

English 100

Mondays & Wednesdays 8:30-10:30

Lecturer Justin Lewis

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Office Hours – Mondays 8:00-8:30, 10:30-11:00 & by appointment.

Course Number:	ENGL 100
Course Title:	Preparatory English
Instructor:	Justin Lewis
Date & Time:	10/2/06 to 12/14/06
Credit Hours:	4
Lecture Hours:	40
Lab Hours:	4
Externship Hours:	0
Course Length:	11 weeks
Prerequisite:	None
Text:	The Practical Writer with Readings: Bailey and Powell-8th edition, additional readings per instructor's request. I will provide photocopied versions of these readings at no additional cost to the student.
Materials Used:	Textbook
Course Description:	This course is a review of basic writing skills and basic grammar intended to strengthen the student's background and to prepare the student to move into English 101. Emphasis is placed on the composing process of sentences and paragraphs. Enrollment is determined by the student's placement score. This course does not apply toward credit hours needed to graduate in any program. In determining student status and tuition change, this course is a 4 credit-hour class.
Course Objectives:	The student should be able to: <ul style="list-style-type: none">• Write a variety of grammatically correct sentences, in Standard English.• Plan and write at least five one-paragraph papers, the majority in class, in Standard English.• Write Sentences and paragraphs that are free of the following major errors: fragment, commas splice, fused sentence, disagreement of subject and verb; pronoun error (case, agreement, reference); verb error (principal part, tense, shift); misspelled and/or misused words (maximum of four).• Write a paragraph that displays the following: clear, logical organization; clear sentence structure; correct punctuation and capitalization; consistent point of view; variety in sentence structure; appropriate diction.

What is Composition 100?

English 100 introduces you to professional writing and thinking. No one person produces a perfect written text on the first try. Not only does a good piece of writing require invention, drafting, revision and editing; a good paper also requires repeated attempts of the aforementioned operations. In this class you will explore various ways to invent and create interesting topics, words, sentences and papers. You will also write and rewrite drafts of the same paper assignment giving and receiving constructive criticism from myself, your peers your friends, your family and anyone else you invite into your dialogue.

Varieties of Course Work

1. **Informal and Reflective Writing (10%)** – This category consists of daily writing of various sorts we will undertake in class and in journals. I will collect journal writing three times during the quarter. This category also consists of quizzes administered when a cell phone rings.
2. **Informed Class Participation (10%)** – This course emphasizes critical reading, thinking and writing; you are, consequently, required to bring with you to each class meeting not only your closely read texts and carefully prepared assignments, but also a willingness to articulate written and oral responses to them. A key to class participation is actually *being* in class; hence, to perform well in this category of course work, you need to physically and mentally come prepared to our meetings.
3. **Drafts of Four Formal Assignments (25%)** – In this class you will complete drafts of five to six formal assignments.
 - i. The One Paragraph Essay
 - ii. Professional Writing (This assignment will be composed of a cover letter and CV).
 - iii. The Five Paragraph Essay (Making Argument)
 - iv. Exploratory Essay (Personal Reflection)

For each of the four formal assignments we compose in this class, we complete two separate and distinct drafts. The first draft is due for peer review on the noted date on the syllabus. The third and final draft will be due on its respective date; however, the grade for the second and final draft will be assessed upon submittal of the portfolio at the end of the term.

4. **Final Portfolio of Processed Writing (55%)** – The largest portion of your grade in this class will be assessed in the form of a final portfolio. I will be distributing a final portfolio assignment sheet after the completion of the one-paragraph assignment. The final portfolio will be composed of the final drafts of each of your four formal assignments. Each assignment will also be accompanied by a reflective memo detailing the extent to which peer review, deep revision and drafting activities, as well as personal reflection and outside input, shaped your writing process. As the final portfolio composes 55% of your grade this term, a failing mark on the portfolio assignment will result in a failing mark for the course.

Grading Policies

The grading for this course is set up to reflect what I believe about writing: we don't always get a piece of writing right on our first attempt. It takes lots of steps to produce effective writing, including pondering, brainstorming, drafting, revising, and editing—not necessarily in that order. Until we reach the final portfolio stage, your grade will reflect not only your developing writing abilities but also your attention to all stages of this process. At the end of the semester, final portfolio grades will reflect the quality of the writing you've revised and polished so that it's the best it can possibly be. The final portfolios will reflect how well you write at the *end* of the course.

The following are guidelines for grading **preliminary drafts and informal writing**:

A = Exceptional, thorough, imaginative, and thoughtful work. All assignments complete.

B = Good work that goes beyond the basic requirements. All assignments complete.

C = Basic requirements met. Acceptable work. All assignments complete.

D = Only some assignments complete or work fails to meet many of the assigned requirements.

F = Few or no assignments complete or work fails to meet many of the assigned requirements.

The following are guidelines for grading your **writing portfolios**:

A = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. Texts show originality in details, word choice, and approach to the assignment.

B = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. There may be a few awkward spots or minor grammatical problems, but texts are basically well-written and well-developed.

C = Texts adequately meet assignment objectives and respond adequately to the original assignment, although there may be several minor problems with style, tone, thesis support, organization, or mechanics.

D = Texts show some evidence of attempting to meet assignment objectives but have many problems with organization, thesis support, word choice, style, or mechanics.

F = Texts fail to meet assignment objectives or have several major problems with tone, writing style, thesis support, organization, and mechanics.

In addition to the aforementioned portfolio assessment information I am including a final draft assessment rubric to better identify the sometimes daunting and intangible aspects of formal essay marking. ☺ You will find this rubric at the back of this course pack. In addition to the grading rubric, I use a “code” to respond to your work. Please review the following symbols and note their significance when redrafting your essays:



- You are losing focus; literally, you are off target introducing topics that draw attention away from your essay’s thesis.



- Your paragraph develops more than one idea. Work on completely developing one idea before moving on to another idea and another paragraph.



- You need to provide an example to strengthen your argument.



- Beware of “sweeping” generalizations, they are often hard to prove!



- Transitions are deficient or absent. Sentences or paragraphs do not follow natural or logical sequence.



- Conclude before you move on to your next paragraph or idea.

Frag - This is only a fragment; please review the requirements of a sentence.

In addition to these pictograms, I will also use abbreviations. In the table below, you will find these abbreviations. I will be teaching the correct usage of all of these elements early in the class.

SP	Spelling	R/O	Run on sentence
CS	Comma-Splice	WC	Word Choice
Rep	Repetition	Wordy	Slow down and rewrite this sentence more concisely
Undev	Undeveloped Paragraph	WW	Wrong word
PN	Lack of parenthetical citation	Def	Define – Pronouns are too vague

Course Policies

Attendance Policy: Prompt and regular attendance is expected. Because this class is designed as a writing 'workshop,' many assignments involve participation in response groups and other classroom activities that cannot be completed outside of class. During this term, you are permitted 4 unexcused absences. Excused absences for personal or family illness or crisis or required trips for university courses and activities must be documented; otherwise, they will be considered unexcused. Frequent absences from class will have a negative effect on your ability to keep up with the work and ultimately will influence your final class grade. If you do miss class, **YOU** are responsible for the assignments and class notes from the day(s) which you missed. **If you miss more than two weeks of class (5 class meetings) for any unexcused reason, you will automatically receive an F for the course.**

Make-up Work:

All absences, regardless of reasons, are considered in applying the college's attendance policy. However, absences may be classified as excused or unexcused for purposes of allowing make-up work. The following absences may be classified as Excused for permitting make-up work:

- Absence due to emergency medical treatment for self or immediate family may be considered as an excused absence with appropriate written documentation from the health care facility.
- Absence due to unavoidable jury duty may be considered an excused absence with appropriate written documentation.
- Absence due to employment-related training or special assignments may be considered an excused absence with appropriate written documentation.
- Absence due to military reserve or active duty obligations may be considered excused with appropriate written documentation.

Late Daily Work: Daily work cannot be turned in late. If you must miss class for any reason, or if you know ahead of time that you are going to be absent, speak to me about turning your work in *early*, not when you return.

Late Paper Policy: It is crucial to turn your formal assignment drafts in on time. I will not accept a formal assignment draft more than one week after its original deadline unless you and I have made written arrangements PRIOR TO the original deadline about turning the paper in late. For each day a paper is late, I will deduct ½ letter grade from the overall score. If your paper is not turned in by five days after the due date, it will receive an automatic failing mark.

Submission of Work: All project drafts must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten. Unless otherwise noted, all work should be submitted at the beginning of class the day it is due. After that, an assignment will be considered late. I will not accept any homework assignments without an excused absence. E-mailed documents, as attachments, and computer disks of your work will not be accepted in lieu of hardcopy.

Save Everything: For your own sake, save *everything* from the course—your drafts, daily writing, notes, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect yourself in the event of a clerical error on my part.

Peer Review: Early in the semester I will divide your class into Collaborative Planning/Peer Response groups so that you will have frequent opportunities to discuss your writing with others who will help you plan, revise and edit your work. As you interact in your groups, you will begin to discover what is important to know about the task of writing. Being critical of another's thinking and writing will help you become a better judge of your own work. By sharing with others in your group, you should gain some insight into what makes writing "work." During Collaborative Planning Sessions, you will need to bring extensive notes about your plans for each paper and a willingness to listen to other ideas about your plans and your strategies for gathering information and developing your papers. During Collaborative Editing/Revision Sessions, you will need to bring one copy of the draft for each member of your group. You will be expected to share that draft with your group and to react openly and honestly to all drafts which you hear and read. As we will be working in groups often in this class, please **DO NOT** bring to any peer review session writing you would not like to make public knowledge.

Private is Public Statement: Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your scrutiny or what you feel so strongly about with others. Unless otherwise noted, all of your work in this class can, and often will, be discussed in class in front of your peers. Please refrain from writing anything you do not wish to become public knowledge in your essays or any other public assignments.

Respect Statement: As we will be confronting several inflammatory issues during the term, it is essential that we behave as professionals in the classroom. While you may not agree with someone else's viewpoint, you also cannot legislate their truth. Please be respectful and tactful with all members of the class at all times. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effects on others.

Contacting Me: If you are unable to meet with me at the times listed, please see me before or after class or send me an email so that we can arrange an appointment. I expect you to accept a responsible role as a communicator in this class and to keep me informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with me to talk about your work several times during the semester, preferably **BEFORE** your grade is the central

concern. My email address is Justin-lewis@utc.edu or vladinfar@yahoo.com; I will try to respond to your emails in a timely fashion. During the week (Monday-Friday) I will do my very best to respond within 24 hours of your initial email. On the weekends, I will respond within 48 hours.

- NOTE:**
1. Any acts of classroom disruption that go beyond the normal rights of students to question and discuss with instructors the educational process relative to subject content will not be tolerated.
 2. Any acts of disrespect toward the instructor or fellow students will not be tolerated.

Changes to the Syllabus. Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with the day's assignment, even if you were absent when I announced the change. If you're absent, contact a classmate or me to make sure you know what to prepare for class next time.

<u>Date</u>	<u>Tentative Assignment</u>
10/2	Welcome! Five reading strategies. HW: Read pp. 1-11 in <i>PW</i> . Be sure to bring a picture you find particularly important for yourself for the next class meeting.
10/4	Discuss topic sentences, supporting sentences and overarching theses. Group work pp. 11-13. Distribute one paragraph essay assignment sheet. Complete initial photo activity. HW: Complete step two of photo assignment. Rough draft of one paragraph essay due next class period. Read pp. 324-333, <i>PW</i> .
10/9	Peer review on essay one. Discuss the comma-splice, run-on sentence and sentence fragment. Collaborative Group work on sentence activity. HW: Formal essay one due next class.
10/11	Formal essay one due. Discussion on the kinds of writing professional positions require. Self-reflection activity. HW:
10/16	The Curriculum Vitae – models and activities. HW: Create a CV.
10/18	Peer review over CV. Discussion of the composition of the cover letter. HW: Draft a cover letter. Complete revision on CV.
10/23	Peer review cover letter. Turn in CV. In-class revision of cover letter to produce final draft.
10/25	Five reading strategies in class collaborative assignment/discussion – Delia Cleveland's <i>Champagne Taste</i> , <i>Beer Budget</i> – <i>Mirror on America</i> , 193 (I will provide photocopies). Catch-up if needed before progression to unit two. HW: Read Evelyn's <i>To the Academy with Love</i> , <i>from a Hip-Hop Fan</i> – <i>MOA</i> , p. 323 (I will provide photocopies)
10/30	Collaborative in class dissection and presentation of reading Evelyn using the "Five Reading Strategies." HW: Read Pitts' <i>Value of Life Lost in Gangsta Rap's Refrain</i> – <i>MOA</i> , p. 319 (I will provide photocopies).
11/1	Collaborative in class dissection and presentation of Pitts using the "Five Reading Strategies." Formal essay three assignment sheet distributed. Topics for formal essay three distributed and discussed. HW: freewrite at least 2 handwritten pages on the topic that most interests you.
11/6	The research process – discussion and lecture. Group brainstorming

	activities for jump-starting the research process. Read pp. 77-88, PW.
11/8	Discuss the HW reading. Group collaborative activity outlining 5-paragraph essay on p. 89, PW. Group workshop to develop topics into positions (the round robin activity). HW: Read pp. 99-110. Continue researching your topic.
11/13	Discuss the structure and function of the “blueprint” or paper outline. Discuss thesis statements and central paragraphs. Collaborative group writing 103-106. HW: Read pp. 116-123, PW.
11/15	Develop an outline for your five paragraph essay (assignment sheet included). This is an in class activity to provide time for instructor and peer guidance. HW: Compose the thesis statement and the three supporting paragraphs for essay three. Read Sommers’ <i>The Fragile American Girl Myth</i> , MOA, pp.38-41. (I will provide photocopies).
11/20	Peer review of thesis statements and three supporting paragraphs. Discuss Sommers’ reading. HW: Complete Essay Three.
11/27	Essay three due. Introduction to exploratory essay “How has your concept of writing changed?” Read Donald Murray’s <i>Writing is a Process</i> in class and discuss. Exploratory essay assignment distributed. HW: Read pp.166-168 <i>Reading Rhetorically</i> (I will provide photocopies).
11/29	Discuss composition of the reflective essay. Group work on effective reflective strategies (handouts). HW: Compose your reflective essay.
12/4	Peer review of reflective essays. In class revision of said essays.
12/6	Reflective essay due. Final portfolio expectations set forth.
12/11	Final portfolio peer review and group collaboration.
12/13	Final portfolio presentations