

Summer 2010

ENGL 101

Instructor:

Courtney Danforth



COMPOSITION 1

English 101 is a writing intensive course designed to strengthen college-level writing skills. It provides particular attention to audience, purpose, and context for writing. 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. Also, 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 for ENG 101: English Placement Test or completion of ENG 098 or ESL 139 with a grade of C- or higher.

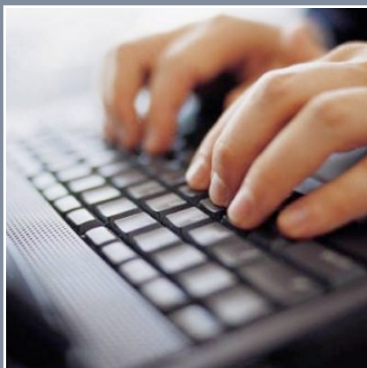
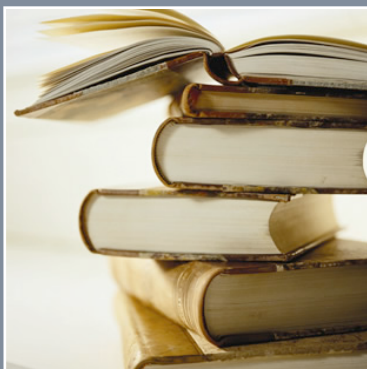
Course Objectives

This course will help the student to:

1. Read, analyze, and integrate challenging material into original writing.
2. Use a process approach to write complete, coherent, and well-developed thesis-driven essays.
3. Employ appropriate documentation to support research-based essays.
4. Identify purpose, audience, and rhetorical situation.
5. Control conventions of language, mechanics, and MLA format.



ENGL 101



Required Texts & Materials

- John J. Rusziewicz and Jay Dolmage, How to Write Anything: a guide and reference. 2010. (ISBN 978-0-312-53278-9)
- Access to a computer with internet and able to use all features of Angel, word processor.

Disability

Any student that has a documented disability that may require assistance should contact the Disability Resource Center located in the Student Service Center on each campus at one of the following phone numbers:

Cheyenne: 651-4045
Henderson: 651-3086
West Charleston: 651-5644

Final Grade

Your final grade will be calculated by averaging these grades:

- Essay 1
- Essay 2
- Essay 3
- Essay 4
- Peer response average (the subject of each peer response will grade the response, as will the instructor, thus each student will receive two grades for each of three responses, the six of which will be averaged for this grade)

Writing Centre

When students run into difficulty with a particular assignment, there is help available. There are writing centers on campus where students can meet one-on-one with an assistant. For more information, call the writing center at the most convenient campus (Cheyenne: 651-4101, West Charleston: 651-7402, or Henderson: 651-3187). Be sure to bring the textbook and a copy of the assignment when meeting with the tutor, and let the tutor know that this class uses MLA style documentation. In addition, through Smarthinking (which can be accessed through the Course Content Home Page) students can receive free online tutoring.

Grade Disputes

Should you believe a grade has been mishandled, please alert your instructor 24-36 hours after the grade has been distributed. Your alert should take the form of an email stating your claim and a short discussion of any supporting evidence. The administration will evaluate your dispute for resolution.

Late Work

Technology snafus are inevitable and unacceptable excuses. Please plan to avoid them. Assignments are due by 11:59pm on Thursdays in the week they are due. Late assignments incur a 10% per calendar day penalty.

Academic Honesty

The "CSN Student Conduct Code" prohibits "acts of academic dishonesty, including but not limited to cheating, plagiarism, falsifying research data or results, or assisting others to do the same" (CSN Course Catalogue and Student Handbook).

Plagiarism includes:

- using direct quotations without identifying them as such,
- summarizing or paraphrasing ideas without specific identification of the source,
- essays, research papers, and exams written by someone other than the student.

The individual student is responsible for the preparation and presentation of assignments. All sources of assistance, published or unpublished, must be acknowledged.

When found, and depending on the degree of plagiarism or cheating, students involved in such incidents will be penalized by a zero on the assignment or a zero for the course.

COURSE SCHEDULE

The instructor may alter this schedule as necessary in response to unforeseen circumstances.

Week 1:
6–9 July

Causal Analysis

- Read Causal Analysis (128-159)
- Optional: see chapter 66 for additional examples of causal analyses
- Essay 1: Causal Analysis of a Trend
 - Like Charles Paul Freund dealing with jeans (154), identify a trend you have noticed or some significant change in society or culture. It might relate to music, films, choice of majors, political preferences, and so on. Write an analysis of the phenomenon, considering either causes or potential consequences of this fashion. Then illustrate the trend with images that suggest its cultural reach or significance. Spend some time in the opening of your paper describing the trend and proving that it is real. Use Google News search (<http://news.google.com/>) to locate information for your essay. Cite three sources in MLA style in your essay (see chapter 44 for help with MLA). 750 words
- Read Peer Editing (392-396)

Week 2:
12–16 July

Rhetorical Analysis

- Read and respond to a classmate's Causal Analysis (250 words, please help make sure that everyone gets a comment)
- Read about using sources (400-405, 406-411, 415-419, 424-436)
- Read Rhetorical Analysis (222-251)
- Optional: see chapter 69 for additional examples of rhetorical analyses
- Essay 2: Rhetorical Analysis of an Advertisement
 - Using Seth Stevenson's "Ad Report Card: Mac Attack" (225) as a model, write your own critical analysis of one of the TV ads from the Georgia Meth Project (<http://www.youtube.com/user/GAMethProject>). Cite any sources you use (including but not limited to the particular TV ad you select from the campaign) using MLA style. 1000 words

Week 3:
19–23 July

Argument

- Read and respond to a classmate's Rhetorical Analysis (250 words, please help make sure that everyone gets a comment)
- Read about parts of an essay (336-363)
- Read Argument (68-101)
- Optional: see chapter 64 for additional examples of argument
- Essay 3: Argument about a Public Issue
 - As Anna Quindlen does in "Uncle Sam and Aunt Samantha" (97), assemble the facts about a controversy in your community (academic, social, political, or religious) and take a stand on the issue. Gather the necessary background information by following coverage of the issue from multiple sources and points of view. Offer a perspective of your own and defend your claim authoritatively in a formal essay. Cite all sources using MLA style. 1000 words.

Week 4:
26–30 July

Evaluation

- Read and respond to a classmate's Argument (250 words, please help make sure that everyone gets a comment)
- Read about the writing process (306-333)
- Read Evaluation (102-127)
- Optional: see chapter 65 for additional examples of evaluation
- Essay 4: Self Evaluation
 - Evaluate yourself as a college writer. Examine your strengths and weaknesses and provide examples of your successes and failures. Compare your skills to those you observed during peer critiques. Account for your preparation and training. Propose avenues of continued study. 750 words.

Peer Response

Guide

One of the primary ways we learn to write well is by carefully reading and studying other people's writing. In this course, students will critique three of their classmates' essays. Each response should be approximately 250 words, and follow this guide:

Summary (25 words): "In this essay, the author argues that, while many readers believe that Song of Songs is a holy scripture illustrating a believer's relationship with his/her faith, it is also a very sexy love poem. To prove her thesis, the author compares figurative language in four different translations."

Adherence to Assignment (25 words): "I think this assignment was meant to argue a political or religious issue, but your topic is environmental science. I think you need to say more about how your topic relates to the assignment."

What You Liked (50 words): "You did a really good job of selecting smart and interesting sources and quotations and punctuating and citing them correctly. Good transition words. The conclusion was very strong."

What Didn't Work for You (50 words): "I think you might need some help with commas. The quotation you use in the third paragraph seems to say the opposite of the way you're using it."

Concrete Suggestions (100 words): "Could you use a different word than 'very'? You use that word a lot. Try to use some bigger words by consulting a thesaurus. Also, I couldn't figure out which sentence was your thesis."

Remember that it is difficult to take criticism, but writers who genuinely want to improve their skills will not only accept quality critique, but welcome it as an opportunity to learn. In your critique, do it kindly, enthusiastically, and carefully to make it easy for your subject to accept your comments. The "golden rule" applies here: write the sort of response that you would like to receive to your own work.