COMPOSITION 1

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.

This is a "research enhanced" section of 101, focusing on basic academic research methods with the help of CSN's librarians and held in a computer classroom. Some students may find the research focus too challenging or unsuitable for their educational goals and should evaluate whether another section of the course is more appropriate.

Course Objectives

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. Use appropriate technologies to prepare written assignments.
6. Control conventions of language, mechanics, and MLA format.

Courtney Danforth

Syllabus is subject to change as deemed appropriate by the instructor with advance notification.

Grades

There are

735

points available.

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

Required Text:

Bullock, Richard and Francine Weinberg. *The Norton Field Guide to Writing with Handbook with 2009 MLA Updates,* 3rd ed. NY: Norton, 2014. 978-0-393-91958-5

Graff, Gerald and Cathy Birkenstein. *They Say I Say.* 3rd ed. NY: Norton, 2014. 978-0-393-93584-4

Instructor:

Courtney Danforth, best reached during this course via the message function inside of Canvas. Please call me "Courtney" o r "Professor Danforth." Please allow 10 working days for grades and 24 working hours (9-5, Mon-Thu, no holidays) for message response.

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.

Withdrawal:

Instructors are not able to withdraw students from a course. If you wish to withdraw, please do so using MyCSN before the withdraw deadline.

Attendance:

This is a 3 credit course meeting online and Monday OR Tuesdays in I-101 (3-4:20) during Fall 2014. Students are expected to allocate approximately nine hours to the course each week. Students are permitted to work ahead of the planned schedule insofar as they are able. Attendance is monitored by login; students are expected to login to the course Mondays-Thursdays to monitor progress, messages, and announcements.

Late/Makeup Work:

Late and makeup work is not accepted except for extraordinary circumstances. To petition for an exception, send a message and independent verification to your instructor.

Academic Integrity:

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: h t t p : / / www.easybib.com/.

Assignments

Orientation Quiz

After reading the syllabus thoroughly, investigating your textbooks, and getting to know the course site in Canvas, this quiz will help to make sure you understand how the course will progress.

Research Quiz/Test

To assess the growth of your research skills, you'll take the same quiz at the beginning and ends of the course. It tests your understanding of finding, choosing, and using scholarly texts. Objectives 1, 3, 6.

Language Quiz/Test

While this is a composition and not a language course, language skills are integral to composition and rhetoric. This quiz tests your grammar, punctuation, word choice, and usage skills. Like the Research Quiz, you'll take it at both the beginning and end of the course we hope to see you learn! Objectives 2, 6.

Course Notes

Take notes as you read and participate in class activities. You will have an opportunity to revise these into a share-able format for extra credit at the end of the course. Objectives 1-6.

Quizzes

There are quick quizzes during most modules of the course, testing reading and skills. Quizzes take no longer than 10 minutes. They are taken in Canvas and auto-graded. Objectives 1-6.

Academic Writing Annotated Bibliography

An annotated bibliography is a document that summarizes a set of texts. This annotated bibliography summarizes an anthology of texts defining the term "Academic Writing." We will make part of this document together as a class, part in groups, and you will finish the document independently. Objectives 1- 6.

Academic Writing Outline

In the research writing process, you make an outline after compiling your resources. For this outline, you will use your Academic Writing Annotated Bibliography as content, adding an argument, thesis, introduction, and conclusion. Objectives 1-6.

Academic Writing Essay

After the annotated bibliography and the outline comes the essay. If you've done the prep work adequately, drafting your essay will be easy. Objectives 1-6.

Bananapocalypse Annotated Bibliography

You've already done one annotated bibliography. This one will test and develop your skills further. Objectives 1-6.

Bananapocalypse Outline

Again, you already did one of these for the first essay. It should be even easier this time. Objectives 1-6.

Bananapocalypse Essay

With this essay, you should focus on argumentation skills, crafting a sophisticated and strong thesis and organizing your evidence to support your independent argument. Objectives 1-6.

Independent Topic Annotated Bibliography

After following the whole process for two essays on shared topics, you're responsible for choosing the topic for your third essay. With this annotated bibliography, you'll have a one-on-one consultation with our course librarian to find, choose, and use the very best sources to suit your chosen topic. Objectives 1-6.

Independent Topic Outline

You're on your own creating this outline because each student's outline will be different to reflect his/her argument and topic. Objectives 1-6.

Research Reflection

As you complete your independent research project, take a moment to reflect on your academic research skills, particularly as they may have grown during this course. Objectives 2, 3, 5, 6.
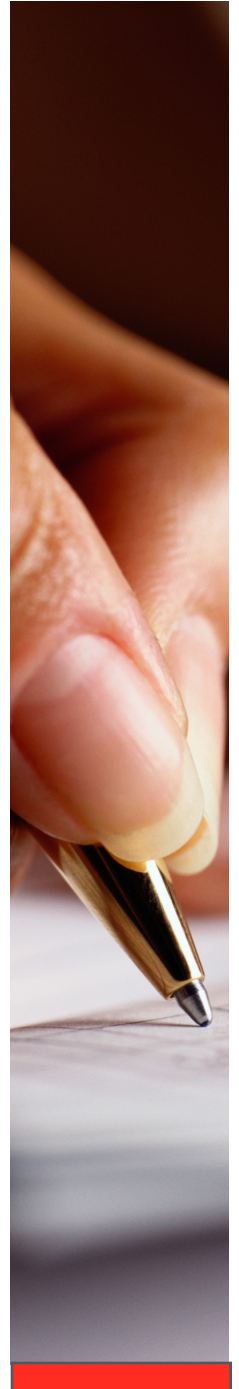
Independent Topic Essay

In this essay, you should teach readers what you've discovered in your research and convince them to agree with some position you choose to take. You should demonstrate every language, rhetoric, research, and composition skill you have learned in the course. Objectives 1-6.

Portfolio

At the end of the course, you should be a better writer than you were at the beginning. Revision is a vital part of composition. Instead of a final exam, you will revise each of your course essays to best reflect your knowledge, skills, and abilities at the end of the course and present these revisions with a cover letter as a writing portfolio. Objectives 1-6.

Schedule

Orientation	Class
	  • Lesson (30 min): Syllabus
	  • Activity (5 min): Make a new document with reading notes on "What is 'Academic Writing'" anthology.
	  • Activity: (45 min): As a class, read and note texts from "What is 'Academic Writing" anthology.

Summary/ Paraphrase/ Quotation
 	
due 11am, 8 Sept
	Class
	  • Lesson (30 min): Summary vs. Paraphrase vs. Quotation
	  • Activity: (15 min): Revise Academic Writing Notes to ensure each text includes both summary and paraphrase.
	  • Lesson (15 min): Annotated Bibliography
	  • Activity (5 min): Change notes document to "Academic Writing Annotated Bibliography"
	Independent Study
	  • (15 min): Orientation Quiz
	  • (15 min): Research Quiz
	  • (1 hr): Language Quiz
	  • (4 hrs): Read and note all texts in "What is 'Academic Writing'" anthology.
	  • (30 min): Read Norton chapter 47; add to course notes.
	  • (10 min): Summarizing Quiz

Argument and Thesis
 	
due 11am, 15 Sept
	Class
	  • Lesson (30 min): Argument and Thesis
	  • Activity (35 min): In groups, identify/quote thesis/arguments from readings; add to annotated bibliography document.
	Independent Study
	  • (2 hr): Read TS/IS chapters 2 and 3; add to course notes.
	  • (30 min): Read Norton chapters 31 and 33; add to course notes.
	  • (30 min): Read Norton chapters 10 and 12; add to course notes.
	  • (10 min): Annotating Quiz
	  • (10 min): Analyzing the Argument Quiz

Essays
due 11am, 22 Sept
	Class
	  • Lesson (15 min): Essays
	  • Activity (15 min): In groups, fill in outline for one body paragraph using annotated bibliographies.
	  • Activity (15 min): Individually, draft body paragraph from group outline.
	  • Lesson (10 min): Introductions and Conclusions
	  • Activity (15 min): In groups, draft introduction
	Independent Study
	  • (3 hr): From notes (and using template), assemble Annotated Bibliography for "What is 'Academic Writing'?".
	  • (30 min): Read Norton chapters 25 and 27; add to course notes.
	  • (10 min): Main Point and Support Quiz
	  • (10 min): Making Paragraphs Flow Quiz

Evaluating Sources
 	
due 11am, 29 Sept
	Class
	  • Lesson (10 min): Bananapocalypse
	  • Lesson (15 min): Evaluating Sources (Caprice)
	  • Activity (45 min): In groups, evaluate sources on Bananapocalypse Bibliography.
	Independent Study
	  • (2 hr): Using Annotated Bibliography, adding research if necessary, complete outline.
	  • (1 hr): Read Norton chapters 26 and 30; add to course notes.
	  • (2 hr): Complete draft of Academic Writing Essay
	  • (1 hr): Revise and proofread Academic Writing Essay.

Schedule

Rhetoric
 	
due 11am, 6 Oct
	<u>Class</u>
	    • Lesson (30 min): Rhetorical Situation
	    • Activity (40 min): In groups, identify elements of rhetorical situation for all Bananapocalypse texts; add to annotated bibliography.
	<u>Independent Study</u>
	    • (30 min): Read Norton chapter 41 and 22; add to course notes.
	    • (3 hr): Review texts from Bananapocalypse Bibliography (with elements removed/fill-in-the-blank) and choose six best sources. Using Annotated Bibliography template, read and annotate six chosen texts.

Citation
 	
due 11am,
 	
13 Oct
	<u>Class</u>
	    • Lesson (30 min): Documentation in MLA Style
	    • Activity (25 min): In groups, solve Banana Essay Citations.
	    • Activity (15 min): Find an additional source on the bananapocalypse topic. Create a citation using Easybib and write a complete annotation. Add to Bananapocalypse Annotated Bibliography.
	<u>Independent Study</u>
	    • (1 hr): Read Norton chapters 1-4; add to course notes.
	    • (10 min): Believing and Doubting Quiz
	    • (10 min): Reflecting, Rereading, Persisting Quiz
	    • (10 min): Thinking About How the Text Works Quiz
	    • (10 min): Considering the Larger Context Quiz
	    • (2 hr): Complete rhetorical analysis of chosen Bananapocalypse texts; add to Bibliography annotations.

Outline and Drafting
 	
due 11am,
 	
20 Oct
	<u>Class</u>
	    • Lesson (10 min): Bananapocalypse Essay
	    • Activity (1 hr): In groups, using annotated bibliography, complete Bananapocalypse outline.
	<u>Independent Study</u>
	    • (1 hr): Read Norton chapters 49 and 50; add to course notes
	    • (10 min): MLA Style in Text Quiz
	    • (10 min): MLA Works Cited Quiz
	    • (10 min): Identifying Common Knowledge Quiz
	    • (2 hr): Complete Bananapocalypse Annotated Bibliography

Schedule

Research Questions and Reference Reading due 11am, 27 Oct	<u>Class</u> • Lesson/Activity (65 min) <u>Independent Study</u> • (3 hr): draft Bananapocalypse Essay • (2 hr): revise, edit, and proofread Bananapocalypse Essay • (30 min): Read Norton chapter 24; add to course notes. • (1 hr): Read Invention handout. Complete three activities to help you choose a research topic.
Search Strategy and Databases due 11am, 3 Nov	<u>Class</u> • Lesson/Activity (65 min): Search Strategy and Databases <u>Independent Study</u> • (2 hr): Read Norton chapters 43-48; add to course notes. • (2 hr): Read TS/IS chapters 4 and 5; add to course notes. • (2 hr): Select three reference sources for your Independent Topic Essay; complete annotations for your bibliography.
Research due 11am, 10 Nov due 11am, 17 Nov	<u>Class</u> • No class meeting during week of 11 November. <u>Independent Study</u> • (8 hr): Search for additional sources. Create citations and draft annotations for each selected source (minimum, 15). • (15 min): consultations with Caprice <u>Class</u> • Activity (70 min): Draft Annotated Bibliography. <u>Independent Study</u> • (2 hr): Read TS/IS chapters 6 and 7; add to course notes. • (10 min): Appropriate Quotation Quiz • (10 min): Identifying an Acceptable Paraphrase Quiz • (15 min): consultations with Caprice
Drafting due 11am, 24 Nov	<u>Class</u> • No class meeting during week of 24 November. <u>Independent Study</u> • (2 hr): Read TS/IS chapters 8 and 9; add to course notes. • (5 hr): Search for additional sources on individual research topics. Revise Annotated Bibliography as necessary. • (15 min): consultations with Caprice

Schedule

I believe more in the scissors than I do in the pencil.
~ Truman Capote

Revision due 11am, 1 Dec	Class • Lesson (10 min): Course Content • Activity (10 min): Review Course Objectives and make notes on how you've met each Objective during the course. • Lesson (20 min): Revision • Activity (30 min): Partner revision activities Independent Study • (2 hr): Read TS/IS chapters 10 and 11; add to course notes. • (15 min): Research Test • (30 min): Complete Research Reflection. • Extra Credit: Post your essays in the class forum for peer review (1 point for each essay you post).
Portfolio due 11am, 11 Dec	Class • No class meeting during exam week. Independent Study • (30 min): Submit three course essays to SmartThinking for further feedback. • (30 min): Read Norton chapter 28; add to course notes. • (1 hr): Language Test • (5 hr): Review grading comments, any other feedback, course notes, and Course Objectives. Revise essays to demonstrate mastery of all goals and objectives. Make notes about how your revised essays demonstrate each goal and objective. • Extra Credit: Using the prompt provided, review a classmate's essay with comments designed to help them revise for the Portfolio (5 points for each review). • (30 min): Read Norton chapters 19 and 29; add to course notes. • (2 hr): [recommended] Visit Writing Center for further feedback on revising three course essays. • (1 hr): Review grading, peer, and tutor feedback on three course essays. Compile list of revision tasks. • (5 hr): Complete revision of three essays. • (2 hr): Draft and revise portfolio cover letter. • Extra Credit: Revise Course Notes and submit for extra credit (10 points).

Notes

Objectional Content

- Were this course a video game, it would be rated T for Teen (ESRB definition: "May contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language."). All participants will honor this boundary. This course may include content objectionable to some participants. Please contact your instructor with concerns about objectionable content. Hate speech is prohibited (ICCPR definition: "any advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence").

Evaluation and Grades

- Assignments are evaluated for accomplishment within course objectives.
- Course grades are determined by a sum of points earned on individual assignments. Assignment point values are listed on each assignment link.

Academic Integrity

- http://www.csn.edu/academicintegrity

Student Righs and Responsibilities

- http://www.csn.edu/pages/660.asp

Student Conduct

- http://tinyurl.com/8e44g5m

Disruptive and Abusive Students

- http://tinyurl.com/8dvcrew

Further Policies

- There are no required extra- or co-curricular activities. There are no special safety risks for this course. There are no post-registration fees assessed.

Resources

Academic Coaching Services

- http://www.csn.edu/pages/2500.asp

Career Services

- http://www.csn.edu/pages/580.asp

Counseling and Psychological Services

- http://www.csn.edu/pages/665.asp

CSN Americans with Disabilities Act and Disability Resource Center

- http://www.csn.edu/pages/2566.asp

Financial Aid

- http://www.csn.edu/pages/3328.asp

Library Workshops

- http://www.csn.edu/LibraryWorkshops

Persuasive Essay Thesis Builder

- http://www.tommarch.com/electraguide/thesis.php

Registrar

- http://www.csn.edu/admissions/index.asp

Tutorial Services

- https://csnts.mywconline.com/

Veterans Services

- http://www.csn.edu/admissions/va.asp

Writing Center

- http://www.csn.edu/pages/1688.asp