course. For this assignment you will be applying newly acquired skills and strategies to delve into a topic, develop a thesis statement, perform college-level research, and produce a cogent, well-developed essay conforming to MLA formatting with in-body citations and bibliography. This assignment will be 5-7 pages of writing.
- **Participation (10%):** As a community of writers, we all produce and grow as writers when everyone is actively engaged in the exchange of ideas, peer reviews, and in-class writing exercises. Your level of participation will be noted.
- **Peer Editing (10%)** Bloom's Taxonomy places evaluation at the pinnacle of cognitive skills. To do this well is not easy, but the reward for you and your peers is great. This is crucial to your growth as a writer.