

**Instructor: Karina Shipps**

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**Office:** G-215 **Mailbox:** G-215, Use the English office entrance (G-213)

**Office hours:** MF 11:30 a.m. to 12:00 p.m. **and** TR 11:00 a.m. to 12:00 p.m.

**Required Books:** *The Bedford Guide for College Writers, 8<sup>th</sup> Edition, with Reader, Research Manual, and Handbook* by X.J. Kennedy, Dorothy M. Kennedy, and Marcia Martin. All books are available at the campus bookstore.

## **I. Course Goals**

### **A. Course Description**

College Composition I provides instruction in a writing process that will enable students to develop a topic, organize their ideas, write a draft, revise, edit, and proofread; to access, evaluate, incorporate, and document outside material as a means to develop a topic; and to continue to improve use of grammar, grammar, and language. Placement is based on assessment and/or successful completion of (ENGL 052 or LVE 2) or ESOL 052 and (RDNG 052 or LVR 2). **Grade prerequisite for ENGL 102: Students must earn a C or better in ENGL 101.**

### **B. Overall Course Objectives:**

1. employ a recursive writing process that includes invention, planning, drafting, revising, proofreading and editing;
2. work collaboratively with peers to plan, develop, and carry out writing projects and provide constructive feedback;
3. write well-organized, unified, coherent essays with clear and complete thesis statements that express a purpose;
4. think critically and support the thesis with details, examples, reasons, and other evidence;
5. employ a variety of rhetorical strategies and modes to express complex ideas;
6. vary sentence structure and length;
7. use language in a manner appropriate to a given audience;
8. conduct research; access and choose appropriate sources from standard library resources which may be in a variety of formats both print and electronic;
9. evaluate sources (which may be print or electronic) by examining authenticity, currency, validity, and reliability;
10. incorporate outside material into essays by summarizing, quoting, and paraphrasing correctly;

### **C. Major Topics:**

1. audience awareness
2. writing as a recursive process
3. essay organization and development
4. unity, coherence and clarity in written language
5. rhetorical strategies
6. sentence variety
7. grammar, punctuation and usage review
8. summarizing, paraphrasing and quoting
9. documenting and citing both print and electronic sources in MLA format
10. writing the research paper that employs a variety of print and electronic sources
11. revising
12. editing and proofreading
13. the impact of technology on writing

**D.** At the conclusion of the English 101, students will be able to think critically, evaluate argument, use specific evidence to support opinions, and to use research in writing about topics. In addition, students should analyze argument from different perspectives.

## **II. Evaluation**

- Individual writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will participate actively in class discussions and activities, and write at least four essays, employing all of the process steps, including multiple drafts, for a minimum of 3000 total of words. At least one of the four essays must be a researched essay that employs several secondary sources.

- A. Requirements:** Students are required to attend class each day with pen, paper, and textbook. In addition, students must use blue or black ink pens for all in class essays and in class writings.
- B. Instructor's grading policy:** See attached documents. Also, students are held to the Standards for a C paper, as well as the Course Outline Goals for 101.
- C. Attendance Policy:** There is no distinction between excused and unexcused absences. A student should discuss absences with his or her teacher. The concern is the number of absences, not the reasons for the absences. Attendance is essential for student success. Therefore, students must adhere to the following rules:
  1. **Absences for Fourteen-Week Class:**

- a. A student enrolled in a class that meets three times per week for fourteen weeks is permitted six absences; after the seventh absence, the student fails the course. A student enrolled in a class that meets twice a week for fourteen weeks is permitted four absences and fails after the fifth absence.
2. **Tardiness:**
    - a. Unless excused by the instructor, a student who arrives more than fifteen minutes late or leaves more than fifteen minutes early will be treated as absent.
3. **Classwork:**
    - a. 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 from another student in the class.
    - b. A student is always responsible for submitting on time all assignments announced while he or she is absent.

## Course Procedures

- A. **Materials:** *The Bedford Guide for College Writers, 8<sup>th</sup> Edition, with Reader, Research Manual, and Handbook* by X.J. Kennedy, Dorothy M. Kennedy, and Marcia Martin, a USB Storage Device, blue or black ink pens, a two pocket folder, and a stapler. Students are required to save drafts of all writing done for this class. Students should email to themselves copies of every essay that they write in case of unforeseen problems.
- B. **Special Procedures:** See attached documents as well as instructions below.
  1. **Policy concerning advancement to the next English course:** To advance from ENGL 101 to ENGL 102 or ENGL 239, students must earn a “C” or better in ENGL 101.
  2. **Student Withdrawal Policy:** After the first ten weeks of a regular semester or the first two-thirds of a winter, summer, or late-start class, students can withdraw only under extraordinary circumstances with the permission of the Dean of Liberal Arts.
  3. **Cell Phone Use:** Cell phone calls and texting are not permitted in class. In cases of emergency, students should set the phone to silent and place the phone on the table in front of them and quietly excuse themselves for any necessary communication. Seeing a phone on a table is a signal to me that you may be called for an emergency or intend to use your phone’s calendar, note, or data capabilities.
- C. **Religious Holidays Policy:** Students not attending class because they are observing major religious holidays will be given the opportunity, whenever possible, to make up, within a reasonable amount of time, any academic work or tests they miss. Students

must make arrangements with the professor in advance of the religious holiday.

**D. Departmental Plagiarism Policy:** Students who are determined by their English instructors to have plagiarized will

1. for their first offense
  - a. fail the assignment and receive no credit for it or, in extreme cases, such as lifting large quantities of text from a source or another individual, fail the course;
  - b. meet with the department chair so that they
    - i. can appeal the decision if they wish
    - ii. can be advised of the consequences if they are caught plagiarizing a second time
    - iii. can be advised where to get help so that they can avoid plagiarizing in the future
2. for their second offense:
  - a. fail the writing course in which they are enrolled whether it is the same course as their first offense or another writing course
  - b. meet with the department chair and the division dean so that they
    - i. can appeal the decision if they wish
    - ii. can be advised of the consequences if they are caught plagiarizing again
    - iii. can be advised where to get help so that they can avoid plagiarizing in the future
  - c. for their third offense
    - i. be recommended for expulsion from CCBC
3. At the meeting to discuss a student's first offense, the department chair will open a file to maintain a record of the student's plagiarism.
4. Plagiarism is representing as one's own material words or ideas taken from other sources. Plagiarism includes failure to place in quotation marks and cite researched material as well as buying or copying papers from another person or from the Internet.

**E. The Catonsville Writing Center\*** provides students help with their writing skills. The Writing Center Tutors are all CCBC professors and can assist students with all aspects of a writing assignment including: planning, editing, organizing, citing, and understanding professors' comments. The Writing Consultants will *not* proofread papers, write any part of students' papers, or comment on grades. **The phone number is 443-840-4543.**

- a. Appointments are half an hour long, and students may have only one

appointment a day and two a week.

b. Appointments are held in room E 201-A. Students should be on time and prepared with specific questions and class materials.

F. **\*Please note, many of you will say, “I don’t have time to go for help at the Writing Center.” If true, ask yourself “Do I have time to do this class over again because I do not have time to make an appointment at the Writing Center?”**

G. **Tentative list of dated assignments:** Separate Handouts will be given.

### Grading Table

Students may use this table to track grades during the semester.

Class Work	Percentage of Grade	Grades	Average
Shorter Essays:	25		
Doc. Essay	15		
Research Paper	20		
Class assignments, Rough Drafts, Appointments with instructor, and other assignments that may be given in class. <b>Absent students cannot make up these assignments.</b>	20		
Final Exam	20		

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### **Grading Criteria, Instructor Policies, and Writing Policies**

All essays, rough drafts, class work, and other writing assignments, unless otherwise specified, must meet the following guidelines.

- ◆ An MLA heading is required for **all assignments**. (**Page 710 in your text**)
- ◆ All assignments must meet document design standards and be computer printed using a 12 point font. (**Chapter 21 in the text.**)
- ◆ Students should not use fancy or italicized fonts. Make sure all parts of assignments print; the instructor is not responsible for printing errors or large gaps between paragraphs or sentences on your papers that interfere with coherence.
- ◆ All essays are at least 750 words, about 3-4 pages typed and double-spaced.
- ◆ All essays must have a title that reflects the content of the paper. The title should not be the name of the assignment or the number of the essay.
- ◆ All essays are due at the beginning of class. Papers not turned in at the beginning of class are considered late and penalized one grade per day whether the class meets or not.
- ◆ All essays must be stapled before turning them in.
- ◆ Students are responsible for using their book for all guidelines on MLA documentation. The textbook includes an sample research paper (pp. 710-717). **USE THE BOOK!!**
- ◆ Rough drafts must be typed and contain at least five paragraphs.
- ◆ The course schedule may be adjusted as needed during class time. Absenteeism does not excuse anyone from these changes.
- ◆ This class is not an online class or a telecourse, so do not expect me to teach you online or through email.
- ◆ Students should exchange phone numbers or email addresses with a classmate and use the course schedule to figure out missed information when absent.
- ◆ Class Work Assignments (CWA) cannot be made up except for Fast Food Nation assignments. They must be handed in by the NEXT class period to count as credit.

### **Course Schedule**

**Additional readings are assigned as needed for class assignments.**

**Week 1:** Handout syllabus, Introduction to Course, Chapters 1 and 2. On Friday, we will discuss Audience, Purpose, and Meeting the Assignment Requirements.

- **Class Work Assignment (CWA) #1: Diagnostic Essay written in class.**

**Week 2:** Structure of an Essay—lecture. Read Chapters 16 and 17 for this week. We will do class work on a thesis. **Essay #1 is assigned, so read Chapter 5: Observing a Scene.** We will work on developing a thesis.

**Week 3:** Continue work on thesis. Read Chapters 17 and 18 – Additional Readings are assigned for Essay #1. We will work paragraph development. **Please read Chapter 18 and complete a Rough draft (RD) for Essay #1, which is due on Thursday or Friday.**

**Week 4:** Read Chapters 18 and 19 – We will work continue working on Paragraph development, including Introductions and Conclusions we will work in class on essay using Chapter 20: Strategies for Revising and Editing. **The second RD is due on Monday or Tuesday, The final draft is due on Friday.**

#### **Heads Up!**

- **CWA #2:** Complete Reader Response #1 in a paragraph format; **it is due Monday or Tuesday of Week 5.**
- **For Monday or Tuesday of Week 5,** students must have finished reading Fast Food Nation: Intro to Ch. 2.

**Week 5:** **Read Chapter 3-Critical Analysis and Chapter 4-Recalling an Experience.** Essay #2, a critical response essay, is based on the critical analysis strategies presented in Chapter 3. Your critical Analysis essay is based on recalling a fast food experience as a child. You will relate your childhood experience to the information presented in Chapter 2 of Fast Food Nation, “Your Trusted Friends.” We will have class discussion on prewriting topics for Essay #2. **Your essay assignment sheet has additional work due this week.**

**Week 10:** Read Chapter 30 “Integrating Sources” from your textbook. We will learn to write summary and integrate sources. An RD of Essay #2 is due on Thursday or Friday of this week. For Wednesday or Thursday of Week 6, students must have finished reading Fast Food Nation: Intro to Ch. 3

- **CWA #3:** In class, write a paragraph that explains what you believe a natural food item is. Students may not use outside sources. **This assignment will be turned in on Tuesday or Wednesday of Week 10.**
- **CWA #4:** Additional assignment for Critical Analysis: Go to the grocery store and choose one food item, such as orange juice or apple sauce. Read the labels and choose two versions of the food item, one label should advertise the item as natural and the other label is ordinary. Do NOT choose a natural and an organic version of the food item. Also, do not shop at a Trader Joe’s or a Whole Foods type store because those kinds of stores only sell food advertised as natural or organic. You should purchase the two items and create a table that illustrates the comparison and bring it to class on the due date. **Your comparison must include taste, texture, flavor, ingredient and vitamin content.** You may choose to create a table or write in paragraph form. Most students create a table for the ingredients, then write a paragraph about the flavor, taste, and texture. All assignments must be typed!

**This assignment is due Thursday or Friday of Week 10. You may not use a vending machine!**

**Heads UP!!!!**

**Students should be finished with FAST Food Nation through Chapter 5 by Week 11!**

**Week 11:** Students must copy an article under my name on reserve in the library.—See handout for information. Review structure of Reader Response Essay. Students will need the library materials for the model essay. We will have class discussions about your grocery store experience. **We will write Essay #3 in class on Thursday, April 23.**

**Weeks 12-14:** Your Documented Research Paper; you will receive a separate handout.