

English 101: Introductory Composition

Instructor: Mrs. Victoria Scrivner
Office Hours: 11:00 - 12:00 RLC 108
Email: vscrivner@greenriver.edu
Facebook: Victoria Scrivner

Course Description:

This is both a time and energy intensive composition course designed to develop the basic skills of writing an academic essay. This class emphasizes and expands your knowledge of defining paragraphs, summaries, and essays. Emphasis will be placed upon a mastery of formulas, definitions of terms specific to this course, and new vocabulary words that will be used in essays. You will also be introduced to the rudiments of MLA format.

Texts and Materials:

Silverman, Jonathan and Dean Rader. *Welcome to the World is a Text*. 3rd edition.
Hacker, Diane. *A Writer's Reference*. 6th edition.
Pocket / electronic dictionary
Pocket / electronic thesaurus
A folder for class handouts, rough drafts, returned projects, etc.
Bound notebook for in-class writing and class notes.
Highlighters, pens, and pencils for annotating passages and margins.
A flash drive or disk for projects
A mini stapler
6 Blue Books (They can be bought at the bookstore)

Course Objectives:

- Attention to structure, style, vocabulary, and mechanics of effective writing.
- Understanding and critical thinking of course material.
- Ability to examine an issue logically and clearly.
- Analysis and application of several types of essays.
- Ability to evaluate your writing.
- Ability to evaluate a peer's writing.
- Gain confidence in your writing ability.

Course Requirements:

- Narration Essay
- Comparison / Contrast Essay
- Process Analysis Essay
- Final Essay
- Peer Editing
- Reading Assigned Literature
- In-Class Writing Assignments

Project Descriptions:

- *Attendance and Participation*

While you will not be graded on your attendance, that and punctuality -- responsible conduct -- are, of course, expected. If you must be absent, be responsibly absent; if a project is due that day, email your projects if you wish to receive a grade for it.

You are responsible for determining what you missed in class plus any and all notes taken. It is not my responsibility to inform you what you missed, nor explain the missed information during class time. Should you ask me what you missed that day, my response will be "class." I strongly encourage you to create a "buddy system" to exchange notes -- before or after class time NOT during -- and after that has been accomplished, if you have questions, I encourage you to schedule a conference time with me during my office hours. **Further, should you be absent on a day you are required to return the peer editing sheet to your partner, you will be docked 10 points.**

Habitual tardiness is unacceptable and disruptive of class. If this becomes a problem, you will be given a warning to come to class on time, or be asked to drop the class. Also, I strongly encourage you to be on time on the days we have peer editing. Should you be late, I will not dismantle a team to accommodate you.

You are expected to come prepared to class. Please read all assignments before class and make sure that you bring all other necessary materials required for that particular day. Please refer to your Daily Schedule for further information.

- *Prospectus'*

This is a preliminary statement for your essays and it has two purposes: to get you to think about the assignment before the last twenty-four hour period before it's due and allow you enough time to garner enough information to prove your thesis. While research is not required for the Narration and C/C prospectus', it is required for both the P/A and your final. Most students find it easier if they complete the majority of the research before those prospectuses are due. All prospectuses are usually a half of a page in length and only one paragraph. Your T.S. must follow the format given in class. Barring that, you may include as much of the following as you can *after your topic sentence*: your leader, thesis, topic sentences, and minors. Ultimately, these are designed to give you an opportunity to try out the new structures in a safe environment. The more information you can give me, the more feedback you will receive. MLA format is required.

- *Narration Essay*

Using the rudiments of MLA format, you will write an essay explaining how something in your past has shaped and altered you in a negative or a positive way. This life altering event had to have occurred at least one year ago and, due to page restrictions, the event must have occurred, start to finish, within a twenty-four hour period. This essay will be a minimum of two typed pages, your leader must be a rhetorical question, and research is not required. Some examples that have been used in the past are as follows: your first job, the first time you met your significant other, your wedding, your divorce, your parents divorce (as it affected you), something connected with parenthood, gaining a new sibling, a death, winning an award or medal, first day in a new country, or reconnecting to something positive.

- *Comparison and Contrast Essay*

Expanding upon the MLA format, this essay will focus upon comparing and contrasting two subjects and how two of their common interests and values are represented in differing ways, and how two common lessons influenced you differently. This essay will be a minimum of three typed pages, your leader must be a quote, you must use in-text citation for the quote, and while research is not required, it is encouraged. Some examples that have been used in the past are as follows: mother/father, birth/step parent of same gender, brother/sister, BFF/BFF of same gender, grandparent/grandparent of same gender, two characters of same text or movie, or two historical icons.

- *Process and Analysis Essay*

Expanding upon the MLA format yet again, this paper requires three parenthetical citations and a Works Cited page. This paper is where the roles of the student and instructor are reversed. You will teach me the steps of how to do something or how something occurs. Like the previous essay, this is a two step/part essay. You must first identify and define the process and then analyze its components. This is your science paper, and it will be a minimum of four pages. Some examples that have been used in the past are as follows: how photosynthesis occurs, the steps in digestion, how a bill becomes a law, how sewage is processed, and the life cycle of a star. Please note musical instruments and mathematical equations will not be accepted.

- *Final Essay*

This is your final project for this class; there isn't a final test during final's week. Here, in this eight page (minimum) paper, you will combine the skills, tools, and resources that you learned with the chapters of your textbook that you have been reading throughout the quarter and write a paper on one of the following movies: *The Cowboys*, *The Great Escape*, *I am Legend*, or *Monsters Inc*. No substitutions will be allowed. More information will be forthcoming later on in the quarter and yes, MLA format is required – both parenthetical and a Works Cited page.

- *Outlines and Rough Drafts*

It is expected that you will make revisions on your projects due for this class. You should not consider this as a matter of mere editing, simply focusing upon punctuation and spelling errors that may or may not have occurred, revision entails a considerable shift and/or change according to various comments and suggestions made by your peers and instructor.

- *Peer Editing*

Students will complete several “peer editing” exercises. Handouts on this process are forthcoming. Read and review them closely as they address, in specific detail, the criteria for your projects. Keep in mind that the focus here is the quality of work you, as an editor do, and your ability to focus upon the large picture as well as the details. **Finally, it is imperative that you understand that when you leave class on that particular day, you are leaving with the peer editing sheet that was completed on your paper. In effect, you are holding someone else's grade in your possession.** Should you fail to turn in the peer editing sheet that was done on your paper, your peer editor will not lose those points; rather, those missing points will be docked from your grade.

Grading Criteria:

In-Class Writes	60 pts. (10 pts. each)
Perspectives	60 pts. (15 pts. each)
Peer Editing Outlines	60 pts. (20 pts. each)
Peer Editing Rough Drafts	120 pts. (40 pts. each)
Expository Essays	300 pts. (100 pts. each)
Final	200 pts.
Total	800 pts.

Grading Conversion:

95% and above is a 4.0	89% = 3.4	82% = 2.7	74% = 1.9
94% = 3.9	88% = 3.3	81% = 2.6	73% = 1.8
93% = 3.8	87% = 3.2	80% = 2.5	72% = 1.7
92% = 3.7	86% = 3.1	79% = 2.4	71% = 1.6
91% = 3.6	85% = 3.0	78% = 2.3	70% = 1.5
90% = 3.5	84% = 2.9	77% = 2.2	
	83% = 2.8	76% = 2.1	
		75% = 2.0	Lowest Passing Grade

Criterion for Grading Essays:

The **A** paper establishes and maintains a clear purpose, driven by a cogent and precise thesis statement; demonstrates an awareness of the audience; develops ideas logically, with relevance, insight, and clarity, going beyond the obvious and trite statements; supports all examples using apt textual passages combined with plausible follow-up analysis that, taken together, reinforce the thesis; uses effective, appropriate transitions in a smooth, fluent manner; employs the conventions of good grammar, mechanics, spelling, with only a few inconsequential errors that do not interfere with the readers' understanding.

The **B** paper establishes a discernible thesis, though it may not be as provocative nor reflective as with an **A** paper; demonstrates a strong awareness of audience; develops some clear, precise, relevant ideas mixed with a couple of ideas which are safer, more predictable, though not explored to their necessary depth; supporting details and passages are appropriate and mostly effective; follow-up analysis and reinforcement of thesis is evident in almost every body paragraph; well organized, transitions aid in cohesiveness; more than a few errors that detract from the essay, although careful proofreading is apparent.

A **C** paper attempts to establish a thesis, yet it is more of a statement of fact, not a meaningful assertion to show a writer's position; general awareness of audience; most ideas are vaguely developed with mostly safe, predictable interpretations; selection and analysis of textual passages are sparse and sometimes irrelevant to purpose of essay; little to no reinforcement back to essay's purpose; organization / structure of the piece may be confusing in places, thus weakening impact, and focus of essay; transitions are weak; multiple errors in grammar and/or mechanics and/or spelling.

A **D** paper has no evidence of a clear purpose/thesis; no awareness of audience; obvious interpretations with little to no textual references, analysis, and follow-up; significant grammar and punctuation errors throughout paper that inhibit understand.

The **F** paper shows a complete misunderstanding of the assignment.

General Class information:

- *Assignments*

Be sure to print out two copies of your final projects. Hand one copy to me on the day that it is due, and leave another copy in your folder. Should the unthinkable happen, you have a backup copy on hand.

- *Late Assignments*

I do not accept late assignments. Ever.

- *MLA format*

Complete directions will be explained in class. Basic information is as follows: Use "Times New Roman" style with a 12 pt black font, and double spaced throughout. Your margins should be 1" and do not justify your margins. Begin each new paragraph by indenting or tabbing over five spaces, *and make sure that you have two spaces between each sentence*. Your "Work Cited" page will be on a separate page and stapled to the back of your papers. Do not print your documents double sided.

Smith 1

John Smith
Mrs. Scrivner
English 101; __:00
Project Name
Date Due

Center Title Here

- *ADA Statement*

If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in LSC 272 and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office that would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class.

- *Plagiarism*

Plagiarism is defined as presenting someone else's work or ideas as your own. Whether you do this intentionally, buying a paper or copying information from the Internet, or not, **plagiarism will result in a failing grade for the paper and you will not pass this course.** If you are uncertain what constitutes plagiarism at any point in the quarter, please make an appointment with me during office hours. Quite simply, do original work and learn and grow from it. Don't let the pursuit of a grade compromise your honor and self respect.

- *Cell phones and pagers*

The use of cell phones and pagers in class is disruptive to your fellow students and it inhibits the learning process. Please turn all pagers to "vibrate mode" and turn your cell phones to "silent mode" before entering the class. **Further, texting in class is considered rude behavior, you are being disrespectful to me, and I will respond in kind.**

- *Emails*

Please remember that you are emailing your English instructor. *If you do not wish me to correct your grammar, spelling, and the like, do not present me with an opportunity to do such.* Remember that your Subj Line should look something like this: Engl. ___; ___am. Begin your email with Mrs. Scrivner, and hit the enter button. It would be nice if you finished your email with a polite phrase and your name. If you are sick, you may email me your paper or project and it will be accepted. **HOWEVER, PLEASE NOTE THAT YOUR PAPER OR PROJECT MUST BE EMAILED TO ME BEFORE YOUR CLASS MEETS.**

- *Facebook*

A Facebook account is not a requirement for this class; however, please note that there are several advantages in having one. First, should you lose the important documentation needed for this class, you can download it from my "Boxes" tab. I have uploaded other, shall we say goodies, that you will not be given in class. You will also find that I might *happen* to be online and available for chat the night before something is due (playing Farmville and Fishville) should you run into difficulties and need a quick question answered. Over the course of the years, I have found that my wall page periodically becomes a temporary blog. Many students use this – especially the week before the final to post questions for me to answer. **Remember to always scroll down and read all the comments before you chat.** I also use FB to keep my humor and you might find a post or link or two that will cause you to smile when you need one. Finally, should I need to cancel class, I will always post before 7 am.

- *School Closures*

Do not assume that just because campus is closed or you are unable to get to class, that class is cancelled. It's not. New campus wide requirements were put into place that require all instructors to continue instructing via Angel. As such, in the case of an emergency -- flooding, snow conditions, the campus is set ablaze, that sort of thing – this class will automatically revert to an online class. I will post instructions via Angel and Facebook so we can continue uninterrupted. If you lose power and cannot access your internet, or cannot travel to a place that does, it is your responsibility to contact your "study buddy" so you can keep up with your classmates.

- *Proviso*

While the syllabus is fairly detailed as to what is due, and we will try to follow it to the letter, I reserve the right to amend this if deemed necessary.