

English 100, Composition and Reading *Spring 2006*

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Office Hours: Monday 4:00 – 5:00 (by appointment) Tuesday 11:00 – 12:00 Wednesday 9:30 – 10:00 Thursday 11:00 – 12:00 Friday 1:00 – 2:00

Course Objectives:

English 100 is designed to help you develop your academic reading and writing skills, and to prepare you for success in your other courses. By the end of the course you should be able to write thoughtful, well-organized expository papers, which are fluent and well-developed at the essay, paragraph, and sentence levels. In addition, I hope that the work you do in this class encourages you to think critically about the world around you and your place in it.

Lest you think writing comes easily or naturally to most people, read what the following professional writers have to say:

“One thing that is always with the writer – no matter how long he has written or how good he is – is the continuing process of learning to write.”

Flannery O’Connor

“Writing and rewriting are a constant search for what one is saying.”

John Updike

“There is nothing harder in writing than to start.”

Richard Crichton

“I suffer always from the fear of putting down the first line.”

John Steinbeck

“Virginia Woolf, a writer of a kind of prose very near poetry in tone and aspiration, was racked in the heat of composition by seizures of profoundly tormenting headaches. . . . Conrad was in frenzy for weeks on end – ‘I turn in this vicious circle and the work itself becomes like the work in a treadmill – a thing without joy – a punishing task. . . .’ Dostoyevsky said plainly: ‘*I worked and was tortured.*’ Flaubert wrote, ‘You don’t know what it is to stay a whole day with your head in your hands trying to squeeze your unfortunate brain so as to find a word.’ Tolstoy told a friend, ‘One ought only to write when one leaves a piece of flesh in the inkpot each time one dips one’s pen.’ For Isak Dinesen, the ‘great and difficult task’ was pursued ‘without faith and without hope.’ And George Eliot said of the writing of Romola – it occupied two years – that she ‘began it young, and finished it old.’”

Cynthia Ozick

“I write in my blood.”

Ernest Hemingway

Prerequisites:

ENGL 838 or 848 or 400 with a grade of C or higher; *or* ESL 400 with a grade of C or higher; *or* appropriate skill level indicated by the English placement tests and other measures; *or* ENGL 836 with a grade of C or higher *and* READ 836 with Credit or a grade of C or higher or eligibility for 400-level reading courses (indicated by the reading placement tests and other measures).

Required Texts:

- *Nickel and Dimed*, Barbara Ehrenreich
- *Handbook for College Research* (3rd edition), Robert Perrin
- *"The Tragedy of the Commons" Learning Community Reader*

Course Work:

- 5 graded essays, one of which will be a substantial revision of an earlier paper
- final research project
- homework assignments, including short writing assignments and exercises designed to help you develop your organization and development skills at the essay, paragraph and sentence levels
- reading journal entries, reading question responses, (and reading quizzes?)
- regular attendance and participation in class activities
- Hour-by-arrangement

Homework:

Homework is due at the beginning of class on the assigned due date. I do not accept late homework unless you have made previous arrangements with me. While I may comment on late homework, you will not receive credit for it. At the end of the semester I will assign you a cumulative letter grade for all of the homework assignments you have completed and turned in on time. Any quizzes will be factored into your homework grade. Because some activities and exercises done in class are considered "homework," poor attendance may have a negative effect on your homework grade.

<u>% of assignments turned in:</u>	<u>grade:</u>
90 – 100%	A
75 – 89%	B
60 – 74%	C
50 – 59%	D
less than 50%	F

"Hour by Arrangement":

As part of the requirement for this course, you will complete "one hour by arrangement per week" (see CSM Schedule of Classes). You may meet this requirement in a number of ways, including on-line library and research tutorials, attendance at educational events, one-on-one tutoring in the Writing Assistance Center, and additional conferences with me. I will assign some activities to the class as a whole, while others will be assigned on an individual basis, depending on what I determine your needs as a student writer to be. The grading system for this requirement is simple: if you complete what I assign and meet all deadlines, you will get an "A"; if you complete more than half on time, you will get a "C"; and if you complete less than half, you will get an "F" for this portion of the class.

Attendance & Participation:

The cost of missing class is high, as everything we do in class is designed to build on what came earlier and to prepare you for what comes later. If you know that you are going to miss a class, please call me at 574-6348 to

let me know – you can leave a message at any time. If you do miss a class, I expect you to make a reasonable effort to find out from your classmates what you missed. For this reason, I ask that you get the phone numbers of at least two classmates. If you cannot get your questions answered, please call or email me. Be sure to check my office door for any missed handouts if you do have to miss class.

I do take roll every day, and I expect you to come to class on time since coming in late is a distraction to everyone. I consider two “late’s” the equivalent of one absence. [If you miss more than six class sessions, I may drop you from the class.](#)

Conferences:

Conferences are your opportunity to get the individual attention that I often cannot provide in class, so take advantage of them. I strongly encourage you to initiate conferences with me when you have questions or want to discuss your writing. In other words, *don't be shy!* You may drop by during my scheduled office hours, but I encourage you to sign up on the sheet posted on my office door.

Because conferences are usually only 15-20 minutes, it is essential that you come prepared, having given some thought to what you want to discuss. If you cannot make it to a scheduled conference, please cross your name off the list or call me, so that someone else can use that time slot.

Grading:

Your final grade in the course will be an average of the following grades, with each one weighted according to the following percentages:

<u>Assignment/grade</u>	<u>Percentage</u>
1) paper #1	14 %
2) paper #2	14 %
3) paper #3	14 %
4) paper #4	14 %
5) paper #5 (research assignment)	20 %
6) paper #6 (revision)	this grade replaces your original grade on paper #1, 2, or 3
7) homework and quizzes	14 %
8) “hour by arrangement”	10 %

To pass this class, you must have an average grade of “C” or better on the writing portion (grades 1 – 6) *and* you must have an overall grade average of a “C” or better.

A Word About Plagiarism:

I realize that not everyone fully understands what constitutes plagiarism. The simplest definition is taking the ideas and/or words of someone else and representing them as if they were your own. This includes copying someone else's words without setting off the passage in quotation marks, or including someone else's ideas without citing the source. It also includes having other people write or extensively edit your paper for you. Some of you will get help with your writing from family, friends, or co-workers, as well as in the English 800 Lab or the Writing Assistance Center. That's fine, but **NOBODY** should write your papers for you. If you are caught plagiarizing or cheating in any class, your instructor may give you a failing grade on that assignment, or may fail you in the course. If you are ever unclear about what constitutes plagiarism, please ask me.

I will report all cases of verified or suspected plagiarism to both the Dean of the Language Arts Division and the Vice President of Instruction.

* See attachment for explanation of English Department policy and definitions.

Some Important Notes:

- Always keep copies – real or virtual – of your final essay drafts before you turn them in.

- Save all essays and homework assignments until the end of the semester.
- Come to class every day.
- Come to class prepared – but if you aren't prepared, come anyway.
- Please submit any special arrangements or requests about absences or late homework in writing. If you leave me a phone message or speak to me in person, follow up with a note or email, as I tend to forget what we have arranged.
- Be considerate: turn off cell phones and put them away during class; don't leave during class unless you must; be on time; let me know at the beginning of class if you must leave early.

Some Important Dates:

- Holiday: Lincoln's Birthday Friday, February 17
- Holiday: Presidents' Day Monday, February 20
- Last day to obtain authorization code to add semester-long classes: Monday, January 30
- Last day to drop semester-long classes with eligibility for fee credit or partial refund: Monday, January 30
- Last day to complete WebSMART/ registration process: Sunday, February 5
- Spring Recess: April 10 - 16
- Last day to withdraw with "W": Friday, April 21
- Last day of instruction: Friday, May 19
- Final exam period: May 20 - 26
- Final exam period for this class: Wednesday, May 24 (8:10 – 10:40)

Your Rights:

Up to now, this document has focused primarily on the rules of the class and your responsibilities as students in the class. But you also have some rights, maybe not legal rights, but rights to which I believe every one of you are entitled. I do not expect, nor do I hope, that we will always agree with one another, but I do believe that each of you has the right to be treated with respect and courtesy by me and by one another. Part of what will make this class interesting and enriching for all of us is inquiry, discussion and debate. At the same time, I expect each member of the class to be considerate of one another. I want this class to be a place where you feel safe and free to express your ideas and to ask questions, as well as a place where you will work to challenge yourself intellectually.

I look forward to working with you this semester!