

## English 101-05 and 101-07 Spring 07

M/W 10:30 a.m.-11:45 and TTH 12:00-1:15 p.m.

Dr. James R. Hepworth, 309 Spalding Hall

Office Hours: 11:30-12:30 MW 10:30-11:30 TTh and by Appointment

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### Helpful Hints

I check my Email once a day. Some days I receive as many as thirty or forty Emails in addition to spam,. If you must Email me, please limit your Email to three well-written sentences. The college requires that you Email me *only* from your Warriormail account. I do not respond to Email sent to me from personal Email accounts outside the college system.

Writing is among the most complex human endeavors, comparable in difficulty, some people argue, to mathematics. If you already know you are struggling college writer, get help early. Find a tutor. Begin making regular visits to the campus writing lab. But by all means see me in person before you drop attempt to the drop the course. You may be doing better than you think, My Professor of Old English, Fred Rebessamen, once stopped me in the hall at the University of Arizona where I was working on my Ph.D. "Did you," he asked incredulously, "drop my class?"

"It's taking me five hours a night to translate one lousy paragraph of *Beowulf*," I told him. "I spent two hours on one sentence."

After a long pause, he said, "What's your point?"

If you have a physical disability or a learning disability, be sure you have registered with Disability Services (RCH 111) to verify the disability and to determine suitable academic accommodations. Then during the first week of class, make an appointment to meet with me in my office to make arrangements specific to this class. Later notification may result in the requested accommodations being unavailable.

I like to call on students by name, and I memorize the names of students in all my classes early in the semester, usually within the first two weeks. If I call on you and you don't know or can't think of the answer to the question, just say, "I don't know." That's the same answer I will probably give you under the same circumstances. In my experience, too many people are either unable or unwilling to say "I don't know."

### Required Materials

Cooley, Thomas, Ed. The Norton Sampler. Sixth Edition. New York: W.W. Norton & Company, 2003. These (mostly) short essays model the kinds of essays we will be writing. Read them all as assigned. Study closely the ones you like most in each chapter. Bring the book to every class.

Hairston, Maxine et al. The Scott Foresman Handbook for Writers. Eighth Edition. New York: Addison-Wesley Longman, Inc., 200. This recently revised book may be the most frequently consulted writing handbook in the United States. The library keeps it under "reference." Students frequently keep it to use throughout their college careers. Bring it to every class.

- Bluebooks (please have a supply of two or more on hand for in-class writing assignments)
- A plain (8.5 x 11) file folder with your **last name followed by your first name** on the flap.

- From time to time I may require students to furnish each other with complete (typed) copies of their drafts for peer editing and review. Students should budget for this expense early in the semester just as they would a required textbook (\$20-\$30).

### **Course Websites**

<[www.wwnorton.com/write/sampler](http://www.wwnorton.com/write/sampler)>

<[www.prenhall/SFHandbookhall.com](http://www.prenhall/SFHandbookhall.com)> (Unavailable until February)

<[www.jimhepworth.com](http://www.jimhepworth.com)>

### **Course Description and Course Outcomes**

English 101 is the first of two required composition courses that complete the general English Composition Requirement. This first course focuses on the writing process—invention, drafting, collaboration, and revision—and the patterns of rhetoric that college and university teachers expect students to use in an academic setting: narration, description, comparison, analysis, exemplification, definition, and argumentation. This class also emphasizes critical thinking and problem solving. In addition, we will pay close attention to the process of critical reading and review such fundamentals of writing as logic, grammar, sentence structure, paragraphing, and punctuation.

Our class is a web-enhanced course that combines instructor lectures and in-class workshops and discussions with a very modest amount of online work. In class, we will hold both large and small group discussions, read aloud, edit and evaluate each other's work, make presentations, and write and revise weekly and daily assignments. Online, students will email each other, view the course syllabus, and perhaps eventually post and discuss complete drafts of their essays.

Among other things, upon exiting this course successful students will understand and practice writing as a process that includes prewriting, revision, and editing. They will be able to create an important controlling idea or thesis sentence; they will be able to identify and employ a variety of rhetorical modes for organizing an essay and supporting a thesis; to identify sentence types and to write clear, concise, error-free sentences; to correctly employ punctuation and standard grammar; to identify and write to a variety of audiences; and to identify the ten most common logical fallacies and write a logical and persuasive argument. (For more complete list of course objectives see the Self-Evaluation Form.)

### **Mandatory Attendance Policy**

I promise to do my best to create and maintain a friendly classroom atmosphere. I hope you want to come to class. Regardless, the success of our class depends on your regular attendance and active participation as well as your ability to listen and to learn from the insightful contributions of your colleagues. Therefore attendance is required. Because even the best students must occasionally miss class, however, I hereby grant each student one unexcused absence. Each successive absence, however, will lower your final grade by half a step (e.g. from B- to C+, from C+ to C, from C to C-). Missing a scheduled conference, habitual tardiness, leaving class early. . . . will adversely effect your grade. *Come to class even if you are unprepared.*

### Grading (100 Points Possible)

First, a word to the wise: our college requires students to earn a C or better in English 101 before they can move on to English 102. If you receive a final grade of C- or lower, you must retake this course before moving on. (Students who are not required to take English 102 for their degrees, of course, are exempt from this rule.)

A (93-100%)	A- (90-92%)			
B+ (87-89%)	B (83-86)	B- (80-82%)		
C+ (77-79%)	C (73-76%)	C- (70-72%)		

### Essays (60 points):

In addition to a diagnostic essay and in-class essays, students will also write additional five essays for this grade: (1) a descriptive essay, (2) a narrative essay based on an interview, (3) a comparison and contrast essay, (4) an analytical essay or definition essay, and (5) a persuasive essay. Although most of these essay assignments may be found in writing on the appropriate pages of *The Norton Sampler* (TNS), we will create our own variations of these assignments as well. Please make two copies of each draft you submit for peer review and for an instructor grade.

*Essay Submissions Policy:* Before you can submit an essay to me for a grade, the essay must be peer-reviewed by at least *two* reviewers (See the Peer Review Form for more information.) You must also complete one peer review of another student's preliminary draft before you can submit your own essay for a grade. (That means filling out a Peer Review Form *and* writing a one-page critique.) Please be sure to keep copies of all peer reviews you write for other people *and* of all reviews they write for you. (You may need to submit them with your final portfolio at the end of the semester.) In addition, for each essay you submit for a grade, you should also be prepared to submit your notes (including zero drafts, scratch outlines, reverse outlines, and preliminary drafts). Submissions must be made inside an 8.5 X 11 inch plain file folder with your name on the outside flap (*last name first*). On the inside left cover of the folder, neatly print the telephone number where you prefer to be reached, your college email address, and a postal address.

I do not accept essay submissions (or late assignments) by Email.

*Revision Policy:* At the end of the semester you may choose one graded essay to revise and submit as part of your final portfolio. To receive a grade, however, this essay must be accompanied by an original final draft that I have marked and graded.

You may revise an essay as many times as you like before the bi-weekly deadline for your edited final draft. In addition to soliciting peer reviews, you may also want to take your work to the Campus Writing Lab in Spalding Hall. Once you submit an essay for a grade, however, that grade will stand in the grade book. Please do not ask me to review your paper in advance of the deadline. Doing so would defeat the purpose of peer reviews.

Please note that the back flyleaf of our handbook contains a list of most the common editing and proofreading symbols I use to mark student papers. Beside each symbol the editors list the precise section number of the book that students should consult

to correct their errors. I expect you to study and correct the errors in the sentences I mark on your papers each time I return them. I also expect you to eliminate the majority of your most common errors from your essays before the end of the semester.

*Late Paper Policy:* I have budgeted plenty of time for students to complete preliminary and final drafts. Consequently, turning in a final draft one class period late will result in a reduction of two grades (A to C). Again: the deadline for papers is the beginning of the class period on the due date.

**Participation and Peer Reviews (15 points):**

Scholars generally agree that the learner is the person most in charge of what gets learned inside and outside the classroom. Your general attitude toward the class, your willingness to volunteer, to express your own thoughts aloud, to permit others to speak, to assist others with their writing, and your overall effort and academic maturity all figure into this grade. Successful participation also, however, means meeting deadlines, turning in complete drafts for peer review, completing in-class writing assignments and exercises, and writing honest and helpful peer reviews. (*All papers, including drafts for peer review, become due at the beginning of the class period on the due date.*) All papers (even drafts written for formal peer reviews) must be typed and formatted in MLA style. I will treat the failure to turn in a complete typed draft (3-5 pages) for peer review by making a step reduction in the final grade (e.g B- to C+).

In previous semesters dozens of excellent students have formed small study groups of three or more people who meet once a week to conduct peer reviews, go over reading and writing assignments, and generally support each other.

*Individual Conferences:* Each student is required to schedule and attend at least one conference with me to review individual course work and assignments. (*Be sure to bring copies of your work with you!*) I welcome both appointments and drop-ins during my office hours. Only an appointment, however, can guarantee a particular time in my schedule. Students are by no means limited to one conference.

**Exams (15 points):**

From time to time I may administer announced or unannounced quizzes over assigned readings in our anthology and our handbook that include questions based on writing-related lectures and discussions. Whether or not we will have a midterm and final will depend on the progress of the class as writers.

**Portfolio (15 points):**

Near the end of the semester, students will revise one of their five essays and re-submit it for a grade along with an introduction and an unmarked timed essay. (Students who receive A's on at least four of the five essays may be excused from this assignment contingent upon an exit interview with the instructor.)

**Incompletes:** I will grant you a grade of Incomplete at the end of the semester if (1) you have completed 80% of the work *and* (2) if you have a documented medical or family emergency that occurs in the last few weeks of class.

**Plagiarism** will result in an automatic F for the semester.

## **English 101 Calendar Spring 07**

### **Week One: Tuesday January 17 / Thursday January 19**

Course Introduction. Diagnostic Essay and Self-Evaluation. Scan Chapter 53 in The Scott Foresman Handbook (TSFH). Read “Part 1 Writing Processes” in TSFH (2-99). Read “Introduction” in The Norton Sampler (TNS).

### **Week Two: Tuesday January 24 / Thursday Jan 26**

Discuss Dillard and the Writing Process. Introduction to Web Cites. Choose from assignment #2 on page 36 of TNS or assignment #2 on page 53 of TNS and write a 3-5 page descriptive essay. Last day to drop a class without a W is January 29 (Monday)

### **Week Three: Tuesday Jan 30 / Thursday February 1**

Two copies of complete **draft of descriptive essay due**. Peer editing workshop and essay exchange. Use Checklist 5.10 (TSFH 77) to write a formal peer review and email it to the student author no later than Thursday 09/14/06. Read “Chapter One: Description” in TNS.

### **Week Four: Tuesday Feb 6 / Th Feb 8**

Two copies of final drafts of **descriptive essay due**. Discuss Steinback, McDonald, Dipo, Hodgman. Read Chapter Two: Narrative in TNS. Beller, Junger, Mebane, Rodriquez, and Simon. Writing Skills Workshop: How to Begin and End. Complete assignment #2 on page 92 of TNS. Prepare a list of interview questions. Conduct, record, and transcribe a face-to-face question and answer interview. Read chapter 3 “Example” in TNS.

### **Week Five: Tuesday Feb 13 / Thursday Feb 15**

**Interview notes and transcriptions due**. Discussion of narrative strategies and essays by Beller, Junger, Mebane, Rodriquez, Simon. Writing Skills Workshop: using direct quotations and introduction to sentence types. Read “Chapter Three: Example”: Discuss exemplification essays by Browne, Lederer, Hentoff, and Wu. Read SFH. Write a complete draft of personal narrative essay.

### **Week Six: Tuesday Feb 20 / Th Feb 22**

Two copies of complete **draft of narrative essay due**. Peer review workshop. Write a formal peer review and email it to the student author. Read Chapter Four: “Classification and Division. Discuss essays by Tan, Watts, Asimov, Dyson, Jacoby. Quiz over introductions, conclusions, sentence types. Read “Chapter 5: Process Analysis” in TNS.

### **Week Seven Tuesday Feb 27 / Thursday March 1**

Two copies of final draft of **narrative essay due**. Discuss Piven and Borgenicht, Katz, Petrunkevitch, Keilor, Weiss. Writing skills workshop: Punctuation. Read “Chapter Six:

Comparison and Contrast” in TNS. Read Part Six: “Punctuation and Mechanics” in TFSH (587-650).

**Week Eight Tues March 6 / March 18**

Two copies of complete draft of process analysis essay due. Peer review workshop. Discuss Dalfonso, Davis, Catton, Soto, Tannen, Sedaris. Read “Chapter Seven: Definition” in TNS. Quiz over punctuation.

**Week Nine: Tuesday March 13 / Thursday March 15**

Two copies of final draft of **process analysis essay due**. Discuss Barry, Iyer, Wheeler, Hughs, Kothari. Read Chapter Eight: Cause and Effect in TNS. Writing skills workshop: organizational strategies for comparison/contrast essays. Midterm Grades Due 16 March.

**Week Ten: Spring Break. No classes.**

**Week Eleven Tuesday March 27 / Thursday March 29**

Two copies of complete **draft of comparison/contrast essay due**. Peer Review Workshop. Discuss Nunez, Edwards, Diamond, Gates, Russell.

**Week Twelve Tuesday April 3 / Thursday April 5**

Two copies of final draft of **comparison/contrast essay due**. Writing skills workshop. Recognizing logical fallacies. Read “Chapter 9: Argument.”

**Week Thirteen T April 10 / Th April 12**

Student conferences. Read “Chapter Ten: Classic Essays” in TNS

**Week Fourteen T April 17 / Th April 19**

Complete **draft of persuasive essay due**. Discuss Jefferson, Montgomery, Quintana, Verhulst, Daum, Seattle.

**Week Fifteen: Tuesday April 24 / Thursday April 26**

Final revised draft of **persuasive essay due**. Discuss Swift, Orwell, Twain, Woolf, White, Didion. In class essay. Decide which essay to revise for your portfolio and begin revising.

**Week Sixteen Tuesday May 1 / Thursday May 3**

**Final Portfolios due Thursday May 3.**

**Week Seventeen Tuesday May 8 Thursday May 9 No Final Exam Week**

In-class essays. Self-Evaluation.

**Week Eighteen M May 14 W May 16**

Final Exam.