"There are two ways of exerting one's strength: one is pushing down, the other is pulling up." ~Booker T. Washington

Welcome!
English 101 is a course designed to develop critical reading, thinking, and synthesizing skills. It will also call upon you to demonstrate your ability to write logical, well-organized themes with well-crafted sentences.

Required Texts
Coursepack from Custom Publishing
Harbrace Essentials with Resources for Writing in the Disciplines

Attendance and Participation
Community learning depends upon active participation. We learn from not only teachers but others around us in the classroom. In that spirit, come to class positive, prepared, and on time; bring all necessary materials; turn off all electronics, and be absent no more than three times. No doctor’s notes are necessary. Your fourth absence will result in a letter grade reduction, regardless of the reason. For example, if you are absent four times in the quarter and earned a letter grade of “C”, your grade will drop to a “D”.
After five absences, the next writing assignment may not be accepted. Privileges such as the grace period, the late day, occasional revisions, bonus points, and draft reviews by me are offered only to students with strong attendance and positive participation.

If you must be absent, you are still responsible for whatever we did in class. I suggest you introduce yourself to someone in the class for this reason. You may also use my office hours (or make an appointment) to catch up. Try not to just email me. While I respond to specific questions, I refrain from replying to the “What did I miss?” e-mails. Instead, please contact a classmate for notes and handouts. I will also attend every class period, and will show up prepared and with a positive attitude. You may even find at the end of the quarter that English is not such a scary subject after all. If you are to attend a university-sponsored event that will interfere with your class attendance, it is your responsibility to provide documentation and to secure notes and work from your classmates because you are still responsible for the work.
Writing Assignments
English 101 will give you practice in college-level expectations for writing assignments. You’ll write a Description, a Summary, a Response, and a Synthesis. Please type and double-spaced each paper, use MLA style and documentation, include at least one “process material,” and attach your workshop materials and the scoring sheets. I reserve the right to request additional drafts or source materials, so keep them just in case.

Grading Description
A Above and beyond
B Travels an extra mile
C Arrives at the destination
D Only travels part way
F Much distance remains

Grading Standards
Students often ask why a “B” paper has been marked “down.” “B” papers are not marked “down,” but “up,” as a paper that meets the standard is a “C.”

Student Samples
For a guide on what an “extra 2 miles” looks like, your Coursepack contains an A or A-sample for each assignment. If you produce an “A” paper and are willing to provide it for a future Coursepack, e-mail your paper and Works Cited page to me on a Word document, and grant permission for its use in your e-mail message.

The Writing Process
Strong academic writing involves reflecting, developing, and reconsidering our ideas (“re-vision”). To demonstrate your process, submit at least one “process material” with each assignment. While a rough draft is preferred, a double-entry log or handwritten plans are accepted as “process” for this class. As many of us “process” on a computer, always save and print your drafts. No paper will be graded without at least one process material, and a 10% request penalty is applied if it must be requested.

Late papers
Assignments are due by the start of the class period. If you are finalizing your paper moments before class, it is better to attend class than finish during class. Therefore, as long as you come to class on time, explain your situation, and submit your paper to the English department secretary on the due date by 4 pm, I’ll waive the late penalty. Make sure to get a date stamp from the secretary. You have one class period after the deadline to submit a paper for a late penalty of 10%. No papers are accepted after that.
Peer workshops and conferences
Prior to every due date, you and a partner will share your drafts at a peer workshop and respond to “workshop questions.” You’ll then answer the same questions for your own paper to provide reflection and training for careful revision. To be considered present, you must have your complete draft and respond helpfully to your partners. Do not worry- we will model constructive criticism, meaning that on your first two papers, I will give you advice on what you do well and what you can improve upon. I consult with students on a first-come first-served basis, beginning with those who bring drafts to my office during office hours.

Plagiarism
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero. Regardless of your awareness of the problem, plagiarism is still plagiarism, and an answer of “I did not know” will not suffice. Always cite your sources, even if you think you might be citing incorrectly. I would rather have a good attempt than a plagiarist. Plagiarism usually results from a) Unintentional ignorance, b) Desperation, or c) Laziness. If I perceive intentional plagiarism in student work, I will charge that student with such through Academic Affairs.

Mastery in Grammatical Conventions
English 101 is also designed to ensure that you have mastered the basic conventions of English grammar. After an editing diagnostic and an overview of basic conventions, each of you will be assigned to a group to teach a specific grammatical convention. You’ll take an editing quiz at the mid-term and an editing test at the end of the quarter.

ADA Statement
If you need disability-related educational accommodations, please let me know and contact the ADA Compliance Office at x2171. Additionally, if you have low vision or hearing or need other accommodation for learning styles, I am happy to oblige requests.

Writing Assignments Points
- Summary 25
- Response 25
- Description 100
- Synthesis 100
  TOTAL 250

Other Activities Points
- Participation/Homework 50
- Presentation 50
- Preparedness/Quizzes 25
- Editing Quiz 25
- Editing Test 50
  TOTAL 200

GRAND TOTAL 450
**Learner Outcomes**

Read critically, distinguishing central ideas from evidence and identifying the author's purpose, assumptions, and attitudes.
Summarize advanced-level material accurately—representing and documenting content; reflecting the source's purpose, tone, and structure; referring to all key ideas; and excluding unnecessary details.
Read responsively, using prior knowledge and experience to identify questions at issue and to recognize bias.
Respond in writing to advanced-level material—reflecting the positions and assertions of an author, identifying a question at issue for both the student and the author, and focusing comment on the question at issue.
Identify and synthesize responses to common questions at issue, various perspectives on a topic, or solutions to a problem.
Draw reasonable conclusions from information found in various sources—whether written, oral, tabular, or graphic—and integrate those conclusions into the development of written projects.
Integrate multiple sources by examining alternative solutions or perspectives and responding to source material.
Craft prose that conforms to the expectations of an academic audience.
Marvelous Student

Dr. Dieu

Eng 101

Today’s Date

My Imaginative Title Goes Here

There are a few things you might note about the page formatting. If you downloaded this then you don’t have to worry about resetting anything, just copy and paste your essay into this format.

To begin, the margins are all set to 1”. Each paragraph is indented. The title, which the student will come up with, reflects the essay and helps the reader to anticipate what they are about to read without being boring. Professors love, love, love a good title. It makes them want to read further. Good format and a great title make people think the content will be good.

The student’s name goes in the top left corner, followed by the professor’s title, then the class and date. The work is also paginated so the reader never gets lost and can make easy reference in discussing the work with the student.

One might notice that the author does not refer to themselves in the first person unless a personal narrative is specifically assigned. He or she might refer to themselves as a person, saying “one would normally drink coffee in the morning…” but would refrain from saying “I normally drink a boatload of caffeine in the morning”. The use of second person (you, yours, we, you’uns, y’all) is also prohibited most of the time. Actually, “all y’all” is third person and can be used on occasion.
**Important Dates for Eng 101**

**January 6**
Introductions

*Homework:* Writing. “How I Learned to Read and Write”

**January 8**
Homework due

Writing handout- due Friday

**January 10**
Descriptive Essay Introduction

*Homework:* Read “The Rhetorical Situation” pgs 5-10 in the coursepack.

**January 13**
Discuss “The Rhetorical Situation”

*Homework:* Bring in written exigence (see pg. 7 of coursepack) Also, Read “The Lottery”

**January 15**
Discuss “Dulce Et Decorum Est” and “The Lottery”

*Homework:* Write Response to “Dulce Et Decorum Est”. Bring your research to class!

**January 17**
Discuss essays

*Homework:* Write first half of essay

**January 20**
**NO CLASS- Dr. King Holiday**

**January 22**
Bring first part of essay 1 to class.

**January 24**
Essay 1 Rough Draft Due. Have your essay ready electronically. Meet in Library.

Bring 1 printed copy.

**January 27**
No Class- Professional Development Day

**January 29**
Essay 1 Final Draft Due! /Intro to Summary Essay

*Homework:* Read “Integrating Information from Sources”, pgs 11-22 in the coursepack.

**January 31**
Evaluating Sources/ Integrating Information from sources. Bring your article with you!

**February 3**
Essay 2 Rough Draft Due- Bring 1 printed copy and an electronic copy to the Library

**February 5**
Essay 2 Final Draft Due- One copy to class; include a process piece

**February 7**
Response Essay Handout, Discuss assumptions and logical fallacies. Handout editing midterm.

**February 10**
Bring annotated essays to class (pgs 69-76 in the coursepack). Discuss article. Practice constructing response in class.

**February 12**
Editing midterm due in class. Practice annotation.

**February 14**
Bring first page of Response Essay to class.
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>February 17</td>
<td>President’s Day- No Class</td>
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<tr>
<td>February 19</td>
<td>Rough Draft for Essay 3 Due- Bring 1 printed and an electronic copy to Library</td>
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<tr>
<td>February 21</td>
<td>Final Draft of Essay 3 Due- One copy to class; Include a process piece</td>
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<td>February 24</td>
<td>Synthesis Essay Discussion Synthesis Homework Handout</td>
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<td>February 26</td>
<td>Homework due: Synthesis</td>
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<td>February 28</td>
<td>Meet in Library, Room 101 to learn about library research</td>
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<td>March 3</td>
<td>Meet in Library, Room 101. Bring three pieces of research with you</td>
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<tr>
<td>March 5</td>
<td>Rough Draft for Essay 4 Due- Bring 3 Copies to Class</td>
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<tr>
<td>March 7</td>
<td>Final Draft of Essay 4 Due- One copy to class; include a process piece</td>
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<td>March 10</td>
<td><strong>Grammar Presentations</strong></td>
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<td>March 14</td>
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