



Freshman Composition Program  
Department of Humanities  
2500 West North Avenue, Baltimore, Maryland 21216

**Introduction to the College Essay: ENGL 101a 3 CREDITS AY 2009-10**

STUDENT'S NAME \_\_\_\_\_

SECTION LOCATION DAYS & TIME \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

OFFICE HOURS \_\_\_\_\_ TELEPHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

**Students, Please Note:** Coppin State University Policy now requires all student email communication with faculty to originate in a Coppin Email address. If you are not already familiar with your Coppin email account, please learn how to use it. Please do not communicate with your instructor using an account from an internet service provider.

**REQUIRED TEXTS:**

McWhorter, Kathleen T. *Pathways for Writing Scenarios: From Sentence to Paragraph*. New York: Pearson Education, 2007.

MyWritingLab.com access (comes with textbook). ISBN-13: 978-0321355386

*Webster's Dictionary*. Or equivalent. Federal Street Press, 2007. ISBN-13: 9781596950276

**I. COURSE DESCRIPTION**

English 101a provides a review of the basic elements of grammar and proofreading, and construction of the paragraph. The course also provides an introduction to the ideas of planning, development, and revision of the college essay. This three credit course is composed of two credits of lab time making use of Pearson Education's MyWritingLab or equivalent software and one credit of classroom instruction. The course includes a "fast-track" option; students who successfully complete the required modules and exercises before mid-term may elect to prepare a portfolio for submission and evaluation by the Freshman Composition Committee. 101a Students whose portfolios pass the evaluation process may then waive the ENGL 101b requirement and test directly into ENGL 102.

ENGL 101a sections are limited to 16 students.

## **II. COURSE OBJECTIVES**

1. Identify and correct sentence fragments, run-on sentences, and comma splices using appropriate coordination and subordination.
2. Identify and correct errors in verb and pronoun usage.
3. Use spelling rules to correct those words most commonly identified as misspelled.
4. Use punctuation rules, especially those controlling the use of commas and apostrophes.
5. Control and avoid faulty logic in order to write clearly, present ideas logically, and support those ideas effectively.
6. Identify the topic sentence of a paragraph and understand how the subordinate elements of the paragraph support and amplify the topic sentence.
7. Compose several paragraphs that demonstrate unity, coherence, and adequate support.
8. Complete a multi-draft, multi-paragraph essay, using introductory, body, and summary paragraphs that demonstrate unity, coherence, and adequate support.

## **III. COURSE OUTLINE**

### **A. Weeks 1-2: Principles of Grammar; The Writing Process**

1. Parts of Speech
2. Parts of Sentences
3. Definition of the sentence

MWL Exercises: Diagnostic pre-test; Understanding Parts of Speech; Understanding parts of sentences; Adjectives; Adverbs; Avoiding sentence errors; Getting Started; The Writing Process; Prewriting.

### **B. Weeks 3-5: Common Sentence-Level Grammar Problems and Solutions**

1. Subject-verb agreement
2. Pronoun-antecedent agreement
3. Run-ons, comma splices, and fragments
4. Verb tense and active voice

MWL Exercises: Run-ons; Tense; Consistent Verb Tense and Active Voice; Subject Verb Agreement; Pronoun Antecedent Reference; Pronoun Reference; Pronoun case.

C. Weeks 6-7: The structure of the paragraph

1. Topic sentences and support
2. Definition of the paragraph
3. Paragraph patterns: chronological, emphatic, cause and effect
4. Conclusions of paragraphs
5. MLA Page Formats

MWL Exercises: Recognizing a Paragraph; Writing Topic Sentences; Strategies for Revising; Editing the Paragraph; Writing Effective Sentences; Parallelism; Combining Sentences.

D. Weeks 8-9: Mechanics and Spelling

1. Capitalization
2. Possession
3. Uses of commas
4. Colons and semi-colons
5. Spelling principles and spell-checkers
6. Quotation Marks

MWL Exercises: Using Punctuation Correctly; Commas; Semicolons, Colons, Dashes and Parentheses; Apostrophes; Quotation Marks; Managing Mechanics and Spelling; Spelling.

NB: At the Conclusion of week 9, students in consultation with the instructor elect the Fast Track or 101 option (see details below) for the remainder of the semester. In order to elect the Fast Track option the student must 1) Successfully Complete the 30 MWL exercises enumerated above with a score of 70% or better or (if they have failed all the available MWL exercises) equivalent paper diagnostic tools to be administered by the Lab; 2) Successful complete a bluebook diagnostic to be administered and evaluated by instructor in consultation with the Freshman Composition Coordinator.

E. Weeks 10-15: 101 Option

1. Grammar Review, with emphasis on verbs, pronouns, and sentence-level errors.
2. Paragraph Editing Practice

3. The Structure of the College Essay
4. Drafting and Revising the College Essay
5. Narration, Argument or Process Analysis Essay (instructor choice) Completed (minimum of two drafts) as part of final portfolio assessment
6. Portfolio preparation and submission (see p. 5 details)
7. MWL Exit Diagnostic Required.

MWL Exercises: Narration; Argument; Process Analysis; Sharpening Your Essay Writing Skills; Revising the Essay; Thesis Statement; Essay Introductions, Conclusions, and Titles.

E. Weeks 10-15: Fast Track Option

- a. Introduction to the College Essay
- b. Thesis and support
- c. Introductions, conclusions, and titles
- d. Models of development
- e. Independent, instructor, and lab-assisted portfolio preparation (for specifications, see p. 6).
- f. Introduction to MLA in-text citation and works cited procedures and mechanics
- g. Introduction to Rhetorical Models Description, Process, Illustration, Classification, Definition, Comparison and Contrast, and Cause and Effect.
- h. The portfolio cover letter.
- i. MWL Exit Diagnostic Required.

MWL Exercises: Narration; Argument; Process Analysis; Sharpening Your Essay Writing Skills; Revising the Essay; Thesis Statement; Essay Introductions, Conclusions, and Titles; Summarizing and Synthesizing Sources, Description, Process, Illustration, Classification; Definition; Comparison and Contrast; Cause and Effect.

#### **IV. TECHNOLOGY USED IN THIS COURSE**

This is a technology-intensive, hybrid course, requiring several hours a week of online tutorials and exercises, utilizing either the student's own computer and internet resources or those found in numerous lab spaces available on campus for such activities.

Additionally, instructors will be encouraged to supplement traditional lecture, discussion, and small group activity with other technological and media modes currently employed at Coppin State University, including powerpoint, blackboard, audio visual resources.

## **V. MODES OF INSTRUCTION**

The course is concentrated on the use of online turn-key writing diagnostics and tutorials to tutor and evaluate students in the essentials of grammar and editing. 1/3 of scheduled class hours will consist of instructor lecture and student classroom activities supervised by the instructor; the other 2/3 will be devoted to required and regularly scheduled lab work, supported by grant-funded and supervised staff, during the hours students would otherwise be in class for a given week. In-class instruction may take the form of lectures, discussions, small-group work, audio-visual and PowerPoint media, individual tutoring, and/or asynchronous online instruction.

### **Home Assignments**

In addition to completing work online for My Writing Lab, students will also have home assignments from their text book, *Pathways for Writing Scenarios*. These home assignments will consist of grammar and paragraph/essay writing exercises. My Writing Lab assignments not completed in class can be done at home by accessing [www.mywritinglab.com](http://www.mywritinglab.com). Home assignments not submitted by their due date will be considered late and will receive a 10 point deduction. Home assignments 2 or more weeks late will not be accepted.

### **Submission of Work**

Student can submit their home assignments to the instructor either In Class or via email as a message. Email attachments must be in Microsoft Word 97 – XP. (Email attachments in Office 2003-2007 or Vista Microsoft Works, Word Perfect, or any other word processing program can not be opened or graded). **YOU MAY NOT SUBMIT WORK TO THE ENGLISH DEPARTMENT OFFICE.**

## **VI. ATTENDANCE**

Since this is a 15 week course that meets once a week, attendance and participation is crucial to the student's success in this course. Consistently leaving class early, excessive lateness or absence for 4 or more sessions (with or without documentation) will result in a final grade reduction or failure of the course. Examples of valid absences: Illness, death, military orders, emergency with documentation. (Family vacation, transportation problems, computer problems, etc are not acceptable excuses for absence or lateness).

Examples of acceptable documentation are the following: doctor's slip, obituary, military orders, or documentation of school activity on letterhead). Email and handwritten letters alone is not sufficient documentation. Absences will be considered unexcused if acceptable documentation is not provided at least on the class session before the absence or on the class session after the absence when the student returns.

It is the student's responsibility to ensure that his or her signature appears in the attendance sheet provided by the instructor. A student is absent if his or her name does not appear in the attendance sheet, even if the student sits In Class all day and participates In Class activities. Students who

forget to sign the attendance sheet by the end of class will not be allowed to sign it on the next class session.

## **VII. MODES OF EVALUATION**

There are two possible successful outcomes for the student entering ENGL 101:

### **I. The 101a Track.**

Students who complete the requirements to earn a passing grade in ENGL 101a are then eligible to enter ENGL 101 in a subsequent semester.

During the first ten weeks of the semester, students will be evaluated substantially through turnkey online diagnostic and exercise modules and instructor evaluated online writing formats completed during required lab hours and during the student's own study time. Evaluation may also the form of traditional quizzes and longer examinations covering specific writing and language skills, required journal entries, essay assignments, and class participation.

To pass ENGL 101a students must also prepare a portfolio representing the progress of their development as writers over the course of the semester. This 101a portfolio will consist of the following elements:

- At least two revised, edited and proofread paragraphs or “mini-essays” (2-3 pars) illustrating at least two rhetorical models (250-500 words each);
- One revised, edited, and proofread essay of 750-1250 words (2-3 pages), illustrating mastery of a rhetorical model (may be developed from the previous shorter exercises);
- A “reflection” writing of 500-750 words, commenting on the course and the other elements contained in the portfolio.

The final grade for students not participating in the fast-track option will be based upon the following approximate percentages:

Successful complete of online grammar modules: 20%

Portfolio project: 50%

Writing Assignments:10%

Examinations/Quizzes/Journals/Participation/Homework: 10%

Final Examination (exit Diagnostic): 10%

**Important: You cannot pass this course without handing in a passing portfolio!**

### **II. The “Fast Track” Option**

Students successfully completing all 30 required MWL modules by and other required course assignments with a score of 70% or better by or before week 10 will be eligible for the fast track

option. For the last third of the semester they will concentrate on the task of completing a portfolio for submission to the Freshman English Committee.

Students whose portfolios pass this process will then be eligible to enter ENGL 102 in a subsequent semester. The Freshman Composition Committee believes that this option is an essential incentive, modeled on the successful College Park Math 003 initiative, to insure student buy-in to the new program and allow students who are prepared to excel, notwithstanding poor preparation for college writing, to do so with a minimum of disturbance of their college aspirations.

The 101 portfolio should include the following contents:

- Two completed essays, 500 words or more in length, one each from categories A & B;

<p><b>A</b></p> <p><b>Narration</b>  <b>Description</b>  <b>Process Analysis</b></p>	<p><b>B</b></p> <p><b>Argument</b>  <b>Compare and Contrast</b>  <b>Definition</b>  <b>Cause and Effect</b></p> <p><b>Essays from this category must include MLA in-text citation and a works cited page. Only once bibliographical entry is required, and citation formats should follow the conventions for an essay in an anthology or an article in a periodical. Please do not allow students to use internet sources for this project.</b></p>
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- A pre- and post- semester bluebook diagnostic;
- A cover letter (500 + words) describing the contents of the portfolio and detailing the writer's experience and development in the writing process over the semester;
- One or more typed edited drafts of each of the two essays and the cover letter.

Essays from this category must include MLA in-text citation and a works cited page. Only once bibliographical entry is required, and citation formats should follow the conventions for an essay in an anthology or an article in a periodical. Please do not allow students to use internet sources for this project.

## **VIII. WRITING STANDARDS**

Writing assignments will be graded according to the Maryland “Standards for a C Grade.” A “C” grade is defined according to the standards of the Maryland State System, as follows:

### **A. Content**

The "C" paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author's awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence; and the paper makes appropriate use of specific, concrete, and relevant information. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

### **B. Organization**

The "C" paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or all of the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

### **C. Style/Expression**

The "C" paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. The writing is clear. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the Modern Language Association and the American Psychological Association.

### **D. Grammar/Mechanics**

The "C" paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader.

## **IX. PLAGIARISM POLICY**

It will be taken for granted that any work oral or written, which a student does for any course is his/her original work. Any violation of this rule constitutes plagiarism.

Plagiarism includes any form of cheating on examinations, tests, quizzes and any unacknowledged and/or undocumented use of another's writing or ideas published or unpublished, including copying or rewording information found on the Internet. Minimally, a student who plagiarizes will receive a failing grade for the particular assignment. At the discretion of the instructor, serious cases of intentional plagiarism may warrant a failing grade for the course or a recommendation of academic suspension.

## **X. EXTRA CREDIT:**

Students who go to Coppin State University's Writing Lab in the Academic Research Center to work on improving their writing skills, and document that they have spent a minimum of 15 hours for the semester (1 hour a week) to a maximum of 30 hours for the semester (2 hours a week) can earn between 10 - 15 extra credit points toward their final grade for the course. Students would have to document what skill they worked on the writing lab, the times they were present, and have a tutor from the lab sign off on their paper. **EXTRA CREDIT IS VOLUNTARY.** The instructor will determine the number of points the student earned based on the work submitted. Extra credit points earned are non-negotiable. Students who spend less than 15 hours in the lab will receive no more than 5 extra credit points.

## **XI. SPECIAL ACCOMODATIONS**

Coppin State University supports all students in their academic endeavors. Should you need academic accommodations because of a disability, please contact CSU's Disability Support Services Program (DSSP) counselor, Ms. Pat Johnson, to register for reasonable accommodations. Ms. Johnson is located in HHSB-355. If already registered with this program please provide the DSSP Accommodations Form to the professor immediately to describe what accommodations you are requesting.

## **XII. TENTATIVE SEMESTER SCHEDULE**

Your instructor may make changes to the schedule as conditions warrant.

*MWL = MY WRITING LAB*

*PWS = PATHWAYS FOR WRITING SCENARIOS*

Note: When reading a chapter, students should complete all the exercises in the chapter. However, only those specified are due as homework during the assigned week.

## **WEEK 1 (August 31): The Writing Process**

**In Class:** Intro to the Course, Discuss Syllabus, Introductions, MWL Registration, Bluebook Diagnostic.

**Reading:** *PWS*: Chapters 1-2, “An Introduction to Writing” (1-21); “The Reading-Writing Connection” (22-45)

**MWL:** Diagnostic Pre-Test; “Getting Started”; “The Writing Process: An Overview.”

**Graded Home assignments:** *PWS*: Exercises: 1-1; 1-2; 1-3; 1-4; “Chapter Review,” 20 (1-10); “Chapter Review,” 44 (1-8).

## **WEEK 2 (Sept. 7) The Writing Process; Sentence Basics and Development**

**In Class:** MWL: “Reading for Meaning”; “Prewriting”; “Writing Paragraphs”; “Writing Essays”; “What is a Fragment?”; “Subjects and Verbs”; “Clauses and Phrases.”

**Reading:** *PWS*: Chapters 3-4, “Expanding Your Vocabulary” (46-81); “Complete Sentences Vrs. Fragments” (86-116).

**Graded Home assignments:** *PWS*: Exercises 3-17, 3-18; “Chapter Review,” 83-84 (1-8); 4-1 (1-5); 4-2 (1-5); 4-3 (1-10); “Chapter Review,” 115 (1-10).

## **WEEK 3 (Sept. 14): Sentence Basics and Development**

**In Class:** MWL: “ESL Concerns: Sentence Structure”; “Run on sentences”; “Combining and Expanding Your Ideas”; “Using Adjectives”; “Using Adverbs”; “ESL Concerns: Modifiers”

**Reading:** *PWS*: Chapters 5-6 “Run-On Sentences and Comma Splices” (117-141); “Combining and Expanding Your Ideas” (142-168).

**Graded Home assignments:** *PWS*: Exercises 5-1 (1-10); 5-3 (1-10); 5-7 (1-10); “Chapter Review,” 139-140); 6-3 (1-10); 6-4 (1-10); “Chapter Review,” 167 (1-10).

## **WEEK 4 (Sept. 21), Common Sentence Problems and How to Avoid Them**

**In Class:** MWL: “Using Pronouns Clearly and Correctly”; “Pronoun-Antecedent Agreement”; “Pronoun Reference”; “ESL Concerns: Pronouns”; “Avoiding Misplaced and Dangling Modifiers.”

**Reading:** *PWS*: Chapter 9: “Revising Confusing and Inconsistent Sentences” (232-265).

**Graded Home assignments:** *PWS*: Exercises 9-5 (1-10), 9-10 (1-10) and 9-12 (1-10); “Chapter Review,” 263-64 (1-10).

## **WEEK 5 (Sept. 28), Common Sentence Problems and How to Avoid them, cont.**

**In Class:** MWL: “Using Parallelism,”; “Using Verb Tenses Correctly”; “Avoiding Subject-Verb Agreement Errors”; “Using Consistent Verb Tense and Active Voice.”

**Reading:** *PWS*: Chapter 10: “Using Verbs Correctly” (266-296).

**Graded Home assignments:** 10-1 (1-10); 10-5 (10); 10-10 (10); 10-13 (10); “Chapter Review,” 294 (1-8).

## **WEEK 6 (Oct. 5): Paragraph Basics and Development**

**In Class:** MWL: “Writing Topic Sentences”; “Revising Paragraphs”; “Editing Paragraphs”; “Developing, Arranging, and Connecting Details”; “How to Write a Summary.”

**Reading:** PWS: Chapters 11-12, “Planning and Organizing” (298-320); “Drafting and Revising” (321-351).

**Graded Home assignments:** “Chapter Review,” 319 (1-10); “Chapter Review,” 349 (1-7); Paragraph Writing Scenarios Chapter 11. p. 313: Choose any one of the scenarios (Friends and Family, Classes and Campus Life, Working Students, Communities and Cultures) to write about. Use the branching technique to brainstorm and develop the topic. Bring a draft to class for peer review, revise and submit 1 to 2 paragraphs in typed MLA formats.

## **WEEK 7 ( Oct. 12): Paragraph Basics and Development**

**In Class:** MWL: “Narration”; “Description”; “Example”; “Process”; Comparison and Contrast.”

**Reading:** PWS: Chapters 13-14, “Developing, Arranging, and Connecting Details” (352-374); “Using Methods of Organization” (375-421).

**Graded Home assignments:** “Chapter Review,” 372-73 (1-10); “Chapter Review,” 421 (1-9); “From “Paragraph Writing Scenarios” (Chapter 16 p. 466), choose 2 topics from any one of the scenarios (Friends and Family, Classes & Campus Life, Working Students, Communities and Cultures). Start by brainstorming and/or clustering; bring to class drafts (for the first topic, 1 to 2 paragraphs; for the second, 3 to 5) for peer review and revision. Submit. You decide which topic will be your long piece.

**Mid-Term Bluebook.**

## **WEEK 8 (Oct. 19): Mechanics and Spelling**

**In Class:** MWL: “Commas”; “Semicolons, Colons, Dashes and Parenthesis”; “Quotation Marks.”

**Reading:** PWS: C, “Using Punctuation Correctly” (614-626); selections (for discussion and quick-writing exercises) from “A Multicultural Reader” (526-567).

**Graded Home assignments:** PWS: Exercise 10, 617 (1-10).

### **Mid-term Rosters Due Monday, Oct. 19**

## **WEEK 9 (Oct. 26): Mechanics and Spelling, cont.**

**In Class:** MWL: “Apostrophes”; “Capitalization”; “Abbreviations and Numbers”; “Spelling”

**Reading:** PWS D: “Managing Mechanics and Spelling” (627-635); selections (for discussion and quick-writing exercises) from “A Multicultural Reader” (526-567).

**Graded Home assignments:** PWS: Exercise 12, 625 (1-10)

## **WEEKS 10-15**

	ENGLISH 101a	ENGLISH 101 FAST TRACK
<b>Week 10: Nov. 2</b>	<p>Students in this track will be preparing a portfolio for submission to the instructor, as described above on p. 6. The portfolio should demonstrate mastery of the art of writing a coherent, concise, and correct paragraph.</p> <p><b>Reading:</b> <i>PWS</i>: Chapter 15, “Revising Underdeveloped Paragraphs (242-446).</p> <p><b>Graded Home assignments:</b> 15-3 (1-10); 15-4; 15-5 (1-3); “Chapter Review,” 445 (1-7). Review 101a portfolio requirements and MLA page format guidelines.</p>	<p>Students in this track will be preparing a portfolio for submission to the ENGL 101 Freshman Composition committee, as described on p. 6-7 above. The portfolio should demonstrate mastery of the art of writing a coherent, concise, and correct 3-4 page essay.</p> <p>Students are placed in this track at the discretion of the instructor, based on class performance and participation and the midterm bluebook, during the first ten weeks of class.</p> <p>If you elect this challenge, you will have only five weeks to complete two essays and a portfolio cover letter for submission on or before May 15.</p> <p><b>Reading:</b> <i>PWS</i>: Chapter 15, “Revising Underdeveloped Paragraphs (242-446).</p> <p><b>Graded Home assignments:</b> 15-3 (1-10); 15-4; 15-5 (1-3); “Chapter Review,” 445 (1-7); Review 101 portfolio requirements and MLA page format guidelines.</p>
<b>Week 11: Nov. 9</b>	<p><b>Reading:</b> <i>PWS</i>: Chapter 16, “Using an Essay Map to Spot Revision Problems” (447-474).</p> <p><b>Graded Home assignments:</b> 16-2 (your choice, 1-5); “Chapter Review,” 472-73 (1-7).</p>	<p><b>Reading:</b> <i>PWS</i>: Chapter 16, “Using an Essay Map to Spot Revision Problems” (447-474).</p> <p><b>Graded Home assignments:</b> 16-2 (your choice, 1-5); “Chapter Review,” 472-73 (1-7).</p>
<b>Week 12: Nov. 16</b>	<p><b>Reading:</b> <i>PWS</i>: Chapter 17, “Essay Basics and Development” (476-500)</p>	<p><b>Reading:</b> <i>PWS</i>: Chapter 17, “Essay Basics and Development” (476-500); Chapter 18,</p>

	<p><b>Graded Home assignments</b> (with in-class prompts and exercises): Generate a solid first draft of a 2-3 page essay, following the steps in Exercises 17-1-7. During the brainstorming phase, decide whether your essay will be a Narration, a Description, or a Process essay (or your instructor may assign one of these three rhetorical models to the entire class).</p> <p>Your essay may be in response to the idea prompts in 17.1 or on some other topic assigned by or agreed to by your instructor.</p>	<p>“Avoiding Common Problems in Essays” (501-523)</p> <p><b>Graded Home assignments</b> (with in-class prompts and exercises): Generate a solid first draft of a 2-3 page essay, following the steps in Exercises 17-1-7. During the brainstorming phase, decide whether your essay will be a Narration, a Description, or a Process essay (or your instructor may assign one of these three rhetorical models to the entire class).</p> <p>Your essay may be in response to the idea prompts in 17.1 or on some other topic assigned by or agreed to by your instructor.</p> <p><b>Fast track Home Assignment:</b> “Chapter Review,” 521 (1-10).</p>
<p><b>Week 13: Nov. 30</b></p>	<p><b>Reading:</b> <i>PWS</i>: Chapter 18, “Avoiding Common Problems in Essays” (501-523)</p> <p><b>In Class:</b> Revise and Edit your major essay from the previous week. It must strictly follow MLA format guidelines as specified by your instructor, and be free from all major grammatical and mechanical errors. See syllabus p. 8-9 for the University of Maryland system “Standards for a C Paper.” Take as much time as you need to revise and edit for perfection.</p> <p><b>Graded Home Assignment:</b> “Chapter Review,” 521 (1-10).</p>	<p><b>Reading:</b> <i>PWS</i>: None.</p> <p><b>MWL Modules:</b> Definition, Comparison and Contrast, Classification, Cause and Effect, Argument. These must be completed to successfully complete the fast-track option.</p> <p><b>In Class:</b> Revise and Edit major essay from the previous week. It must strictly follow MLA format guidelines as specified by your instructor.</p> <p><b>Fast Track Home Assignment:</b> Working with your instructor, devise a topic that will illustrate your mastery of one of the above, more complex, rhetorical models. This second essay must make some use of MLA documentation. It will have: 1) a works cited page; 2) one or more correct instances of MLA in-text citation to</p>

		<p>document your use of a quotation or potentially controversial fact.</p> <p>Your instructor will make available to a copy of Chapter 17, “Summarizing and Synthesizing Sources,” as well as chapters on specific rhetorical models, from <i>Expressways: Writing Scenarios</i>, to assist you in understanding how to use and cite sources.</p> <p>If you need additional assistance, please consult the writing lab or make an appointment with composition program director, rstritmatter@coppin.edu.</p>
<p><b>Week 14: Dec. 7</b></p>	<p><b>In Class:</b> Review Process Analysis rhetorical model (399-402); principles of revising and editing.</p> <p><b>Graded Home Assignment:</b> Generate draft of “Reflection” essay commenting on course. This may or may be, but is not required to be, in the form of a portfolio cover letter.</p> <p><b>In class:</b> MWL exit diagnostic.</p> <p><b>In Class and at home:</b> Revise and edit “Reflection” essay and other elements for your portfolio submission.</p> <p>Your 101a portfolio is due, with the exact date at the discretion of your instructor, by the end of Exam week, May 20.</p>	<p><b>In Class:</b> Review Process Analysis rhetorical model (399-401); principles of revising and editing.</p> <p><b>Fast Track Home Assignment:</b> Generate draft of 101 Cover Letter. This must be in the form of a standard block business letter, addressed to the Freshman Composition Committee. Ask your instructor for a sample.</p> <p><b>In class:</b> MWL exit diagnostic.</p> <p><b>Fast Track In class and at home:</b> Revise and edit the three major pieces (2 essays and cover letter) for your 101 portfolio.</p> <p>Your 101 portfolio is due to your instructor on or before May 15, for evaluation by the 101 Committee.</p>

## **XII. TEXTBOOK POLICY**

By special arrangement, all Freshman Composition course textbooks may be charged to your student account. The system works as follows:

- 1) Go into the University bookstore and obtain your composition textbooks from the shelf;
- 2) Locate the bookstore manager or textbook manager and inform them that you would like to obtain your books through the “Textbook Now for Composition” program. You must be prepared to present a valid CSU identification card;
- 3) Sign the appropriate document and receive your books.

If there are problems - as there generally are with any new procedure - faculty should contact VPAF Dick Siemer by phone or e-mail; students should talk with the textbook or store manager. Here are names and numbers:

Mr. Gabriel Bennett, Bookstore Mgr: 410-951-1222

## **XII. BIBLIOGRAPHY**

Bailey, Edward P., and Philip A. Powell. *The Practical Writing*. 5th ed. New York: Harcourt, 1999.

Barnet, Sylvan, and Marcia Stubbs and Pat Bellanca. *The Practical Guide to Writing*. 8th ed. New York: Longman, 2000.

Dietsch, Betty Mattix. *Reasoning and Writing Well*. California: Mayfield, 2000.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton & Co., 2006.

Kennedy, X.J., Dorothy M. Kennedy and Sylvia A. Holladay. *The Bedford Guide for College Writers*. Boston: St. Martin's, 1999.

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Rackham, Jeff, and Olivia Bertagnolli. *From Sight to Insight: The Writing Process*. 6th ed. New York: Harcourt, 1999.

Schwegler, Robert A. *Patterns of Exposition*. Boston: Longman, 2000.

Wyrick, Jean. *Steps to Writing Well*. New York: Harcourt, 1999.