

Midlands Technical College
English 101: Composition 1
Fall 2005

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Texts: The Norton Reader, 11th ed., (Peterson and Brereton)
The Little, Brown Handbook, 9th ed., (Fowler and Aaron)

Prerequisite: English 100 or a score of 3 on the writing sample

Credit Hours: 3.0

Course Description: English 101 is a college transfer course in which the following topics are presented: a study of composition in conjunction with appropriate prose readings, with frequent theme assignments to reinforce effective writing. A review of standard usage and the basic techniques of research are also presented.

Course Objectives: Upon completing English 101, students should be able to:

1. Write coherent analytical essays employing various rhetorical modes (e.g., comparison/contrast, causal analysis, argumentation).
2. Demonstrate improved skills in analyzing and evaluating prose by professional writers, by their peers, and by themselves.
3. Apply thinking and writing skills to a variety of academic tasks such as taking essay examinations and writing summaries of articles.
4. Understand the use of documentation style sheets (at least MLA and APA) and apply them to a variety of writing and research tasks assigned in the course.
5. Develop research skills:
 - Understand what indexes and databases are and how to evaluate and use them.
 - Understand, evaluate, and use a variety of Internet search engines.
 - Evaluate Web sites.
6. Apply the rules of standard English to editing their own writing.

Course Requirements: Your final grade will be determined by averaging these 6 major required components of the course:

- 5 ESSAYS, including at least one in-class essay and at least one mandatory revision of an essay. Each essay should be submitted, printed, at the beginning of the class in which the essay is due.
- Average of DAILY WORK (to include such things as rough drafts, journals, daily writing assignments or reading responses, quizzes, worksheets, class participation, etc.)

Attendance: You are allowed only 6 absences in this class, which meets three times a week. If you exceed these limits, you will be dropped from the course.

Late Arrivals: If the student arrives after the roll has been called, but within 10 minutes after class has started, he will be counted late, but not absent, provided he lets the instructor know on that day, not a week or two later when he has overcut. THERE WILL BE NO EXCEPTIONS TO THIS RULE. If the student arrives after the ten minute limit, he is welcome to remain, but will not be counted present. (NOTE: Three late arrivals = one absence)

Mandatory Course Work: All graded course work must be completed in order for the student to be able to earn a passing grade in English 101. Absence from class does not exempt the student from in-class writing assignments, taking quizzes, etc..

Late Papers: Excluding in-class writing, late papers will be accepted for only ONE WEEK following the due date. The grade will be dropped one grade for every weekday the paper is late. No papers will be accepted after the last regular class day of the semester.

Intellectual Property: Allowing for the polishing and revision that occurs in writing done outside of class, the styles of in-class and out-of-class essays must be similar or the latter will be assumed to have been plagiarized and will be awarded a grade of 0 with the writer being subject to department plagiarism policies. (See the Student Responsibilities sheet for more information on plagiarism.) Midlands Tech does not tolerate plagiarism or intellectual property abuse of any kind.

Reading Responses: Every reading assignment will involve a reading response. These responses will be a couple of paragraphs long and are due by email the night before the class in which we discuss the reading. Sometimes I will give you a specific question to answer or topic to address in the reading, and sometimes you'll think of your own topic. Reading Responses are meant to check that you've understood assigned readings and to start you thinking about the readings before you get to class. I will evaluate your responses for effort, but will not exactly "grade" them. At the end of the term I will count up the number of your satisfactory responses and average them with scores on any quizzes, worksheets, or other Daily Work to form your sixth major grade of the course (the other five are the essays).

Academic Success Center: The ASC is on the first floor of the Wade Martin Building. Starting in the second week of the semester, free tutoring is available to all students for help with reading and writing in any course. If English is your second language, you will find tutors specially trained to help you with your English. When you arrive, be sure to ask for help from a WRITING tutor. To make the most effective use of your tutoring, take your assignment sheet with you so the tutor can see what you've been asked to do. Tutors can help you in any stage of the writing process, but they will not do the work for you, edit your papers for you, or evaluate (grade) your writing. The ASC also has computers available for word processing or research.

Course Schedule: Following is the schedule we will try to keep for the course, although we can make adjustments if necessary.

22 August	<u>Reading:</u> pay your tuition and register for class <u>In class:</u> Diagnostic Essay
24 August	<u>In class:</u> go over syllabus and do introductions
26 August	<u>Reading:</u> read Hurston—"How It Feels to be Colored Me" (Norton 41-44) <u>Items due:</u> Reading Response--Hurston talks about how it feels to be African-American. Write at least 300 words on how it feels to be the race with which you identify. <u>In class:</u> Reactions to the reading and introduction to the characteristics of a summary essay
29 August	<u>Reading:</u> read about "summaries" in Little, Brown (LB pages 123-124, 138, 667-672) <u>In class:</u> quiz on summaries (from LB reading), summarize Hurston essay together as a class
31 August	<u>Reading:</u> read Faulkner—"Nobel Prize Award Speech" (Norton 563) <u>Items due:</u> Reading Response (summarize the Faulkner speech) <u>In class:</u> finish summarizing the Hurston essay together as a class
2 September	<u>Reading:</u> read Douglass—"Learning to Read" (Norton 408) <u>Items due:</u> Reading Response—How did you learn to read or write? Tell your story in at least 300 words. <u>In class:</u> Summarize Douglass together in class.
5 September	Labor Day – NO CLASS
7 September	<u>In class:</u> ESSAY 1--The Summary Essay

9 September	<u>Reading:</u> Little, Brown chapters 6-7 <u>In class:</u> Quiz on arguments (from LB reading), Introduction to the characteristics of a persuasive or argumentative essay
12 September	<u>Reading:</u> read Thoreau—"Where I Lived, and What I Lived For" (Norton 1155) <u>Items due:</u> Reading Response—Describe the place where you currently live and say why you like or don't like living there. <u>In class:</u> Identify the "claim" in Thoreau and write "claims" for your reading responses
14 September	<u>Reading:</u> choose topic for your argument/persuasion essay <u>In class:</u> Write claims for upcoming argument/persuasion essay
16 September	<u>Reading:</u> read Oates—"Against Nature" (Norton 621) <u>Items due:</u> Reading Response—Oates uses lots of quotations from other thinkers and writers; do all the quotations support or detract from her claim? Say why. <u>In class:</u> Discuss Oates quotations
19 September	<u>Reading:</u> Rollin—"Motherhood: Who Needs It?" (Norton 341) <u>Items due:</u> Reading Response--Say why a mother you know is the best mother. <u>In class:</u> Identify the supporting evidence in Bollin's essay
21 September	<u>Items due:</u> first draft of ESSAY 2—The Persuasive Essay <u>In class:</u> Workshop first paragraphs of essays
23 September	<u>Reading:</u> King—"Letter from Birmingham Jail" (Norton 889) <u>In class:</u> Discuss civil disobedience and the letter as persuasion
26 September	<u>Reading:</u> Little, Brown, chapters 44 and 45 <u>In class:</u> quiz on reading, identifying research resources
28 September	<u>Reading:</u> Little, Brown, chapters 46 and 47 <u>Items due:</u> Exercise 9—"Introducing and interpreting borrowed material" (LB page 679), and Exercise—"Recognizing plagiarism" (LB page 685) <u>In class:</u> plagiarism/intellectual property, quotation/summary/paraphrase
30 September	<u>Reading:</u> Little, Brown, chapters 49 and 54 <u>In class:</u> quiz on reading, MLA citation
3 October	<u>Items due:</u> ESSAY 2—The Persuasive Essay with RESEARCH revision due <u>In class:</u> read and discuss Keillor--"Postcards" (Norton 525)
5 October	<u>Reading:</u> Little, Brown Chapter 41 <u>Items due:</u> Reading Response—Copy definitions of your favorite word from three different dictionaries, citing each entry in MLA style. Say which definition you prefer and why. <u>In class:</u> Introduce the Definition Essay
7 October	<u>Reading:</u> read Thoreau—"Observation" (Norton 232) and White—"Democracy" (Norton 884) <u>Items due:</u> Reading Response—list the facts, examples, and anecdotes used by Thoreau and White to illustrate their definitions <u>In class:</u> Choose topics for definition essays
10 October	<u>In class:</u> use library to locate resources for definition essays
12 October	<u>Items due:</u> first draft ESSAY 3—The Definition Essay due <u>In class:</u> workshop definition essays in small groups
14 October	<u>Reading:</u> Little, Brown chapter 38 <u>Items due:</u> Reading Response—Discuss any examples of regionalism, obsolete wording, or other "inappropriate" language you have used in your writing. <u>In class:</u> Discuss when "inappropriate" language is "appropriate."
17 October	<u>Reading:</u> Dillard—"Sight Into Insight" (Norton 1180) <u>Items due:</u> Reading Response--describe your computer's keyboard as though you were describing it to someone who had never seen, heard of, or used one before. <u>In class:</u> Discuss Dillard and Reading Response
19 October	<u>Items due:</u> ESSAY 3—The Definition Essay (revised) due <u>In class:</u> Read Tierney—"Playing the Dozens" (Norton 516), introduce the descriptive essay

21 October	<u>Reading:</u> Little, Brown chapter 39 <u>Items due:</u> Exercise 8, “Revising: Trite expressions” (LB page 563) <u>In class:</u> discuss reading
24 October	<u>In class:</u> practice using figurative language
26 October	<u>Reading:</u> Stegner—“The Town Dump” (Norton 18) <u>Items due:</u> Reading Response--Stegner claims, “I learned more from the town dump than I learned from school.” Where have you learned more than you have in school? <u>In class:</u> examine Stegner’s figurative language
28 October	<u>Reading:</u> Didion—“On Going Home” (Norton 9) <u>Items due:</u> Reading Response--In the last paragraph of her essay, Didion describes the “home” she would like to give her daughter (“cousins,” “teacups,” “picnic,” etc.). What kind of home would you like to give your child? <u>In class:</u> Find where Didion SHOWS instead of TELLS
31 October	<u>In class:</u> Practice <i>showing</i> and <i>telling</i> about Halloween!
2 November	<u>Reading:</u> Morrison—“Strangers” (Norton 132) <u>Items due:</u> Reading Response--Describe an interesting stranger you have seen <u>In class:</u> identify Morrison’s thesis, workshop theses for descriptive essays
4 November	<u>Reading:</u> Gates—“In the Kitchen” (Norton 299) <u>Items due:</u> Reading Response--Describe your own hair <u>In class:</u> identify Gates’ thesis, discuss reading
7 November	<u>Items due:</u> ESSAY 4—The Descriptive Essay due <u>In class:</u> describe strangers’ portraits in groups
9 November	<u>In class:</u> workshop favorite paragraphs from descriptive essays
11 November	<u>Reading:</u> White—“Once More to the Lake” (Norton 82) <u>Items due:</u> Reading Response--Write about going back to visit a place that is special to you <u>In class:</u> Introduce the narrative essay
14 November	<u>Reading:</u> Atwood—“True North” (Norton 171) <u>Items due:</u> Reading Response--Atwood’s class of southerners ask for definitions of Canadian words (blackfly, mackinaw, loon). Write a list of 15 “southern words” and define them as you might for a class of Canadians. <u>In class:</u> share lists of southern words
16 November	<u>Reading:</u> Walker—“Beauty: When the Other Danger is the Self” (Norton 68) <u>Items due:</u> Reading Response—Tell a story about one of your scars. <u>In class:</u> identify the point of Atwood and Walker readings
18 November	<u>Reading:</u> Angelou—“Graduation” (Norton 32) <u>Items due:</u> Reading Response—Tell a story about your graduation, making sure that it has a point <u>In class:</u> identify active verbs in readings, workshop topics for narrative essays
21 November	<u>In class:</u> Practice narrating (with a point) Thanksgiving stories
28 November	<u>Items due:</u> draft of ESSAY FIVE—The Narrative Essay due <u>In class:</u> workshop essays
30 November	<u>In class:</u> workshop essays

5 December	<u>In class:</u> workshop essays
7 December (8 AM)	EXAM – Instead of a regular exam, come by and leave your revised ESSAY FIVE—The Narrative Essay and say farewell!