

**Midlands Technical College**  
**English 101: Composition 1**  
**Summer 2007**

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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 4 absences in this class, which meets twice 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). Reading Responses are meant to check that you've understood assigned readings, help you practice writing, and start you thinking for our discussion. 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!

22 May	<u>In class:</u> Diagnostic Essay, introductions, textbooks, responsibilities, syllabus <u>Homework:</u> Read Douglass (408); RR: 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?; read about summaries (LB 140-142, 617-622); summarize Douglass.
24 May	<u>In Class:</u> Quiz on syllabus and responsibilities; discuss Douglass and summaries; quiz on summaries, summary essay handout <u>Due:</u> Reading response and summary <u>Homework:</u> Read Holt (420); summarize Holt; read Hurston (41)
29 May	<u>In Class:</u> Discuss Hurston and Holt, summarize Hurston together, essay exams handout <u>Due:</u> Holt summary <u>Homework:</u> Read Welty (1019); summarize Welty; read Quindlen (392), _____, and _____
31 May	<u>In Class:</u> <b>SUMMARY ESSAY</b> <u>Due:</u> Welty summary <u>Homework:</u> Read about persuasive essays (LB Ch. 10); read Pollitt (1047); RR: make two lists—one of stuff from Pollitt that you've read and another of stuff you think should be in the canon.
5 June	<u>In Class:</u> Quiz on persuasive essays; persuasive essay handout; claim statements <u>Due:</u> Two lists <u>Homework:</u> Read Bird (429) and Staples (390); RR: write claim statements for Bird and Staples; RR: Why are you in college?

7 June	<p><u>In Class:</u> Brainstorm essay topics; prewriting  <u>Due:</u> Claim statements and reading response  <u>Homework:</u> Write claim statements for 3 ideas for your persuasive essay; do 2 kinds of pre-writing for your favourite topic; write the first draft of your persuasive essay</p>
12 June	<p><u>In Class:</u> Peer review drafts  <u>Due:</u> First draft of <b>PERSUASIVE ESSAY</b>; 2 pre-writing; 3 claim statements  <u>Homework:</u> Read about revision (LB ch. 3); read Rollin (341); RR: Who is the best mother you know? Why?</p>
14 June	<p><u>In Class:</u> Quiz on revision; research workshop  <u>Due:</u> reading response  <u>Homework:</u> Read about research (LB chs. 43-44); research three sources to add to your persuasive essay; read about citation (LB chs. 47 and 52)</p>
19 June	<p><u>In Class:</u> Quiz on research and citation; citation workshop  <u>Due:</u>  <u>Homework:</u> Read about plagiarism (LB 45); RR: Have you ever plagiarized or known anyone who has? What did you learn from the experience?; Exs. 45.1 (635) and 47.1 (686)</p>
21 June	<p><u>In Class:</u> Discuss plagiarism; read <b>PERSUASIVE ESSAYS</b>  <u>Due:</u> reading response; exs. 45.1 and 47.1  <u>Homework:</u> Read about vocabulary and definitions (LB ch. 40); copy the definition of your favourite word from three different dictionaries and cite each in MLA style</p>
26 June	<p><u>In Class:</u> Discuss favourite words; definition essay handout  <u>Due:</u> 3 definitions  <u>Homework:</u> Read Naylor (485) and Tierney (516); RR: What is the most insulting name anyone could call you? Define the insult. Look up the definition in at least one dictionary, copy and cite the definition.</p>
28 June	<p><b>MIDTERM</b>  <u>In Class:</u> Discuss insults; brainstorm essay topics  <u>Due:</u> reading response  <u>Homework:</u> Read Updike (564) and Atwood (171); RR: define 15 southern words (not pronunciations); read about reading critically (LB ch. 8)</p>
3 July	<p><u>In Class:</u> Descriptive essay handout; define barbecue; brainstorm topics  <u>Due:</u> 15 Southern definitions  <u>Homework:</u> Read Stegner (18) and Eighner (22); RR: Stegner learned more from the town dump than he did from school. Where have you learned more than you have in school?</p>
5 July	<p><b>NO CLASS</b></p>
10 July	<p><u>In Class:</u> Discuss Stegner, read Definition essays; Descriptive Essay handout  <u>Due:</u> <b>DEFINITION ESSAY</b>, reading response  <u>Homework:</u> Read about precise language (LB ch. 38); do exs. 38.1 (LB 520) and 38.2 (LB 521); list 5 possible topics for your descriptive essay</p>
12 July	<p><u>In Class:</u> descriptive language  <u>Due:</u> 38.1, 38.2; 5 topics  <u>Homework:</u> Read Dillard (151); RR: describe something that's gotten stuck in your head</p>
17 July	<p><u>In Class:</u> Read descriptive essays; narrative essay handout  <u>Due:</u> <b>DESCRIPTIVE ESSAY</b>; reading response  <u>Homework:</u> Read about emphasis and variety (LB chs. 23 and 26); do exs. 23.2, 23.5, 26.2, 26.4</p>
19 July	<p><u>In Class:</u> Narrative structure graphing  <u>Due:</u> 23.2, 23.5, 26.2, 26.4  <u>Homework:</u> Read Laurino (498); RR: describe something your family does, but never does around other people. Why do you do that?</p>

24 July	<u>In Class</u> : Semicolons <u>Due</u> : Reading response <u>Homework</u> : Print narrative essay; evaluation
26 July	<u>In Class</u> : Peer review narrative essays <u>Due</u> : <b>NARRATIVE ESSAY</b> ; evaluation <u>Homework</u> : Revise narrative essay
31 July	<u>In Class</u> : Read narrative essays <u>Due</u> : <b>NARRATIVE ESSAY</b> ; evaluation <u>Homework</u> : Revise narrative essay
<b>EXAM</b>	Just show up and hand in your final revision of your final paper.