

English 101: English Composition 1

Fall 2010 – Item: 4039

Instructor Info

Caitlin Carle
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Class: When/Where

1:00-1:50 daily
SMT 133

Office Hours:

HSA-37A

Daily 11:00AM-12:00PM

By appointment (email me)

Required Materials

- The Writer's Presence: A Pool of Readings. Editors: McQuade and Atwan. Bedford, 2009.
- A Writer's Reference. 6th Edition by Diana Hacker. *Strongly Recommended*.
- Access to Angel, a Green River email account, a USB drive, or reliable email to send yourself drafts.
- A folder to store class notes, handouts, and short writing assignments.

Course Description

You are not writing to a houseplant! But who *are* you writing for? And *how* should you write for that group/person? One of the many goals of English 101 is to answer that question and to help guide you toward more thoughtful, complicated writing than you may have done in past classes. Your writing in English 101 (as well as the writing you do for the rest of your life) is meant to be read by real people (not just a teacher) and should take part in an ongoing conversation; this means your work will address, add to, and question the ideas proposed by other writers in the same field (we will discuss this “field” later!).

This course is designed to help familiarize you with the styles of thinking and communication typically used in these academic “conversations” and by doing so, help to familiarize you with many of the skills you will use throughout your college career.

The papers we write in English 101 rely on intellectual exploration and critical analysis. Analysis, in this case, requires you to work as both a thoughtful reader and writer in order to grapple with what may not be seen about a subject on the first or second glance. This type of thinking requires you to resist the urge to find “one solution” or answer to a complex problem; instead, we will examine multiple sides, push the question into new areas, and, in turn, question our own thinking.

Some questions we will explore this quarter:

- How does our writing fit within ongoing conversations?
- What rhetorical tools do writers use to make their works more explicit and engaging?
- What writing processes can help guide me toward a complete work?
- Who is meant to read my writing? How can I write for a specific audience?

COURSE GOALS

English 101 provides students with techniques and tools for effective written communication, which include critical thinking and reading; writing processes; and knowledge of conventions. Specific assignments, texts, approaches, and emphases will vary based on instructor. English 101 will emphasize:

- **Critical Thinking, Reading, and Writing:** reading and writing for inquiry, learning, thinking, and communicating; understanding a writing assignment as a series of tasks, including summarizing, evaluating, analyzing, and synthesizing ideas; integrating their own ideas with those of others.
- **Rhetorical Strategies:** focusing on a purpose; responding to the needs of different audiences; adopting appropriate voice, diction, tone, and level of formality.
- **Writing Process:** recognizing the need for multiple drafts to create and complete a successful text; developing flexible strategies to generate, revise, edit, and proof-read; understanding writing as a recursive process that enables writers to change their drafts to improve form and content.
- **Writing Conventions:** selecting appropriate formats for different kinds of purposes; practicing appropriate means of documenting their work; using appropriate syntax, grammar, punctuation, and spelling.

To demonstrate proficiency in the course content outcomes, students will:

- Study and discuss rhetorical techniques.
- Critically read and discuss a variety of texts assigned by the instructor.
- Submit three to five essays: three formal essays, one of which will be documented, and two other formal writing assignments, including (but not limited to) summaries, reading responses, reflective essays, self-assessments, essay exams, etc. By the end of the quarter, students will produce a minimum of ten pages of formal essay text.
- Revise written assignments to reflect rhetorical awareness and knowledge of conventions.

Prerequisite = English 100 and English 104 or COMPASS placement.

COURSEWORK

All the work in English 101 is organized around the interdependent acts of reading, writing, and discussion. The goals of this course culminate in you becoming a better, more conscious language user, so what we do in 101 is designed to be completely inter-connected. I'll try hard to make these connections explicit but please try to integrate them on your own, as well. Learning works best if the teacher and student are both making an equal effort.

Writing Projects:

The formal writing assignments in 101 are sequenced to teach you how to generate and develop ideas from academic reading, how to focus and shape those ideas into cohesive and organized papers, and how to write in a style appropriate for the various disciplines in the university. There will be three writing projects, each taking 1/3 of the quarter. We will begin the quarter starting off by writing a personal narrative essay. Here, you will be working on developing your personal authority to write about a subject and develop a personal connection to your

topic. We will then move onto an expository essay, where you will be bringing an class author's voice into your perspective and exploring a topic. As your final essay, you will be writing a persuasive essay, where you will be putting into motion all we have learned this quarter. The sequence of these essays is built to be development, where we build on the knowledge we have learned in the previous sequence while complicating it with more deliberate expectations. This rise in difficulty and expectation with each essay is why you will see each essay being worth a higher percentage of your grade.

(Possible) Mid-Term Quiz:

Every day you'll be building your rhetorical knowledge and writing vocabulary. Half-way through the quarter, we may take a brief mid-term exam on these skills. More on that later.

Practice work:

English 101 is a class where we *use* writing to discover and learn instead of just doing writing to show others what we know. It is also a place where we learn **how writing works** by experimenting inside it. Every day I'll be asking you to write in and out of class. In between formal drafts of class projects, you will complete **practice work** to apply various techniques for development, focus, and style. This practice work is brief, rarely more than a page or two. It will be up to you to use the feedback on these pieces to revise your whole papers.

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RECURRING COURSE PRACTICES

Draft Review Workshops — Writers need readers, so one recurring feature of this course will be the use of draft review workshops to get feedback on ideas and content. Because I expect you to read your class members papers with the same care you would take with published writers, I will collect and grade the written feedback you give to your draft review group, as well as suggest ways you can become a better collaborator.

Discussions — Every class meeting will require your involvement in class discussion. Sometimes our discussions will be about the ideas in the texts we read, sometimes they'll be about rhetorical choices writers make, and often they'll be discussion about our own writing. In all cases you are expected to be engaged and make an effort to participate. Though keeping a discussion going is everyone's responsibility, I may assign you to lead us now and then. If you get confused about what we are talking about or why, please don't drop out of the conversation. Ask questions!

Computers — English 101 is a computer-assisted writing course, meeting in a lab at least once a week. Just as a biology or chemistry lab is designed to help you learn how to DO the work in those subjects, our lab time is intended to help you practice DOING academic writing with guided assistance. It is imperative you come prepared to write. If you are uncomfortable with the technology, please let me know; we will figure it all out.

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CONFERENCES ☺

Because we won't always be able to talk one-on-one in class, I require one conference with me during the quarter. **These will most likely take place during the later weeks**, and we will schedule them the best we can around our schedules.

EVALUATION

This course asks you to grow into a stronger, more competent writer. Therefore, the later projects are worth more. Evaluation breaks down in this fashion:

Personal Narrative Essay	10%
Compare/Contrast Piece	10%
Expository Essay	20%
Final Draft of Expository Essay + Reflective Letter	35% + 5% (letter)
Participation/Attendance/Preparation	20%

Conversion Table:

Table for converting your percentage grade in this class to a decimal grade:

99 - 100 = 4.0	89 = 3.4	83 = 2.8	77 = 2.2	71 = 1.6	65 = 1.0
97 - 98 = 3.9	88 = 3.3	82 = 2.7	76 = 2.1	70 = 1.5	64 = 0.9
95 - 96 = 3.8	87 = 3.2	81 = 2.6	75 = 2.0	69 = 1.4	63 = 0.8
93 - 94 = 3.7	86 = 3.1	80 = 2.5	74 = 1.9	68 = 1.3	<u>62 = 0.7</u>
91 - 92 = 3.6	85 = 3.0	79 = 2.4	73 = 1.8	67 = 1.2	61 = 0.0
90 = 3.5	84 = 2.9	78 = 2.3	72 = 1.7	66 = 1.1	

61% and below--no credit

CLASSROOM POLICIES

Attendance

Because so much of your grade relies on your being present (physically and mentally) in the classroom, your peers and I expect you to be attend class regularly. I understand that circumstances arise, so if you are going to miss class, you must let me know as soon as possible. You will only be able to make up quizzes and class work if you let me know in advance. Otherwise, your absence will be reflected in your grade. This is a performance-based course where you practice what you learn and learn when you practice, so you need to be present and working each time we meet. Because emergencies arise, I will allow three (3) absences with no effect on your grade. Your attendance directly reflects your participation and preparation for the course. As such, the following is how your attendance/participation grade will be determined: 0-3 days missed = A. 4-5 days missed = B. 6-7 days missed = C. over 8 days missed =F. If you miss more than **ten (10) days** or more, you are advised to withdraw from the course. Developmentally, you have missed so much that it is unlikely you will be able to pass.

Note: Don't ever just stop attending class without dropping it officially. If you do not officially drop a class, you will receive a 0.0 as a grade on your transcript. A "W" (withdraw) will not impact your total GPA (grade point average) but a 0.0 will lower your GPA substantially.

Assignments

All assignments are due at the beginning of class unless noted otherwise. It is your responsibility to contact me or your classmates to find out what you missed when absent; I am happy to help you make up work if you stay in contact.

Cheating or Plagiarism

Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that is dishonest, and robs you of the most important product of education---the actual learning. If I suspect academic dishonesty, I will discuss it with you; plagiarism will result in a failed assignment. Repeated plagiarism or cheating will result in your failing this course. Talk to me if you are struggling—plagiarism is much less productive.

Plagiarism is a serious offense. For GRCC policy, see the student handbook.

Conduct and Cell Phone Use

This is a college course, and therefore this institution, your classmates, and I have high standards for your behavior during this quarter. Any conduct that makes our learning environment less safe or impedes another student's learning is absolutely unacceptable. At Green River Community College we do not discriminate against anyone based on race, ethnicity, creed, color, national origin, sex, marital status, sexual orientation, age, religion, or the presence of any sensory, mental, or physical disability, and I expect our classroom to reflect that.

Please turn your cell phones to silent or vibrate when you enter class. If you are expecting an important call, you must leave the classroom to take it. Be respectful in not disturbing others. If you are texting during class, I will ask you to leave—no hard feelings, it is just extremely distracting.

ACADEMIC SUPPORT**Instructor Support**

I will hold office hours directly after this class most days. Once my office hours are established, I welcome you to come talk to me about this class; please do not hesitate to speak with me if you are struggling, confused, or simply want to talk about your work. I am easily reached by email (ccarle@greenriver.edu) until 9PM most nights, but speak with me in person if it is a more involved question.

Tutoring and Writing Centers

Green River provides many (free!) academic services on campus for students. If you cannot meet with me or would like another perspective on your work, check out:

The Tutoring and Resource Center – Holman Library, 2nd floor.
Hours: Monday-Thursday 8:00AM-5:00PM; Friday 9:00AM-4:00PM

The Writing Center – RLC 173
Hours: Monday-Friday 8:00AM—3:00PM

Students Subject to Provisions of Americans With Disabilities Act

If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disabled Students Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition 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. You can reach me by phone at 253-833-9111, 4211. Or, you can schedule an office appointment with me in RLC 165 during my office hours or another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

I look forward to a great quarter in this class!