

English 101: Freshman Composition, Fall 2011

Section #s:

Dates & Times: MWF,

Instructor:

Office & hours:

Office phone: 774-1316

Email:

Course Description

Writing is a crucial part of your education at CMU, so all students are required to gain “written competency” to graduate. The two required writing competency courses are ENG 101 and 201. These courses are designed to help you succeed at CMU and to help you graduate as a fluent, confident, and flexible writer.

ENG 101 provides intensive practice in the intellectual and verbal habits required by a wide variety of public and academic writing, including careful reading, critical thinking, and coherent writing. English 201 focuses on writing research-based arguments, as well as helping students learn how to write about empirical data, which is sometimes necessary in creating persuasive arguments in some disciplines and professions.

Required Texts and Materials

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say with Readings: The Moves that Matter in Academic Writing*. New York: W.W. Norton, 2009.

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The Brief McGraw-Hill Handbook*. New York: McGraw-Hill, 2008. You can purchase a registration code for the e-handbook at the CMU Bookstore or directly from McGraw-Hill at http://www.mhprofessional.com/mhhe_index.php. The ISBN is 0077350340 and costs \$25 for four years of access. Once you’ve obtained a registration code, go to www.mhconnectcomposition.com to register and access the e-handbook. You can also buy a used spiral-bound copy from Amazon.com for around \$35; but be sure to get one that includes the 2009 MLA and APA updates.

Taylor, Marcy, Elizabeth Brockman, and Melinda Kreth, with Laura Grow. *English 101: First-Year Composition*. 3rd ed. Dubuque IA: Kendall-Hunt, 2008.

Always bring paper and pencil to class. If your class meets in a computer lab, always bring a flash drive.

Course Objectives

See pages 1 – 2 in your textbook *English 101: First-Year Composition*.

Other Course Goals

In addition to the major course objectives described in your textbook, you will also strive to acquire the following knowledge and behaviors:

- Self-discipline: Develop good work habits, e.g., writing regularly, producing professional-looking work, meeting deadlines and assignment requirements.

- Effective writing processes: Develop the habit of writing planning notes, writing drafts, then revising, proofreading, and editing.
- Rhetorical awareness: Develop skill in analyzing arguments and persuasive techniques. Develop skill in writing for a variety of purposes and audiences.
- Critical thinking skills: Develop skill in analyzing and evaluating style and content in both student compositions and published writing. Develop skill in presenting, both orally and in writing, criticism of written composition.
- Use of Standard Written English: Develop skill in proofreading to catch and correct errors in spelling, U.S. English punctuation, usage, capitalization, grammar, etc.
- Manuscript conventions: Develop skill in following directions for manuscript preparation.

Coursework

Assignment 1: Response to an Article (1,000 – 1,500 words, ~4 – 6 pages)	125 pts
Assignment 2: Rhetorical Analysis of an Editorial (1,000 – 1,500 words, 4 – 6 pages)	150 pts
Assignment 3: Bibliographic Essay (1,750 – 2,500 words, ~7 – 10 pages)	250 pts
Assignment 4: Literacy Autobiography (1,500 – 2,000 words, ~6 – 8 pages)	150 pts
Five In-Class Writings* (250 -500 words each)	150 pts
Other Class Work (quizzes, homework, in-class work, peer review, etc.)	175 pts
Total	1,000 pts

Note: Word counts exclude the list of Works Cited or References.

* #1 = 10 pts, #2 = 20 pts, #3 = 30 pts, #4 = 40 pts., #5 = 50 pts.

Grades

A grade of “C” is the normal grade for this course, and students must receive a “C” (not a “C-”) to receive competency credit for this course. The grades of “A” and “B” are honor grades, indicating a student has produced excellent or exceptionally good written work while meeting the minimum quantitative requirements. A grade of “C” means the student has adequately met the minimum quality and quantity standards of the course. A grade of “D” or “E” means the student has not met the minimum requirements either quantitatively or qualitatively. The grading criteria are listed on pages 3 - 4 in your *English 101: First-Year Composition* textbook.

Each essay assignment and in-class writing will receive a letter grade (sometimes with a + or -) as follows:

- A = writing is characterized by excellent adherence to grading criteria.
- B = writing is characterized by very good adherence to grading criteria.
- C = writing is characterized by adequate adherence to grading criteria.
- D = writing is characterized by poor adherence to grading criteria.
- E = writing is characterized by inadequate adherence to grading criteria. The assignment may also have severe deficiencies that indicate the assignment does not satisfy other requirements.

Grades for “Other Class Work” will be based on the portion of the work you have completed satisfactorily. If you hand in homework that is illegible or that suggests you put little thought or effort into the work, then don’t expect to receive full credit for it. Points for this portion of your grade will be posted to Bb every four weeks.

The grading scale for the course is as follows:

A = 935 – 1,000	C = 735 – 764
A- = 895 – 934	C- = 695 – 734
B+ = 865 – 894	D+ = 665 – 694
B = 835 – 864	D = 635 – 664
B- = 795 – 834	D- = 595 – 634
C+ = 765 – 794	E = 0 – 594

Blackboard keeps a running total of the points you have accumulated.

Class Policies & Procedures

1. **Format essays according to the instructions given in each assignment sheet.**
2. **Unless you are otherwise instructed, hand in assignments and exams to me personally.** Without my prior approval, never leave assignments in my mailbox, don't give them to the English Dept. secretaries, don't give them to a friend or family member to give to me, and don't email them to me.
3. **Participate in class discussions and group activities, and keep up with the assigned readings and be prepared to discuss them.** If you don't, you will receive a "0" for the day's in-class work.
4. **Attend class regularly.** Attendance will be taken at the beginning of each class. Even though attendance per se is not required, in-class work (except the In-Class Writings) cannot be made up, and absences will adversely affect the "Other Class Work" portion of your course grade. If you must miss a class, you are responsible for finding out what you missed while absent. Also, I will not conference outside class with students who have not been attending class regularly; exceptions for emergencies are rare and subject to my discretion. If you miss an In-Class Writing, see me about scheduling a make-up date and time; expect to lose a letter grade unless you bring a note from your doctor stating that you were too ill to attend class that day. If you miss three or more days in a row, I will submit a non-attendance form to the Registrar's office, and they will contact you about your status in the course and the possibility of your losing financial aid.

NOTE: If you must miss class to participate in a CMU-sponsored event (sports, etc.), bring a letter to me from your coach or sponsor *before* you miss the class(es). The letter must state the day(s) and date(s) you will be absent, it must include your coach's or sponsor's campus phone number, and it must be signed by your coach or sponsor. You are responsible for turning in immediately upon your return all work that was due on the day(s) you were absent and for finding out from a classmate what you missed while absent. If you will miss a workshop, then you must have your draft reviewed by a consultant at the Writing Center before the draft is due for instructor review or you will lose 25 points from your course grade. If you know that you will miss an In-Class Writing, then you must schedule a make-up date and time *before you leave town*.

5. **Attend peer review workshops.** If you miss a revision workshop, the grade on the final draft of your essay assignment will be lowered 25 points if. The same applies if you attend the workshop but fail to bring a draft for comments.
6. **Turn in assignments on time.** You may turn in one of the instructor drafts of the four essay Assignments up to a week late without a grade penalty (except for the final draft of Assignment 4). Otherwise, an instructor draft of an essay assignment loses 5% of its grade for each day (not class meeting) it is late. No essay assignment that is more than one week late will be accepted and will

receive a zero (0). You can expect your drafts and other graded work to be returned to you within one week of the date you submit the work (if not sooner).

7. **Arrive to class on time, and don't leave class early.** Arriving to class late is disruptive, rude, and unprofessional. Students who are more than fifteen (10) minutes late for class will be considered absent and will receive a "0" for the day's in-class work. Schedule job interviews, doctor appointments, lunch dates, conferences with your other professors, etc. so that you won't have to leave class early. Students who leave class early will be considered absent and will receive a "0" for the day's work.
8. **Turn off cell phones, iPods, Blackberries, mp3 players, laptops, etc. before class begins** If you don't, you'll be asked to leave and will receive a "0" for the day's in-class work. (Exceptions will be made as needed for students with documented disabilities. See the section below on "Accommodations for Disabled Students.")
9. **Check your email and our class Bb site frequently.** I use Bb to archive class documents and readings and to post grades. Email is my primary mode of communication for announcements, so check your email frequently.
10. **Behave in a civilized and appropriate manner.** If you call your classmates or me names or engage any kind of verbally hostile personal attacks on us, you will lose 10 points from your "Other Class Work" grade. After the third incident, I will have you permanently removed from the class. Any form of physical verbal or physical intimidation directed toward your classmates or me during class will be immediately handled by Campus Security. Also, if I find anything you write in this class to be threatening, offensive, or to indicate that you might be a danger to yourself or to others, I'm obligated by law to report such behavior to campus authorities.
11. **Don't plagiarize.** Depending on the extent, plagiarism (intentional or not) can result in an "E" on an assignment or even in the course as well as disciplinary action from the Dean of Students.
12. **Visit the Writing Center if you need extra help.** Because writing is such an important part of a college education, CMU provides free Writing Center support to all CMU students, in any class, at any stage of the process, from brainstorming to final editing (although the WC will not edit your papers for you!). However, if I find that you have specific needs as a writer that would benefit from additional input, I might suggest that you visit the Writing Center as part of this class. If this occurs, I will talk to you about the Writing Center as part of this class and the details of what I expect and the consequences of not meeting this requirement. Because the Writing Center gets busy, it helps to go well before assignments are due; be sure to take your draft, assignment sheet, syllabus, and any other relevant class materials. (See pages 4 – 5 in your *E101: FYC* textbook for more information about the CMU Writing Center, its locations and hours of operation.)
13. **Keep up with all your work during the semester. DON'T THROW AWAY ANYTHING!**

Revision Policy

You may revise Assignments 1 - 4 to improve the assignment and raise your grade. However, none of the five In-Class Writings—which are basically writing skills exams—may be revised. The following conditions for revision apply:

- Don't simply correct editing errors or errors in format: *revision is not a substitute for editing in the first place*. To receive a higher grade, a revision must improve the substance of the assignment (e.g., rhetorical effectiveness, logic, organization, writing style, etc.), as well as correct most of editing

errors, without introducing many new ones.

- My comments on an assignment reflect the problems that, at the time, seem most serious and that happen to catch my eye: I rarely comment on everything that is ineffective with an assignment, and I also try to comment on what I see as effective. When I read a revision, I probably will comment on problems that I did not comment on the first time. These problems will affect the grade of the revision. Moral: don't just "fix" the problems that got marked; reread the assignment critically and do all that you can to improve it! If you need additional help, visit the Writing Center.
- Submit the revision to the same slot on Blackboard to which you submitted the original draft. I will compare the new version with the previous version to see whether the revision is substantial (as opposed to merely copyedited).
- Any penalty on the previously graded draft also applies to the revision.

Incompletes

The Incomplete ("I") is a temporary grade used in cases when a student is unable to complete course requirements *because of extreme illness or other justifiable circumstances* (and the instructor, not the student, decides whether the circumstances are justifiable). An Incomplete is assigned in cases in which the student has completed satisfactorily (i.e. with a "C") the major portion (51%) of the course requirements and is able to complete the remaining work without re-registering for the course. Further information on the Incomplete (I) can be found in the current *Undergraduate Bulletin*, which states that "It is not to be given to a student who is already doing failing work. [. . .] It is the student's responsibility to contact the instructor to make arrangements for completing the remaining work."

None of the following is a justifiable reason for a student to be granted an Incomplete: 1) being unable to keep up with the reading and writing assignments due to lack of time; 2) being busy, i.e., experiencing a lack of time due to conflicting school, work, family, and social schedules and, thus, being unable to manage time effectively; 3) having a non-serious illness that does not lead to a visit to a doctor and required absence from class, e.g., having a cold; 4) leaving school for an extended vacation; 5) not having adequate child care; 6) being in jail.

Monitor your progress in the class and be aware of the various withdrawal deadlines.

Academic Integrity

In May 2001, the CMU Academic Senate approved a new Policy on Academic Integrity, which applies to all university students. This policy is clearly explained in your *Undergraduate Bulletin*. All academic work is expected to comply with this policy.

The consequences of plagiarism depend on its nature and extent and could entail anything from repeating the assignment (on a different topic) to failing the assignment or even the course. Verified cases of plagiarism will also be referred to the Office of Student Life, which may decide to recommend academic probation or expulsion. A variety of methods can be used to detect and verify plagiarism, including, but not limited to, Internet searches and electronic plagiarism detection services, such as Turnitin.com. My extensive experience as a writing teacher also gives me a good eye for detecting plagiarism. Motto: Don't steal other people's words or ideas—do your own thinking and writing.

Accommodations for Disabled Students

CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements must first register with the office of Student Disability Services (250 Foust Hall, 774-3019, TDD #2568). Instructors are not obligated to provide accommodations to students who have not registered with CMU Student Disabilities Services Office. After you have registered with Student Disability Services, they will send me a description of the type of accommodation you might need.

Conferences

I will be available during my scheduled office hours to meet with students who are attending class regularly to discuss class-related issues. If you need to meet with me at some other time, then send me an email, and I will try to arrange another time to meet with you.

Due Dates

An assignment sheet for each assignment will be posted to Bb. This sheet will include not only a description of the assignment, but also a schedule of all assigned readings and in-class activities. Be sure to bring to class any books in which readings have been assigned, as well as any relevant assignment sheets, handouts, etc. on Blackboard. I reserve the right to amend these due dates if circumstances warrant. If so, an updated schedule will be placed on Bb.

In-class Writing 1 (diagnostic)	Monday, August 22
Peer Review Workshop for Assignment 1	Friday, September 2
Assignment 1 due for Instructor Review	Friday, September 9
Peer Review Workshop for Assignment 2	Friday, September 15
In-class Writing 2	Monday, September 18
Assignment 2 due for Instructor Review	Friday, September 22
Topic description for Assignment 3 due	Monday, September 26
In-class Writing 3	Wednesday, October 12
Peer Review Workshop for Assignment 3	Wednesday, October 19
Assignment 3 due for Instructor Review	Friday, October 28
In-class Writing 4	Wednesday, November 2
Peer Review Workshop for Assignment 4	Monday, November 14
Assignment 4 due for Instructor Review	Monday, November 23
In-class Writing 5 (Final Exam)	Final Exam period

Keys to Success in this Class

Some of the advice below comes from former students who have done well in this class.

- Carefully read this syllabus and other materials posted on the course Bb site as well as any materials and email sent to you by your instructor.
- Don't underestimate the level of difficulty and amount of work required. You will not do well if you place the coursework at the bottom of your list of priorities. Succeeding in school—like anything else—means making sacrifices, sometimes painful ones.

- Don't procrastinate. If you try to complete the work at the last minute, its quality will suffer, as will your grade. You will not receive a "C" or better this course if you wait until the last minute to complete the assignments or to contact your instructor about what you don't understand.
- Carefully read and study the assigned chapters and articles in the textbooks and other course materials, including review and instructor revision suggestions, and incorporate into your assignments the writing theories, strategies, and suggestions discussed there.
- Read and follow carefully the assignment and exam instructions in the syllabus, in the assignment sheets and exam prompts, in the textbooks, and given in class. Ask questions about anything you don't understand.
- View the assignments, exams, and other class work from the perspective of the intended readers. One of the goals of this course is to get you to think more strategically about who might read the documents you write. *Never* assume that anything you write is private, and don't assume that your intended readers are only your classmates and instructor. In this course, all writing is public in the sense that it is subject to review by your peers and instructor. Grades, however, are private.
- Proofread and edit your work carefully. Students will be held accountable for several aspects of effective writing: content, style, rhetorical effectiveness, grammatical correctness, etc. Students who enroll in ENG 101 are supposed to know the basics of Standard Written English. This class will help you learn how to develop an appropriate and effective writing style, but if you don't already grasp the fundamentals of correct grammar, punctuation, and usage, then you're unlikely to earn a "C" in this course and should perhaps take ENG 100 first.