

# Composition 1

S P R I N G 2 0 1 5



Courtney  
Danforth

## Grading Scale

A	701-735 points
A-	667-700 points
B+	633-666 points
B	599-632 points
B-	565-598 points
C+	531-564 points
C	497-530 points
C-	465-496 points
D+	431-464 points
D	397-430 points
D-	363-396 points
F	0-362 points

There are no required extra- or co-curricular activities for this course. There are no special safety risks. There are no post-registration fees assessed.

## Course Description

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.

This course is a “research enhanced” section of 101, focusing on basic academic research methods with the help of CSN’s librarians. Some students may find the research focus too challenging or unsuited to their educational goals and may find a non-enhanced section of the course to be more appropriate.

## Course Objectives

- 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.



### Texts:

- Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook and 2009 MLA Updates*, 3rd ed. NY: Norton, 2014. 978-0-393-91958-5
- Graff, Gerald and Cathy Bikrenstein. *They Say / I Say*. 3rd ed. NY: Norton, 2014. 978-0-393-93584-4

#### Attendance:

This is a 3 credit course meeting online during Fall 2014. Students are expected to allocate approximately nine hours to the course each week. Students are permitted to work ahead of the planned schedule insofar as they are able. Attendance is monitored by login; students are expected to login to the course Mondays-Thursdays to monitor progress, messages, and announcements.

#### Withdrawal:

Instructors are not able to withdraw students from a course. If you wish to withdraw, please do so using MyCSN before the withdraw deadline.

#### Late/Makeup Work:

Late and makeup work is not accepted except for extraordinary circumstances. To petition for an exception, submit the completed assignment, a paragraph of explanation, and some form of independent verification (including dates) through the special assignment dropbox on Canvas.

#### Evaluation and Grades:

Assignments are evaluated for accomplishment within course objectives. Course grades are determined by a sum of points earned on individual assignments.

#### Instructor:

Courtney Danforth, best reached during this course via the message function inside of Canvas. Please call me "Courtney" or "Professor Danforth." Please allow 10 working days for grades and 24 working hours (9-5, Mon-Thu, no holidays) for message response. B-204G. 702/651-5002. Office Hours M-W, 4:30-6.

#### 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.

#### Objectionable Content:

Were this course a video game, it would be rated T for Teen (ESRB definition: "May contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language."). All participants will honor this boundary. This course may include content objectionable to some participants. Please contact your instructor with concerns about objectionable content. Hate speech is prohibited (ICCPR definition: "any advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence").

#### Academic Integrity:

All academic integrity violations in the course will be reported to the campus administration. In-course consequences range from failure of the assignment to failure of the course. As long as you are disciplined in your research, reading, and record-keeping, and clearly indicate all responsibilities and sources, you should be fine. As a reminder, any information that is not your original idea or common knowledge requires citation. It can be confusing to know what qualifies as plagiarism and how to avoid it. For help, see: [http://www.plagiarism.org/plag\\_article\\_plagiarism\\_faq.html](http://www.plagiarism.org/plag_article_plagiarism_faq.html). The documentation system we will use in this course is MLA. To refresh your understanding of MLA, see: <http://owl.english.purdue.edu/owl/resource/747/01/>. For help forming MLA style Works Cited, try: <http://www.easybib.com/>.

This schedule is subject to change with advance notification by the instructor. Please refer to weekly announcements/discussions on Canvas for guidance on assignments and notice of any changes.

## Schedule

<p>Orientation 20 or 26 Jan</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (30 min): Syllabus</li> <li>• Activity (5 min): Make a new document with reading notes on “What is ‘Academic Writing’” anthology.</li> <li>• Activity: (45 min): As a class, read and note texts from “What is ‘Academic Writing’” anthology.</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (15 min): Orientation Quiz</li> <li>• (15 min): Research Quiz</li> <li>• (1 hr): Language Quiz</li> <li>• (4 hrs): Read and note all texts in “What is ‘Academic Writing’” anthology.</li> <li>• (30 min): Read Norton chapter 47; add to course notes.</li> <li>• (10 min): Summarizing Quiz</li> </ul>
<p>Study Skills 27 Jan</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (70 min): Study Skills</li> </ul>
<p>Summary/ Paraphrase/ Quotation  2 or 3 Feb</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (30 min): Summary vs. Paraphrase vs. Quotation</li> <li>• Activity: (15 min): Revise Academic Writing Notes to ensure each text includes both summary and paraphrase.</li> <li>• Lesson (15 min): Annotated Bibliography</li> <li>• Activity (5 min): Change notes document to “Academic Writing Annotated Bibliography”</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (2 hr): Read TS/IS chapters 2 and 3; add to course notes.</li> <li>• (30 min): Read Norton chapters 31 and 33; add to course notes.</li> <li>• (30 min): Read Norton chapters 10 and 12; add to course notes.</li> <li>• (10 min): Annotating Quiz</li> <li>• (10 min): Analyzing the Argument Quiz</li> </ul>
<p>Argument &amp; Thesis  9 or 10 Feb</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (30 min): Argument and Thesis</li> <li>• Activity (35 min): In groups, identify/quote thesis/arguments from readings; add to annotated bibliography document.</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (3 hr): From notes (and using template), assemble Annotated Bibliography for “What is ‘Academic Writing’?”.</li> <li>• (30 min): Read Norton chapters 25 and 27; add to course notes.</li> <li>• (10 min): Main Point and Support Quiz</li> <li>• (10 min): Making Paragraphs Flow Quiz</li> </ul>
<p>Annotated Bibliography  16 or 17 Feb</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• No class meeting</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (4 hrs): Complete draft of Academic Writing Annotated Bibliography</li> <li>• (1 hr): Visit the Writing Center for help with your Annotated Bibliography</li> <li>• (3 hrs): Revise, proofread Annotated Bibliography</li> </ul>

<p>Essays 23 or 24 Feb</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (15 min): Essays</li> <li>• Activity (15 min): In groups, fill in outline for one body paragraph using annotated bibliographies.</li> <li>• Activity (15 min): Individually, draft body paragraph from group outline.</li> <li>• Lesson (10 min): Introductions and Conclusions</li> <li>• Activity (15 min): In groups, draft introduction</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (2 hr): Using Annotated Bibliography, adding research if necessary, complete outline.</li> <li>• (1 hr): Read Norton chapters 26 and 30; add to course notes.</li> <li>• (2 hr): Complete draft of Academic Writing Essay</li> <li>• (1 hr): Revise and proofread Academic Writing Essay.</li> </ul>
<p>Evaluating Sources  2 or 3 Mar</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (10 min): Bananapocalypse</li> <li>• Activity (70 min): In groups, evaluate sources on Bananapocalypse Bibliography.</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (30 min): Read Norton chapter 41 and 22; add to course notes.</li> <li>• (3 hr): Review texts from Bananapocalypse Bibliography (with elements removed/fill-in-the-blank) and choose six best sources. Using Annotated Bibliography template, read and annotate six chosen texts</li> </ul>
<p>Rhetoric  9 or 10 Mar</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (30 min): Rhetorical Situation</li> <li>• Activity (40 min): In groups, identify elements of rhetorical situation for all Bananapocalypse texts; add to annotated bibliography</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (1 hr): Read Norton chapters 1-4; add to course notes.</li> <li>• (10 min): Believing and Doubting Quiz</li> <li>• (10 min): Reflecting, Rereading, Persisting Quiz</li> <li>• (10 min): Thinking About How the Text Works Quiz</li> <li>• (10 min): Considering the Larger Context Quiz</li> <li>• (2 hr): Complete rhetorical analysis of chosen Bananapocalypse texts; add to Bibliography annotations.</li> </ul>
<p>16 and 17 Mar</p>	<p>Spring Break</p>
<p>Citation  23 or 24 Mar</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (30 min): Documentation in MLA Style</li> <li>• Activity (25 min): In groups, solve Banana Essay Citations.</li> <li>• Activity (15 min): Find an additional source on the bananapocalypse topic. Create a citation using Easybib and write a complete annotation. Add to Bananapocalypse Annotated Bibliography.</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (1 hr): Read Norton chapters 49 and 50; add to course notes</li> <li>• (10 min): MLA Style in Text Quiz</li> <li>• (10 min): MLA Works Cited Quiz</li> <li>• (10 min): Identifying Common Knowledge Quiz</li> <li>• (2 hr): Complete Bananapocalypse Annotated Bibliography</li> </ul>

<p>Outline &amp; Drafting 30 or 31 Mar</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (10 min): Bananapocalypse Essay</li> <li>• Activity (1 hr): In groups, using annotated bibliography, complete Bananapocalypse outline</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (3 hr): draft Bananapocalypse Essay</li> <li>• (2 hr): revise, edit, and proofread Bananapocalypse Essay</li> <li>• (30 min): Read Norton chapter 24; add to course notes.</li> <li>• (1 hr): Read Invention handout. Complete three activities to help you choose a research topic.</li> </ul>
<p>Research Questions &amp; Reference Reading 6 or 7 Apr</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (70 min): Formulating a Research Question and Reference Reading</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (2 hr): Read Norton chapters 43-48; add to course notes.</li> <li>• (2 hr): Read TS/IS chapters 4 and 5; add to course notes.</li> <li>• (2 hr): Select three reference sources for your Independent Topic Essay; complete annotations for your bibliography.</li> </ul>
<p>Evaluating Sources 13 or 14 Apr</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (70 min): Evaluating Sources</li> </ul> <p><u>Independent Study</u></p> <p>Independent Study</p> <ul style="list-style-type: none"> <li>• (6 hr): Search for additional sources. Create citations and draft annotations for each selected source (minimum, 15).</li> <li>• (15 min): consultations with Caprice</li> </ul>
<p>Search Strategy &amp; Databases 20 or 21 Apr</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (70 min): Developing a Search Strategy and Database Operation</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (2 hr): Read TS/IS chapters 6 and 7; add to course notes.</li> <li>• (10 min): Appropriate Quotation Quiz</li> <li>• (10 min): Identifying an Acceptable Paraphrase Quiz</li> <li>• (15 min): consultations with Caprice</li> </ul>
<p>Research 27 or 28 Apr</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Activity (70 min): Draft Annotated Bibliography.</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (1 hr): Read TS/IS chapters 8 and 9; add to course notes.</li> <li>• (3 hr): Search for additional sources on individual research topics. Revise Annotated Bibliography as necessary. Submit.</li> <li>• (2 hr): Independent Topic Outline</li> <li>• (2 hr): draft, revise, submit Independent Topic Essay</li> <li>• (15 min): consultations with Caprice</li> <li>• (30 min) Compose Research Reflection</li> <li>• (10 min) Research Test</li> </ul>

<p>Revision</p> <p>4 or 5 May</p>	<p><u>Class</u></p> <ul style="list-style-type: none"> <li>• Lesson (10 min): Course Content</li> <li>• Activity (10 min): Review Course Objectives and make notes on how you've met each Objective during the course.</li> <li>• Lesson (20 min): Revision</li> <li>• Activity (30 min): Partner revision activities</li> </ul> <p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (30 min): Submit three course essays to SmartThinking for further feedback.</li> <li>• (30 min): Read Norton chapter 28; add to course notes.</li> <li>• (1 hr): Language Test</li> <li>• (5 hr): Review grading comments, any other feedback, course notes, and Course Objectives. Revise essays to demonstrate mastery of all goals and objectives. Make notes about how your revised essays demonstrate each goal and objective.</li> <li>• Extra Credit: Using the prompt provided, review a classmate's essay with comments designed to help them revise for the Portfolio (5 points for each review).</li> <li>• (30 min): Read Norton chapters 19 and 29; add to course notes.</li> <li>• (2 hr): [recommended] Visit Writing Center for further feedback on revising three course essays.</li> </ul>
<p>Exams</p> <p>11 May</p>	<p><u>Independent Study</u></p> <ul style="list-style-type: none"> <li>• (1 hr): Review grading, peer, and tutor feedback on three course essays. Compile list of revision tasks.</li> <li>• (5 hr): Complete revision of three essays.</li> <li>• (2 hr): Draft and revise portfolio cover letter.</li> </ul>

Academic Integrity  
[www.csn.edu/academicintegrity](http://www.csn.edu/academicintegrity)

Conduct  
[tinyurl.com/8e44g5m](http://tinyurl.com/8e44g5m)

Disruption  
[tinyurl.com/8dvcrew](http://tinyurl.com/8dvcrew)

Student Rights/  
 Responsibilities  
[www.csn.edu/pages/660.asp](http://www.csn.edu/pages/660.asp)

Disability  
[www.csn.edu/pages/2566.asp](http://www.csn.edu/pages/2566.asp)

Counseling  
[www.csn.edu/pages/665.asp](http://www.csn.edu/pages/665.asp)

Writing Center  
[www.csn.edu/pages/1688.asp](http://www.csn.edu/pages/1688.asp)

Tutorial Services  
[www.csnts.mywconline.com](http://www.csnts.mywconline.com)

Academic Coaching  
[www.csn.edu/pages/2500.asp](http://www.csn.edu/pages/2500.asp)

Career Services  
[www.csn.edu/pages/580.asp](http://www.csn.edu/pages/580.asp)

Financial Aid  
[www.csn.edu/pages/3328.asp](http://www.csn.edu/pages/3328.asp)

Library Workshops  
[www.csn.edu/LibraryWorkshops](http://www.csn.edu/LibraryWorkshops)

Registrar  
[www.csn.edu/admissions/index.asp](http://www.csn.edu/admissions/index.asp)

Veterans Services  
[www.csn.edu/admissions/va.asp](http://www.csn.edu/admissions/va.asp)

Norton/Write  
<http://www.norton.com/college/english/write/writesite/>

Research 101  
<http://libguides.csn.edu/research-101>

Grammar & Composition  
<http://libguides.csn.edu/grammar>

Thesis Machine  
<http://www.tommarch.com/electraguide/thesis.php>

# Reading Las Vegas

Spring 2015