ENGLISH 101 (section 108): COMPOSITION
COURSE SYLLABUS
Fall 2013
Tuesday/Thursday 10:00 – 11:15

Instructor: Lisa Biggar
Telephone: (410) 370-6933
E-mail: Use course e-mail on CANVAS
Office Hours: Before or after class (please 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 or APA 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. While I prefer not to give quizzes, I will do so if you guys show me you are not going to do the readings without them. : (

3. **Writing.** In this course you will write a variety of undocumented essays of approximately three pages* and one six to eight page* documented 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 brainstorm ideas; 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 typed and submitted through the CANVAS drop boxes. **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 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, only **two** unexcused absences are permitted. **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 delivered to me via CANVAS. A late paper will lose five points for each class day that it is late. Pop quizzes may not be made up.

**Extra Help**
It is a really good idea to visit the Writing Center (part of the Academic Skills 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. 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 50 pts
Reflection Essay (in-class essay) 50 pts
Oral Report on Research Paper 50 pts
Documented Research Paper 250 pts
Film Essay (literary analysis) 100 pts
Writing Journal (with three-scene-autobiography) 200 pts
Quizzes, 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.
Aug. 27 (T)  Welcome to English 101!
Why this class is so important
Introductions
Syllabus and Schedule
Active Reading and Listening

Aug. 29 (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

Sept. 3 (T)  Paper One Assignment (Narration and Description)
“Audience”  Norton 5-8
“Generating Ideas”  Norton 259-266
“Guiding Your Reader”  Norton 312-317
“Narrating”  Norton 387-394
“Describing”  Norton 367-374

Sept. 5 (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
First essay from *They Say*

Sept. 10 (T)  **Paper One (the problem) Draft Due**
**Research Topic Due**
Peer Review
“Getting Response and Revising”  Norton 275-279

Sept. 12 (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
Sept. 17 (T) **Paper One (the problem) Final Draft Due**
(Also turn in Peer Reviews)
How to Write an Inquiry Letter

Sept. 19 (TH) **Name and Identity of Person to Interview Due**
Paper Two (the solutions) Assignment
“Planting a Naysayer in Your Text” They Say 74-87
Reading Two from *They Say*
“Comparing and Contrasting” Norton 348-354
“Analyzing Causes and Effects” Norton 318-321

Sept. 24 (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

Sept. 26 (TH) **Paper Two (the solutions) Draft Due**
Peer Review
“Developing a Research Plan” Norton 421-430
“Finding Sources” Norton 432-453
Set up Noodle bib account

Oct. 1 (T) **Paper Two (the solutions) Final Draft Due** (Turn in Peer Reviews also)
Library Visit

Oct. 4 (TH) “Synthesizing Ideas” Norton 457-461
“Quoting, Paraphrasing, and Summarizing” Norton 462-467
“Acknowledging Sources, Avoiding Plagiarism” Norton 475-478

Oct. 8 (T) **Annotated Bibliography Due** (5 sources)
Reflection Essay (in-class writing) preparation
Third essay from *They Say*

Oct. 10 (TH) **Reflection (in-class writing)**
Oct. 15 (T) **Interview Questions Due**
Fourth essay from *They Say*
Review Reflection assignment
Thesis Statement
Organization of Research Paper

“Arguing a Position” Norton 119-149
Fifth essay from *They Say*
Debate videos

Oct. 22 (T) Guest speaker: *They Say*

Oct. 24 (TH) Assign and start working on 3-scene-autobiographies

Oct. 29 (T) “Dialogue” Norton 376-380
“Describing” Norton 367-374
“Defining” Norton 356-365
“Outlining” Norton 263-264

Oct. 31 (TH) **Research Outlines Due** (with title and thesis statement)
Organization and Transitions Review—Puzzle Essays
“Guiding Your Reader” Norton 312-317
“As a Result” TSIS 105-120

Nov. 5 (T) Audience Review
Commercial group activity—target audience
“Audience” Norton 5-8

Nov. 7 (TH) Review of Research Paper Requirements
Instructions for Research Conferences—sign-up sheet
Research Presentations Assignment
“Designing Text” Norton 581-589
“Giving Presentations” Norton 609-619

Nov. 12 (T) **Research Paper Conferences** (Bring complete draft of body with in-text citations. Also bring your sources.)

Nov. 14 (TH) **Research Paper Conferences** (Bring complete draft of body with in-text citations. Also bring your sources.)

Nov. 19 (T) **Research Paper Conferences** (Bring complete draft of body with in-text citations. Also bring your sources.)
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Nov. 21 (TH)</td>
<td>Format Instructions for Research Paper / Final Questions</td>
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<tr>
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<td>“Literary Analysis” Norton 81-86</td>
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<td>Film Essay Assignment</td>
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<td>Nov. 26 (T)</td>
<td><strong>Research Papers Due</strong></td>
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<td>Film</td>
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<td>Nov. 28</td>
<td><strong>Thanksgiving!</strong></td>
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<td>Dec. 3 (T)</td>
<td>Finish Film</td>
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<td>Dec. 5 (TH)</td>
<td><strong>Writing Journals Due (with 3-scene-autobiography)</strong></td>
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<td>Sign-up for research presentations</td>
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<td>Film discussion</td>
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<td>Dec. 12 (TH) 9:30-11:30</td>
<td><strong>Film Essay Due</strong></td>
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<td>Research Presentations</td>
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<td><strong>Evaluation of Research Presentations Due</strong></td>
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<td>Writing Journals returned</td>
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