ENGLISH 101-102/116: COMPOSITION  
COURSE SYLLABUS  
FALL 2011  
Tuesday and Thursday 10:00-11:15  
Room: HUM 115

Instructor: Mrs. Gail Bounds  
Telephone: (410) 822-5400, Ext.384  
E-mail: Use course e-mail on Angel  
Office: Caroline Center 202D  
Office Hours: MW 1:00-2:00 (CAMB)  
TTh 9:00-10:00 and Th 1:00-2:00 (C202D Wye Mills)  
and by 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. locate, evaluate, and use bibliographical and web sources proficiently and ethically, and
4. produce a 6-8 page research paper using MLA or APA style appropriately.

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

(Note: Students are expected to do a minimum of two hours of work outside of class for every hour in class. Some assignments may require more time.)

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 reading assignments.

3. **Writing.** In this course you will write a variety of undocumented expository essays of approximately 750 words and one 1500-2500 word documented research paper which argues for a particular solution to a problem in your local community. In addition, you will keep a research journal which you will use to brainstorm ideas, record observations and conversations about the research topic, and jot down reactions to articles on the subject. Final copies of the essays must be typed. The research paper (rough and final drafts) must be completed satisfactorily in order to pass the course.

4. **Oral Presentations.** You will be required to make two short oral presentations as part of the course. One will be to present the results of your inquiry into the present and historical meanings of a particular word and the other will be to present your research project. You are encouraged to use power point and to make your presentations creative and visually appealing.

5. **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 by e-mail or by another student. 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 my office hours or at another 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 point system:

- Essay One 100 pts
- Essay Two 100 pts
- Inquiry Letter 50 pts
- Definition Essay 50 pts
- Oral Rpt on a Word Oral Rpt on Research Research Project 250 pts (includes Annotated Bibliography and other Steps)
- Reflection 100 pts
- Film Essay 100 pts
- Journal 50 pts
- Quizzes, Participation 50 pts

The final grade will be determined as follows:

- 810-900 pts A
- 720-809 pts B
- 630-719 pts C
- 540-629 pts D
- Below 540 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
## ENGLISH 101-302
### SPRING 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Source(s)</th>
<th>Pages</th>
</tr>
</thead>
</table>
| Jan 24 (M) | Welcome to English 101!  
- Introductions  
- Syllabus and Schedule  
- The Research Project |              |       |
| Jan 26 (W) | Writing as Argument  
- “Introduction”  
- “They Say’”  
- “Her Point Is’”  
- “Purpose” | They Say     | 1-14  |
|           |                                                                                         | Norton       | 360   |
| Jan 31 (M) | Paper One Assignment (Narration or Description)  
- “Audience”  
- “Generating Ideas”  
- “Guiding Your Reader”  
- “Narrating”  
- “Describing” | Norton       | 5-8   |
|           |                                                                                         |              |       |
| Feb 2 (W)  | “‘As He Himself Puts It’”  
- “Entering Class Discussions”  
- “Reading for the Conversation”  
- “Reading Strategies”  
- First Reading from They Say | They Say     | 39-47 |
|           |                                                                                         |              |       |
| Feb 7 (M)  | **Paper One Draft Due**  
**Research Topic Due**  
Peer Collaboration & Workshop  
“Getting Response and Revising” | Norton       | 235-241 |
|           |                                                                                         |              |       |
| Feb 9 (W)  | Finish First Reading from They Say  
- “Yes/No/Okay/But”  
- “And Yet”  
- “Planting a Naysayer in Your Text”  
- “So What? Who Cares?”  
- “Editing and Proofreading” | They Say     | 51-63 |
|           |                                                                                         |              |       |
|           |                                                                                         |              |       |
Feb 14 (M)  **Paper One Final Draft Due** (Also turn in First Draft and Peer Reviews)

Paper Two Assignment (Comparison/Contrast and Cause & Effect)

“Comparing and Contrasting”  *Norton*  306-309

“Analyzing Causes and Effects”  *Norton*  278-282

Feb 16 (W)  **Grammar Review**
Reading Two from *They Say*
How to Write an Inquiry Letter
Letter Format  *Norton*  196-197

Feb 21 (M)  **Paper Two Draft Due**
Peer Collaboration & Workshop

“As a Result”  *They Say*  101-114

“Ain’t So/Is Not”  *Norton*  277

“Beginning and Ending”  *They Say*  261-271

Feb 23 (W)  **Inquiry Letter Due**

“Developing a Research Plan” (skim)  *Norton*  375-383

“Finding Sources”  *Norton*  384-399

“Annotated Bibliographies”  *Norton*  116-124

“Doing Field Research”  *Norton*  394-399

Feb 28 (M)  **Paper Two Final Draft Due** (Turn in First Draft and Peer Reviews also)

**Name and Identity of Person to Interview Due**
Library Visit

Mar 2 (W)  **Grammar Review**

“Synthesizing Ideas”  *Norton*  404-407

“Quoting,Paragraphing,and Summarizing”  *Norton*  408-419

“Acknowledging Sources, Avoiding Plagiarism”  *Norton*  420-424

Mar 7 (M)  **Annotated Bibliography Due** (5 sources)
Note Taking
Third Reading from *They Say*

Mar 9 (W)  **Fourth Reading from They Say**
Introduction of Literary Analysis Assignment
Selected Short Stories

“Literary Analysis”  *Norton*  143-152
Mar 14, 16  
SPRING BREAK

Mar 21 (M)  
Draft of Literary Analysis (In-Class) -- Turn in at end of class

Mar 23 (W)  
Note Cards Due (10)  
Final Draft of Literary Analysis Due  
“Arguing” Norton 283-299  
Reading Five from They Say or Norton

Mar 28 (M)  
Definition Essay Assignment  
The Oxford English Dictionary  
“Defining” Norton 314-323  
Draft of Personal Definition (Turn in)  
“Outlining” Norton 223-224

Mar 30 (W)  
Research Outlines Due (with title and thesis statement)  
“Spoken Text” Norton 534-545  
Library Research in OED

Apr  4 (M)  
OED Presentations (Everyone must be ready to present by this date.)

Apr  6 (W)  
Definition Essays Due  
OED Presentations  
Instructions for Research Conferences

Apr 11 (M)  
Research Paper Conferences (Bring complete draft of body with in-text citations. Also bring your sources.)

Apr 13 (W)  
Research Paper Conferences (Bring complete draft of body with in-text citations. Also bring your sources.)

Apr 18 (M)  
Research Paper Conferences (Bring complete draft of body with in-text citations. Also bring your sources.)

Apr 20 (W)  
Format Instructions for Research Paper  
Reading Six in They Say

Apr 25 (M)  
Reading Seven in They Say

Apr 27 (W)  
Research Papers Due (also turn in early drafts and outlines)  
First Draft of Final Essay (In-Class)

May  2 (M)  
Final Draft of Final Essay (In-Class)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4</td>
<td>Research Presentations</td>
</tr>
<tr>
<td>May 11</td>
<td>Research Presentations – Note: Class begins at 12:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>Evaluations of Research Presentations Due</td>
</tr>
</tbody>
</table>