

**Course:** English 101, College Composition I

**Instructor:** Dr. John Casey

**Office Location:** G-213

**Office Hours:** Tues/Thurs 4:00-5:00 pm, and by appointment

**Phone/Email:** 443.642-0513 / jahootyc@verizon.net

**Required Texts:** Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier*;  
X. J. Kennedy, et al., *The Bedford Guide for College Writers*, 8<sup>th</sup> edition  
[[http://bcs.bedfordstmartins.com/bedguide8e/Player/Pages/Student\\_Home.aspx?uid=0&rau=0](http://bcs.bedfordstmartins.com/bedguide8e/Player/Pages/Student_Home.aspx?uid=0&rau=0)];  
Diana Hacker, *The Bedford Handbook*, 7<sup>th</sup> edition

**Other Required**

**Materials:** Notebook (3-ring—for holding notes and papers); computer disk or Flash Drive; dictionary and thesaurus; 2-pocket folder

**CATALOG DESCRIPTION:**

College Composition I (ENGL 101) provides frequent practice in the fundamentals of prose writing, with emphasis on organization and presentation of ideas. Elements of style and mechanics are studied in the context of essays, mostly expository. Students must demonstrate adequate entry level skills for this course. Students not having these skills will be required to enroll in and satisfactorily complete course work designed to improve basic skills.

**PREREQUISITES:**

Students must demonstrate adequate entry level writing skills for this course. Students must have satisfactorily completed or been exempt from ENGL 052 and RDNG 052; some students may be enrolled concurrently in 052 and 101. **It should be noted that students cannot advance to ENGL 102 or ENGL 239 unless they receive a grade of “C” or higher in ENGL 101.**

**OBJECTIVES:**

ENGL 101 is designed to develop, by means of a variety of reading and writing experiences as well as classroom instruction, the student’s ability to think critically, to read perceptively, and to articulate his or her ideas clearly and cogently in writing and speech.

## **COURSE REQUIREMENTS:**

The course requires six essays of various lengths, including a research exercise of at least five pages, one in-class paper, and a final exam in the form of an in-class theme. In-class papers are written on 8 1/2" x 11" loose-leaf pages. All others should be typed, formatted to 12 point font, Times New Roman.

The research exercise is designed to familiarize the student with the technique of note-taking, paraphrasing, summation and documentation. Choice of topic is open, but subject to the advice and consent of the instructor. Research must utilize a minimum of six approved sources (to be explained in class) and the completed paper must be preceded by a selection of bibliography and an outline.

## **READING POLICY:**

The College requires the demonstration of reading competencies in all General Education Courses listed under Graduation Requirements. Students are responsible for all reading assignments stated in the course syllabus or given in class by the instructor.

## **GRADES:**

Grades will be determined by the following:

Introductory Essay – 8%

Essay #1 (A/P) – 10%

Essay #2 (Solution) – 10%

Essay #3 (C/C or C/E) – 12%

Research Project – 25% (Proposal: 2.5%, Rough Draft: 5%, Final Draft: 17.5%)

Essay #4 (Choice) – 15%

In-class Essay (Exam) – 15%

Overall Effort – 5%

**Papers:** All worked turned in to me, unless otherwise directed, must be typed and double-spaced – 12 pt font, Times New Roman. Late papers will only be accepted with severe penalties. However, if something happened that legitimately prevented you from getting a paper done on time, do everything in your power to let me know this before class. All essays may be rewritten for a better grade. Though this is not required, it is strongly recommended. Please keep all drafts of papers and final paper's w/grades and comments in a portfolio for end of the year review.

## **Course Schedule:**

### **Classwork**

### **Homework/Readings**

("Readings" page numbers refer to *The Bedford Guide for College Writers*; "Handbook" assignments refer to chapters in *The Bedford Handbook*. Reading assignments

for the week must be read before Tuesday's class)

**Week 1**

Introduction to 101  
Prewriting Strategies

“Writing Process” and “Reading Process”: 3-31

What Is Popular Culture?  
506

Readings: “Custom Made,” Parker-Pope: 502-

Handbook: Spelling and Hyphenation: Ch. 43

**Week 2**

**In-Class Essay (Thurs)**

Argument and Persuasion: Introduction

“Taking a Stand,” 139-164

What Is Popular Culture?

Readings: “Latino Style Is Cool. Oh, All Right:  
It’s Hot,” La Ferla: 506-511; “Why We Crave  
Horror Movies,” King: 512-515

Handbook: Sentence Structure, Ch. 8

**Week 3**

Argument and Persuasion: Thesis/Planning  
310-325

“Strategies for Stating a Thesis and Planning,”

**Research Project**  
Project,” 589-602

“Planning and Managing Your Research

What Is Popular Culture?  
515-519;

Readings: “Male Bashing on TV,” Abernathy:

“Why Reality TV Is Good for Us,”  
Poniewozik: 520-525;  
“A Nation of Idol-Worshippers,” Golway: 525-  
528

Handbook: Sentence Structure, Ch. 9 and 10

**Week 4**

**Research Proposal Due (Thurs.)**

Argument/Persuasion: Development  
Compare and Contrast: Introduction

“Strategies for Developing,” 350-369

“Comparing and Contrasting,” 104-120

Where Will E-Technology Take Us?

Readings: “Creating Community, Online and  
Off,” Harvard Magazine: 530-535;  
“Computers Cannot Teach Children Basic

Skills,” Gelernter: 536-539

Handbook: Summaries/Paraphrases, Ch. 52;  
Integrating Sources, Ch. 56

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### **Week 5**

#### **Argument/Persuasion Due (Thurs)**

Compare and Contrast: Drafting

“Strategies for Revising and Editing,” 371-386

Where Will E-Technology Take Us?  
540-542;

Readings: “From *The Perfect Thing*,” Levy:

“Who Am I?” Markoe: 542-546

Handbook: Capitalization, Ch. 45

### **Week 6**

Compare and Contrast: Prewriting Strategy  
[Research Methods](#)

“Particle/Wave/Field” (handout)

“Working with Sources,” 603-623

Where Will E-Technology Take Us?

Readings: “MySpace or OurSpace?”

Koppelman: 546- 552; “How Computers  
Change the Way We Think,” Turkle: 552-559

Handbook: Pronoun Case and Reference, Ch.  
23, 24, and 25

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### **Week 7**

[Research Methods](#)

What Is the Future of Education?

“Evaluating Sources,” 650-662; “Integrating  
Sources,” 663-676

Readings: “What’s a Diploma Worth, Anyway?”  
Druat: 561-564; “They’ve Got to Be Carefully  
Taught,” Konig: 564-567; “The Right to Fail,”  
Zinsser: 567-571

Handbook: Commas, Ch. 32 and 33;  
Fragments and Run-ons, Ch. 19 and 20

### **Week 8**

#### **Compare and Contrast Due (Thurs)**

Strategies for Writers

[Research Methods](#)

What Is the Future of Education?

“Strategies for Revising and Editing,” 371-388  
“Finding Sources in the Library, on the Internet,  
and in the Field,” 624-64

Readings: “Public and Private Language,”

Rodriguez: 571-576; "From *An American Childhood*," Dillard: 577-580; "Unforgettable Miss Bessie," Rowan: 580-584

Handbook: Sentence Skills Exercises

## **Week 9**

Narration/Storytelling: Introduction

"Recalling an Experience," 55-70

Reading: Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier* (Ch. 1-12)

Handbook: Apostrophes, Ch. 36; Semicolons and Colons, Ch. 34 and 35

## **Week 10**

Narration/Storytelling: Literary Voices

[Research Methods](#)

"Responding to Literature," 236-262

"Writing Your Research Paper," 677-685

Reading: Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier* (Ch. 13-21)

## **Week 11**

**Narration/Storytelling Due (Thurs.)**

Solution Paper: Introduction

"Proposing a Solution," 166-182

Are Men from Mars? Are Women from Venus?

Readings: "Guys Just Want to Have Fun," Ehrenreich: 482-485; "From Now On, Let Women Kill Their Own Spiders," Barry: 485-488

## **Week 12**

**Research Rough Draft/Outline Due**

Solution Paper: Using Sources

"Supporting a Position with Sources," 199-231

Are Men from Mars? Are Women from Venus?

Readings: "The High Cost of Manliness," Jensen: 475-478; "Black Men and Public Space," Staples: 479-482

## **Week 13**

[Research Methods](#)

"Documenting Sources," 686-736

Are Men from Mars? Are Women from Venus?

Readings: "A Part-Time Marriage," Perrin: 494-497; "I Want a Wife," Brady: 497-500;

**Week 14**

**Solution Paper Due (Tues.)**

**In-Class Essay (topic to be determined) (Thurs.)**

**Week 15**

**In-Class Peer Proofreading**

389-417

“Strategies for Designing Your Document,”

**Research Project Paper Due (Thurs.)**

Class Wrap-Up Session

**Exam Week**

**Final Exam**

<b>ADDITIONAL MATERIAL PERTINENT TO THIS CLASS</b>
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**A. Attendance Policy**

**Fall and Spring Semesters:** A student enrolled in a class that meets three times per week is permitted six absences; after the seventh absence, the student fails the course. A student enrolled in a class that meets twice a week is permitted four absences and fails after the fifth absence. A student enrolled in a class that meets once a week is permitted two absences and fails after the third absence

**The English, Reading, and English as a Second Language Department make no distinction between excused and unexcused absences. The Department’s concern is the number of absences, not the reasons for the absences. At the faculty member’s discretion, absence from the class may be the basis for academic failure.**

A student who is absent from a class, for whatever reason, is responsible for obtaining information about the material covered in a class and the assignments announced in class. A student is always responsible for submitting on time assignments announced while he or she is absent.

Unless excused by the instructor, a student who arrives late or leaves early will be treated as absent.

## **B. Standards for a “C” Paper\***

### **1. Content**

The “C” paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author’s awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, and quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

### **2. Organization**

The “C” paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

### **3. Style/Expression**

The “C” paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

### **4. Grammar/Mechanics**

The “C” paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede nor overly distract the reader.

\*[ Excerpt from *Standards for a “C” Grade in English Composition, Report to Maryland Chief*

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**C. Religious Holidays**

Students not attending class because they are observing major religious holidays shall be given the opportunity, to the maximum extent possible, to make up, within a reasonable amount of time, any academic work or tests they miss. Arrangements between the student and the faculty member(s) for the student to make up missed assignments or tests must be made in advance of the religious holiday at the initiation of the student.

**D. Code of Conduct**

Students are required to comply with the Code of Conduct specified in the College Regulations section of the college catalog.

- a. Students will arrive on time for class and will remain in class for the full session.
- b. Students will not engage in classroom conversations that are not related to instruction.
- c. Students will deactivate radios, CD players, and telephones during class.
- d. Students will not bring food or drinks to classes held in E-201 or G-205.
- e. Students may not bring children or guests into the classroom.
- f. Students who sleep during class will be asked to leave.

**E. Code of Academic Integrity**

For the College to make its maximum contribution as an institution of higher learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own or to provide clear and complete acknowledgment of the use of work attributable to others. To these ends, the following actions are expected of students:

- Complete all work without unauthorized assistance.
- Follow the professor's instructions when completing all class assignments.
- Ask for clarification when instructions are not clear.
- Provide proper credit when quoting or paraphrasing.
- Submit only one's own work.

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students. Suspension and expulsion are actions taken only by the chief student development officer on campus or a designee.



## **F. Services for Students with Disabilities**

CCBC is committed to providing equal access educational opportunities for all students by arranging support services and reasonable accommodations for students with disabilities. A student with a disability may contact the appropriate campus office for an appointment to discuss reasonable accommodations. An appointment must be scheduled within a time period that allows staff adequate time to respond to the special needs of the student. The student must provide the appropriate office with the proper documentation supporting the need for reasonable accommodations. Students are responsible for giving the documentation to the professor **during the first week of class.**

## **G. General Class Policies**

1. Students are responsible for obtaining, personally or from a colleague, accurate and complete notes from class, including information about the nature and due dates of assignments.
2. Students must attend all scheduled conferences with the instructor.
3. Students are expected to submit papers on or before the due date. If students are absent from class on the day that a paper is due, they must submit the paper to the instructor's mailbox on the due date or contact the instructor to ask for an extension. Extensions are not automatically granted. Students must request them.
4. Students who submit an essay after the due date will receive a score for that submission but will not be permitted to revise the essay for an improved score.
5. **Students may not submit essays via e-mail or fax.**
6. Students must write Essays 3 and 4 entirely in class. If students take the materials out of class or send the work to their e- mail accounts, they will receive an alternate assignment but no additional time to complete the assignment.