

Syllabus

English 101, College Composition
Fall Semester 2008
Instructor: Jennifer MacVeigh
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Work Phone: (860) 732-8216
Room: KMOH 310
Thursday 6:30-9:15 p.m.

Required Texts: The Brief Penguin Handbook, Lester Faigley (2nd 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

LEARNING OUTCOMES

Upon successful completion of these courses, students 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 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 academic reading and speaking vocabularies

- use tools appropriately related to reading and writing, such as dictionaries, thesaurus, and writing handbooks
- 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

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 101.

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 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:

<u>Homework</u>	10%
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Throughout the semester, you will have various kinds of 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.**

<u>Class Participation</u>	10%
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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%

<u>Research Paper</u>	
Research Paper: 7-9 Pages	20%

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.

****IT IS YOUR RESPONSIBILITY TO KEEP A COPY OF ANY WORK THAT YOU SUBMIT****

Academic Honesty

Plagiarism is a violation of academic honesty. It occurs when you take credit for someone else's work and submit it as your own, either intentionally or merely through sloppy documentation of sources. Any plagiarized work will result in an F for that assignment and possibly an F for the semester.

Messages and Conferences

If you need to reach me, please do not hesitate to call me at the office (860-732-8216) during normal business hours.

I, like most of you, work full time in addition to my time here at Three Rivers, and therefore do not have standing office hours (or an office!). I am willing to meet with students for conferences on your work, either before or after class, or by special appointment. Please do not hesitate to make an appointment with me at any time throughout the semester.

ENG. 101

SCHEDULE OF ASSIGNMENTS

September 4

Course Introduction

Assignment:

Essay #1 Handout Distributed

September 11

Writing Center Presentation – Overview of Services

Reading Due: Writing the World: pgs. 5-60
Penguin Handbook: 1-13

Writing Due: Copies of your Information Worksheets for Tannen, Gray
Page and Gottman

September 18

Presentation: Writing Center

Reading Due: Writing the World: pgs. 62-97

September 25

Essay Due: Draft of Essay #1 for Peer Review and Submission

Reading Due: Writing the World: pgs. 224-248
Penguin Handbook: 27-41

Assignment: Essay #2 Handout distributed

October 2

Reading Due: Writing the World: pgs. 250-316
Penguin Handbook: 379-398

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...”

October 9

Reading Due: Writing the World: pgs. 322-346
Penguin Handbook: 398-411

Assignment: Essay #3 Handout distributed

October 16

Reading Due: Writing the World: 356-380
Penguin Handbook: 43-60

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

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

October 23

Reading Due: Writing the World: 392-405; 418-443
Penguin Handbook: 60-70

October 30

Reading Due: Penguin Handbook: 179-186

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

Assignment: Research Paper Handout Distributed

November 6

Reading Due: Penguin Handbook: 186-242

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

Assignment: Bring Research Question and tentative outline to class

November 13

Reading Due: Penguin Handbook: 245-310

November 20

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

November 27 - Thanksgiving

December 4

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

December 11 Editing Workshop on Essays 1, 2 and 3

December 18 **LAST DAY OF CLASS**

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