

## 101 Syllabus (Summer 2011)

### Courtney Danforth

**Course Information:** English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. Students receive extensive background in strategies of planning, drafting and revising. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Students who successfully complete ENG 101 with a grade of “C-” or higher will be eligible to enroll in ENG 102. Prerequisite: English Placement Test or completion of ENG 098 or ESL 139 with a grade of “C-” or higher.

**Meeting times:** This is an online course meeting from 6 June 2011-29 July 2011. As a 3 credit course, students are expected to allocate 145 hours for the course, an average of 18.5 hours in each of eight weeks. There are no scheduled synchronous meetings nor exams. It is up to each student to plan a suitable weekly schedule that meets the demands of the course. Students are able to work ahead of schedule insofar as the schedule and writing community will allow.

**Instructor information:** Courtney Danforth, best reached during this course via the email function inside of ANGEL. Please call me “Courtney.”

### Course objectives/learning outcomes:

- Read, analyze, and integrate challenging material into original writing;
- Use a process approach to write complete, coherent, and well-developed thesis-driven essays;
- Employ appropriate documentation to support research-based essays;
- Identify purpose, audience, and rhetorical situation;
- Use appropriate technologies to prepare written assignments;
- Control conventions of language, mechanics, and MLA format.

### Required texts:

1. Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook with 2009 MLA Updates*. 2nd ed. New York: Norton, 2009. (9780393934397)
2. Graff, Gerald and Cathy Birkenstein. *They Say I Say: the moves that matter in academic writing*. 2nd ed. New York, Norton 2010. (9780393933611)

**Policies on late assignments and/or makeup work:** Late assignments are not accepted and makeup work is not offered except for extraordinary circumstances.

**Description of how grades are determined:** There are 700 points available in the course. The grading scale is as follows:

661-700 points: A  
630-660 points: A-  
599-629 points: B+  
568-598 points: B  
537-567 points: B-  
506-536 points: C+  
475-505 points: C  
444-474 points: C-  
413-443 points: D+  
382-412 points: D  
351-381 points: D-  
0-350 points: F

**Attendance policy:** Students are expected to check in to the course in ANGEL at least once, at any time convenient to the student every Monday-Thursday during the course.

**CSN Academic Integrity Policy:** <http://www.csn.edu/pages/904.asp>

**Disabilities:** Please read the CSN Americans with Disabilities Act (ADA) statement and consult the CSN Disability Resource Center at <http://www.csn.edu/pages/2566.asp>. Your instructor is committed to providing the accommodations to which you are entitled.

**Students' rights and responsibilities for CSN:** <http://www.csn.edu/pages/660.asp>

**Schedule:** This syllabus is subject to change as deemed appropriate by the instructor with advance notification.

\* "Norton" refers *The Norton Field Guide to Writing*, and "TS/IS" refers to *They Say / I Say*.

6-9 June

- Read Syllabus, textbook tables of contents, contents of "Orientation" folder (under "Course Content"), etc.
- Take Orientation Quiz
- Post Introduction and Reply
- Read and summarize Norton chapters 21-27 (Writing Process)
- Read and summarize Norton chapters 1-4 (Rhetoric)

13-16 June

- Read and summarize TS/IS chapters 1-3 (They Say)
- Read and summarize TS/IS chapters 4-7 (I Say)

20-23 June

- Read and summarize Norton chapters 29-30, 35 (Definition Essays)
- Definition Essay due

27-30 June

- Review Norton chapter 26
- Definition Essay Peer Reviews due (NOTE: due date is early in week!)

- Read and summarize Norton chapters 42, 43, 44, 45, 48, 49, 10, 11 (Annotated Bibliography)
- Annotated Bibliography due

#### 5-7 July

- NOTE! 4 July is a school holiday.
- NOTE! 8 July is the last date you can withdraw yourself from the course with a grade of W recorded on your transcript.
- Read and summarize TS/IS chapters 8-9 (Tying it All Together)
- Read and reflect on TS/IS “Introduction” (begins on page 1) and “Index of Templates” (begins on page 221)

#### 11-14 July

- Read and summarize Norton chapters 38, 39, 36, 8 (Process Analysis)
- Process Analysis Essay due

#### 18-21 July

- Process Analysis Peer Reviews due (NOTE: due date is early in week!)
- Read and summarize Norton chapters 9, 32, 46, 47 (Argument)
- Argument Essay due

#### 25-28 July

- Argument Peer Reviews due (NOTE: due date is early in week!)
- Review summaries for Norton chapters 25, 26, 27
- Read and summarize Norton chapters 19, 28 (Portfolio)
- Portfolio due

### **Assignments**

\*NOTE: Please use the copy/paste function of your computer to submit written assignments. Your instructor does not read attachments. ANGEL provides all necessary formatting tools in submission windows. However, it is prudent to compose (and save often) or draft all documents outside of ANGEL to prevent data loss. Google Docs is free and an excellent word processing choice.

**Orientation Quiz:** After reading the syllabus thoroughly, investigating your textbooks, and getting to know the course site in ANGEL, this quiz will help to make sure you understand how the course will progress. You will have two hours to complete the quiz and are free to use any resources you have available (“open book”). You may take this quiz at any time during the first week of the course.

- The Orientation Quiz is worth 20 points towards your course grade.
- Due: 11:30pm, 9 June 2011
- <2 hours
- NUMBER questions

**Introduction and Reply:** Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. Though this is an online course, it constitutes a writing community and you will be reading and critiquing your classmates’ writing, and receiving their response to your writing. Introduce yourself. Tell

us what you like to be called, where you live, what you want to study, what interests you, what you do with your time, what sort of writer you are, or anything you want us to know. Read through the posts and post a reply to a classmate with whom you have something in common.

- The Introduction and Reply is worth 10 points towards your course grade.
- Due: 11:30pm, 9 June 2011

**Chapter Summaries:** There are ten sets of chapter summaries that are due throughout the semester. These summaries serve as course notes, teach you specific skills you'll need to demonstrate on assignments, and also provide training in dense and concise writing. For your convenience, there is a template posted as "Chapter Summaries Template" in "Orientation" under "Course Content". For each chapter in the assigned set, you will write 75 words summarizing the important information in the chapter and 25 words explaining how you will apply that chapter's information in your own academic writing. The total number of words required for each set of summaries will differ according to the number of chapters assigned (if there are four chapters assigned, you will write a total of 400 words; if there are seven chapters assigned, you will write 700 words). It will be a challenge to note all important instruction in the chapters in so few words--do not waste your word count on "niceties" such as "In Chapter 319 of The Norton Field Guide to Writing, 'Business Writing'...". Instead, get right to the meat of the chapter: "When describing experience on a resume, use action verbs to excite a reader. Business letters may contain footnotes when necessary."

- Each of these 10 sets of summaries is worth 10 points towards your course grade.
- Writing Process: 7 chapters/700 words due 11:30pm, 9 June 2011
- Rhetoric: 4 chapters/400 words due 11:30pm, 9 June 2011
- They Say: 3 chapters/300 words due 11:30pm, 16 June 2011
- I Say: 4 chapters/400 words due 11:30pm, 16 June 2011
- Definition: 3 chapters/300 words due 11:30pm 23 June 2011
- Annotated Bibliographies: 8 chapters/800 words due 11:30 pm 30 June 2011
- Tying it All Together: 2 chapters/200 words due 11:30 pm 7 July 2011
- Process Analysis: 4 chapters/400 words due 11:30 pm 14 July 2011
- Argument: 4 chapters/400 words due 11:30pm, 21 July 2011
- Portfolio: 2 chapters/200 words due 11:30pm, 28 July 2011

**Definition Essay:** One of the first tasks for many essays is for a writer to define the terms in use within the essay. Using formal, extended, and stipulative definitions, define "academic writing" and its constituent parts. What is academic writing? How is it like and unlike other forms of writing? You must address: plagiarism, citation, research, and thesis. You must incorporate information from sources of your choosing (including the textbooks) to the best of your ability.

- The Definition Essay is worth 100 points towards your course grade.
- 1000 words

- Due: 11:30pm, 23 June 2011

**Peer Reviews:** Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. You will write six peer reviews during the course--selecting two classmates to review for each of three essays. Each peer review will total 250 words and address both your classmates' successes and the elements of writing that, in your informed opinion, deserve revision. You do not need to be an expert in order to share your experience and your take on a piece of writing. Consider what sort of feedback you would most like to receive, and use that concept to guide your peer review. You should focus your review on writing skills instead of content as much as possible. As you respond to a classmate's work, you should take the opportunity to reflect on your own skills with writing. For each peer review, please select a different classmate and please help to ensure that every student receives at least one peer review. You should post your review as a followup "Reply" to your classmate's original posting of his/her essay.

- Each of the six peer reviews is worth 10 points towards your course grade.
- Definition Essay Peer Reviews (2): 250 words each, due 11:30pm 27 June 2011
- Process Analysis Essay Peer Reviews (2): 250 words each, due 11:30 pm 18 July 2011
- Argument Essay Peer Reviews (2): 250 words each, due 11:30 pm 25 July 2011

**Annotated Bibliography:** Of all the things you know, what topic do you know most about? Are you an expert on anime or judo or baking or saltwater aquariums or gin-based cocktails or Namibia or yoga or colonial American tombstones or stasis theory in law or companion animal politics in ancient Rome or medieval prophecy? Decide in what topic area you are closest to being an expert. After reading in Norton about the research process, begin to research your topic to find out even more. Consult the help sheets posted for conducting smart research in Google and in the library's databases. The library sources have been purchased for your use in this and other courses you take at CSN and are, generally speaking, a more responsible choice overall for academic research. Select ten sources that best demonstrate your ability to find and evaluate sources related to your topic (at least five must be library sources--digital sources found in the library are fine). For each of your chosen sources, construct a full citation in MLA format (refer to Norton chapter 49 for examples) and a 100 word descriptive annotation of the source. Arrange your ten entries (ten pairs of citation with annotation) in alphabetical order (as required by MLA). Begin your annotated bibliography with a 100 word introduction to your specific topic.

- Basic Google Search Tips (<http://www.google.com/support/websearch/bin/answer.py?answer=134479>)
- Google Advanced Search Tips (<http://www.google.com/support/websearch/bin/answer.py?answer=136861>)
- Jumpstart Your Research with CSN (<http://www.csn.edu/pages/3348.asp>)
- The Annotated Bibliography is worth 100 points towards your course grade.
- Due: 11:30 pm, 30 June 2011

**Templates Reflection:** The textbook *They Say / I Say* is controversial because it uses templates to facilitate students' entry to academic conversation and academic writing. Read the rationale of the authors in the introduction and the appendix of templates. What do you think about this method for academic writing? Reflect on this notion and respond in 250 words.

- The Templates Reflection is worth 10 points towards your course grade.
- Due: 11:30 pm, 7 July 2011

**Process Analysis Essay:** You may recall writing a process essay as a child, probably around fourth grade. The early form of this assignment often requires students to describe the process for making a peanut butter and jelly sandwich. In process analysis, it's important to account for every step in the process and to describe it in enough detail that your reader can replicate the process. For this assignment, analyze the process of using MLA style to cite research in an academic essay. One likely place to begin is with the process of using a library database and selecting an appropriate source. Your analysis must explain the rules and process for creating a Works Cited list and how to punctuate the parenthetical in-text citations. Imagine a student next semester who has to learn how to do academic research, use MLA citations, and write a paper using those skills--what would that student need to know? In addition to the information provided by your textbooks, I also recommend this page from Purdue (<http://owl.english.purdue.edu/owl/resource/747/02/>). You must use the knowledge you gain from your research to cite sources within your essay.

- The Process Analysis Essay is worth 100 points towards your course grade.
- 1000 words
- Due: 11:30pm, 14 July 2011

**Argument Essay:** The argument is the most important and most common form of essay you will be asked to write in college. This type of essay is alternately known as a "persuasive" essay. On the topic of your Annotated Bibliography, and making use of the research you have already undertaken and the work you have already done, construct an argumentative essay that uses research to prove a claim of your choice. Remember your audience when writing this essay. Your paper will be read by your classmates, who are likely unfamiliar with your topic, and by your instructor, who knows a lot about a lot, but probably isn't an expert on your specific topic. You will need to enhance your argument with definition, comparison, and analysis to ensure that your readers understand enough about your topic to make an informed decision about your claim. As the last essay of the course, you should apply all the skills you have learned this semester in your essay.

- The Argument Essay is worth 100 points towards your course grade.
- 1000 words
- Due: 11:30pm, 21 July 2011

**Portfolio:** At the end of this semester, you should be an even more capable college writer than you were at the beginning. You've written three major essays and many short writing assignments. You've worked on research, citation, grammar, organization, argumentation, and critical thinking skills. Please revise each of your three essays to demonstrate your writing process and every composition skill you've learned during the previous seven weeks. You should consider peer review comments you received, my grading comments, the advice of your textbook, and links posted for the course. You should locate additional sources through research and apply them as evidence in your essays, making sure to cite thoroughly and accurately. Every essay can be improved--even those that earned As the first time around. You can plan to spend approximately ten hours on this assignment.

In addition to your three revised essays, your portfolio should include a business style letter from you to me. This letter is your opportunity to argue the extent of your success in the course. You should answer questions such as:

- What have you learned?
- Which parts of this course were helpful in developing your college writing skills and which parts didn't help you?
- What revisions, specifically, did you make to each of your four papers?
- What can you do now that you didn't show in your first papers?
- What skills do you think will be most useful to you during the rest of your college career?

To format a business letter, check out <http://owl.english.purdue.edu/owl/resource/653/01/>. There is a sample letter available in the "Orientation" folder.

There is no specific requirement for length on this assignment. You should use your best judgment to know when you have said everything that needs to be said as concisely and effectively as possible.

To submit your portfolio, please copy and paste (in this order, as a single submission):

- Portfolio letter
- Revised Essay 1
- Revised Essay 2
- Revised Essay 3

The portfolio is your last assignment of the semester. Thank you for your hard work in this course. I wish you the very best of luck in the rest of your coursework!

- The Portfolio is worth 100 points towards your course grade.
- Due: 11:30pm, 28 July 2011