

English 101-04-06-07 Spring 08

M/W 10:30 a.m.-11:45 and 12:00-1:15 p.m. TTh
Dr. James R. Hepworth, Professor, 309 Spalding Hall
Office Hours: 12:00-1:30 MW 10:30-12:00 TTh and by Appointment
Email: hepworth@lcsc.edu Telephone: 792-2385

Helpful Hints

- 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.
- This class is writing *and* computer intensive. It is not, however, a distance learning class. Nevertheless, our class requires you to do perhaps even a majority of your work at a computer with internet access. If you do not own a computer, the college SUB and library both have computer labs where you may use a computer.
- 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. Your subscription to MyCompLab entitles you to complimentary access to Pearson Tutor Services, powered by SMARTHINKING Inc. While you are enrolled in your MyCompLab account, you will have the opportunity to submit up to 10* papers or essays to Pearson Tutor Services' paper review service. Highly qualified e-structors™ will carefully review your submission (essay, document, report, cover letter, or résumé), and provide you with a personalized and detailed critique and feedback on how to improve your document, with a return usually in 24 hours.
- Begin making regular visits to the campus writing lab in Spalding Hall. Take advantage of my office hours. By all means see me in person before you attempt to drop the course. You may be doing much better than you think.
- 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 similar circumstances. In my experience, too many people are either unable or unwilling to say, "I don't know." If you knew everything, why would need a college class?
- 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 cannot and will not respond to Email sent to me from personal Email accounts outside the college system.
- For updates on assignments, changes to the calendar and clarification on assignments, extra credit opportunities, and general class news, please check our class blog (<drhepworth.blogspot.com>) at least once a week.

Required Materials

Cooley, Thomas, Ed. The Norton Sampler. Eighth 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., 2007. This recently revised book may be the most frequently consulted writing handbook in the United States. Our library keeps it under “reference.” Students frequently keep it to use throughout their college careers. *Bring it to every class*. And make sure you buy the most recent (8th) edition (ISBN 0136148638), which comes packaged with your personal access code to the book’s online website where you can go for help twenty-four hours a day.

- Bluebooks (Please have a supply of two or more on hand for in-class writing assignments. Bring them to every class.)
- A plain (8.5” x 11”) office file folder with your **last name followed by your first name** on the flap. (You won’t be able to turn in a hardcopy of your essay unless you submit it in a folder along with your pre-writing and drafts.)
- From time to time I may require students to furnish each other with complete (typed) hard 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>

<www.prenhall/SFHandbookhall.com>

<www.jimhepworth.com>

<<http://drhepworth.blogspot.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 and publishing process— invention, drafting, collaboration, revision, and publication—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 combines instructor lectures and in-class workshops and discussions with online work. 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. Students will also create and publish individual and team blogs, take online quizzes, and complete various other online exercises.

Upon exiting this course successful students will be able to

- understand and practice writing as a process that includes prewriting, drafting, revision, editing, and online publishing
- create an important controlling idea or thesis sentence
- identify and employ a variety of rhetorical modes for organizing an essay and supporting a thesis

- identify sentence types and write clear, concise, error-free sentences
- correctly employ punctuation and standard grammar
- identify and write to a variety of audiences
- create web pages, individual blogs, and team blogs
- identify the ten most common logical fallacies and write a logical and persuasive argument
- submit and post their writing online and perform successful online peer reviews. (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. For each successive absence, however, I reserve the right to 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 might have to 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):

Students must successfully submit at least six papers to receive a grade in this category: (1) a descriptive essay, (2) a “question and answer” interview, (3) a narrative essay based on the question-and-answer interview, (4) a comparison and contrast essay, (5) an analytical or definition essay, and (6) a persuasive essay. Unless I tell you otherwise, please make two copies of each draft you submit for peer review and for an instructor grade, and be sure to post your finished essays on your blogs. To view recent examples of some excellent essays by LCSC students, go to the instructor’s website (<www.jimhepworth.com>) and click on “mag-zine.” Please note: I expect to see improvement throughout the semester even in the work of the best student writers. Furthermore, although I will read and mark all essays properly submitted to me, I may choose, particularly near the beginning of the semester, to grade some essays simply Pass (P) or Fail (F). If you receive a grade of R, you need to schedule an appointment, meet with me, and then rewrite your essay and turn your revision in within a week. A grade of R may mean I think you have written a superior student essay and would like to consider

publishing your revision on my website. It may also mean your essay does not yet meet minimum standards for college writing.

When I return papers with my corrections on them, your job is to identify those errors by name, go to MyComplab, and complete at least one exercise for each different error you committed.

I will grade each of your essays in four different categories: (1) content, (2) organization, (3) expression, (4) grammar, usage, and mechanics. Essays that contain five or more different errors in grammar, usage, and mechanics will receive a failing grade in that category.

Essay Submissions Policy: We will be experimenting with online grading this semester. Once we are comfortable with the online program and grading system, I might ask you to submit your essays for me to evaluate online through Exchange and Grade Tracker. (It may very well turnout that you will submit the majority of your essays to me online, depending on the success of our early experiments.)

Meanwhile, until I say otherwise, you may submit only hard copies of your essays for a grade.

Here's how the submission process will work:

1. The class will divide into teams of four.
2. Each team will create and publish a team blog. This blog will be available for viewing only to your other teammates.
3. Before the deadline, each member of a team will post a complete draft of his or her essay on the team's blog for review. (This draft should be as near perfect as you can make it in the time you have to write it.) Each team member will also submit his or her essay to an E-tutor.
4. Each member of the team will then read, evaluate, and edit the posted essays of the other members on the team blog. Teammates will comment on the strengths and weaknesses of each team member's essay and offer helpful suggestions.
5. Each member of the team will also write one "formal peer review"—a summary of the strengths and weaknesses of another team member's paper that quotes and paraphrases the comments and suggestions from all three of the team's reviewers.
6. Based on peer reviews and a self-evaluation, each team member will then make any and all final revisions to his or her essay.
7. After carefully proofreading the final draft of the essay, each team member will publish two hard copies of the essay for the instructor and also post the revised essay to his or her individual blog for everyone to read.
8. On the deadline, you will then submit the final copy to me for a grade along with your notes (including zero drafts, scratch outlines, reverse outlines, and all preliminary drafts) and your formal peer review. I want to see the entire evolution of your paper from conception to publication.)

Unless I ask you to submit your essay online, all submissions must be made by placing two hard copies of your final draft and all related materials 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.

Please note: I will not accept essay submissions (or any assignments) by Email.

Revision Policy: Near the end of the semester you may choose one graded essay to revise and submit as part of your final portfolio. To receive a new grade, however, this essay must be accompanied by an original final draft that I have previously marked and graded as well as all your peer reviews (all those you wrote as well as all those you received).

Of course you may revise an essay as many times as you like before the deadline for your edited final draft. In fact, I encourage you to revise often. 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 evaluate your paper in advance of the deadline. Grading your preliminary draft would defeat the purpose of peer reviews. Seek help from your teammates, your E-tutor, and the campus writing lab before you come to me. I will nevertheless be glad to meet with you during my office hours to discuss any problems you have with the assignments and to meet with you after I've returned them.

Please also 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. To that end, I will assign (and you will self-assign) quizzes and exercises on the textbook website to help you learn to prevent the same errors from recurring. The website will automatically track your grade. In many cases, you will be expected to repeat an exercise until you achieve proficiency.

Late Paper Policy: Because meeting deadlines is important in nearly all professions, I have budgeted plenty of time for students to complete preliminary and final drafts. Turning in a peer review or a final draft one class period late, however, may result in a reduction of two grades (A to C). Again: the deadline for papers (for peer review or grading) is the beginning of the class period on the due date. If you know in advance that you will be absent on the day the paper is due, please make arrangements to turn the paper in prior to the due date. If you know in advance that a paper is going to be late, you may write a short persuasive letter (no more than a page, please) requesting an extension. There is no guarantee, however, that the extension will be granted.

Participation (30 points):

Scholars generally agree that the learner is the person most in charge of what gets learned inside and outside the classroom. I expect you to be an active learner. I will base your grade in this category on the following criteria:

- your general attitude toward the class: your willingness to volunteer, to express your own thoughts aloud and in writing, to permit others to speak, to assist others

- with their writing, and the effectiveness of your overall effort and academic maturity
- your willingness to go beyond what is required
 - your ability to follow verbal instructions, to learn from your mistakes, and to improve your writing
 - your ability to work independently and as a part of an assigned team
 - your completion of reading assignments in the text and online
 - your ability to meet deadlines with complete drafts for peer review (*All papers, including drafts for peer review, become due at the beginning of the class period on the due date.*)
 - the scores and completion rate for all exercises and quizzes on MyComplab
 - your ability to write honest and helpful peer reviews

With the exception of timed essays, 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+) for that paper.

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. I highly recommend this method.

Required 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!* Students are by no means limited to one conference.) I welcome both appointments and drop-ins during my office hours. Only an appointment, however, can guarantee a particular time in my schedule.

Final Portfolio (10 points):

Near the end of the semester, students may revise one of their five essays and re-submit it for a grade along with a self-analysis and an unmarked timed essay. Students will also turn in both the peer reviews they have written and the peer reviews they have received. Please be sure to include a self-addressed stamped envelope with this assignment. (Students who receive A's on at least three 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 or any form of cheating will result in an automatic F for the semester.

Extra Credit: Students who publish individual essays in our online class anthology (“mag-zine”) will receive extra credit. Submitting an essay for a full class review also results in extra credit. In general, however, I will announce extra-credit opportunities as we progress through the semester.

