

English 1010— Course Syllabus Fall 2006
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Prof. Renee' Byrnes
Office Hours: MW 12:30-2; T 9:00-1:15; R 1-4
rebecca.byrnes@volstate.edu

Office: Ramer 154

Phone: (615) 230-3217
Email:

TEXTS AND MATERIALS

Making Literature Matter, 3rd Edition, Eds. John Schilb and John Clifford

The Bedford Handbook, 7th Edition, Ed. Diane Hacker

A dictionary of your choice

A two-pocket folder with center clasps

Wide-ruled notebook paper

Two alternate forms of saving essays (3 ½ in. floppy disks, flash drive, CDROM)

COURSE DESCRIPTION: Writing expository compositions based primarily on analysis of essays and literary works; emphasis on rhetorical modes, documentation skills, and revision.

COURSE OBJECTIVE: English 1010 will introduce you to the writing process and give you much practice in writing. Also you will learn reading strategies that will help you to read critically and write intelligently. You will become a better, more confident reader and writer, and the skills you acquire will benefit you in college and throughout your life.

LEARNING OUTCOMES: upon successfully completing English 1010, you should be able to write a logically built, well-focused essay that has cohesive body paragraphs which are developed with relevant detail and a minimum of language usage errors. Thus, you will demonstrate the ability to

1. analyze and evaluate written expression by reading critically for awareness of situation, audience, purpose, and diverse point of view,
2. condense a primary purpose into a single, compelling thesis statement and develop major points,
3. develop appropriate rhetorical patterns (i.e. narration, comparison/contrast, classification, cause/effect, definition), while demonstrating writing skills from process to product,
4. understand that the writing process includes procedures such as planning, organizing, composing, revising, and editing,
5. employ correct diction, syntax, usage, grammar, and mechanics,
6. manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision making,
7. recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

Specific Mechanical Skills: Students who successfully complete English 1010 should:

- a. understand the uses of quotes, paraphrases, and summaries; be able to integrate them effectively into their own writing and document them correctly according to MLA style;
- b. create effective openings and conclusions;
- c. make effective transitions between paragraphs and ideas;
- d. discuss writing in the common language of writing instruction (e.g. topics, thesis, organization, development, style, grammar, unity, coherence, cohesiveness, mechanics, writing process, and so on);
- e. be able to vary sentence structure from simple to complex to suit context and writing situation;
- f. write prose in which grammar, spelling, and punctuation do not impede the reader's comprehension;
- g. develop library skills, including use of online sources.

COURSE ACTIVITIES

Writing and Revising: In addition to in-class writing, you will write at least two drafts each of four essays (550-800 words each). You and your peers will respond to each other's writing with suggestions for revision. These suggestions will ask you to rethink and reshape content and organization, not just to correct errors in grammar and mechanics. Then, you will have the opportunity to revise your essay before turning it in to me for a grade. We will also look at matters of editing, but we will focus primarily on global issues of revision in this class so that by the end of the semester, you should see an improvement in your writing skills based on what you will learn about the writing process in this class.

Journal writing: You will write in a journal at least once a week, either in or out of class. The journal assignments may include invention work for each essay assignment, reflective writing, responses to assigned readings, or other writing geared towards improving your writing abilities and critical thinking skills.

Reading: The more you know about the writing in general, the more effective your writing becomes. For this purpose, you will read (1) selected readings from *Making Literature Matter*, (2) sections from *The Bedford Handbook* on matters of writing and language usage, and (3) essays written by your classmates.

Quizzes: Periodically throughout the semester, you will be asked to complete an announced quiz over a reading assignment. However, I observe the right to give pop quizzes on any reading assignment at any time. It is possible that you will be asked to take a number of pop quizzes during this course, and they will be averaged in with your quiz grade at the end of the semester. If you are absent on the day of a quiz, you will receive a zero for that quiz grade unless previous arrangements have been made with me.

Peer group process: We will have at least three peer group days over the course of the semester. On each of these days, you will give and receive feedback on the first typed draft of each essay. You must attend at least two of the three peer days to pass the class.

Daily work: It is important that you keep all daily work that you do until the end of the semester. We will often do exercises in class that will help to improve your writing skills, your critical thinking skills, and your understanding of the selected readings.

COURSE POLICIES

Attendance: Class attendance is extremely important to your and your classmates' success in English 1010 because unlike the lecture course where your class absence affects no one but yourself, English 1010 is structured around your participation in class. Your writing is our subject matter, and many days we will be prewriting, writing, or rewriting in class. Often classes will be conducted as writing workshops where your classmates and I will confer with you about your writing and where you will respond to your classmates about their writing. Therefore, **you are expected to attend all classes**. I will take roll daily, and if you miss more than **four** classes or participate in fewer than two of the required three peer response groups, you will fail the course. *Exceptions will be made to this policy only under extraordinary circumstances and then only at the teacher's discretion.*

Only school-sponsored functions (for instance, trips relating to sports, chorus events, etc.) are automatically excused. In such cases, you are responsible for notifying me of the absence well in advance, and you are responsible for getting your work in early--before you have to be absent. **NOTE:** If you are receiving Title IV Financial Aid, failure to attend classes regularly could result in your having to repay PART or ALL financial assistance you have received for the semester.

Tardiness: Three late arrivals will equal an absence. If you arrive after I call roll, it is your responsibility to alert me to your attendance. In addition, any student who arrives more than twenty minutes after class is scheduled to begin will be considered absent for the day.

Late Work: I do not accept late work more than one week late, and only under the condition that you have discussed turning the work in late with me before the day it is due. Unexcused late essay drafts will result in a penalty to your final essay grade. Should you want me to consider late work, you must submit in writing your reason(s) for why I should accept it late.

Reasonable Accommodation for Students with Disabilities: Students must contact the Office of Disability Services (basement of Wood Campus Center, Room 122) in order to receive accommodations for disabilities. Only those students with appropriate documentation will receive services.

Plagiarism: You know that using another's work as your own is wrong. According to the *Volunteer State Community College Student Handbook*, "Plagiarism is using other people's ideas as your own, copying all or parts of someone else's work, having another person write the assignment, getting too much assistance in writing, or failing to document accurately the use of source material" (14). Such violations are very easy for writing teachers to spot because we get very familiar with students' prose style. Cases of plagiarism and cheating often result in the students' failure in the course, and a definite zero on the project. Students are responsible for seeking help if they are unsure about how or when to cite sources; ignorance of the rules is not a justification for plagiarism.

GRADES

Essay Grades (which total 70% of your total grade):

Essay 1: 5% In-class essay – written during the first week of class.

Essay 2: 10% Narrative

Essay 3: 20% Cause/effect

Essay 4: 10% In-class essay – Response to prompt

Essay 5: 25% Compare/contrast

Final Course Grade: To pass the course and earn three credit hours, you must (1) complete all in-class writings, (2) complete at least two drafts of all essays, (3) submit and complete all required homework assignments, (4) meet writing assignment deadlines, (5) participate in class discussions, and (6) meet all attendance requirements for classes and peer groups. Then your course grade will be determined as follows:

70%	<u>Essays</u> (grade makeup as noted above)
15%	<u>Quizzes</u>
15%	<u>Journal, Daily work, and Class Participation</u>

Final course grades will be reported as A, B, C, D, or F (no plus or minus grades).

Grading Scale:

93-100 = A; 85-92 = B; 77-84 = C; 70-76 = D; below 70 = F.

TENTATIVE CLASS SCHEDULE OVERVIEW—Fall 2006

Week 1:	Aug. 7-11	Intro to the class; Essay 1 written in class
Week 2:	Aug. 14-18	
Week 3:	Aug. 21-25	Essay 2 due
Week 4:	Aug. 27-Sept. 1	
Week 5:	Sept. 4-8	Monday off—Labor Day Holiday
Week 6:	Sept. 11-15	Essay 3 due
Week 7:	Sept. 18-22	Essay 4 written in class
Week 8:	Sept. 25-29	Essay 5 due

PLEASE NOTE: Students who miss the first day of class must make an appointment with the instructor for the purpose of course orientation. Students who miss the second day of class must make an appointment with the instructor for the purpose of completing the in-class writing.

COURTESY IN THE CLASSROOM: Appropriate classroom conduct is simple courtesy to others. Discourtesy includes excessive noise or other distraction; therefore, private conversations, cell phones, and children do not belong in a college classroom. All policies for classroom misconduct and for cheating (including plagiarism) are discussed in the current VSCC Student Handbook. Students are advised to read them carefully and know that the course instructor adheres to them. These include provision for my asking a disruptive student to leave the class for that day and be counted absent without excuse. Continued disruptions can result in the student being removed from the class permanently.

VOLUNTEER STATE CC IS AN EQUAL OPPORTUNITY INSTITUTION and ensures equal opportunity for all persons without regard to race, color, religion, sex, national origin, disability status, age, sexual orientation or status as a qualified veteran with a disability or veteran of the Vietnam era (97.32.7 Revised January 2003).

LEARNING CONTRACT: This syllabus is a contract between you (the student) and me (the professor). By staying in the class, you agree to these policies and guidelines. The most vital element to your success in this class is your acceptance of the responsibility for your actions.

****ALWAYS BRING YOUR BOOKS AND THIS SYLLABUS TO CLASS WITH YOU.****

ENGLISH 1010 ASSIGNMENTS

Week 1

Monday, Aug. 7

IN CLASS:

- (1) Introduction to English 1010, Composition I.
- (2) Complete Student Information Sheet and review syllabus.
- (3) Hand out books

Wednesday, Aug. 9

DUE:

- (1) In *Making Literature Matter*, read Chapter 3, "The Writing Process" pp.46-71

IN CLASS:

- (1) Discuss the writing process.

Friday, Aug. 11

IN CLASS:

- (1) Complete an introductory writing on an impromptu topic

Week 2

Monday, Aug. 14

DUE:

- (1) In *Bedford Handbook*, read pp. 2-14, 102-04, and 112-14

IN CLASS:

- (1) Discuss coversheet assignment, including audience, purpose, thesis, and benefit.
- (2) Complete in-class exercise for determining audience
- (3) Discuss document formatting

Wednesday, Aug. 16

DUE:

- (1) Read pp. 79-113 in *MLM*, "Writing about Stories."
- (2) In your journal, complete "A Writing Exercise" on p. 90

IN CLASS:

- (1) Discuss narrative writing (literature as example)
- (2) Discuss writing about stories (literary analysis)

Friday, Aug. 18

DUE:

- (1) In *Handbook*, read "Revising" pp. 41-71.
- (2) Read "What is Revision?" and "What is Editing?" handouts

IN CLASS:

- (1) Discuss the difference between revision and editing.
- (2) **QUIZ:** Revision vs. editing
- (3) Discuss how to do peer revision workshop
- (4) Discuss Essay 2 assignment
- (5) Return of graded in-class essays.

Week 3Monday Aug. 21**DUE:**

- (1) Type and revise in-class essay to create a peer draft of Essay 2
- (2) Create a coversheet for your essay
- (3) Draft three open-ended questions to ask in peer group

IN CLASS:

- (1) Complete peer revision workshop
- (2) Discuss revisions

Wednesday, Aug. 23**DUE:**

- (1) Read handouts on Cause and Effect
- (2) In your journal, write a 100-word summary of what your peers told you to revise in your essay and how you intend to revise it

IN CLASS:

- (1) Discuss cause and effect
- (2) Discuss Essay 3 assignment

Friday, Aug. 25**DUE:**

- (1) In *Making Literature Matter*, read in chapter 2 pages 26-47
- (2) In *The Bedford Handbook*, read Section 58 concerning "Writing About Literature"
- (3) Follow the suggestions of your peers to create your final draft of Essay 2 (revised draft and coversheet). Bring **ALL** drafts, peer response sheets, and grade sheet for your essay to class to submit with the final draft.

IN CLASS:

- (1) Submit Essay 2 for a grade.
- (2) Discuss theory and practice: thinking and writing about literature

Week 4Monday, Aug. 28**DUE:**

- (1) In *MLM*, read "Two Kinds" (373-82), "The Love of My Life" (612-24), and "A Rose for Emily" (969-75)
- (2) In your journal, answer reading questions.

IN CLASS:

- (1) Discuss stories.
- (2) Discuss cause and effect: family, murder.

Wednesday, Aug. 30**DUE:**

- (1) In *MLM*, read "Story of an Hour" (862-63), "The Yellow Wallpaper" (1149-61), and "Cask of Amontillado" (1314-1319)
- (2) In your journal, answer reading questions

IN CLASS:

- (1) Discuss stories

- (2) Discuss cause and effect: individuality, insanity

Friday, Sept. 1

DUE:

- (1) In *Handbook*, read "Building Effective Paragraphs" (Chapter 4)

IN CLASS:

- (1) Discuss how to develop and organize paragraphs effectively in order to achieve a specific purpose for the essay assignment
- (2) **QUIZ:** Building effective paragraphs

Week 5

Monday, Sept. 4

HOLIDAY: LABOR DAY, NO CLASS

Wednesday, Sept. 6

DUE:

- (1) In *MLM*, read "Love Song of J. Alfred Prufrock" (851-55), "To His Coy Mistress" (849-51), "The Passionate Shepherd to His Love" (846-47), and "The Nymph's Reply to the Shepherd" (848).
- (2) In your journal, answer reading questions

IN CLASS:

- (1) Discuss cause and effect: love, carpe diem

Friday, Sept. 8

DUE:

- (1) In your *Handbook*, read pp. 575-645.
- (2) Study the ways to use MLA documentation in your essay
- (3) In your journal, complete prewriting exercise for Essay 3.

IN CLASS:

- (1) Discuss MLA format: incorporating quotes into your essay and creating a works cited page
- (2) **QUIZ:** MLA documentation

Week 6

Monday, Sept. 11

DUE:

- (1) Type your Essay 3 peer draft and coversheet
- (2) Write three open-ended questions about your essay to ask your peers in peer group.

IN CLASS:

- (1) Complete peer revision activities for Essay 3

Wednesday, Sept. 13

DUE:

- (1) Read handouts about comparison/contrast
- (2) In *MLM*, read "To My Dear and Loving Husband" (814), "True Love" (816-17), "Love Is Not All" (818-19)

IN CLASS:

- (1) Discuss Essay 5 assignment: comparison/contrast

Friday, Sept. 15

DUE:

- (1) Use the feedback you received from your peers to revise your peer draft into a final draft.
- (2) Bring all drafts, including the final draft, to class.

IN CLASS:

- (1) Submit Essay 3 for a grade
- (2) Discuss comparison of poems from Wednesday: theme, tone

Week 7

Monday, Sept. 18

IN CLASS: Completion of an in-class essay (Essay 4) on an impromptu topic.

Wednesday, Sept. 20

DUE:

- (1) In *MLM*, read “Young Goodman Brown” (1346-56), “The Minister’s Black Veil” (1356-66), and “Desiree’s Baby” (864-69).
- (2) In your journal, answer reading questions.

IN CLASS:

- (1) **QUIZ:** definition of literary terms.
- (2) Discuss comparison: characters, symbolism

Friday, Sept. 22

DUE:

- (1) Read pp. 521-56 in the *Handbook*
- (2) **QUIZ:** Complete tutorial and quiz on online resources on the Vol State Library website.
- (3) Print out your test score and bring it to class on this day. **This score will count as a test grade.**

IN CLASS:

- (1) Discuss evaluating and incorporating sources into your essays.
- (2) Discuss how to avoid plagiarism.

Week 8

Monday, Sept. 25

DUE:

- (1) Type your Essay 5 peer draft and coversheet
- (2) Write three open-ended questions about your essay to ask your peers in peer group.

IN CLASS:

- (1) Completion of peer group process for Essay 5

Wednesday, Sept. 27

DUE: Bring copies of sources, essay drafts, and journal materials to class.

IN CLASS:

- (1) Lab day—work in computer lab on polishing essays
- (2) Discuss final journal assignment.

Friday, Sept. 29

DUE:

- (1) Final draft of Essay 5
- (2) Completed journal

IN CLASS:

- (1) Submission of Essay 5 for a grade.
- (2) Submission of Journal for a grade.
- (3) Wrap-up of English 1010.