

Midlands Technical College  
English 101: Composition 1  
Spring 2006

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**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, typed, on the day indicated. Each reading response provides a new opportunity to practice rhetorical methods we will discuss 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!

10 January	<u>In class:</u> Diagnostic Essay
12 January	<u>In class:</u> Syllabus, textbooks, introductions <u>Homework:</u> Read Douglass' "Learning to Read" (Norton 408); Reading Response: Learning to read completely changed Douglass' life. How did you learn to read and what does it mean to you?
15 January	NO CLASS (MLK Day)
17 January	<u>In Class:</u> Quiz on syllabus and responsibilities; discuss Douglass and reading <u>Due:</u> Reading Response <u>Homework:</u> Read Golding's "Thinking as a Hobby" (Norton 217); Reading Response: What do each of the headmaster's statues represent? What statues would you choose to represent those ideas?
19 January	<u>In Class:</u> Discuss Golding; 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)
22 January	<u>In Class:</u> Quiz on reading; discuss reading; read and discuss Faulkner's "Nobel Prize Award Speech" (Norton 563) <u>Due:</u> <u>Homework:</u> Read and summarize Welty's "One Writer's Beginnings" (Norton 1019), approximately 1 summary sentence for each paragraph in the text
24 January	<u>In Class:</u> Read Hurston's "How it Fees to be Coloured Me" (Norton 41); write summary; get assignment for <b>Summary Essay</b> <u>Due:</u> Welty Summary
26 January	<u>In Class:</u> Write <b>Summary Essay</b> <u>Homework:</u> Read about <b>Persuasive Essays</b> in Little Brown (LB chapter 10)

29 January	<p><u>In Class:</u> Quiz on reading, introduce <b>Persuasive Essay</b> assignment</p> <p><u>Due:</u></p> <p><u>Homework:</u> Read Bird's "College is a Waste of Time and Money" (Norton 429); Reading Response: Why are you in college?</p>
31 January	<p><u>In Class:</u> Discuss Bird and reading response; practice writing claim statements</p> <p><u>Due:</u> Reading Response</p> <p><u>Homework:</u> Read Staples' "Why Colleges Shower Their Students with A's" (Norton 390) and Ivins' "Get a Knife, Get a Dog, but Get Rid of Guns" (Norton 389); write a claim statement for each of the essays.</p>
2 February	<p>NO CLASS</p> <p><u>Homework:</u> Read Holt's "How Teacher's Make Children Hate Reading" (Norton 420); write a claim statement for the essay; Reading Response: Do you hate reading? Why or why not?; Read about pre-writing (LB chapter 2).</p>
5 February	<p><u>In Class:</u> Discuss Staples, Ivins, and Holt; brainstorm essay topics</p> <p><u>Due:</u> Claim Statements for Staples, Ivins, and Holt</p> <p><u>Homework:</u> write claim statements for each of 3 ideas you have for your <b>Persuasive Essay</b>.</p>
7 February	<p><u>In Class:</u> Practice techniques for pre-writing</p> <p><u>Due:</u> Claim statements for each of 3 ideas you have for your <b>Persuasive Essay</b></p> <p><u>Homework:</u> Read Rollin's "Motherhood: Who Needs It?" (Norton 341); Reading Response: Say why one mother you know is the best mother, including a claim statement.</p>
9 February	<p><u>In Class:</u> Discuss Rollin and reading response; workshop claim statements for essays</p> <p><u>Due:</u> Reading Response and draft claim statements</p> <p><u>Homework:</u> Read about revision in Little Brown (LB Chapter 3); print the first draft of your <b>Persuasive Essay</b></p>
12 February	<p><u>In Class:</u> Peer Review drafts</p> <p><u>Due:</u> first draft of <b>Persuasive Essay</b></p> <p><u>Homework:</u> Read Pollitt's "Does a Literary Canon Matter?" (Norton 1047); Reading Response: Pollitt lists a lot of writers and books. Make a list of which ones you've read and another list of things you think everyone should read (at least 10).</p>
14 February	<p><u>In Class:</u> Discuss Pollitt and reading response; peer review drafts</p> <p><u>Due:</u> Reading Response</p> <p><u>Homework:</u> Read Oates' "Against Nature" (Norton 889); identify opportunities in your <b>Persuasive Essay</b> to include research and evidence; read about research (LB chapters 43-44)</p>
16 February	<p><u>In Class:</u> Quiz on reading; identify types of evidence in Oates; demonstrate research techniques</p> <p><u>Due:</u></p> <p><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 and add research evidence; Reading Response: Have you ever plagiarized or known someone who has? What did you learn from the experience?</p>
19 February	<p><u>In Class:</u> Quiz on reading; discuss plagiarism; research workshop</p> <p><u>Due:</u> Reading Response; Exercise 45.1</p> <p><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</p>
21 February	<p><u>In Class:</u> Quiz on reading; practice writing citations</p> <p><u>Due:</u> Exercise 47.1</p> <p><u>Homework:</u> Make final revisions to and print your <b>Persuasive Essay</b></p>
23 February	<p><u>In Class:</u> Read essays</p> <p><u>Due:</u> <b>Persuasive Essay with Research Revisions</b></p> <p><u>Homework:</u> Read about vocabulary and definitions (LB Chapter 40); 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>

26 February	<p><u>In Class:</u> Discuss homework  <u>Due:</u> Reading Response  <u>Homework:</u> Read Gates' "In the Kitchen" (Norton 299); Reading Response: For Gates, hair means family and history and social status. What does your hair say about you?</p>
28 February	<p><b>(MIDTERM)</b>  <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) and Tierney's "Playing the Dozens" (Norton 516); Reading Response: What is the most insulting name someone might call you? Define that name.</p>
2 March	<p><u>In Class:</u> Discuss insults.  <u>Due:</u> Reading Response  <u>Homework:</u> Read Updike's "Beer Can" (Norton 564-565) and about reading critically (LB chapter 8); write a blank peer review worksheet with questions you would like answered on your own writing.</p>
5 March	<p><u>In Class:</u> Define "barbecue" using different definition styles  <u>Due:</u> blank worksheet  <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>
7 March	<p><u>In Class:</u> Discuss reading response  <u>Due:</u> Reading response  <u>Homework:</u> Print <b>Definition Essay</b> draft</p>
9 March	<p><u>In Class:</u> Peer Review drafts  <u>Due:</u> draft of <b>Definition Essay</b>  <u>Homework:</u> revise then print final draft and bring to class</p>
12-16 March	<p><b>SPRING BREAK</b></p>
19 March	<p><u>In Class:</u> Read <b>Definition Essays</b>  <u>Due:</u> <b>Definition Essay</b>  <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>
21 March	<p><u>In Class:</u> Discuss Reading Response  <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); list five possible topics for your <b>Descriptive Essay</b></p>
23 March	<p><u>In Class:</u> Introduce <b>Descriptive Essay</b> assignment and workshop topics  <u>Due:</u> Exercises 38.1 and 38.2 and five topics  <u>Homework:</u> Read Morrison's "Strangers" (Norton 132); Reading Response: Describe an interesting stranger you have seen. Also draft a thesis statement for the topic of your next essay.</p>
26 March	<p><u>In Class:</u> Discuss Reading Response  <u>Due:</u> Reading Response and thesis  <u>Homework:</u> Read Dillard's "Terwilliger Bunts One" (Norton 151) and Kincaid's "Ugly Tourist" (Norton 565). Reading Response: Describe a time when you were out of place and became an "ugly tourist." What made you ugly?</p>
28 March	<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>

30 March	<u>In Class:</u> Peer Review drafts <u>Due:</u> draft <u>Homework:</u> Revise your Descriptive Essay to incorporate peer comments
2 April	<u>In Class:</u> Read <b>Descriptive Essays</b> <u>Due:</u> <b>Descriptive Essay</b> <u>Homework:</u> Read Laurino's "Words" (Norton 498); Reading Response: Laurino's brother REALLY doesn't want her to say "chicken feet!" Tell a story about something you do or say with your family that you don't usually share with outsiders.
4 April	<u>In Class:</u> Discuss Reading Response <u>Due:</u> Reading Response <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)
6 April	<u>In Class:</u> Discuss homework; practice telling shared stories; introduce <b>Narrative Essay</b> assignment <u>Due:</u> Exercises 23.2, 23.5, 26.2, and 26.4 <u>Homework:</u> Write a list of three ideas you have for your last paper
9 April	NO CLASS
11 April	<u>In Class:</u> Workshop essay topics; practice narrative structure graphing <u>Due:</u> essay topic ideas <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.
13 April	<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
16 April	<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
18 April	<u>In Class:</u> Discuss Reading Response <u>Due:</u> Reading Response <u>Homework:</u> Choose the topic for your final paper and write the first draft
20 April	NO CLASS
23 April	<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>
25 April	<u>In Class:</u> Peer review <b>Narrative Essays</b> (again, differently) <u>Due:</u> draft of <b>Narrative Essay</b> <u>Homework:</u> Incorporate suggestions to improve your <b>Narrative Essay</b>
27 April	<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>
30 April	<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!
2-8 May	Instead of a regular <b>EXAM</b> , you must come in person to deliver your final paper, the <b>Narrative Essay</b> .