



**COPPIN STATE UNIVERSITY
DEPARTMENT OF HUMANITIES
COURSE SYLLABUS**

Revised 8/2010

ENGL 101: ENGLISH COMPOSITION I 3 CREDITS AY 2010-2011

STUDENT'S NAME _____

SECTION LOCATION DAYS & TIME _____

INSTRUCTOR _____

OFFICE HOURS _____ TELEPHONE _____

EMAIL _____

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 RESOURCES

McWhorter, Kathleen T. *Expressways Writing Scenarios: Paragraphs and Essays, Coppin State University Custom Edition*. New York: Pearson Longman, 2009.

Coppin State University Department of Humanities, ed. *Dancing With the Tiger: A Coppin State University Sundance Reader*. New York: Pearson Custom Publishing, 2008.

MyWritingLab online modules and quizzes (<http://www.mywritinglab.com>)

American Heritage College Dictionary, 3rd ed., 1993 or equivalent.

Please plan to purchase your composition textbooks in or before the first week of classes. As of Spring 2009, all Freshman Composition textbooks may be purchased without cash, on your Coppin Account. See p. 10-11 of this syllabus for details.

COURSE DESCRIPTION

English 101 is the study of the elements of composition, including the writing process, sentence structure, usage, punctuation, and mechanics. It also serves as an introduction to documentation procedures, to prepare students for English 102. Its purpose is to provide students with practice that will

help them to develop the ability to write clear expository prose in essays derived from critical reading and class discussions of selections from the reader or elsewhere.

Important: All sections of English 101 are officially hybrid courses, utilizing both traditional and online instructional modes. The online component for the course is supplied through tutorials and quizzes made available to us by Pearson Longman publishers at MyWritingLab.com. Use of MyWritingLab **is not optional** for ENGL 101; students must have access to the site, either by purchasing a new copy of the required test or by purchasing online access without textbook purchase (if they use a used textbook, for example).

By the second week of the semester, all 101 students should be enrolled in MyWritingLab, have completed the diagnostic, and be working with instructors on a plan to supplement classroom instruction with the resources of MyWritingLab.

Instructors: you may assign student-specific MyWritingLab tutorials in place of, or in addition to, Coppin Learning Resource center hours, based on your assessment of student performance on the written diagnostic and/or the MyWritingLab diagnostic.

COURSE OBJECTIVES

At the end of the course, students should be able to do the following:

1. Focus on a purpose, select an essay topic, limit it to a length appropriate for the assignment, and respond in an essay that is within the realm of personal experience, observations, or critical reading;
2. Follow the writing process, including a) using various prewriting techniques, b) writing one or more drafts, c) revising and editing, d) proofreading, and e) making an outline and using it as needed in the writing process;
3. Write sentences that a) conform to the conventions of standard English in usage, punctuation, and mechanics, including spelling; and b) take a variety of forms, employing such devices as coordination, subordination, and parallelism;
4. Write unified, coherent, and adequately developed paragraphs with clearly expressed central ideas;
5. Use conventions of format and structure appropriate to the rhetorical situation;
6. Demonstrate in writing the ability to think analytically about personal experiences, observations or readings and develop these ideas in a coherent essay;
7. Demonstrate an understanding of how to cite summarized, paraphrased and quoted material used as support in required essays and a basic understanding of MLA documentation format;
8. Understand the uses of the dictionary and thesaurus, and use a dictionary to determine word meanings, parts of speech, etymologies, and possible usage problems; and
9. Develop a portfolio that includes a 1) **a cover letter** in business letter format; 2) **two essays**, one from each of the two categories of rhetorical models specified below under "Determination of the Final Grade," **with at least one edited, graded draft of each**; 3) **two blue books** for diagnostic purposes; one blue book should be completed in the first week of classes and the other in the last two weeks of classes.

If the portfolio does not include all of these items, it will fail; if the portfolio fails, the student must repeat the course.

COURSE OUTLINE

Overview: The course is divided into seven units, each one requiring approximately two weeks to complete: 1) The Writing Process; 2) Paragraphs and Topic Sentences; 3) The Revision Process; 4) Sentences and Mechanics; 5) Advanced Rhetorical Models and Use of Sources; 6) Process Analysis and Cover Letter; and, 7) Portfolio Editing and Submission. Note that there is no assigned module on grammar. It is assumed that all ENG 101 incoming students are reasonably familiar with Standard English Grammar (SEG). Deficits in SEG shall be addressed through the use of MyWritingLab tutorials, assigned hours in the Coppin Learning Resource Center (GJ 218), and/or *Expressways'* exercises. Common grammatical problems, such as subject-verb agreement, pronoun-antecedent agreement, comma splices, and sentence run-ons and fragments should be *briefly* discussed in class but should not distract from the course emphasis on mastery of the paragraph and essay.

Unit 1: Introduction to the Writing Process

- A. Diagnostic Bluebook Essay.
- B. Review and Discussion of Syllabus.
- C. Workshop on Study Skills and Time Management.
- D. Introduction to MyWritingLab.com and/or the Coppin Learning Resource Center.
- E. Complete entry Diagnostic for MyWritingLab.com. Complete "Getting Started" modules (3).
- F. Introduction and chapters 1-2, *Expressways*: "The Writing Process," "The Reading Process," 1-66.
- G. Review of MLA page formats and tips for using Word (headers and footers, mechanics, etc.)

Unit 2: Introduction to Paragraphs and Topic Sentences

- A. Begin regular use of MyWritingLab grammar tutorials and quizzes as required by instructor.
- B. Chapters 3 "Writing Topic Sentences," and 4 "Developing and Arranging Details," 67-112.
- C. Topic sentence/paragraph exercises (see Instructor's Manual, 23-29).
- D. Complete MyWritingLab "Paragraph Writing Strategies" modules (4).

Unit 3: The Revision Process

- A. Chapters 5 "Strategies for Revising" (*Exp*) 113-137; Chapter 7, Drafting and Revising Essays, 164-195.
- B. Selected Readings from *Dancing with the Tiger (DWTT)*.
- C. Section VII C, "Avoiding Sentence Errors" (508-536).
- D. MyWritingLab tutorials and exercises on revision.
- E. Revision exercises (see Instructor's Manual, 31-33, 65-66).
- F. **Essay 1: Instructors may choose to assign narration (196-215); description (216-237); process analysis (238-257) or classification/division (278-299). A draft, revised and edited at least once – preferably two or more times - is due with the mid-term portfolio (see p. 6, syllabus, for details).**

Unit 4: Fine-tuning Sentences and Mechanics

- A. Section VII D, "Writing Effective Sentences," 537-553.
- B. Section VII E, "Using Punctuation Correctly," 554-564.
- C. Section VII F, "Managing Mechanics and Spelling," 565-572.
- D. MyWritingLab tutorials and exercises on sentences, punctuation, and spelling.
- E. Revision and Editing of Essay #1.

F. Mid-Term portfolio due to instructors Monday, October 11th, including one carefully revised, edited, and proofread essay and Process paragraph/cover letter. Instructors must submit mid-term portfolios to FEC Committee by Tuesday, October 12th at noon.

Mid-term Grades Due Tuesday, October 19th

Unit 5: Introduction to Advanced Rhetorical Models and Use of Sources

- A. Selected readings from *DWTT*
- B. Chapter 17 "Summarizing and Synthesizing Sources," 394-420.
- C. Summarizing and Synthesizing exercises (see instructor's manual 67-68).
- D. **Essay 2: Instructors may choose to assign an essay on argument, cause and effect, 343-364; comparison/contrast (317-342); definition (299-316); or textual analysis (see p. 6, syllabus, for details).**

Unit 6 : Process Analysis and Portfolio Cover Letter

- A. Review Chapter 8 "Process Analysis," (*Exp*), 238-257.
- B. **Process Analysis cover letter for the portfolio. The cover letter should follow business letter formats (127-128, 228-229) and should address how each essay in the portfolio was composed and revised, as well as an assessment of each paper's strengths and weaknesses**
- C. Editing and revision of Essay #2.

Unit 7: Editing and Submission of Portfolio

- A. Revising, Proofreading and Preparation of Portfolios and Cover Letters.
- B. Final Conferences
- C. **Portfolios Due to Instructors no later than December 10th, 2010. Instructors must submit portfolios to FEC Committee by no later than December 11th, 2010 at noon.**

Final Instructor Grades Due: December 21st, 2010.

TECHNOLOGY USED IN THIS CLASSROOM

At the discretion of the instructor, power point, web-based resources, computer /word processing tutorials and/or audio-visual formats may be used. All sections will have full use of tutorials and quizzes at MyWritingLab.com

At least one assignment completed in this class will be submitted to Turnitin, an online originality verification services.

MODES OF INSTRUCTION

As noted above, this is a hybrid course involving extensive use of online technology to enhance learning opportunities. In addition, the instructor is encouraged to vary classroom experience by the use of lectures as appropriate, class discussion, writing, revising, and editing activities, reading essays out loud, and small group activities.

101 BEST PRACTICES

1. Students should be given opportunities to plan, revised, edit, and proofread all their writing.

2. Students should have frequent opportunities, beyond the three required essays and final exam, to practice writing that is not revised or graded, or which involves “low stakes” grading.
3. Students should be given frequent opportunities to revise both graded and non-graded essays.
4. Students should be encouraged to read and comment on the writing of other students, including offering suggestions for revision, editing, and proofreading one another’s work.

TECHNOLOGY FLUENCY

Final drafts of all out-of-class assignments must be produced with a computer. Familiarity with Microsoft Word 2003 or later, OpenOffice, Wordperfect, or another word processing program is imperative. Dependable access to the Web and to a computer is also required.

WRITING CENTER/MYWRITINGLAB.COM REQUIREMENT

Students who need additional help with the writing process will be required to attend tutorial sessions and/or workshops at the Writing Center and/or complete assigned grammar modules in MyWritingLab.com. In order for students to have access to tutorials, they must have a typed assignment from the instructor.

MODES OF EVALUATION

Students will be evaluated according to their performance on quizzes, tests, writing assignments, three required essays, the mid-term assessment, and the final portfolio. Instructors may include lab assignments and Writing Center attendance as a component in the final grade. Instructors determine the relative weight of each assignment, except the final portfolio. The determination of grades for all daily writing assignments is the individual instructor's. Instructors may consider not only the quality of the final draft but also the effort and attention given to the stages in the writing process. An excellent final draft will not necessarily be awarded a high grade if students have ignored instructions regarding pre-writing, drafting and revision. A passing portfolio consists of all three papers at a grade level of 4 (“C”) or better.

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.

Determination of the Final Grade

Student's Daily Work

Forty percent (40%) of the final grade will be determined by the student's daily written work, scores on quizzes and tests, and attendance at the Writing Center. Instructors may choose to give grades for class participation, regular attendance, and compliance with other individual or departmental course policies, activities or events. **Because late work is accepted at the discretion of the instructor, grades for late assignments may be reduced or not graded at all.**

Portfolio

Before the end of the semester each student is expected to complete a portfolio reflecting the best work they have done. **Sixty percent (60%) of the final grade will be determined by the work contained in the student's portfolio.** Unless otherwise arranged between the student and instructor, the portfolio must be turned in to the instructor of record and will be graded by the instructor.

NOTE: Portfolios will be kept for a year, but no longer, unless there is a dispute pending over the grade.

The portfolio will include the following contents:

- **Two completed essays, each 750 words or more in length, one each from categories A & B.**
 - **Category A Essays: Narration, Description, Classification & Division, Process Analysis**
 - **Category B Essays: Exemplification, Compare & Contrast, Definition, Cause & Effect, Argument.** Category B essays must include at least one MLA in-text citation and a works cited page. Only one 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.
- **A bluebook diagnostic** completed at the beginning of the semester;

- **A cover letter or MLA-formatted process narrative (500 + words)** describing the contents of the portfolio and detailing the writer's experience and development in the writing process over the course of the semester.
- **One or more graded drafts** of each of the two essays and the cover letter / process narrative.

If the portfolio fails, the student is required to repeat the course.

FINAL GRADES AWARDED

The grades given in English 101 are "A", "B", "C", "CS", "I", and "F".

"CS" means "continuing satisfactorily" --- that is, the student is making progress but needs more instruction at the English 101 level. A student whose writing is not yet up to standard but who attends class regularly, completes **all** assignments in a timely fashion, and fulfills **all** other course requirements will receive the "CS" grade. Although "CS" is not a passing grade, it does not lower the grade point average as does the "F". A "CS" grade may be assigned if the student satisfies all other course requirements but fails the final exam.

Students who have received a "CS" in English 101 two or more times must inform their instructors immediately. Repeaters will be referred to the Coordinator of Freshman English for additional assistance in revising the portfolios.

"I" means "incomplete." An "incomplete" will be given only if a student who has been completing satisfactorily all assignments has an end-of-term emergency which prevents completion of not more than two final assignments. The student must discuss the situation with the instructor and provide verification of the emergency. The decision to give an "I" grade is the instructor's prerogative.

Note: The "I" grade will not be given to students who satisfy all other course requirements but fail the portfolio. If students receive an "I" because they were unable to complete the portfolio they must complete it by the end of the following semester or at least two weeks before the deadline for changing "I" grades. Failure to do so will result in the conversion of the "I" to an "F".

ATTENDANCE POLICY

Regular and punctual class attendance is required. Students who are late fifteen minutes for class will be marked absent. Excessive lateness will affect the final grade.

Students who are absent more than six class hours, whether the absences are excused or not, may fail the course. The class hour is equivalent to fifty minutes, which is not necessarily equivalent to a class meeting or period.

EXPECTATIONS FOR CLASSROOM BEHAVIOR

1) All students are expected to listen to and respect the comments, analyses, and questions of others, regardless of whether they agree or not; wait their turns to make contributions; refrain from conversations with classmates when the professor or another classmate is speaking;

- 2) Cell phones and pagers must be turned off in the classroom;
- 3) College policy prohibits eating in classrooms;
- 4) Students must not interrupt the class to leave the room for any reason other than an emergency. If they do so, they may not return and will be marked absent.

If a student engages in disrespectful conduct, the instructor reserves the right to ask that student to leave the classroom and will follow disciplinary procedures for such behavior as outlined in the Student Handbook (pp. 64-68).

COLLEGE-WIDE WRITING POLICIES

The Department of Humanities and Media Arts adheres to the University of Maryland standards for a “C” paper and other University of Maryland composition standards.

PLAGIARISM POLICY

It will be taken for granted that any work oral or written, that a student does for any course is his/her original work. Any violation of this rule – **including cutting and pasting from the internet without appropriate paraphrase or citation and documentation** -- 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. The minimum penalty for plagiarism is that the student will receive a failing grade for the particular assignment.

FEC courses make use of the Turnitin online originality verification software.

TEXTBOOK PURCHASES

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

- A student who is enrolled in one of the Freshman Composition courses will simply go to the bookstore and pick up his/her textbook (with other books or not).
- The bookstore staff knows of this arrangement. We have had several meetings with them. If the clerk doesn't seem knowledgeable - perhaps because they are a recent hire -- the student should ask for the textbook or store manager.
- When they check out they need to identify this book(s) to the cashier and s/he will have the student sign a log form acknowledging that they have gotten the text(s). This book(s) will be rung up separately.
- The log form will be posted next day to the student's bursar account charging him or her for the price of the book including applicable tax. The signature will evidence the purchase for our records.
- 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:
 - Charlie Ward Bookstore Mgr 410-951-1222
 - Tina Hughes Textbook Mgr 410-951-1222

BIBLIOGRAPHY

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- 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.
- Kennedy, X.J., Dorothy M. Kennedy and Sylvia A. Holladay. *The Bedford Guide for College Writers*. Boston: St. Martin's, 1999.
- Marius, Richard. *A Writer's Companion*. 4th ed. New York: McGraw-Hill, 1999.
- 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.
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