

English 110.019 **TR 8-9:15 MBK 208 and T 9:25-10:40 MBK 116 (Fourth Hour)**
Dr. Marie Fitzwilliam Office: 74 George Street, Room 300
Office Hours: M, W, 11:30-1:00, T, R 12:30-1:30 (and by appointment)
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English 110: Introduction to Academic Writing

Required Texts/Materials:

How to Write Anything: With Readings, ed. John J. Ruszkiewicz
The Things They Carried, by Tim O'Brien
Folder for papers and drafts

Course Overview and Objectives

English 110 is designed to teach you skills that will prepare you for the reading and writing you will do during the next four years. Besides thinking critically about various texts, you will practice writing different types of papers, ranging from summary and analysis to a final synthesis paper. Through a sequence of assignments, you will see that writing is a process that involves invention, creative and critical thinking, drafting, revising, researching, and synthesizing your ideas and relevant materials from others. By engaging in this process, you should develop your own writing style and voice. English 110 is designed to prepare you for thinking and writing in other courses.

Assignments

This course requires that you produce **three** major papers: a Learning History Narrative, an Argument Research Essay, and a Comparative Analysis Essay. In addition, you will write **four** mini-papers, which are designed to help you practice particular writing skills (summary, response, analysis, annotation). The work you do in mini-papers will usually be parts of or steps in the major papers.

Grades

Major papers and mini-papers will be graded using letters A through F with the following page requirements and percentages to the overall course grade:

Paper 1 Learning History Essay	(3-5 pages)	15%
Paper 1a Summary	(2-3 pages)	5%
Paper 1b Response	(2-3 pages)	5%
Paper 2 Argument Research Essay	(6-8 pages)	25%

Paper 2a	Analysis	(2-3 pages)	10%
Paper 2b	Annotated Bib.	(2-3 pages)	15%
Paper 3 Comparative Analysis essay/exam			20%
Participation and Drafting Grade			10%

Letter grades correspond to the following numerical values:

	B+/88	C+/78	D+/68
A/95-100	B/85	C/75	D/65
A-/92	B-/82	C-/72	D-/62
F= 50			

Paper not turned in = 0

Getting Help and E-mailing Me

I am always happy to see students in my office for extra help on assignments, readings, and drafts. I urge you to visit my office during office hours listed above (or to make an appointment if they are inconvenient) as soon as you have questions. Don't wait till the day before a major assignment is due or when you're overwhelmed to ask for help. **I will respond to your e-mails between the hours of 7:00 a.m. and 4:30 p.m. during the week and after 3:00 p.m. on Saturdays and Sundays.**

Classroom Etiquette

You will get the most out of this class if you engage in discussion and participate in the scheduled activity. It goes without saying that you cannot participate or learn if you come to class unprepared, sleep, or check text messages. Not only do these behaviors mean that you are not learning, but they show disrespect for your classmates and the instructor, an attitude that will affect your participation grade. Your views on the topics we discuss are always welcome, but in the spirit of collegial discourse avoid racist, sexist, or homophobic language. Share your views with the class as a whole rather than whispering them to the person next to you.

Absences

All class meetings are of equal importance to student writers; therefore, you are urged to miss as few classes as possible. (All studies show a direct relationship between attendance and grades.) You are allowed to miss **three** classes without any penalty; however, if you miss additional classes you will incur a five-point penalty (for each day missed) to be deducted from your overall grade for the course. **Six absences will automatically result in failure for the course.** I do not distinguish between excused and unexcused absences, so there is no need to let me know why you were not in class.

However, use absences wisely. Once you have "used up" the allowed absences, you will not be permitted to miss additional classes without penalty because of illness, travel plans, or sick roommates. If you must be absent, you are responsible for material covered in the class you missed. Failure to attend class on the day an assigned essay is due does not mean that you may turn in a late paper without penalty.

Please note: notifications from Student Affairs regarding absences are explanations of not excuses for your absence. Therefore, they do not exempt you from missing class, only explain why you were absent. They in no way alter the course rule of three absences.

Tardiness

Tardiness is disruptive to the classroom environment and prevents you from fully participating and assimilating the information and materials discussed in class. Repeated tardiness will lower your participation grade. Keep in mind, you are considered tardy if you arrive after I have taken roll. Arriving for the last 15 minutes of the class is not tardiness; it is an absence. When you come in late, it is **your** responsibility to let me know at the end of the class period so that I can change the record from absent to late. It will not work to inform me later in the semester that on this or that date you forgot to tell me to change the record from absent to late.

Assignments and Due Dates

Papers are due at the beginning of class on the assigned day. Your grade drops one letter every day a paper is late, including weekends. Papers not received within one week of the due date will be given a zero. Please note: **If you fail to hand in papers 1 or 2 within one week of the due date you will receive a zero for the assignment. Similarly, if you do not take the final exam (paper 3), you will receive an F for the course.**

Late Policy

Students who know they will miss the class when an assignment is due must notify me as soon as possible in advance of the due date to arrange for submission of the assignment in order to avoid the late penalty. Please DO NOT e-mail me assignments or drop papers in my mailbox unless you have discussed this in advance and arranged the where and when of the late turn-in. Computer or printer failure, full computer labs, or roommate problems are not valid excuses for late work. Given potential mechanical and personal crises, begin your work early, save it often, and plan for emergencies.

Essay Format

All assigned essays (not written in class) must be typed, double spaced, according to the following format: Times New Roman 12-point font with 1" margins at bottom and right and 1 1/2" margins at top and left; last name and page number on the top right of each

page; first page heading flush with the left margin followed by a centered title, as follows:

Brown 1

Joseph Brown
Dr. Fitzwilliam
English 110.001
September 10, 2009

The Pleasure and Pain of Learning

Plagiarism

Plagiarism is the use of words or ideas of another person without appropriate acknowledgement of the source. It is a serious academic offense that will result in referral to the Honor Board and may mean failure for the course. Please remember that at no point during the writing process should the work of others be presented as your own. As well, recycling papers you have written for other classes is considered plagiarism. If you have questions at any point during the writing process regarding appropriate collaborating, paraphrasing, summarizing, quoting and citing, please ask me or visit the College's Honor Code web site at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Helpful Resources

The College's Writing Lab, located in the Center for Student Learning (CSL) on the first floor of the Addlestone Library, is a great resource. You can visit their web site at www.cofc.edu/~csl.

The College's library has created a fine web site specifically to help English 110 students. Visit their web site at <http://libguides.library.cofc.edu/english110>.

If you have a documented disability for which you are requesting accommodation, please visit the Center for Disability Services, located in the Lightsey Center, Suite 104 and notify me as soon as possible.

Please read assigned material (text/page numbers given) BEFORE you come to class

Unit 1: Summary, Response, and Narration

Your major paper assignment for this unit is the Learning History Narrative (**Paper 1**). Additionally, you will write two mini-papers (**papers 1a and 1b**) demonstrating your clear understanding of summary and response to an essay. You may choose to write these mini-papers on any of the readings in this unit. Mini papers are due at the beginning of class on the day we begin discussion of that reading.

Week 1: Introductions to the Course and First Paper

Aug 25 Introduction to the course

Fourth Hour Workshop: diagnostic writing

Aug 27 Summarizing Sources (How to 424-27); introducing Paper 1

Week 2: Learning History Narratives

Sep 1 “Me Talk Pretty One Day” (How to 559—65) and summary practice

Fourth Hour Workshop: Rhetorical Analysis (How to 222-32)

Sep 3 “Strange Tools” (How to 20-25) and summary/analysis

Week 3: More Learning History Narratives

Sept 8 “Learning to Read”—Malcolm X (handout)

Fourth Hour: Building a Narrative (How to 4-19)

Sept 10 “Black Men and Public Space” (handout) and summary/analysis;
take plagiarism quiz by visiting <http://libguides.library.cofc.edu/english110>
and clicking on “plagiarism”

Week 4: Still More Learning History Narratives

Sep 15 “Check Mate?” (How to 26-31); Style (How to 364-73)

Fourth Hour Workshop: MLA Documentation and format (How to 437-73);
in-class quiz

Sep 17 “Exile: El Paso Texas” (handout)

Week 5: Building Your History Narratives

Sep 22 Building Paper 1

Fourth Hour Workshop: Early Drafts on Paper 1; Common Errors (How to
526-42)

Sep 24 The Things They Carried: “On the Rainy River”

Week 6: Building your History Narratives

Sep 29 The Things They Carried: “The Man I Killed” and “Ambush”

Fourth Hour Workshop: Conferences on Paper 1

Oct 1 Drafting Paper 1

Week 7: Final Drafts of Paper 1

Oct 6 Drafting Paper 1: Last day to WD with a grade of “W”

Fourth Hour Workshop: Group Conferences on Paper 1

Oct 8 **Paper 1 due**; Common Errors (How to 543-53)

Unit 2: Analysis, Argument, and Synthesizing Research

The primary paper assignment for this unit is the Argument Research Essay (Paper 2). Along with Paper 2, you will write two short papers (2a and 2b), which are designed to hone your understanding of analysis and bibliographic annotation. You may write your analysis on any of the readings in this unit (due at the beginning of class on the day we begin discussion of that reading). The annotated bibliography will lead naturally into your argument research essay (due November 24).

Week 8: Introduction to Argument and Analysis

Oct 13 **Fall Break**

Oct 15 Argument (How to 68-86) and written response to texts

Week 9: Argumentation Essays

Oct 20 “Protecting What Really Matters” and “Uncle Sam and Aunt Samantha” (How to 91-99)

Fourth Hour Workshop: **Library Research Orientation**

Oct 22 “Safe at Any Speed” and “What’s Really Behind the Plunge” (How to 146-53)

Week 10: More Argument Essays

Oct 27 “Pay to Be Saved” (How to 664-66) and written examination of argument

Fourth Hour Workshop: Building Paper 2 /Evaluating Sources (How to 415-19)

Oct 29 “Contradictions of Michael Jordan” (How to 668-74)

Week 11: Building Paper 2

Nov 3 Beginning Your Research and Finding Print and Online Sources (How to 400-04, 406-11)

Fourth Hour Workshop: **Library Research Session**

Nov 5 Revising and Editing (How to 386-95)

Week 12: Building Paper 2—Annotated Bibliography

Nov 10 Bibliography workshop (How To 426-27)

Fourth Hour Workshop: **Library Research Session**

Nov 12 **Annotated Bibliography due**; “Persepolis” (How to 32-38)

Week 13 Building Paper 2

Nov 17 Conferences on paper 2

Fourth Hour Workshop: Conferences on paper 2

Nov 19 Conferences on paper 2

Unit 3: Comparative Analysis, Making Thematic Connections

The major assignment for this unit is the in-class essay exam (Paper 3) which will take place during the time allotted for the final exam. You have no mini-papers due in this unit, but you should plan to devote considerable time to planning and organizing your notes for the final exam. The in-class essay exam is an open notes and open book comparative analysis on a theme covered in your class readings. There are no new readings for this unit; rather, we will re-visit previous readings to explore comparative ideas and connections. You will choose several class readings to use as “evidence” as you develop a final theme essay. Themes may include, but are not limited to, race, gender, war, learning, and culture. We will be generating ideas and outlines for this final comparative analysis essay in class.

Week 14: Understanding Comparative Analysis

Nov 24 **Paper 2 due**; Introduction to comparative analysis (handouts)

Fourth Hour Workshop: Making Effective Comparisons (handouts); see also How to (114-6)

Nov 26 **Thanksgiving Holiday**

Week 15: Building Your Theme Essay

Dec 1 Drafting for final essay/exam

Fourth Hour Workshop: Drafting for final essay/exam

Dec 3 Last questions and discussion of essay/exam

Essay/Exam: Thursday, December 10, 8:00-11:00 in regular classroom

****Please inform parents and travel agents. You will not be allowed to re-schedule the exam due to travel plans.**