

Midlands Technical College  
English 101: Composition 1  
Fall 2006

Courtney S. Danforth  
[profdanforth@gmail.com](mailto:profdanforth@gmail.com)

**Texts:** The Norton Reader, 11<sup>th</sup> ed., (Peterson and Brereton)  
The Little, Brown Handbook, 10<sup>th</sup> 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 a student arrives after the roll has been called, but within 10 minutes after class has started, he or she will be counted late, but not absent, provided he or she 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..

**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:** Good writers are almost always also good readers. We will read some good writing together this semester as a way to improve your own writing. Every reading assignment will involve a reading response. These responses will be around 300 words long (this paragraph is about 150 words long) and are due by email the night before the class in which we discuss the reading or on paper at the discussion. 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 or other Daily Work to form your sixth major grade of the course (the other five are the essays). You can earn extra points each time you read your response aloud in class.

**Academic Success Center:** There are ASCs on both the Airport (AC 151) and Beltline (WM110) campuses. 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 and printers you can use. You do not need an appointment. The ASC has excellent help on various facets of grammar and the writing process and, throughout the semester, I may suggest that you take one of the workshops to improve your skills in these areas. The ASCs are open 7:30 am to 8 pm on weekdays, plus Saturday mornings and Sunday afternoons. For more information, please see [www.midlandstech.edu/successcenter/](http://www.midlandstech.edu/successcenter/).

**Grading:** Each of the five essays is worth 14 points of your final grade. The other work (drafts, homework, quizzes, reading papers aloud) is worth an additional 1 point each. Thus, there is some extra credit already built into the course, and I expect you to do VERY well!

21 August	<u>In class:</u> Diagnostic Essay
23 August	<u>In class:</u> Syllabus, textbooks, introductions, read and discuss EB White's "Democracy" (Norton 884) <u>Homework:</u> Read Douglass' "Learning to Read" (Norton 408-412); Reading Response: For Douglass, learning to read was a transformative moment that was difficult to achieve. How did you learn to read? What does reading mean to you?
25 August	<u>In Class:</u> Quiz on syllabus and responsibilities; discuss Douglass and reading <u>Due:</u> Reading Response <u>Homework:</u> Read Hurston's "How It Feels to be Colored Me" (Norton 41-44); Reading Response: Hurston talks about how it feels to her to be African American. How does it feel to be the race you are?
28 August	<u>In Class:</u> Discuss Hurston and race; introduce <b>Summary Essay</b> assignment <u>Due:</u> Reading Response <u>Homework:</u> Read about summaries in Little Brown (LB 140-142, 157, 617-622, 630, 634)
30 August	<u>In Class:</u> Quiz on reading; discuss reading; read and discuss Faulkner's "Nobel Prize Award Speech" (Norton 563-564) <u>Due:</u> <u>Homework:</u> Summarize Douglass' "Learning to Read" (Norton 408-412), approximately 1 summary sentence for each paragraph in the text

1 September	<u>In Class:</u> Read Welty's "Clamorous to Learn" (Norton 413-417); write summary <u>Due:</u> Douglass Summary
4 September	Labor Day – NO CLASS
6 September	<u>In Class:</u> Write <b>Summary Essay</b> in class <u>Homework:</u> Read about <b>Persuasive Essays</b> in Little Brown (LB pages 179-218)
8 September	<u>In Class:</u> Quiz on reading, introduce <b>Persuasive Essay</b> assignment <u>Due:</u> <u>Homework:</u> Read Thoreau's "Where I Lived, and What I Lived For" (Norton 1155-1163); Reading Response: Describe the place where you live and say why you like or don't like living there
11 September	<u>In Class:</u> Discuss Thoreau and reading response; identify the "claim" in Thoreau, Welty, Douglass, and reading responses <u>Due:</u> Reading Response <u>Homework:</u> Read Staples' "Why Colleges Shower Their Students with A's" (Norton 390-392) and Quindlen's "Evan's Two Moms" (Norton 392-394); write a claim statement for each of the essays
13 September	<b>NO CLASS</b> <u>Homework:</u> Read Holt's "How Teacher's Make Children Hate Reading" (Norton 420-429); write a claim statement for the essay
15 September	<u>In Class:</u> Discuss Staples, Quindlen, and Holt <u>Due:</u> Claim Statements for Staples, Quindlen, and Holt <u>Homework:</u> write claim statements for each of 3 ideas you have for your <b>Persuasive Essay</b>
18 September	<u>In Class:</u> Discuss topics and claim statements <u>Due:</u> Claim statements for each of 3 ideas you have for your <b>Persuasive Essay</b> <u>Homework:</u> Read Rollin's "Motherhood: Who Needs It?" (Norton 341-349); Reading Response: Say why one mother you know is the best mother
22 September	<u>In Class:</u> Discuss Rollin and reading response; discuss revision <u>Due:</u> Reading Response <u>Homework:</u> Read about revision in Little Brown (LB Chapter 3); print the first draft of your <b>Persuasive Essay</b>
25 September	<u>In Class:</u> Peer Review drafts <u>Due:</u> first draft of <b>Persuasive Essay</b> <u>Homework:</u> Read Oates' "Against Nature" (Norton 621-627); Reading Response: Oates uses lots of quotations in her essay. Is it effective or not? Say why.
27 September	<u>In Class:</u> Discuss Oates and reading response; identify evidence types in Oates and Holt <u>Due:</u> Reading Response <u>Homework:</u> Read King's "Letter from Birmingham Jail" (Norton 889-902); identify opportunities in your <b>Persuasive Essay</b> to include research and evidence; read about research (LB chapters 43-44)
29 September	<u>In Class:</u> Quiz on reading; discuss King and research <u>Due:</u> <u>Homework:</u> Read about plagiarism (LB chapter 45); do exercise 45.1 (LB page 635); check your <b>Persuasive Essay</b> draft for plagiarism; Reading Response: Have you ever plagiarized or known someone who has? What did you learn from the experience?
2 October	<u>In Class:</u> Quiz on reading; discuss plagiarism and reading responses <u>Due:</u> Reading Response; Exercise 45.1 <u>Homework:</u> Read about citation styles (LB chapters 47 and 52); do exercise 47.1 (LB page 686); check your <b>Persuasive Essay</b> for proper citations

4 October	<p><u>In Class:</u> Practice writing citations  <u>Due:</u> Exercise 47.1  <u>Homework:</u> Make final revisions to and print your <b>Persuasive Essay</b></p>
6 October	<p><u>In Class:</u> Read essays  <u>Due:</u> <b>Persuasive Essay with Research Revisions</b>  <u>Homework:</u> Read about vocabulary and definitions (LB Chapter 40)</p>
9 October	<p><b>NO CLASS</b>  <u>Homework:</u> Reading Response: copy the definition of your favorite word from three different dictionaries, citing each entry in MLA style. Say which definition you prefer and why.</p>
11 October	<p><u>In Class:</u> Discuss homework and <b>Definition Essay</b> assignment  <u>Due:</u> Reading Response  <u>Homework:</u> Read Naylor's "Mommy, What Does "Nigger" Mean?" (Norton 485-487); Reading Response: What is the most insulting name someone might call you? Define that name.</p>
13 October	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> Read Updike's "Beer Can" (Norton 564-565) and Nabokov's "Good Readers and Good Writers" (Norton 1025-1029); Reading Response: Make two lists—qualities of good readers and qualities of good writers. Include Nabokov's qualities and any you think he left out</p>
16 October	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> Read Atwood's "True North" (Norton 171-180); Reading Response: Atwood's class of southerners asks 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</p>
18 October	<p><u>In Class:</u> Discuss reading response and define "barbecue"  <u>Due:</u> Reading response  <u>Homework:</u> Print <b>Definition Essay</b> draft</p>
20 October	<p><u>In Class:</u> Peer Review drafts  <u>Due:</u> draft of <b>Definition Essay</b>  <u>Homework:</u> print final draft and bring to class</p>
23 October	<p><u>In Class:</u> Read <b>Definition Essays</b>  <u>Due:</u> <b>Definition Essay</b>  <u>Homework:</u> Read Tierney's "Playing the Dozens" (Norton 516-524) and Gates' "In the Kitchen" (Norton 299-304); Reading Response: list 5 insults and 5 theme jokes (elephants, dead babies, walk-into-a-bar)</p>
25 October	<p><u>In Class:</u> Discuss Reading Response; introduce <b>Descriptive Essay</b> assignment  <u>Due:</u> Reading Response  <u>Homework:</u> Read about precise language (LB chapter 38); do exercise 38.1 (LB page 520) and exercise 38.2 (LB page 521); Reading Response: Describe your own hair according to the terms Gates uses in "In the Kitchen"</p>
27 October	<p><u>In Class:</u> Discuss Reading Response and topics for <b>Descriptive Essay</b>  <u>Due:</u> Reading Response, exercises 38.1 and 38.2  <u>Homework:</u> Read Stegner's "The Town Dump" (Norton 18-22) and Eighner's "On Dumpster Diving" (Norton 22-31); 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?</p>

30 October	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> Read Didion's "On Going Home" (Norton 9-11); 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?; revise your <b>Descriptive Essay</b> to strengthen its thesis</p>
1 November	<p><u>In Class:</u> Discuss Reading Response, practice figurative language  <u>Due:</u> Reading Response  <u>Homework:</u> Revise your <b>Descriptive Essay</b> to add figurative language; print draft and bring to class</p>
3 November	<p><u>In Class:</u> Peer Review drafts  <u>Due:</u> draft  <u>Homework:</u> Read Morrison's "Strangers" (Norton 132-136); Reading Response: Describe an interesting stranger you have seen</p>
6 November	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> print <b>Descriptive Essay</b> and bring it to class</p>
8 November	<p><u>In Class:</u> Read <b>Descriptive Essays</b>  <u>Due:</u> <b>Descriptive Essay</b>  <u>Homework:</u> Read about emphasis and variety (LB chapters 23 and 26); do exercises 23.2 (LB 388), 23.5 (LB 392), 26.2 (LB 417), and 26.4 (LB 419)</p>
10 November	<p><u>In Class:</u> Discuss homework  <u>Due:</u> Exercises 23.2, 23.5, 26.2, and 26.4  <u>Homework:</u> Read Austin's "The Land of Little Rain" (Norton 186-191); Reading Response: Describe an object of your choice using Austin's description of the yucca as a model.</p>
13 November	<p><u>In Class:</u> Discuss Reading Response; introduce <b>Narrative Essay</b> assignment  <u>Due:</u> Reading Response  <u>Homework:</u> Read White's "Once More to the Lake" (Norton 82-87); Reading Response: Write about going back to visit a place that is special to you.</p>
15 November	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> Read Walker's "Beauty: When the Other Danger is the Self" (Norton 68-74); Reading Response: Tell a story about one of your scars</p>
17 November	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response  <u>Homework:</u> Read Angelou's "Graduation" (Norton 32-41); Reading Response: Tell a story about your graduation, making sure that it has a point; list 5 possible topics for your <b>Narrative Essay</b></p>
20 November	<p><u>In Class:</u> Discuss Reading Response and workshop essay topics  <u>Due:</u> Reading Response and topic list  <u>Homework:</u> Choose the topic for your final paper and write the first draft</p>
22 November	<u>Thanksgiving Holiday</u>
24 November	<u>Thanksgiving Holiday</u>
27 November	<p><u>In Class:</u> Peer review <b>Narrative Essays</b>  <u>Due:</u> draft of <b>Narrative Essay</b>  <u>Homework:</u> Incorporate suggestions to improve your <b>Narrative Essay</b></p>

29 November	<p><u>In Class:</u> Peer review <b>Narrative Essays</b> <u>Due:</u> draft of <b>Narrative Essay</b> <u>Homework:</u> Incorporate suggestions to improve your <b>Narrative Essay</b></p>
1 December	<p><u>In Class:</u> Read <b>Narrative Essays</b> <u>Due:</u> <b>Narrative Essay</b> draft <u>Homework:</u> Edit and improve your <b>Narrative Essay</b></p>
4 December	<p><u>In Class:</u> Read <b>Narrative Essays</b> <u>Due:</u> <b>Narrative Essay</b> draft <u>Homework:</u> Make any last-minute improvements to your <b>Narrative Essay</b> and make sure it prints correctly!</p>
EXAM	<p>Instead of a regular exam, you must come in person to deliver your final paper, the <b>Narrative Essay</b>.</p>