

ENGLISH 101 – 23
ENGLISH COMPOSITION

Instructor: Dr. Jessica Winston
Intern: Mr. John Chang

Course Information:

Course name: English Composition
Winston Office: LA 156
Winston drop-in office hours: T 12:30-2:30; H 12:30-1³⁰
Winston Phone: 282-3149 or x3149 (on campus)
Winston E-mail: winsjess@isu.edu
Winston Mailbox: LA 262

Course Meetings: T, H: 11-12:15
Course location: LA 207
Chang Office: LA 227
Chang drop-in office hours: T 10-10:50
Chang E-mail: chanjohn@isu.edu
Other office hours: By appointment

Course Description and Goals: English 101 is a course in prose writing that provides students with an introduction to the range of reading, critical thinking, and writing tasks required of members of the university community. Through a range of writing exercises, students will enhance their ability to recognize, understand, and analyze essays representing a range of genres and rhetorical modes, while also developing their skills at writing paragraphs and expository essays in standard edited English.

Course Objectives: By the end of this course, students should be able to 1) actively read articles from a range of popular and academic sources; 2) write clear, accurate, and thorough summaries; 3) describe and write within the conventions of several kinds of college-level writing assignments; 4) use MLA style citation, a standard form of academic documentation.

Course Texts

Gilbert H. Muller, *The McGraw-Hill Reader: Issues Across the Disciplines*, 9th ed.
Elaine P. Maimon, *A Writer's Resource: A Handbook for Writing and Research*
Joseph Hilldorfer and Robert Dugoni, *The Cyanide Canary*
The Merriam Webster Dictionary.

Course Requirements

Class participation and peer editing ~ 10%
Four quizzes ~ 20% (5% each)
Four essays ~ 60% (15% each)
Final exam (T Dec 13, 3:00-5:00pm) ~ 10%

Some Additional Information: Attendance: Students must arrive on time for and attend all of the scheduled class sessions. Routine absences or consistent tardiness will negatively affect your overall course grade. Required work: Students must complete all of the course requirements in order to pass the class. Without an excused absence from the Dean of Students, the final exam may not be made up or retaken. Late work: Papers are due in class on the date listed on the syllabus. Papers up to a week late will lose 2/3 of a grade (B+ to B-, B- to C and so forth). Except in cases of documented and severe medical emergency, papers more than a week late will be accepted for grade of 'F'. Academic dishonesty and plagiarism: Academic dishonesty, including intentionally or unintentionally presenting someone else's ideas or words as your own, will result in a course grade of F, a letter to your home department, and referral to the Dean of your college and/or the Dean of Students for further action. General Advising: Many of you are new students at ISU. If you find that you need general advice about your academic schedule, contact Supplemental Advising (Admin. 316, 282-3277). Of course, if you have questions about courses in a particular department, please contact that department's main office.

Disabilities: It is important that every student is able to participate fully in this class. If you have a disability or think you may have one which will need reasonable accommodation, please contact the ADA Disabilities & Resource Center located in Gravelly Hall, Room 123, 282-3599.

SCHEDULE OF UNITS AND READINGS

This syllabus will change.

All changes and daily homework assignments will be announced in class.

Unit One: Description

Readings: Sections of MH, chapter 1: “Critical Thinking, Reading, and Writing”

Topic	Language Skill	Writing skills/activities	Reading & Assignments Due
<i>Week One</i>			
T Aug 21 – Introductions/Diagnostic writing	Parts of Speech	Active Reading	MH, 2-11; Adler, “How to Mark a Book”; Dillard, “The Writing Life”; WR, 461-69
H Aug 23 – Active Reading	Sentence Fragments	Active Reading	
<i>Week Two</i>			
T Aug 29 – Active Reading	Run-on Sentence	Finding Thesis & Org.	Tannen, “Sex, Lies, & Conversation”; WR, 470-73
H Sep 1 – Writing & Thinking	Comma Splice	Vivid Word Choice	Orwell, “Politics & English”; WR, 473-76
<i>Week Three</i>			
T Sep 5 – Drafting and Revising	Review grammar	Writing Process	Alvarez, “Writing Matters”; Elbow, “Freewriting”; Murray, “The Maker’s Eye”; review WR bring a draft of your paper
H Sep 7 – How to Peer Edit/Unit review	—	** quiz** & PE	
<i>Week Four</i>			
T Sep 12 – Peer Editing	PE		Bring a revised draft of paper to class.
H Sep 14 – Class canceled – read for next week and turn in paper			**paper 1 due** in mailbox LA 262 by 5pm

Unit Two: Summary Readings: Selections from MH, chapter 4: “Education and Society: How, What, and Why Do We Learn”

Topic	Language Skill	Writing Skills/Activities	Reading & Assignments Due
<i>Week Five</i> T Sep 19 – Types of responses/summary	Coordinating clauses	How to summarize	Douglas, ‘Learning to Read and Write’; WR, 617-22
H Sep 21 – Reading for Structure	Subordinating clauses	Outlining	Gelernter, “Unplugged: The Myth of Computers”; WR, 631-33
<i>Week Six</i> T Sep 26 – Review – Reading for Structure	Parallelism	Practice outlining	Jacoby, “When Bright Girls Decide that Math...”; WR, 417-20
H Sep 28 – From outline to summary	Punctuation [; :]	Key phrases/ideas	Tyson, “Affirmative Action for the Poor”; WR, 536-46
<i>Week Seven</i> T Oct 3 – Quotation and Paraphrase	—	Quotation v. Paraphrase MH, 12-17 Integrating quotations	Questions about grammar/full draft of summary
H Oct 5 – Unit review	Grammar review	Sample peer editing	
<i>Week Eight</i> T Oct 10 – Quiz and peer editing	—	**quiz** and PE	bring your summary to class
H Oct 12 – Using <i>A Writer’s Resource</i>	—	WR scavenger hunt	**paper 2 due** and bring <i>Writer’s Resource</i>

Unit Three: Writing a Review Readings: Joseph Hilldorfer and Robert Dugoni, *The Cyanide Canary*

Special Note: Robert Dugoni will offer a lecture and book signing at ISU on Wednesday, October 25, 2006. Time and Room TBA.

Topic	Language Skill	Writing Skills/Activities	Reading & Assignments Due
<i>Week Nine</i> T Oct 17 – Introduction to reviews	Level of formality	Personal vs. critical responses	<i>Cyanide Canary</i> , 1-77; WR, 435-36
H Oct 19 – Developing a review	Jargon	Reading for purpose/scope/audience	<i>Cyanide Canary</i> , 78-158; WR, 436-37

<i>Week Ten</i>					
T Oct 24 – Developing a review	Clichés	Reading for genre/style organization/theme	<i>Cyanide Canary</i> , 159-257; WR, 443		
H Oct 26 – Organizing a review	Sexist/biased language		<i>Cyanide Canary</i> , 257-304 & reviews of CC (on Reserve); WR, 437-40		
<i>Week Eleven</i>					
T Oct 31 – Topic Sentences & paragraph org.	grammar review	Practice topics & paragraphs	Draft of review		
H Nov 2 – Quiz and peer editing	—	**quiz** and PE	revised draft of review		
Unit Four: Compare and Contrast					
Readings: Selections from MH, chapter 7: “Government, Politics, and Social Justice: How Do We Decide What is Fair”					
<i>Week Twelve</i>					
T Nov 7 – Introduction to c/con	Coordinating conjunct.	Uses of C/con	**paper #3 due** and Catton, “Grant and Lee”; WR, 426, 525-26		
H Nov 9 – Developing a c/con essay	Subordinating conjunct.	Invention strategies	Mukherjee, “American Dreamer”; WR, 427-28, 620-21		
<i>Week Thirteen</i>					
T Nov 14 – Developing a c/con essay	Antecedents	Developing a thesis	Baldwin, “Stranger in the Village”; WR, 504-6		
H Nov 16 – Developing a c/con essay	Review parallelism	Patterns of organization	De Tocqueville, “Some reflections on America...” WR, 417-20		
<i>Week Fourteen – Thanksgiving Break</i>					
T Nov 21 – No class – work on paper					
H Nov 22 – No class – work on paper					
<i>Week Fifteen</i>					
T Nov 28 – Unit review	grammar review	sample peer editing	question about grammar & draft of essay		
H Nov 30 – Quiz and peer editing	—	**quiz** and PE	revised draft of essay		
<i>Week Sixteen – Closed Week</i>					
T Dec 5 – Wrap-up	grammar review	review for final	**paper #4 due**		
H Dec 7 – No class – individual meetings					

Week Seventeen – Exam Week
T Dec 12 – **Final exam, 3-5:00pm** (room TBA)

COURSE ASSIGNMENTS

Essay #1 – Description

Choose one of the following three topics, and write an essay of about 1,000 words. As you write your paper, you should concentrate on writing a clear, accurate, thorough, and comprehensible description, making sure that your description is well-organized and concise. Turn in your notes along with your essay.

- A. “In ‘The Maker’s Eye,’ Donald Murray outlines a writing process that can result in successful writing.” Take some time to think about your writing process. Write a paper in which you describe your writing process, and use your description to evaluate Murray’s argument.
- B. Deborah Tannen argues that while men talk more in public, they speak less at home, and that this habit is causing a crisis in marriage. Carefully observe the conversation of a couple. Write a paper in which you describe this conversation, and use your description to evaluate Tannen’s argument.
- C. George Orwell argues that poor language skills render people politically powerless. Observe a conversation (between two friends, in a class, etc.) about an important contemporary issue. Write a paper in which you describe this conversation, and use your description to evaluate Orwell’s argument.

Essay #2: Summary

Pick an article we have read this quarter and write an 800-word summary of it. Be sure to state the thesis or principal subject of the essay you have chosen and describe both its content and organization. After your summary, write a section (200-300 words) addressing whether or not the essay is good. Be sure to explain the reasons for your assessment clearly, thoroughly, and precisely.

Essay # 3: Review

Choose the *Cyanide Canary*, or any article we have read this quarter, and write a four-page (1,000-1,200 word) review of it. Be sure to include a short summary of the book or essay, an explanation of your points, and a conclusion addressing why your review matters.

Note: Reviews of something else (another book, a movie, a performance, etc.) are welcome, but to get credit for the assignment, you must approve your alternative topic with me well before the due date for the paper.

Essay #4: Compare/Contrast – Choose one of the following two assignments:

Topic 4a: Choose two things associated with Pocatello, ISU, or your hometown – two local civic leaders, two buildings, two parks, two majors, two teachers, two classrooms, two sports teams, two clubs, etc. Write a 1,000-1,200 word essay comparing and contrasting these things. Your essay must have a purpose – to inform or persuade; an audience; and a logical organization – subject-by-subject, point-by-point, or a blend of the two. One caveat: Topics associated with this particular English 101 class are strictly prohibited.

Topic 4b: Choose two essays we have read in this class and write a 1,000-1,200 word essay comparing and contrasting them. Your essay must have a purpose – to inform or persuade; an audience; and a logical organization – subject-by-subject, point-by-point, or a blend of the two.

Note: Other compare/contrast topics are welcome, but you must approve the topic with me well before the due date for the paper.

PAPER FORMAT

All papers should be double-spaced, and typed or word-processed in a 12-point font with one-inch margins. Please put your name, the course name or number, and the date in the upper right-or left-hand corner. Give your paper a title and number your pages. For the final two papers, follow MLA guidelines with parenthetical citations and a list of works cited. On MLA style citation, see MH, 699-725 or *A Writer's Resource*, section 6 (pp. 203-242).

SOME NOTES ON GRADING

Grades on the papers will factor a variety of criteria, but in general I will look for: extensive evidence of effective independent thinking, a logical development of your points, purposeful use of evidence, effective use of examples, sophisticated balance of description and (when required) analysis, clear overall structure, well-structured paragraphs, correct referencing in MLA-style, purposeful use of quotations, clear and fluent expression, well formed sentences, good spelling and punctuation, and clear and careful word-processing and formatting.

While grading standards can vary from professor to professor, I do my best to follow generally accepted standards, so that: Grades in the 'A'-range represent genuinely *outstanding* or *excellent* work. Grades in the 'B'-range represent *good* work. Grades in the 'C'-range represent *adequate* work. Grades in the 'D'-range represent *marginal*, but passing work. The grade of 'F' represents *incomplete* or otherwise *unacceptable* work. Partly or wholly *plagiarized* work will receive a zero. If at any point in the class you become concerned about your grade, please come talk to me and we can work together to help you to earn the grade you seek.

Questions or Concerns

If you have questions or would like to run some ideas by me, please drop in at my office hours (see the top of page one) or make an appointment to meet with me at another time. You can reach me by e-mail at winsjess@isu.edu or by calling 282-3149.