

COMPOSITION I

COURTNEY DANFORTH

Required Texts:

Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook with 2009 MLA Updates*. 2nd ed. New York: Norton, 2009. (9780393934397)

Graff, Gerald and Cathy Birkenstein. *They Say I Say: the moves that matter in academic writing*. 2nd ed. New York, Norton 2010. (9780393933611)

Meeting Times:

This is a 3 credit course meeting from 1 July 2013 to 26 July 2013. As a 3 credit course conducted as a 4-week session, students are expected to allocate 36 hours to this course for each of the four weeks. Students are able to work ahead of the planned schedule insofar as they are able and our writing community will allow

Course Objectives:

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

Instructor Info:

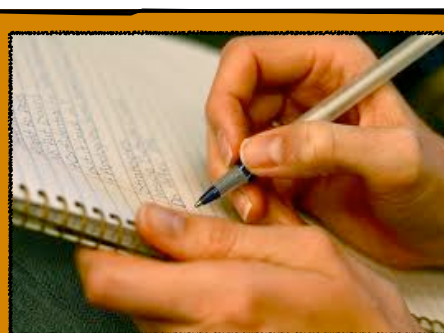
Courtney Danforth, best reached during this course via the email function inside of ANGEL. Please call me "Courtney" or "Professor Danforth." Please allow 5 working days for grades and 24 working hours for message response.



Course Description

English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. 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. Additionally, 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: English Placement Test or completion of ENG 098 or ESL 139 with a grade of "C-" or higher



POLICIES

Attachments: Please use the copy/paste function of your computer to submit written assignments. Your instructor does not read attachments. ANGEL provides all necessary formatting tools in submission windows. However, it is prudent to compose (and save often) or draft all documents outside of ANGEL to prevent data loss. Google Docs is free and an excellent word processing choice.

Attendance: Students are expected to participate by attending class and/or logging in to the course site in ANGEL, Monday-Friday.

CSN Academic Integrity

Policy: <http://www.csn.edu/pages/904.asp> [See also, Instructor Academic Integrity Policy --->]

CSN Disruptive & Abusive

Student Policy: <http://tinyurl.com/8dvcrew>

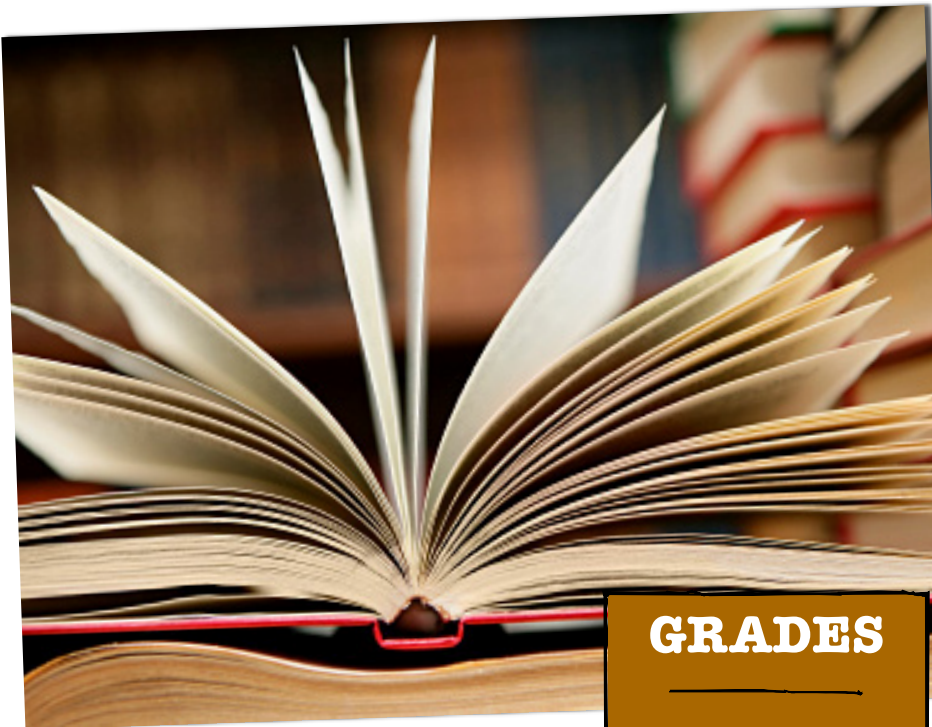
CSN Student Conduct Code:

<http://tinyurl.com/8e44g5m>

Disabilities: Please read the CSN Americans with Disabilities Act (ADA) statement and consult the CSN Disability Resource Center at <http://www.csn.edu/pages/2566.asp>. Your instructor is committed to providing the accommodations to which you are entitled.

Late/Makeup Work: Late assignments are not accepted and makeup work is not offered except for extraordinary circumstances.

Withdrawal: You must withdraw yourself to get a W on your transcript. If you do not, I will record the grade you earn. 12 July is the last day to change your status to W for this course.



INSTRUCTOR ACADEMIC INTEGRITY POLICY

All academic integrity violations in the course will be reported to the campus administration. In-course consequences range from failure of the assignment to failure of the course. As long as you are disciplined in your research, reading, and record-keeping, and clearly indicate all responsibilities and sources, you should be fine. As a reminder, any information that is not your original idea or common knowledge requires citation. It can be confusing to know what qualifies as plagiarism and how to avoid it. For help, see: http://www.plagiarism.org/plag_article_plagiarism_faq.html. The documentation system we will use in this course is MLA. To refresh your understanding of MLA, see: <http://owl.english.purdue.edu/owl/resource/747/01/>. For help forming MLA style Works Cited, try: <http://www.easybib.com/>.

GRADES

There are

735

points available in the course (plus extra credit).

701-735	A
667-700	A-
633-666	B+
599-632	B
565-598	B-
531-564	C+
497-530	C
465-498	C-
431-464	D+
397-430	D
363-396	D-
0-362	F

Final grades will be available by 11 Aug.

Assignments

ORIENTATION QUIZ

After reading the syllabus thoroughly, investigating your textbooks, and getting to know the course site in ANGEL, this quiz will help to make sure you understand how the course will progress. You will have two hours to complete the 20 question quiz and are free to use any resources you have available ("open book"). The Orientation Quiz is worth 10 points towards your course grade.

INTRODUCTION & REPLY

Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. Though this is an online course, it constitutes a writing community and you will be reading and critiquing your classmates' writing, and receiving their response to your writing. Introduce yourself. Tell us what you like to be called, where you live, what you want to study, what interests you, what you do with your time, what sort of writer you are, or anything you want us to know. Read through the posts and post a reply to a classmate with whom you have something in common. The purpose of this assignment is for you to get familiar with the discussion board functions of ANGEL and to establish relationships in the writing community that is this course. The Introduction and Reply is worth 10 points towards your course grade.

CHAPTER SUMMARIES

There are eleven sets of chapter summaries that are due throughout the semester. These summaries serve as course notes, teach you specific skills you'll need to demonstrate on assignments, and also provide training in dense and concise writing. For your convenience, there is a template posted as "Chapter Summaries Template" in "Orientation" under "Course Content". For each chapter in the assigned set, you will write 75 words summarizing the important information in the chapter and 25 words explaining how you will apply that chapter's information in your own academic writing. The total number of words required for each set of summaries will differ according to the number of chapters assigned (if there are four chapters assigned, you

will write a total of 400 words; if there are seven chapters assigned, you will write 700 words). It will be a challenge to note all important instruction in the chapters in so few words--do not waste your word count on "niceties" such as "In Chapter 319 of The Norton Field Guide to Writing, 'Business Writing'...". Instead, get right to the meat of the chapter: "When describing experience on a resume, use action verbs to excite a reader. Business letters may contain footnotes when necessary." The purpose of these assignments is to read/learn specific writing skills, to practice writing concisely, to encourage self-reflection on writing skills, and to prepare you for assignments that follow.

- Each of these 11 sets of summaries is worth 10 points towards your course grade.
- Writing Process: 7 chapters/700 words
- Rhetoric: 4 chapters/400 words
- They Say: 3 chapters/300 words
- I Say: 4 chapters/400 words
- Definition: 3 chapters/300 words
- Research: 4 chapters/400 words
- Annotated Bibliography: 4 chapters/400 words
- Tying it All Together: 2 chapters/200 words
- Process Analysis: 4 chapters/400 words
- Argument: 4 chapters/400 words
- Portfolio: 2 chapters/200 words

DEFINITION ESSAY

One of the first tasks for many essays is for a writer to define the terms in use within the essay. Using formal, extended, and stipulative definitions, define "academic writing" and its constituent parts. What is academic writing? How is it like and unlike other forms of writing? You must address: plagiarism, citation, research, and thesis. You must incorporate information from sources of your choosing (including the textbooks) to the best of your ability. The purpose of this assignment is to practice definitional argument, a primary mode of academic writing that you will encounter during your college experience, and for you to expand and cement your understanding of "academic writing".

- 100 points
- 1000 words

PEER REVIEWS

Academic writing happens in a community. Part of learning to write is learning to receive and offer feedback to your peers. You will write eight peer reviews during the course--selecting two classmates to review for each of three essays and one annotated bibliography. Each peer review will total 250 words and address both your classmates' successes and the elements of writing that, in your informed opinion, deserve revision. You do not need to be an expert in order to share your experience and your take on a piece of writing. Consider what sort of feedback you would most like to receive, and use that concept to guide your peer review. You should focus your review on writing skills instead of content as much as possible. As you respond to a classmate's work, you should take the opportunity to reflect on your own skills with writing. For each peer review, please select a different classmate and please help to ensure that every student receives at least one peer review. You should post your review as a followup "Reply" to your classmate's original posting of his/her essay. The purpose of this assignment is for you to evaluate and critique your classmates' writing, review specific writing skills, and evaluate your own skills against those of your peers. Each of the eight peer reviews is worth 10 points

ANNOTATED BIBLIOGRAPHY

Of the things you know, what topic do you know the most about? Are you an expert on anime or judo or baking or saltwater aquariums or gin-based cocktails or Namibia or yoga or colonial American tombstones or stasis theory in law or companion animal politics in ancient Rome or medieval prophecy? Decide in what topic area you are closest to being an expert. After reading in Norton about the research process, begin to research your topic to find out even more. Consult the help sheets posted for conducting smart research in Google and in the library's databases. The library sources have been purchased for your use in this and other courses you take at CSN and are, generally speaking, a more responsible choice overall for academic research. Select ten sources that best demonstrate your ability to

Assignments

ANNOTATED BIBLIOGRAPHY

(con't) find and evaluate sources related to your topic (at least five must be library sources--digital sources found in the library are fine). For each of your chosen sources, construct a full citation in MLA format (refer to Norton chapter 49 for examples) and a 100 word descriptive annotation of the source. Arrange your ten entries (ten pairs of citation with annotation) in alphabetical order (as required by MLA). Begin your annotated bibliography with a 100 word introduction to your specific topic. The purpose of this assignment, which tests research methods, summary, and documentation, is to practice a fundamental exercise in academic research and a document type you are likely to be assigned in your future coursework. 100 points.

- Basic Google Search Tips (<http://tinyurl.com/dk4toz>)
- Google Advanced Search Tips (<http://tinyurl.com/cnl73j>)
- Jumpstart Your Research with CSN (<http://tinyurl.com/6tluhol>)

REFERENCE SEARCH REFLECTION

One of the most important steps in the research writing process is to review reference sources on your topic. This is a step that helps a writer to refine his/her topic, to define terms related to the topic, and to prepare for the more demanding step of research. Using the library database, Credo Reference, read about your topic in a variety of specialized dictionaries, encyclopaedias, and other reference sources. What did you learn? The purpose of this assignment is for you to prepare yourself for research towards the Annotated Bibliography and Argument assignments. 25 points.

TEMPLATES REFLECTION

The textbook *They Say I Say* is controversial because it uses templates to facilitate students's entry into academic conversation and academic writing. Read the rationale of the authors in the introduction and the appendix of templates. What do you think about this method for academic writing? Reflect on this question and respond in 250 words. The purpose of this assignment is for you to consider the arguments made by Graff and Birkenstein, reflect on your own experience using their recommendations as you begin to write in academic style, and experiment with staking claims that are proved with evidence. 10 points.

PROCESS ANALYSIS ESSAY

You may recall writing a process essay as a child, probably around fourth grade. The early form of this assignment often requires students to describe the process for making a peanut butter and jelly sandwich. In process analysis, it's important to account for every step in the process and to describe it in enough detail that your reader can replicate the process.

For this assignment, analyze the process of using MLA style to cite research in an academic essay. One likely place to begin is with the process of using a library database and selecting an appropriate source. Your analysis must explain the rules and process for creating a

Works Cited list and how to punctuate the parenthetical in-text citations. Imagine a student next semester who has to learn how to do academic research, use MLA citations, and write a paper using those skills--what would that student need to know? In addition to the information provided by your textbooks, I also recommend this page from Purdue (<http://owl.english.purdue.edu/owl/resource/747/02/>). You must use the knowledge you gain from your research to cite sources within your essay. The purpose of this assignment is to practice a mode of writing common in college assignments, particularly in fields outside the humanities, and also to insure that you understand the process of academic writing.

- 100 points
- 1000 words

ARGUMENT ESSAY

The argument is the most important and most common form of essay you will be asked to write in college. This type of essay is alternately known as a "persuasive" essay. On the topic of your Annotated Bibliography, and making use of the research you have already undertaken and any additional resources you wish to add, construct an argumentative essay that uses research to prove a claim of your choice. Remember your audience when writing this essay. Your paper will be read by your classmates, who are likely unfamiliar with your topic, and by your instructor, who knows a lot about a lot, but probably isn't an expert on your specific topic. You will need to enhance your argument with definition, comparison, and analysis to ensure that your readers understand enough about your topic to make an informed decision about your claim. As the last essay of the course, you should apply all the skills you have learned this semester in your essay. The purpose of this assignment is for you to practice this most important mode of academic writing, for you to share your area of expertise, and for you to demonstrate your ability to make claims that are proven by evidence gathered from research.

- 100 points
- 2000 words

PORTFOLIO

At the end of this semester, you should be an even more capable college writer than you were at the beginning. You've written three major essays and many short writing assignments. You've worked on research, citation, grammar, organization, argumentation, and critical thinking skills. Please revise each of your three essays to demonstrate your writing process and every composition skill you've learned during the previous seven weeks. You should consider peer review comments you received, my grading comments, the advice of your textbook, and links posted for the course. You should locate additional sources through research and apply them as evidence in your essays, making sure to cite thoroughly and accurately. Every essay can be improved--even those that earned As the first time around. You can plan to spend approximately ten hours on this assignment. (con't)

Assignments

PORTFOLIO

(con't) In addition to your three revised essays, your portfolio should include a business style letter from you to me. This letter is your opportunity to argue the extent of your success in the course. You should answer questions such as:

- What have you learned?
- Which parts of this course were helpful in developing your college writing skills and which parts didn't help you?
- What revisions, specifically, did you make to each of your four papers?
- What can you do now that you didn't show in your first papers?
- What skills do you think will be most useful to you during the rest of your college career?

To format a business letter, check out [http:// owl.english.purdue.edu/owl/resource/653/01/](http://owl.english.purdue.edu/owl/resource/653/01/). There is a sample letter available in the "Orientation" folder. There is no specific requirement for length on this assignment. You should use your best judgment to know when you have said everything that needs to be said as concisely and effectively as possible. To submit your portfolio, please copy and paste (in this order, as a single submission):

- Portfolio letter
- Revised Essay 1
- Revised Essay 2
- Revised Essay 3

The portfolio is your last assignment of the semester. The purpose of this assignment is for you practice the complete cycle of the writing process, to reflect on and demonstrate your progress as an academic writer throughout the course, and to boost your grade at the end of the course (if earned). Thank you for your hard work in this course. I wish you the very best of luck in the rest of your coursework!

- 100 points

Course Schedule

NOTE: All assignments are due by 1pm (local Las Vegas time) on their indicated due dates. At deadline, their links in ANGEL will disappear and you will no longer be able to access the dropboxes or submit your work. Please plan ahead.

July 1: Introductions	<ul style="list-style-type: none"> Review your textbooks, this syllabus, and the course ANGEL site to make sure you understand all expectations and plans. Learn how to do the chapter summary assignments correctly by studying the template.
July 2: Academic Writing Fundamentals	<ul style="list-style-type: none"> Take the Orientation Quiz. Post your Intro/Reply. Read Norton chapters 1-4 and summarize CS:-Rhetoric Read Norton chapters 21-27 and summarize CS:-Writing Process Read They Say/I Say chapters 1-3 and summarize CS:-They Say
July 3: Definition Essay	<ul style="list-style-type: none"> Read They Say/I Say chapters 4-7 and summarize CS:-I Say Read Norton chapters 29, 30, 35 and summarize CS:-Definition Essays Review the Definition Essay assignment. Review the Definition Essay Outline (1 and 2). Complete your own outline and draft your Definition Essay. Last day to drop without W
July 4: HOLIDAY	No class
July 5: Research Topics	<ul style="list-style-type: none"> Revise and submit Definition Essay. Take the Research Pre-test. Review the Argument Essay assignment and begin to choose a topic for your research project. Study the Invention handout. Complete at least seven exercises to determine and develop a topic of your choice. Read about Research Questions and write a research question on your topic.
July 8: Reference Sources	<ul style="list-style-type: none"> Write 250 words to two classmates on their Definition Essays. Write the kind of peer review you would find helpful for improving your academic writing. Using Credo Reference, via the CSN Library, spend three hours searching, reading, and taking notes on your chosen research topic. Keep your notes--you'll need them later in the course.
July 9: Annotated Bibliography	<ul style="list-style-type: none"> Using your notes, write and submit the Reference Search Reflection on your findings from yesterday. Read Norton 48, 49, 10, 11 and summarize CS: Annotated Bibliography Read Norton 42-46 and summarize CS: Research Experiment with EasyBib (and Norton chapter 49) for help constructing accurate citations.
July 10: Research	<ul style="list-style-type: none"> Using the database links (1 & 2), via the CSN Library, spend four hours searching, reading, and taking notes on your chosen research topic. Keep your notes--you'll need them. Select eight articles from these databases for your Annotated Bibliography (and later, your Argument Essay). Read them completely and make notes. Remember to make citations for each source and keep those with the relevant notes.
July 11: Research	<ul style="list-style-type: none"> Complete the Midterm Survey. Use the CSN Library to search for two eBooks and two streaming videos (spend about 3 hours searching, reading, and taking notes) on your chosen research topic. Read or watch them completely. Keep your notes--you'll need them for your Annotated Bibliography (and later, your Argument Essay). Remember to make citations for each source and keep those with the relevant notes.

July 12: Research	<ul style="list-style-type: none"> Use your favourite search engine to find four high-quality Web sources on your chosen research topic (3 hours). Take good notes--you'll need them for your Annotated Bibliography (and later, your Argument Essay). Remember to make citations for each source and keep those with the relevant notes. Choose the best ten sources on your research topic to include in your Annotated Bibliography. List each source (in alphabetical order!) with a full citation in MLA style followed by a 100 word annotation. At the beginning of your document, include an introductory paragraph with hook and thesis to help readers get to know your topic. Submit.
July 15: Process Analysis	<ul style="list-style-type: none"> Revise and submit Annotated Bibliography Read Norton 38, 39, 36, 8 and summarize CS: Process Analysis Complete three exercises from the Invention handout to get yourself started on the Process Analysis Essay. Do the necessary research to complete a full outline (example 1, 2) for your Process Analysis Essay.
July 16: Templates	<ul style="list-style-type: none"> Draft and revise your Process Analysis Essay. Read the They Say/I Say introduction and appendix of templates, then complete the Templates Reflection. Read They Say/I Say chapters 8-9 and summarize CS: Tying It All Together
July 17: Process Analysis	<ul style="list-style-type: none"> Revise and submit Process Analysis Essay. Read Norton 9, 32, 33, 34 and summarize CS: Argument.
July 18:	<ul style="list-style-type: none"> Write 250 words to two classmates on their Process Analysis Essays. Write the kind of peer review you would find helpful for improving your academic writing. Complete five exercises from the Invention handout to get yourself started on the Argument Essay. Complete a full outline of your Argument Essay.
July 19: Argument	<ul style="list-style-type: none"> Draft and revise your Argument Essay. Review your peer review and grading comments from the first two essays. Make a list of writing skills you should address during revision. Submit Definition and Process Analysis essays to SmartThinking for further assistance.
July 22: Revision	<ul style="list-style-type: none"> Revise and submit Argument Essay. Submit Argument Essay to SmartThinking for further assistance. To earn some extra credit, consider completing the OPTIONAL Rhetorical Tropes/ Logical Fallacies assignment.
July 23: Revision	<ul style="list-style-type: none"> Write 250 words to two classmates on their Argument Essays. Write the kind of peer review you would find helpful for improving your academic writing. Read and summarize CS: Portfolio. Review the Portfolio assignment and outline your Portfolio Letter.
July 24: Revision	<ul style="list-style-type: none"> Revise your Process Analysis Essay. Use the Revision handout, peer reviews, grading comments, and SmartThinking to revise, improve, and edit your Definition Essay too (3 hours).
July 25: Revision	<ul style="list-style-type: none"> Revise your Argument Essay. Use the Revision handout, peer reviews, grading comments, and SmartThinking to revise, improve, and edit your Argument Essay (3 hours). Review the Sample Portfolio Letter. Draft and revise your portfolio letter.
July 26: Portfolio	<ul style="list-style-type: none"> Take the Research Test. Revise your portfolio letter. Assemble your Portfolio by pasting your letter, your revised Definition Essay, your revised Process Analysis Essay, and your revised Argument Essay into a single document. Submit Portfolio. Take the Final Survey.