

English 101, College Writing I

Instructor Information

Professor Fawcett Dunstan

Office E-329

Office Hours: M & W—12:20-1:20 pm & 2:30-4:30 pm; F—12:20-1:20 pm

E-mail: fdunstan@ccbcmd.edu

Mrs. Dunstan's Telephone: 443-840-2850

Course Information

English 101, Section _____

Semester _____ Year _____

Course No. _____

Days _____; time _____ room _____

Prerequisite: Placement is based on assessment and/or successful completion of ENGL 052 or ESOL 052 and RDNG 052 or ESOL 054

Required Course Materials

Wood, Nancy W. *Perspectives on Argument*. 6th ed. New York: Pearson/Prentice Hall, 2009.

Troyka, Lynn Q. and Doug Hesse. *The QA Compact*. 2nd ed. Upper Saddle River, N.J.: Prentice Hall/Pearson, 2010.

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Sarah Crichton Books, 2007.

WebCT username and password (Instructor will provide)

Notebook (3-ring preferred to maintain course handouts, class notes, etc.)

- Paper (8 ½ X 11) white and lined, pens (blue or black ink)
- One two-pocket folder
- USB or Thumb Drive (for saving essays and class assignments)
- Dictionary and thesaurus—**recommended, but not required**

COURSE GOALS

Course objectives—Upon completion of this course, students will be able to:

1. Employ a generative and recursive writing process that includes invention, planning, drafting, revising, editing, and proofreading.
2. Write whole essays with clear thesis statements, and coherent and unified paragraphs.
3. Think critically and support their thinking with details, examples, reasons, and evidence.
4. Write essays for a purpose, such as argumentation or exposition.
5. Vary sentence structure and length for clarity, coherence, and interest.
6. Employ a variety of rhetorical strategies and modes to express complex ideas.
7. Use language appropriate to a given audience.

8. Conduct research using both print and electronic sources.
9. Incorporate direct quotes, summaries, and paraphrases into their essays.
10. Use parenthetical documentation and provide documentation for sources on a Works Cited page.
11. Edit their writing to conform to the grammar and punctuation rules of standard written English.

RATIONALE:

This **English 101** course provides you with knowledge that includes basic methods for planning and writing essays, methods of revision, and methods of editing and proofreading. These skills will be useful when you are asked to write both in other courses and in real-life work situations.

EVALUATION

REQUIREMENTS

1. Four major out-of-class essays
2. Discussion Board Postings
3. Regular eJournal and reader response writing
4. Some in-class writing process activities
5. Grammar, mechanics, and usage review
6. Participation in group activities and discussions

GRADING POLICY*:

| | | |
|---|---|--------|
| A | = | 90% + |
| B | = | 80-89% |
| C | = | 70-79% |
| D | = | 60-69% |
| F | = | FAIL |

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|---------------|---|-----|
| Essay #1 | = | 15% |
| Essay #2 | = | 15% |
| Essay #3 | = | 15% |
| Essay #4 | = | 15% |
| EJournals/ | = | 10% |
| Postings | | |
| GREATS | = | 10% |
| Participation | | |
| Portfolio | = | 20% |

ESSAY GRADING PROCESS:

1. **First draft** (should be typed)—**peer reviewed by group members**—not graded by me.
2. **Second draft** (must be typed) is **submitted to me for comments in conferencing**.
3. **Third draft** (must be typed, with rough draft and peer reviews attached) is **graded by me**.

ATTENDANCE POLICY:

You are expected to attend all scheduled classes. In the event of an absence, you must present a valid excuse (authentically signed medical or legal slip) upon your return to class.

- **Three latenesses** and/or early departures will equal **one** absence.
- **Three absences** for a Tuesday/Thursday (or Monday/Wednesday) class or **four absences** for a Monday/Wednesday/Friday class will **lower your grade**. You **may fail** if you **exceed four absences** for a Tuesday/Thursday (or Monday/Wednesday) course or **six absences** for a Monday/Wednesday/Friday

course (regardless if your absence is excused or unexcused).

- Tardiness: If you enter after roll call, you must sign a late book.
- Please let me know **at the beginning of the semester** of any religious holidays that you may be absent from class for so that arrangements may be made ahead of time for your scheduled absence.

ASSIGNMENT POLICY:

A passing score of 70% is necessary for each essay assignment. **If the assignment is submitted on time but you have received below a 70%, you must revise** your paper once more in order to receive a higher or passing grade.

LATE ASSIGNMENT POLICY:

Due dates are fixed. Late papers will lose a full letter grade (and will not be accepted after one week from the due date). Late assignments **cannot** be revised for a higher grade, so please submit all work on time.

Continue on the next page.



BEHAVIORAL PROCEDURES

Appropriate mature behavior is expected in this class. If there is a disagreement with the instructor or with another student, kindly wait until the end of the class to privately discuss your disagreement.

Cell phones, ipods, iphones, radios, CD players, and the like **must** be turned off before the start of class. Additionally, **please refrain** from texting and checking personal websites, such as Facebook and MySpace during class time. After one warning, the student will lose class participation points for the day if caught one more time using technology not related to class activities. If this inappropriate activity continues one or more times thereafter, the student will lose all possible participation points for the entire semester.

PORTFOLIO

At the end of the semester, you will submit a portfolio of three of your best pieces of writing from this semester (in your two-pocket folder). Included in the portfolio will be a Reflective Letter (more information to come later in the semester). Your essays submitted for the portfolio must be essays that have received a grade by your instructor after multiple revisions and editing (except for the final Researched Essay). Your portfolio will be graded as a whole for a holistic assessment of your writing.

HEADING FOR ESSAYS

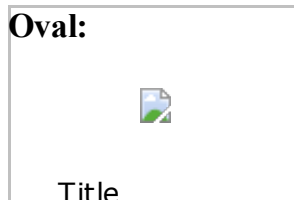
Name _____
English _____, Section _____
Mrs. Dunstan



Date (that essay is due)
Essay # _____

(Skip two spaces)

Oval:



Title

(Center)

(Centered; not bold; not underlined; not bigger than font 12; no quotation marks)

(Skip two spaces)

Indent all paragraphs; double-space writing; no spaces between paragraphs; one-inch margins; font size 12; font style **Verdana** (which is the font on this syllabus) or *Times New Roman*.

Workshops for Group-Work

Before each major essay is due, you will be required to share your writing with a group of classmates in order to give and receive important feedback. You must be prepared by bringing at least four copies (typed) of your working draft for each member of your group to peer review. You will complete a workshop review sheet for each group member's essay. I will evaluate your comments and they will be a part of your overall grade.

A Note About Plagiarism:

Grammar handbooks define plagiarism as the passing off of someone else's ideas or words as your own—whether on purpose or unintentional. It also violates CCBC's Academic Honesty Policy. Violators may automatically fail the paper that is plagiarized, and in cases of repeated plagiarism, they may also fail the course.

Course & *Homework Schedule

*(Please have readings done by the beginning of the last class meeting of each week.)

| Week | Topic | Homework |
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| Week 1 | Orientation: Introductions & writing activity; Index Card Info; Intro to WebCT & the Discussion Board | <p>Read:</p> <p>--Perspectives: "A Perspective on Argument," pp. 2-7, 10-14, and 15-22.</p> <p>--<i>A Long Way Gone</i>, chs 1-3, pp. 5-25.</p> <p><i>QA Compact</i>: Parallelism, pp. 130-132.</p> <p>Write:</p> <p>eJournal 1: See Discussion Board on WebCT for entry 1</p> <p>eJournal 2: See Discussion Board on WebCT for entry #2</p> |

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| <p>Week 2</p> <p>(Monday, Sept 7th—Labor Day—College closed.)</p> | <p>Invention Activities for Essay #1: Personal Memoir; Basic Essay Format; Parallelism</p> | <p>Read: --<i>Perspectives</i>: "Identifying Your Preferred Argument Style," pp. 33-50.</p> <p>-- <i>A Long Way Gone</i>, chs 4, 5, 6, & 7, pp. 26-48.</p> <p><i>QA Compact</i>: Conciseness, pp. 134-139.</p> <p>Write: eJournal 3: See Discussion Board on WebCT for entry 3</p> <p>eJournal 4: See Discussion Board on WebCT for entry #4</p> |
| <p>Week 3</p> | <p>Essay #1: Basic Format, continued; Parallelism & Conciseness; Peer Reviews of Essay #1</p> | <p>Read: --<i>Perspectives</i>: "Issues Concerning Families and Personal Relationships," pp. 528-530; "A Family of a Different Feather," p.532; "Fatherhood 2.0*," pp. 533-536.</p> <p>--<i>A Long Way Gone</i>: Chs 8 & 9, pp. 49-68.</p> <p><i>QA Compact</i>: The Impact of Words, pp. 139-147; Commas, pp. 263-277.</p> <p>Write: Rough Draft Due: Essay #1 (Bring four copies for peer review.)</p> <p>eJournal 5: See Discussion Board on WebCT for entry 5</p> <p>eJournal 6: See Discussion Board on WebCT for entry 6</p> |
| <p>Week 4</p> | <p>Teacher Conferencing; Grammar: Commas</p> | <p>Read: --<i>Perspectives</i>: "Loving Late Motherhood," pp. 536-537; "Love and Marriage," pp. 537-538; "Is Arranged Marriage Really Any Worse Than Craigslist?" pp. 545-550.</p> |

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| | | <p><i>A Long Way Gone</i>: Ch 10, pp. 69-88.</p> <p>-- <i>QA Compact</i>: Commas, pp. 263-277, continued.</p> <p>Write: Second Draft of Essay #1 due for Teacher Conferencing.</p> <p>Independent Work due!</p> <p>eJournal 7: See Discussion Board on WebCT for entry 7</p> <p>eJournal 8: See Discussion Board on WebCT for entry 8</p> |
| <p>Week 5</p> | <p>Invention Activities for Essay #2: Relationships and Family; Grammar: comma splices & run-on (fused) sentences, continued</p> | <p>Read: --<i>Perspectives</i>: "Reflections from a Life Behind Bars: Build Colleges, Not Prisons," pp. 592-595; "Shakespeare Behind Bars: <i>Hamlet</i>," pp. 595-597; "Dog Training in Women's Prison," pp. 598-600.</p> <p><i>A Long Way Gone</i>: Ch 11, pp. 89-99.</p> <p>-- <i>QA Compact</i>: Comma Splices and Run-on Sentences, pp. 241-top 248.</p> <p>Write: - Essay# 1 due for a grade</p> <p>eJournal 9: See Discussion Board on WebCT for entry 9</p> <p>eJournal 10: See Discussion Board on WebCT for entry 10</p> |
| <p>Week 6</p> | <p>Essay #2, continued; Rough Draft —Essay #2 for Peer Reviews; Grammar: Comma Splices and Run-on (Fused) Sentences</p> | <p>Read: --<i>Perspectives</i>: "Reading Images: Methods of Execution," p. 600; "Reading Images: Methods of Execution, cont.," p. 601; "Studies Say Death Penalty Deters Crime," pp.</p> |

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| | | <p>601-602; "Revenge Begins to Seem Less Sweet," pp. 603-607.</p> <p>--<i>A Long Way Gone</i>: Chs 12 & 13, pp. 100-120.</p> <p>QA Compact: Comma Splices and Run-on Sentences, pp. 241-top 248, continued.</p> <p>Write: Rough Draft of Essay #2 for Peer Review (Bring four copies)</p> <p>eJournal 11: See Discussion Board on WebCT for entry 11</p> <p>eJournal 12: See Discussion Board on WebCT for entry 12</p> |
| <p>Week 7</p> | <p>Teacher Conferencing; Grammar: Sentence Fragments</p> | <p>Read: --<i>Perspectives</i>: "Too Young to Die," pp. 609-610; "A Brain Too Young for Good Judgment," pp. 610-612; "A Legal Debate in Guantanamo on Boy Fighters," pp. 612-613; "Out of Jail, Into Temptation: A Day in a Life," pp. 613-616.</p> <p><i>A Long Way Gone</i>: Chs 14 & 15, pp. 121-137.</p> <p>-- QA Compact: Sentence Fragments, pp. 235-240.</p> <p>Write: Second Draft of Essay #2 due for Teacher Conferencing</p> <p>Independent Work Due!</p> <p>eJournal 13: See Discussion Board on WebCT for entry 13</p> <p>eJournal 14: See Discussion Board on WebCT for entry 14</p> |

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| <p>Week 8</p> | <p>Invention Activities for Essay #3 (Researched Essay: Crime & Punishment); Grammar: Sentence Fragments, continued</p> | <p>Read: <i>--Perspectives:</i> "Issues Concerning War and Peace," pp. 705-706; "War is a Force That Gives Us Meaning," pp. 717-721; Iraqi Kids Play Make-Believe War Games," pp. 721-722; "Reading Images: Seeking Shelter Where He Can Find It," p. 723.</p> <p><i>A Long Way Gone:</i> Ch 16, pp. 138-151.</p> <p><i>QA Compact:</i> Sentence Fragments, continued--pp. 235-240.</p> <p>Write: Final Draft of Essay #2 due for a grade</p> <p>eJournal 15: See Discussion Board on WebCT for entry 15</p> <p>eJournal 16: See Discussion Board on WebCT for entry 16</p> |
| <p>Week 9</p> | <p>Essay #3, Continued; Peer Reviews; Grammar: Shifting & Mixed Sentences</p> | <p>Read: <i>--Perspectives:</i> "Army's War Game Recruits Kids," pp. 723-726; "Our Moral Duty in Iraq," pp. 729-732.</p> <p><i>A Long Way Gone:</i> Ch 17, pp. 152-166.</p> <p><i>--QA Compact:</i> Shifting and Mixed Sentences, pp. 252-258.</p> <p>Write: Rough Draft of Essay #3 for peer review (bring copies!)</p> <p>eJournal 17: See Discussion Board on WebCT for entry 17</p> <p>eJournal 18: See Discussion Board on WebCT for entry 18</p> |

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| <p>Week 10</p> | <p>Teacher Conferencing (of Essay #3); Grammar: Semi colons & Colons</p> | <p>Read: --Perspectives: "When You Have to Shoot First," pp. 732-733; "Living with the Bomb," pp. 734-737; "The Politics of Rescue," pp. 743-744.</p> <p><i>A Long Way Gone:</i> Ch 18, pp. 167-178.</p> <p>--QA Compact: Semicolons, pp. 278-280; Colons: pp. 281-284.</p> <p>Write: Second Draft of Essay #3 due for Teacher Conferencing</p> <p>Independent Work due!</p> <p>eJournal 19: See Discussion Board on WebCT for entry 19</p> <p>eJournal 20: See Discussion Board on WebCT for entry 20</p> |
| <p>Week 11</p> | <p>Invention Activities for Essay #4: War & Peace; Semicolons & Colons, continued</p> | <p>Read: --<i>A Long Way Gone:</i> Ch 19, pp. 179-192.</p> <p>-- QA Compact: Semicolons, pp. 278-280; Colons: pp.281-284, continued.</p> <p>Write: Final Draft of Essay #3 due for a grade</p> <p>eJournal 21: See Discussion Board on WebCT for entry 21</p> <p>eJournal 22: See Discussion Board on WebCT for entry 122</p> |
| <p>Week 12</p> | <p>Essay #4, Continued; Grammar: Apostrophes</p> | <p>Read: -- <i>A Long Way Gone:</i> Ch 20, pp. 193-200.</p> <p>--QA Compact: Apostrophes, pp. 285-288.</p> <p>Write: Please have all</p> |

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| | | twenty-two (22) eJournal entries completed by the end of the class period for this week! |
| Week 13 (Thanksgiving holiday—no class on Wednesday & Friday) | Essay #4, continued; Peer Reviews; Grammar: Apostrophes, continued. | Read: -- <i>A Long Way Gone</i> : Ch 21, pp. 201-218. -- <i>QA Compact</i> : Apostrophes, pp. 285-288, continued. Write: Rough Draft of Essay #4 for Peer Reviews at the beginning of the week! (Bring four copies!) |
| Week 14 | Portfolio & Essay 4 for Teacher Conferencing; Other Punctuation Marks | Read: -- <i>QA Compact</i> : Other Punctuation Marks, pp. 295-306. Write: Second Draft of Essay #4 due for Teacher Conferencing Independent Work due! |
| Week 15 | Class Wrap-up | Write: Portfolio w/ Essay #4 due (at the beginning of the week) |