



College Composition I, ENGL101
EDC/E6X/EEA

Sections

ENGL 101
College Composition I
3 Semester Hours

I. Basic Course Information

- A. Instructor: Monica Walker, Ed.D.
- B. Fall 2009
- C. Instructor's Office: E Building, 320
- D. Instructor's Contact Information:
 - Phone: 443-840-1988 (office) / 410-952-6575 (cell)
 - E-mail: mwalker@ccbcmd.edu
- E. Department or School phone number: 443-840-1723
- F. Instructor's office hours: To be announced
- G. Pre-requisites and/or co-requisites: None; Level 2 or level 3 placement; S grade in English 052 or ESOL 052; Completion of Reading 052, if required

II. Course Goals

A. Course Objectives (learning outcomes)

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. provide documentation for sources on a Works Cited page using parenthetical

documentation

11. edit their writing to conform to the grammar, punctuation rules of standard written English

B. Major Topics

1. Writing as a recursive process
2. Unity, coherence and clarity
3. Rhetorical strategies
4. Revising
5. Editing and proofreading
6. Summarizing, paraphrasing and quoting
7. Documenting sources
8. Grammar, mechanics and usage review

- C. Rationale: English 101, the first course in a two-course sequence of writing courses, is one of the essential components of the CCBC General Education program, providing knowledge, skills and attitudes that enable you to achieve many of your academic and career goals. The course provides you with knowledge that includes basic methods for planning and writing essays, methods of revision, and techniques for editing and proofreading. Most of these methods and techniques can be readily transferred to life-work situations in which you will be required to communicate your ideas and arguments in writing. The fundamental skills that you learn in this course-- the thinking as well as writing skills-- will enable you to develop exam responses and longer essays for a variety of academic courses as well as job-related writing assignments. In addition, the writing experiences that you have in this course will help you develop attitudes of persistence and cooperation that will enable you to succeed within the diversity of the contemporary world.

III. Evaluation

A. Requirements

1. Submit a diagnostic writing sample at the beginning of the semester.
2. Participate actively in class activities.
3. Write at least four essays, employing all of the process steps, including multiple drafts, for a minimum of 1,500- 2,000 words.

B. Grading Policy

Individual writing assignments and essays may receive a grade of A (90-100 points), B (80-89 points), C (70-79 points), D (60-69 points), or F (59 points and below.)

Your final grade will be calculated on the following areas:

Essay #1 Memoir /Recalling Personal Experience	100 points
Essay #2: Investigative Essay	100 points
Essay #3: Evaluation Essay	100 points
Essay #4: Argument Essay	100 points
Quizzes/Preliminary Bibliography & Thesis Worksheets	50 points
Class Participation	25 points
Class Attendance	25 points

Final Grade Point Distribution:

A= 450-500 points
B= 400-449 points
C= 350-399 points
D= 300-349 points
F= 299 and below

C. Attendance Policy

Students are expected to attend all class meetings. For this course, you may have a maximum of six absences. If class must be missed for any reason, the student should inform the instructor of the reason for the absence, preferably before the class is missed. Missed class work must be made up by the second class following the absence. After that, late work will not be accepted. **More than six absences will result in automatic failure.**

IV. Course Procedures

A. Materials (text, equipment, supplies)

Reid, Stephen. *The Prentice Hall Guide For Writers*. Eighth Edition, Upper Saddle River, NJ: Pearson Prentice Hall, 2008.

Tools & Materials

- | | |
|----------------------------|---|
| -Blue or black ink pen(s) | -Supply of 8.5x11" lined notebook paper |
| -Portfolio (pocket folder) | -(1) One Subject Notebook |
| -College-Level Dictionary | -Two 3.5" formatted computer disks or a flash drive |

B. Special Procedures

Classroom Behavior

Mature behavior is expected of students at all times. Disruptive classroom behavior will result in dismissal from class. The following are examples of disruptive behavior: text messaging, side conversations, yelling, arguing, interrupting, refusing to follow instructions, and any other activities that disrupt the classroom and inhibit the learning process. Also, turn off cellular telephones during class.

Writing Assignment Format

All essays must be typed and double-spaced. Each essay must have the following heading at the top left corner for consistency:

Your Name
English 101
Section ____
Dr. Walker
Date

The Writing Center/Online Writing Lab

The Writing Center, located in Room E338, provides individualized help to students who want to improve their writing skills. Tutors are available to work with students on all phases of the writing process. They will discuss how to get started on a particular assignment, or they will read a draft and offer general suggestions for revision. They will also review areas of grammar with which students need help.

Services of the Writing Center are free. Students may make appointments by stopping by the Writing Center or by calling 410-780-6799.

In addition, you can receive help from the Online Writing Lab (OWL) located on the CCBC Website.

Open Access Computer Labs

CCBC-Essex has a number of open access computer labs available. In the E building, the Writing Center has several computers for student use during the hours the center is open.

C. Tentative List of Dated Assignments

ENGLISH 101 - COURSE SCHEDULE (tentative)

<u>Month/Week</u>	<u>Topic/Classwork</u>	<u>Assignment</u>
August 31	Introductions Syllabus Overview Diagnostic Writing Chapter 1: Writing Myths & Rituals	(W) Read Ch. 1 Answer questions 1 & 4 (p. 12) (F) Read Ch. 2 (pp. 17-38 only) Review
Wong/Zoellner articles		
September 7	*No class on Monday, 9/7 (Labor Day) Chapter 2: Purposes & Processes Remembering	Read Ch. 4 (pp. 101-117) Answer ?s 1,2, 5 on p. 117 Read Ch. 4 (pp. 131-139) Read "Christmases Remembered"
September 14	Intro. to Essay #1 (The Memoir) Essay #1 Collecting/Shaping	Select Essay 1 topic Complete Collecting/Shaping

1
 Essay #1 Introductions & Conclusions Develop a draft title for Essay
 Essay #1 Drafting Complete Essay 2 Draft
 September 21 Essay #1 Revising Read pp. 140-146
 Grammar Review/Exercises Answer Writer ?s 1-3 (p.
 145) Peer Review & Instructor Conferences Complete Essay 1 Final
 Version

***Essay #1 Final Essay Due: Friday, 9/25/09**

<u>Month/Week</u>	<u>Topic/Classwork</u>	<u>Assignment</u>
September 28	Research Paper Activity/Process Critical Source Evaluation/Plagiarism MLA Documentation Style	Grammar Exercises Read Ch. 13 (pp. 657-720) Read. Ch. 7 (pp. 279-325)
October 5 Topic Outline	Intro. to Essay #2: The Investigative Report Essay #2 Collecting/Shaping In-Class Research Day	Select Essay 2 Prepare Essay 2
October 12 (Midterm) Drafting article)	Instructor Conferences Complete Essay 2 Draft	Essay #2 / In-Class Read pp. 327-336 (Revising/Strain Answer Writer ?s 1-3 (p. 326)
October 19 submission Read Ch. 9 (Evaluating)	Peer Review Grammar Review/Exercises Essay #2 Revising *Essay #2 Final Essay Due: Friday, 10/23.	Prepare Essay 2 for
October 26	Intro. to Essay #3: The Evaluation Writing Evaluations/Criteria Building Essay #3 Collecting & Shaping	Select Essay 3 Topic & develop criteria; Read Y'Blood p. 451-453 and answer Questions 1, 4 & 5 on pp. 453.
November 2	Essay #3 Outlining/Drafting Instructor Conferences	
November 9	Essay #3 Peer Review & Revising Instructor Consultations Intro to Essay #4 (Argument)	Read Ch. 11 (Argument)

*Read "Welfare in the U.S." on pp. 583-590; Answer Questions 2 & 4 on p.591

***Essay #3 Final Essay is due on Friday, 11/13.**

November 16	Essay #4 Collecting/Shaping Essay #4 – In-Class Outlining Essay #4 – In-Class Drafting	Select argument topic
November 23	Essay #4 In-Class Drafting Instructor Conferences	Prepare Essay 4 Draft

** Thanksgiving Holiday (No classes 11/25 or 11/27)*

<u>Month/Week</u>	<u>Topic/Classwork</u>	<u>Assignment</u>
November 30	Instructor Conferences Essay #4 Peer Review & Revising	
December 7 Essay 4	Essay #4 Revising & Instructor Consultations Course Reflection Essay #4 Final Essay is due on Friday, 12/11. <i>*Last day of class is Friday, 12/11.</i>	Prepare Final -
December 14	Final Exam Session: TBA (Essay 4 to be returned.)	

D. Important Dates:

Last day to withdraw with 50% refund – Friday, September 18 by 4:00 p.m.

Mid-Session Grades (Faculty inform students) – Monday, October 19

Last day to withdraw with a "W" grade – Friday, November 6 by 4:00 p.m.

Final Exams (Reflection Essay) – TBA

Last day of class – Friday, December 11

Final grades due by 10:00 a.m. on Monday, December 21

E. Academic Honesty Policy

Academic honesty is expected of all students. Each student is expected to submit work that is his or her own, and materials from any other source must be identified as such. Intentional falsification of data, plagiarism, copying from other students, or other

violations of academic honesty are not acceptable. Academic dishonesty holds a severe penalty, from failure of the assignment to failure of the course.

F. Services for Student with Disabilities

CCBC is committed to providing equal access to 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 which allows staff adequate time to respond to the special needs of the student. The student must provide the appropriate office with proper documentation supporting the need for reasonable accommodations.

For more information, contact:

CCBC Catonsville
443-840-5246 or
443-840-4553 (TTY)

CCBC Dundalk
443-840-3774 or
443-840-3529 (TTY)

CCBC Essex
443-840-1741 or
443-840-1601 (TTY)