ENGLISH 101 (section 108): COMPOSITION  
COURSE SYLLABUS  
Spring 2015  
Tuesday/Thursday 1:00 – 2:15 HUM 115

Instructor: Lisa Biggar  
Telephone: (410) 370-6933  
E-mail: Use course e-mail on CANVAS  
Office Hours: Before or after class (or make an appointment)

Required Texts  

Catalog Description  
Instruction in the writing process and fundamentals of academic writing. Students will learn to write clearly organized, well-supported, thesis-driven essays. Analysis of written works and other texts, research methods and information literacy, and ethical use of source materials are studied. Students must write a passing research paper to satisfy course requirements.

Learning Outcomes  
In this course students will  
1. write logically organized, syntactically coherent, and grammatically correct essays;  
2. develop coherent and arguable thesis statements for all papers;  
3. develop a clear and engaging writer's voice that appropriately addresses the intended audience while presenting the student's unique personality and style;  
4. locate, evaluate, and use bibliographic, web, and data base sources proficiently and ethically;  
5. construct a 6 – 8 page research paper, integrating source material into a coherent argument, using MLA documentation formats appropriately and ethically;  
6. summarize, evaluate, and draw conclusions from a variety of texts, written and visual, and apply the information to other writing tasks;  
7. use technology to word process papers, conduct research, communicate with instructors, and enhance classroom presentations.
In addition to these measured outcomes, there are some more intangible benefits of this course:
1. Working together collaboratively to evaluate texts and to improve your own writing.
2. Becoming aware of the rich multicultural world in which we live, the differences that give our lives liveliness and similarities that bind us together.
3. Appreciating the continuing evolution of the English language.
4. Acquiring the ability to listen to or read about ideas with which you do not agree with an open mind, sometimes changing your own mind, and sometimes understanding the basis of your own beliefs more clearly.

Course Content
1. Reading. Each week you will be assigned selections from *The Norton Field Guide to Writing*, a reference guide containing information on rhetoric and grammar, and *They Say, I Say*, which includes professional essays illustrating various writing techniques and methods as well as rhetoric.

2. Pop Quizzes. The course may include surprise short quizzes on the reading assignments, which will factor into your final grade as extra credit at the end of the semester.

3. Writing. In this course you will write a variety of essays of approximately three pages* and one six to eight page* research paper which argues for a particular solution to a problem in your local community. In addition, you will keep a writing journal which you will use for in-class writings; to respond to the assigned readings; to brainstorm ideas for your papers; to outline/organize your ideas; to record observations and conversations about the research topic; and to jot down reactions to articles on the research topic. Final copies of all essays must be submitted as a hard copy. I suggest you upload a copy to the drop box in CANVAS, as well (as a back-up), BUT I WILL ONLY GRADE HARD COPIES. Please revise your papers before submitting them, as I don’t accept any revisions after the final draft is due. The research paper must be completed satisfactorily in order to pass the course.

*Pages are double spaced in twelve point font with standard margins. We usually count on 250 – 300 words per page.

PLEASE NOTE: Reading and most writing assignments are to be done outside of class. Students should spend a minimum of two hours outside of class for each hour spent in class. Some weeks and assignments will obviously be more stressful and time consuming than others.

4. Grammar. While grammar is not the main focus of this class, you are expected to apply the conventions of academic English in your writing. A paper that contains a distracting number of grammatical errors will not be graded, but returned with a sampling of the errors marked, recommendations for online exercises, and a requirement for resubmission of a corrected paper.

5. Oral Presentations. You will be required to make a short oral presentation as part of this course in which you will present your research project. You should use Powerpoint or Prezi or an original video to make your presentations creative and visually appealing.
6. **Peer Collaboration.** In the case of most of the writing assignments, you and your fellow students will analyze drafts of each other’s papers. You will find that this peer critiquing will help to improve your writing through receiving the suggestions of your classmates and by helping you learn how to analyze.

**Attendance/Late Assignments**

Class meetings are workshops for exchanging and analyzing ideas. They will also be used to share reactions to reading assignments, elaborate on various rhetorical terms, defend arguments, and discuss strategies for creating and drafting papers. Therefore, participation in discussion is an essential part of developing communication skills and understanding methods of good writing. For these reasons, your grade will surely be negatively affected by absences. **You** are responsible for discovering what you have missed when you are not in class.

All assignments are due on the day that is designated for them to be turned in according to the class schedule, unless previous arrangements have been made with me. If you cannot be in class on the day an assignment is due, you must make sure that it is uploaded to CANVAS and that you bring me a hard copy as soon as possible. Pop quizzes may not be made up.

**Extra Help**

It is a really good idea to visit the Writing Center (part of the Academic Support Center in the LRC) several times during the semester to get extra help in coming up with ideas to write about, organizing your writing, and expressing yourself clearly. You do not need an appointment to go there, but it is recommended. Also, I will be happy to give you some extra assistance during a time that we arrange together.

For extra help in writing the research paper, check the online research tutorial by clicking on “LRC/Library” on the College’s webpage. Then, under “Research,” click on “Class-specific resources,” and finally on “ENG 101.”

If you have a documented disability and wish to discuss academic accommodations, see Judy Gordon, ADA coordinator, in Room 135 in the Learning Assistance Center, as soon as possible.
**Grading**

Grading will be based on a 1000 point system:

Essay One: the problem 100 pts
Essay Two: the solutions 100 pts
Annotated Bibliography 100 pts
Reflection Essay (in-class essay) 50 pts
Oral Report on Research Paper 50 pts
Documented Research Paper 250 pts
Film Essay (literary analysis) 50 pts
Writing Journal (with one page reflection) 200 pts
Participation 100 pts

The final grade will be determined as follows:

900-1000 pts A
800-899 pts B
700-799 pts C
600-699 pts D
Below 600 F

**Academic Instruction Emergency Management Plan**

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event or other emergency situation, consideration will be given to the timing and duration of closure as follows:

a. Closure during the semester for up to one week: there will be an opportunity to make up work without significant alteration to the academic calendar.
b. Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks), the college may extend the semester. Depending on the timing of the closure, scheduled breaks, closure dates, and/or the processing of final grades might be impacted.

Students may inquire about closures by checking on the college website or by calling 410.822.5400 or 410.228.4360. Chesapeake College courses held off campus will follow the protocol of the host facility.
COURSE SCHEDULE (subject to change)
ENGLISH 101-108
Spring 2015

Jan. 20 (T) Welcome to English 101!
Why this class is so important
Introductions
Syllabus and Schedule
Active Reading and Listening

Jan. 22 (TH) Writing as Argument
“Introduction” They Say 1-15
“’They Say’” They Say 19-29
“’Her Point Is’” They Say 30-41
“Purpose” Norton 3-4

Jan. 27 (T) Essay One Assignment: The Problem
“Audience” Norton 5-8
“Generating Ideas” Norton 259-266
“Guiding Your Reader” Norton 312-317
“Narrating” Norton 387-394
“Describing” Norton 367-374

Jan. 29 (TH) “As He Himself Puts It” They Say 42-51
“Entering Class Discussions” They Say 141-144
“Reading for the Conversation” They Say 145-155
“Reading Strategies” Norton 396-412
“Hiding from Reality” They Say 564-567

Feb. 3 (T) Paper One (the problem) Draft Due (4 copies)
Research Topic Due
Peer Review (~ 10 points from participation if absent)
“Getting Response and Revising” Norton 275-279
“Defining” Norton 356-365

Feb. 5 (TH) “Yes/No/Okay/But” They Say 55-67
“And Yet” They Say 68-77
“So What? Who Cares?” They Say 92-101
“Editing and Proofreading” Norton 282-285
“Quoting, Paraphrasing, and Summarizing” Norton 462-467
Class interviews
Feb. 10 (T)  
**Paper One (the problem) Final Draft Due**  
(Also turn in Peer Reviews)  
**Class Interview Paragraphs Due**  
How to Write an Inquiry Letter  
More rhetorical strategies

Feb. 12 (TH)  
**Name and Identity of Person to Interview Due**  
Paper Two (the solutions) Assignment  
“Planting a Naysayer in Your Text” They Say 78-91  
“Is the American Dream Over?” They Say 568-570  
Comparing and Contrasting” Norton 348-354  
“Analyzing Causes and Effects” Norton 318-321  
American Dream response essays (in class)

Feb. 17 (T)  
**Annotated Bibliography Assignment**  
“Annotated Bibliographies” Norton 155-162  
“As a Result” They Say 105-120  
“Ain’t So/Is Not” They Say 121-128  
“Beginning and Ending” Norton 299-310

Feb. 19 (TH)  
**Paper Two (the solutions) Draft Due**  
Peer Review  
“Developing a Research Plan” Norton 421-430  
“Finding Sources” Norton 432-453

Feb. 24 (T)  
**Paper Two (the solutions) Final Draft Due** (Turn in Peer Reviews also)  
Library Visit  
Set up Noodle bib account  
“Finding Sources” Norton 432-453

Feb. 26 (TH)  
“Synthesizing Ideas” Norton 457-461  
“Quoting, Paraphrasing,and Summarizing” Norton 462-467  
“Acknowledging Sources, Avoiding Plagiarism” Norton 475-478  
Assign Norton Presentations--groups

March 3 (T)  
**Annotated Bibliography Due** (5 sources)  
Reflection Essay (in-class writing) preparation  
“How I Learned to love Football” They Say 529-536  
Work on Norton Presentations

March 5 (TH)  
**Reflection (in-class writing)**
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>March 10 (T)</td>
<td><strong>Interview Questions Due</strong> &lt;br&gt; Review Reflection assignment &lt;br&gt; Thesis Statement &lt;br&gt; Organization of Research Paper/Outlines &lt;br&gt; “Outlining” Norton 263-264  &lt;br&gt; “We, the Public…” They Say 545-552 &lt;br&gt; Norton Presentations</td>
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<td>March 12 (TH)</td>
<td>“Arguing” Norton 323-340 &lt;br&gt; “Arguing a Position” Norton 119-149 &lt;br&gt; “Cheating and Cheating” They Say 553-559 &lt;br&gt; Debate videos &lt;br&gt; Norton Presentations</td>
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<td><strong>SPRING BREAK MARCH 16-22</strong></td>
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<td>March 24 (T)</td>
<td>Discussion of baseball essays--groups</td>
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<td>March 26 (TH)</td>
<td>Guest speaker: They Say</td>
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<td>April 2 (TH)</td>
<td><strong>Research Outlines Due</strong> (with title and thesis statement) &lt;br&gt; Organization and Transitions Review--Puzzle Essays &lt;br&gt; “Guiding Your Reader” Norton 312-317 &lt;br&gt; “As a Result” They Say 105-120 &lt;br&gt; “The Art of Metacommentary” They Say 129-138</td>
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<td>April 7 (T)</td>
<td>Audience Review &lt;br&gt; Radio commercial group activity—target audience &lt;br&gt; “Audience” Norton 5-8</td>
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<td>April 14 (T)</td>
<td><strong>Mandatory Research Paper Conferences</strong> (Bring complete draft of body with in-text citations. Also bring your sources.)</td>
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April 16 (TH)  Mandatory Research Paper Conferences (Bring complete draft of body with in-text citations. Also bring your sources.)

April 21 (T)  Format Instructions for Research Paper / Final Questions
“Literary Analysis” Norton 81-86
Film Essay Assignment
Analyze flash fiction stories (“Wallet” and group stories)

April 23 (TH)  Analyze short films—u-tube

April 28 (T)  Research Papers Due
Film

April 30 (TH)  Writing Journals Due (with one page reflection on your writing: what you learned in this course; how your writing has improved; what you still need to work on)
Sign-up for research presentations
Finish Film/discuss

May 7 (TH) 12:30-2:30  Research Presentations (- 25 points from participation if absent)
Film Essay Due
Evaluation of Research Presentations Due
Writing Journals and Research Papers returned

--Final Grades due Wednesday, May 13--