

**ENGLISH 101**

**Composition 1- Expository Writing**

**Garrett College**

**Ms. Dolores Youse**

**Table of Contents**

Instructor Information.....	2
Required Text.....	2
Mission.....	2
Course Description.....	2
Attendance Policy.....	2-3
Teaching Philosophy.....	3
Outcomes and Assessment .....	3-4
Teaching Techniques .....	4-5
Course Activities and Expectations.....	5-7
Academic Honesty.....	7
Grading.....	7
Grading of Essays .....	8
Writing Protocol .....	9
Maryland Standards for a “C” Paper .....	9-10
Assignments and Activities .....	10
Semester Dates Fall 2013.....	10
Assignment Schedule for Fall 2013.....	11-15

**Instructor:** Dolores Youse

**Office Hours:** Monday through Thursday 8:30-9:30

Friday 8:30-10:30

Other times by appointment

**Office Location:** LC 686

**Phone:** Office: 301-387-3133

**E-mail Address:** dolores.youse@garrettcollege.edu

### **Required Texts**

Reinking, James A. and Robert von der Osten. *Strategies for Successful Writing*.

9<sup>th</sup> ed. New York: Prentice-Hall, 2011.

Hacker, Diana. *Rules for Writers*, 7<sup>th</sup> ed. New York: Bedford/St. Martin's, 2010.

### **Mission**

English 101 provides students with knowledge and skills for a variety of writing situations, including vocational and intellectual inquiry and academic research.

### **Course Description**

English 101 is a course in writing expository and research-based essays that emphasize the development of clear theses through various rhetorical modes, including comparison-contrast, definition, classification, argumentation, cause and effect, and critical analysis. Students will write and extensively revise, before submitting for a grade, a minimum of four expository papers, four-to-six typed, double-spaced pages. As writer voices develop, students will use print and non-print sources to help support thesis statements, culminating in a persuasive, documented paper adhering to MLA guidelines.

### **Attendance Policy:**

Any student who is absent more than **Six** class sessions will be given an F in this course. Any absences at all are likely to adversely affect the grade students receive in this course; therefore, students are expected to attend all classes. Please take special note of the following statements:

1. If a student absolutely must be absent, he/she should contact the instructor as soon as possible (preferably prior to the scheduled class) to explain the absence.
2. Students who are tardy without a valid excuse or who leave class early will be considered absent. The class instructor will determine whether a reason for tardiness is excusable.

3. Three late arrivals will equal one absence. Please note that continued late arrivals can easily become equal to absences.
4. Failing grades due to excessive absences are explained in the college catalog. These grades are issued at the time the allowable absences are exceeded.
5. Excessive absences due to a medical condition may occur. In this case, a student should contact the Dean of Academic Affairs to request an administrative withdrawal.

Students who are absent should refer to the course syllabus and handouts, or talk to other students to find out what they have missed. The instructor cannot present a lesson multiple times to compensate for absences, nor can the instructor cover with a student in a few minutes what the class devoted 90 minutes to doing.

### **Teaching Philosophy:**

Garrett College's English faculty believe in an integrated approach to teaching language arts. Reading, writing, speaking, critical thinking, grammar and mechanics, vocabulary building, and information literacy cannot be taught in isolation. Language acquisition and the ability to write well result from both social and cognitive development. As a result, students who experience the greatest degree of success are those who read voraciously; who discuss topics and ideas with others; who realize that writing is a recursive process requiring planning, drafting, feedback, and revising. Students are strongly encouraged to read drafts aloud, to get feedback from multiple readers, and to visit the Writing Center and their instructor's office regularly.

### **Outcomes and Assessment for English 101**

#### **Outcomes**

1. Students will demonstrate the ability to organize ideas, to support claims, to report their findings, and to think critically by writing 5 or more essays which contain
  - a. Introductions that identify the subject, state the thesis, and articulate subtopics;
  - b. Multiple body paragraphs, each supporting a clearly stated topic sentence and each consisting of 8 or more sentences of supporting details;
  - c. conclusions which effectively end the paper.
2. Students will demonstrate the ability to edit and revise written documents that exceed three typed pages.
3. Students will demonstrate the ability to use standard U.S. English in written and oral presentations
4. Students will demonstrate the ability to critically evaluate sources, to conduct scholarly research, to use information from multiple sources to support an arguable thesis, and to adhere to the code of academic honesty in written and spoken discourse.

## Assessments

1. Given an essay chosen by the instructor or a draft of one of their own essays, students will edit, revise, and rewrite the essay.
2. To demonstrate their command of the English language, students will do the following:
  - a. Take a final test on grammar and mechanics,
  - b. Present an oral summary of a research project completed for this course,
  - c. Complete an in-class writing examination.
3. To demonstrate information literacy and to illustrate their ability to write college-level research papers, students will do the following:
  - a. Submit critical evaluations of 2 or more articles used as sources for their final research project,
  - b. Complete an argumentative research paper that
    - i. Cites 5 or more sources,
    - ii. is 6 or more double-spaced pages long, and
    - iii. includes a formal outline and a works cited page

## Teaching Techniques

Methods of instruction will include a variety of group activities designed to facilitate students' critical thinking, reading, and writing. Occasional lectures will supplement extended discussions about students' writing: such discussions will occur in the class at large, in peer workshops, and in individual and group conferences with the instructor.

***This is a web-enhanced class.*** While best rough drafts of essays and other written assignments must be available for class and conference days, all *final versions of student essays and other instructor assigned projects will be submitted through blackboard and must adhere to the due dates specified on the course and blackboard deadlines. Late work will not be accepted.*

Please also note that your instructor will return all work to you in a timely manner, typically one week after the submission due date.

Each student is responsible for keeping track of his/her progress in English 101. Instructors cannot routinely predict grades, although they can and will offer comments that help students understand how to improve, just as they will require some students to spend time working with the Writing Center staff.

Since all students must receive a C- or better in English 101, they are encouraged to monitor their progress, seeking assistance as necessary. Please note that activities toward the end of the semester are weighted more heavily than activities during the first half; thus students who put forth less effort on final assignments may see their grades suffer.

### Course Activities and Expectations

1. Please note that **assigned material must be read before class**. Occasionally, assignments will include information that may not be discussed in class because of time constraints: students should nevertheless feel free to raise questions about assignments, both in and out of class, during appointments with the instructor, or with members of the Writing Center staff.
2. Most classes involve some lecture by the instructor and extensive discussion about the writing process, students' work, or the written work of others. **Regular attendance and active participation are critical in ensuring comprehension of materials covered.**
3. Writing is a recursive process that demands time and devotion from authors and subsequently, from readers. English 101 class sessions will facilitate this process, incorporating pre-writing, sorting, drafting, editing, and revising. **All writers must participate in all class sessions in order to submit thoughtful, well-developed essays.** Most of these sessions are impossible to "make up"; students who miss more than two classes are likely to earn unsatisfactory grades.
4. Sessions with the Garrett College Writing Center staff make the writing process smoother and even more valuable. **To complete English 101 successfully, students should routinely use the Center's resources to improve writing skills.**
5. Successful writing and reading involve critical thinking and discussion, both with peers and with the instructor. **To that end, each student will have several individual conferences with the instructor, in which questions and concerns about the student's written work will be addressed. Students who must cancel a scheduled conference must contact the instructor in advance of the conference to reschedule the session.** Further, **some class sessions will be devoted to peer conferences**, during which students will raise and address questions about their own work and that of their peers: these conferences will involve assigned peer groups and work best when all participants willingly engage in honest discussion of written work. Because of the importance in gathering feedback on work, penalties will be assigned essays that have not been critiqued in a scheduled conference or peer group session.
6. English 101 involves the successful completion of a variety of essays, each designed to strengthen students' abilities in a particular rhetorical mode such as definition, argument, and comparison/contrast. Additionally, this course requires students to craft a longer argumentative essay that incorporates print and non-print sources. While each essay cycle varies somewhat in its nature, **each cycle nevertheless shares certain features and expectations, both on the part of student and instructor**, including the following points:

- a. Students are encouraged to raise questions or concerns about any assignment. Each essay will have a specified audience and is designed to strengthen a particular aspect of writing.
- b. Evaluation criteria will be distributed in advance of the due date. Again, please raise questions or concerns about evaluation criteria either in class or in individual conferences. All work should adhere to the state's standards for C work.
- c. Students will provide working rough drafts of all assignments during classes in order to receive peer and instructor feedback. Rough drafts and revisions count as a valuable portion of writing assignments and will be collected by the instructor. **All final versions of written assignments are to be submitted through blackboard during the assignment due dates.** This policy ensures that your skills and thinking build over the semester and that the class moves together at a steady pace to achieve its goals. **Late work will not be accepted.** If a paper is not submitted on time, it will be assigned the grade of zero; however, the instructor may occasionally look at a paper during class, make suggestions for improvement, and allow one additional class period for submission.
7. *Students should regularly bring all texts and flash drives to each class meeting. They should come prepared to take notes and be ready to write.* They must arrive on time and stay until the instructor dismisses class. Work missed because of tardiness or leaving class early may not be made up.
8. **Students are expected to behave in a professional, adult manner, which includes being punctual, being prepared for class, and being attentive and respectful to both the instructor and other students.**
9. Because of the sensitive equipment with which we work, **food, drinks, and chewing gum are not permitted in Language Arts classes. Tobacco in any form is forbidden on the College's campus.** Moreover, students and their instructor will be working together in a relatively confined space, so observing classroom etiquette is thus crucial. Please follow the rules outlined in "Characteristics of Excellence at Garrett College." **As students and their instructor work and learn together, mutual respect as well as tolerance and understanding will naturally enhance English 101.**
10. Garrett College is committed to social justice. Your instructor concurs with this commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and acceptance. Any behavior or comments that disrespect another on the basis of gender, age, religion, social or economic status, sexual orientation, race, ethnicity, or group membership not only will not be tolerated but can also result in expulsion from this class and possibly from the college.
11. Since English 101 is a class that depends upon mutual respect and since it moves at a rigorous pace, disruptions cannot and will not be tolerated. Your instructor is committed to maintaining a successful classroom environment.
- a. You may not miss class for club activities, to attend athletic practice, or to make up work in another class.
- b. **You may not take phone calls during class except in emergencies.** No access to electronic devices is permitted during tests or quizzes, and
- c. Your friends may not disrupt class.

Should you need to step out because you are unwell or because you must use the toilet, please signal your instructor and do so; but such instances should occur very rarely. Students who persist in disrupting a class may be asked to leave and may be withdrawn from the class.

d. CELL PHONES, MP3 PLAYERS, AND OTHER ELECTRONIC DEVICES-Listening to music, texting, using the computer for purposes outside of classroom assignments, or talking on a phone are all unacceptable. For a first offense, the student will be warned. For the second offense the student will be asked to leave class and be counted absent for the day. For any subsequent offense, an incident report will be filed and the student will not be readmitted until he or she has met with Dr. George Brelsford, Dean of Student Life, initiating the judicial process.

## 12. **Plagiarism and Academic Dishonesty**

### **ACADEMIC HONESTY**

The academic community of Garrett College aspires to promote attitudes of honesty, self-respect, responsibility, and moral courage in all students. Maintaining a classroom in which students are encouraged to submit work that reflects their true level of performance so that all students are evaluated equitably is the responsibility of the faculty member. Although faculty cannot assume total responsibility for the moral and ethical development of their students, it is our intention to promote a learning atmosphere which reinforces the importance of honest, ethical behavior. Students often claim to not understand what constitutes academic dishonesty. Such lack of understanding is not an excuse for appropriation of material or improper citation. Students are expected to know proper research and citation methods. Any list of acts that may constitute academic dishonesty will be incomplete. A good guideline is that if the information was obtained from any source, it must be acknowledged. For details of acts that may constitute academic dishonesty, see the *Student Handbook*. Verified acts of academic dishonesty can result in failure of assignments, failure of the course, suspension, and/or expulsion from the College. For details of the procedure for verification of acts of academic dishonest and academic and behavioral sanctions, see the Student Handbook.

13. Any student who feels he or she may need an accommodation based on the impact of a disability (including a learning disability) should contact Dr. George Brelsford, Dean of Student Life, in Room LC643.

### **Grading:**

Quizzes and short, in-class writings may not be made up. If you are absent on a day one of these activities is scheduled, you lose the points. Major assignments will be graded according to rubrics developed by the English department. Grades will be calculated according to the list of assignments and activities provided below.

### **Grading of Essays:**

In addition to grading criteria specified in rubrics for each assigned essay, written work must meet or exceed the **Maryland Standards for a “C” Paper** as defined by the Maryland State Writing Standards Committee. This committee is comprised of representatives from each college in the state and meets routinely to discuss state and national developments that affect the teaching of English/Language Arts. Recommendations from the committee are presented to the chief governing officers at each college and are reviewed by the Maryland State Department of Education and the Maryland Higher Education Commission.

### **Writing Protocol:**

Students must strive to “put their best foot forward” on every assignment presented. In addition to paying close attention to sentence constructions, word choices, clear thesis statements, easy-to-identify topic sentences, and supporting details, students must also pay close attention to the appearance of each paper submitted. To that end, the following guidelines must be followed:

- 1) Use 12 point Ariel or Times New Roman font.
- 2) In the upper left corner of the first page of your paper, place the following information
  - a. Your name
  - b. Your instructor’s name
  - c. The title of the course and when it meets
  - d. The date of paper submission
- 3) Using MLA format, place a header in the upper right corner with your last name, one space, and the page number. Your computer makes this process quite easy. If you have questions, please speak with your instructor.
- 4) Single space the information listed in item 2.
- 5) Following the information listed in item 2, set the line spacing for double spacing.
- 6) Center the title of your essay, capitalizing the first word and all important words in the title. **Do not underline your title. Do not place your title in quotation marks. Do not use all caps. Do not BOLD the print. This is YOUR title. Underline or use quotation marks only when you are citing works by other authors.**
- 7) Proceed to write your paper, indenting each paragraph with one tab, with straight double spacing. Do not place extra spaces between paragraphs
- 8) After you print your final draft, place one staple in the upper left corner of the collated pages. Make sure pages are in order and that they have printed clearly.



9) Before submitting your paper, proofread carefully one more time. If you discover a few minor errors, use a pencil or black pen to make corrections. If you find multiple errors, make corrections and reprint your final draft.

### **Maryland Standards for a "C" Paper**

In 1998, faculty from all Maryland public institutions of higher learning endorsed the following standards for a "C" paper. Garrett College's Language Arts Department has adopted these policies and uses them to assess student work.

#### **I. Content**

The "C" paper fulfills the assignment, meeting all specified requirements such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with specific evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

#### **II. Organization**

The "C" paper has a discernible and logical plan. It has focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

#### **III. Style/Expression**

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional organizations such as the Modern Language Association and the American Psychological Association.

#### **IV. Grammar/Mechanics**

The "C" paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. Those errors that are present must not impede meaning or overly distract the reader.

**Assignments and Activities:**

Essay One:	Character Essay	100 points
Essay Two:	Comparison/Contrast	100 points
Essay Three:	In-Class Extended Definition	200 points
Essay Four:	Cause and Effect Essay	100 points
Essay Five:	Argumentative Research Project	200points
Quizzes and/or short in-class writings:		points as assigned
Summaries/critiques:		100 points
Final Grammar/punctuation test:		200 points

**Semester Dates: Fall Semester 2013**

Friday, August 9 .....	Payment Due Date for Registrations dated Apr 10-Aug 9
Monday, August 12 .....	Disenrollment for Non-Payment
Thursday, August 29.....	Payment Due Date for Registrations dated Aug 10-Aug 29
Friday, August 30 .....	Disenrollment for Non-Payment
Sunday, September 1 .....	New Student Residence Hall Check-in
<i>Monday, September 2 .....</i>	<i>Holiday/Check-in for Returning Students</i>
Tuesday, September 3 .....	Late Registration & Payment Due / Schedule Adjustment / New Student Orientation
Wednesday, September 4 .....	First Day of Classes
September 4 - September 10 .....	Drop/Add Period
Tuesday, September 10 .....	Last Day to Drop Classes / Last Day for 100% Refund
Thursday, September 19 .....	Last Day for 50% Refund
Friday, October 18 .....	Mid-Term Grade Reports Due
Friday, October 25 .....	Last Day to Withdraw from Classes
<i>Wednesday, November 27 - Sunday, December 1 .....</i>	<i>Thanksgiving Holiday</i>
Friday, December 6 .....	Last Day of Classes
Monday, December 9 - Thursday, December 12 .....	Final Exams

## **Assignment Schedule: English 101**

**Ms. Dolores Youse**

### **Tentative Schedule for Fall Semester 2013**

This schedule is subject to change. Any changes to the schedule will be addressed in class or posted in Blackboard.

#### **September 4/5**

Intro to course

Review syllabus

Ch1, "Writing: purposes, audiences, ethics"

Discuss criteria for character sketch assignment

Workshop for character sketch

HA: Complete first draft of character sketch and read *Strategies* Chapter 2

#### **September 9/10**

Grammar exercises; Review of simple, compound, complex, and compound-complex sentence patterns, pages 652-653

Grammar diagnostic

Discuss Chapter 2: "Strategies for Successful Reading"

Conference with rough draft of character sketch

Revise draft

HA: Complete final copy of Character Sketch and read Chapter 4 "Revising and Editing Your Paper"

#### **September 11/12**

Grammar exercise: Simple sentence, compound, complex, and compound- complex sentence patterns

Sentence Combining

Discuss Chapter 4 "Revising and Editing your Paper"

Review and make final revisions of Character Sketch.

Submit final essay (blackboard).

Read short stories: "Revolt of Mother" and "Harrison Bergeron."

### September 16/17

Complete reading of short stories.

Discuss elements of a Literary Essay, elements of characterization. Read through "Grant and Lee; A Study in Contrasts" pages 526-528.

Comparison/Contrast Workshop

HA: Begin rough outline of compare/contrast. Have as much ready as possible in order to conference with teacher during the next class.

### September 18/19

Conference with rough drafts of comparison/contrast outline.

Complete rough draft and begin first paragraph.

Homework: Complete rough draft. Have introductory paragraph and first paragraph ready for class conference. This should be as complete as possible and *ready for teacher conference at the beginning of the next class*.

### September 23/24

Teacher and student conference with completed best draft of compare/contrast essay. **A copy of the best compare/contrast draft will be collected at end of conferencing. Make two sets: one for you and one for the teacher.**

### September 25/26

TILT Tutorial / Complete conferencing. **A copy of the best compare/contrast draft will be collected at end of conferencing. Make two sets: one for you and one for the teacher.**

HA: Submit final copy of compare/contrast essay through blackboard.

Read *Strategies Chapter 14: "Cause and Effect: Explaining Why"* pages 224-239.

### September 30/October 1

Grammar Exercises

Cause and Effect Writing workshop and research discussion

Homework: Complete assigned grammar exercises

Select a topic for your cause and effect paper. For the next class, report directly to Room 511 in the school library to conduct further research on your topic.

### **October 2/October 3**

Report directly to library room 511. Find **at least two articles** for your cause and effect essay.

Read articles.

### **October 7/8**

**Summary and Critique: Bring both articles to class. Prepare to work with them during this class period.**

HA: Complete a summary and response to one of the two articles. Have it ready to submit for the next class.

Complete "Editing to Correct Sentence Errors" *Strategies* pages 655-672 and

"Maintaining Parallelism" pages 679-680

### **October 9/10**

Discuss grammar homework

Submit summary and response via blackboard.

Discuss Extended Definition assignment. Read and discuss definition essays from *Strategies* pages 559-560, "The Sweet Smell of Success Isn't All That Sweet" and pages 561-562, "The Blended Economy." Complete an introduction, outline, conclusion for **in-class writing** on this. The introduction, outline, and conclusion will be completed in the next class period. This completed work will be the only source allowed during an in-class writing of the essay.

HA: Read *Rules for Writers*, beginning with "Supporting a thesis" and "Organize ideas with a rough outline" pages 460-462.

### **October 14/15**

Completion of in-class extended definition essay introduction, outline, and conclusion.

HA: Review the rules for documentation of your essay sources. *Rules for Writers* pages 462-479.

### **October 16/17**

In-class essay: extended definition. Present outline materials and essay to instructor.

HA: Review your ideas for cause and effect essay. Form a rough outline for the cause and effect essay. Have it ready for the next class.

### **October 21/22**

Cause and Effect workshop

HA: Write an introduction and first paragraph of cause and effect paragraph. Prepare to conference with this draft during the next class period.

**October 23/24**

Conference with introduction and first paragraph of cause and effect intro and first paragraph.

**October 28/29**

Complete conferences with cause and effect

HA: Submit Cause and Effect Essay

Decide on topic for argumentative paper.

Read *Strategies* Chapter 16, pages 256-274, "Argument: Convincing Others."

**October 30/31**

Argumentative workshop/research. Read models of argument outlines and essays.

HA: Find at least five articles for this paper.

Bring these to the next class.

**November 4/5**

Annotate articles. Create annotated bibliography.

Write an introduction paragraph. Form a possible thesis statement.

Write a research proposal. Submit the proposal at end of class.

HA: Rewrite introduction and thesis statement. Bring to next class for teacher conference.

Submit Annotated bibliography via blackboard.

**November 6/7**

Teacher/student conference with intro and thesis statement for argumentative paper.

Write an outline for this paper.

HA: Create rough draft of paper. Have it ready for conference next class.

**November 11/12**

Conference with rough draft of paper. Work on revisions.

HA: Revise and edit for best draft.

**November 13/14**

Continue to work and conference with argumentative paper.

Complete argumentative paper

**November 18/19**

Submit argumentative paper via blackboard.

**November 20/21**

Grammar workshop /workshop on presentation of paper

**November 25/26**

Grammar workshop /workshop on presentation

**November 27-30 Thanksgiving Break****December 2/3**

Presentations and review

**December 4/5**

Presentations and review

**December 9-12 Final Exams**

**Final Exam Date to be announced: Grammar Final (200 points)**