

5 English 1010: English Composition and Rhetoric

English 1010 is the first year composition course for most incoming freshmen. Placement in the course is determined primarily by ACT/SAT scores (see section 2.4 Placement) or having passed English 0990. The course generally instructs students in writing the collegiate essay, emphasizing different strategies for organizing essays (these strategies are often referred to as rhetorical modes and include comparison, narrative, description, analysis, argument, classification, and cause/effect). Further emphasis is placed on the development of supporting information. Some work with grammar and basic errors is expected. Students are also introduced to the MLA research paper.

Instructors are expected to introduce students to the process approach to writing, emphasizing predrafting exercises, revision of drafts, and editing. Methodologies using peer and group editing and peer review are encouraged, as are individual conferences and group writing. Instructors should also incorporate assignments that introduce students to writing for different audiences.

5.1 Guidelines & Objectives

Instructors are encouraged to have students revise and redraft essays. Since revision and editing are crucial parts of the writing process, it is acceptable to allow students to revise graded papers for a second grade. However, it is recommended that such practices should be used in a way that aid students in developing their own revision skills and not depend on the instructor for editing comments.

The objectives of English 1010 primarily focus on the following:

- Students should appreciate writing as a process.
- Students should be able to write approximately 500 word essays in a variety of styles that are free of basic syntax errors and are well-organized and supported.
- Students should be able to respond confidently and knowledgeably to the writing of others.
- Students should be able to research and compose a 6 to 10 page research paper in MLA style.

5.1.1 The Essay

Students in English 1010 are required to write six (6) to eight (8) essays during the semester of approximately 300 to 500 words. These essays should be for a variety of audiences and incorporate a variety of strategies for organization (such as narration, description, comparison-contrast, definition, classification, argumentation, process and cause and effect). Students should be encouraged to draft in-class and share their work with other students. Multiple drafts should be strongly encouraged.

5.1.2 The Research Paper

The research paper is probably the most difficult portion of English 1010 for both instructors and students. Instructors should start the research paper early and closely monitor students' progress in researching and writing the research paper, as research shows that such papers are the ones most plagiarized from outside sources such as internet papermills. Instructors should take special care in explaining such practices as direct quoting, summarizing, and paraphrasing to students. They should also explain the

use of signal phrases for introducing information from sources. A good technique for helping students avoid plagiarism is having students turn in photocopies of pages of materials from which the student is quoting or paraphrasing. It is highly recommended that instructors have individual conferences with students at some point in the research paper process.

5.2 Texts

The required text for English 1010 is the handbook required for all English classes: Hacker, Diane. *The Bedford Handbook*. 5th ed. New York: Bedford, 1998.

Instructors have their choice of texts (rhetorics and/or readers) for English 1010. However, the current default text ordered for staff-listed courses is:

The Norton Sampler Thomas Cooley. 5th ed. Norton, 1997.

Desk copies are available from the Director of Composition.

5.3 General Syllabus

A copy of the General Syllabus for English 1010 follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 1010: English Composition and Rhetoric

COURSE DESCRIPTION AND GOALS: English 1010 (3 sem. hrs.) is an introductory course in expository writing appropriate for beginning freshmen. The objective of the course is to enable students to produce prose that has a clear central point communicated in direct, clear language and with adequate and pertinent support and structure. Students are introduced to at least six of the basic rhetorical modes (narration, description, comparison-contrast definition, classification, argumentation, process and cause and effect). There is intensive practice in grammar and mechanics, the writing of six to eight short, graded essays (between 300 and 500 words), and a short research paper. For content in the short essays, the students draw on their personal experiences or current events. The research paper (6-10 typewritten pages or a minimum of 1500 words) provides an opportunity for more independent work. The course is often conducted informally (often as a workshop), with students expected to read their papers aloud, participate in peer review, and do in-class draft and revisions. Placement is dependent on ACT or SAT scores, or by having passed English 0990

The English Department bases its approach to English 1010 on the following:

1. Students should come to appreciate writing as a process and learn to recognize and exploit their own processes.
2. Short, non-graded expressive writing provides good opportunities to begin the writing process.
3. Student-centered response, such as peer review, is important during the middle stages of the process.
4. Effective revision is essential to the production of effective prose.

BASIC ERRORS: Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated in English 1010. They include the following:

1. Lack of clarity at the sentence level

2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms
6. Spelling errors

EMAIL AND WORD PROCESSING: All students are required to obtain an email account. For a more detailed description of how email may be used in a particular section, please see the instructor's addendum to this syllabus. Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.

RESEARCH PAPER: The research paper is an important requirement in English 1010 because it represents the student's ability to apply, in a long paper, the essay-writing skills developed in this course. Moreover, the research paper serves as an introduction to the methods and purposes of academic discourse, as it requires the student to be able to read and synthesize various arguments in a careful, clear, and logical way; and to observe the conventions of attributing the work and ideas of others.

Specific skills emphasized in preparing the research paper:

1. Use of library facilities to find printed sources, such as books, periodicals, and microforms
2. Use of electronic resources such as databases and other online resources appropriate to academic research
3. Note-taking, paraphrasing, writing of summaries
4. Organizing/Outlining
5. Integration of quotations and ideas from sources into the paper
6. Correct form for documentation and bibliography

INTELLECTUAL HONESTY: Intellectual honesty is expected of all students. Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a flagrant violation of intellectual honesty.

Even though some plagiarism may be unintentional, it is still a serious academic offense. Plagiarism may be avoided by systematically taking notes and accurately documenting sources. Since students will be given precise instructions on the most effective ways to document information (summary, paraphrase, or quote), there should be no problem acknowledging sources and avoiding plagiarism.

Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."

EVALUATION: A student's progress in the course will be evaluated on the basis of the above standards. A student's grade in a composition course is determined by the consistent level of writing exhibited, for the most part, on themes written during the latter part of the semester. It is important to note that a student is required to complete all theme assignments during the semester. Progress in a composition course cannot be made without regular attendance and prompt completion of assignments. Your own commitment is crucial to success or failure in the course.

REQUIRED TEXT: *The Bedford Handbook for Writers*, 5th edition, Diana Hacker.
An additional text(s) will be assigned by your instructor.

5.4 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. Some of the sections provided may be superfluous depending of what is contained in the General Syllabus. However, some instructors like to reiterate and add to the minimums provided in the General Syllabus.

English 1010-06. English Composition and Rhetoric.

Fall 2000

2:00 p.m. - 2:50 p.m. MWF

204 Xavier South

(Syllabus issued: 17 August 2000)

Instructor: Dr. Jane Deaux

Office: Adm. Annex, room 213A, ext. 5245

Office Hours: 10am-12pm MW; 3pm-5pm TR; and by appointment

Email: jdeaux@xula.edu

Course Description: English 1010: English Composition and Rhetoric (3 credit hours) is "an introduction to the basic rhetorical modes through intensive practice in grammar, writing short compositions, and a short research paper.

Prerequisites: Placement by ACT/SAT scores, successful completion of English 990, or successful completion of placement examination.

Materials: Besides your textbooks, you will need to have some sort of notebook to take notes in class, writing implements, and a pocketed report folder for submitting your final portfolio. You may also wish to purchase diskettes to use in the computer labs for saving your word-processed papers (if you don't have your own computer).

Texts: *The Bedford Handbook*. Diana Hacker. 5th ed. Bedford, 1998.

The Norton Sampler Thomas Cooley. 5th ed. Norton, 1997.

Course Objectives: By the end of this course, students should be able to:

- "Appreciate writing as a process and learn to recognize and exploit their own processes."
- Conduct research and create/write an argumentative research document based on their research.
- Recognize and eliminate basic writing errors (sentence fragments, subject-verb agreement, etc.) from their writing.
- Analyze and discern the audience appropriate for the writing conducted and successfully communicate with that audience.
- Successfully address and communicate the purpose of their writing, with appropriate supporting materials and arguments.

Course Philosophy: My method for instructing this course uses a combination of class discussion and workshop techniques. I believe greatly in peer editing and revision workshops; no writing is ever perfect or "finished," but, of course, there comes a time when one must "bite the bullet" and complete the process of writing. Writing is an active process of gathering information, writing, and revision, that moves in a continuous cycle. I like see to examples of student work at different points in the process which is why I like to use portfolios in grading this class. This way I can mentor students at any stage of the process and redirect them if necessary. This is also why I like to hold one-on-one interviews with students about their writing projects. I don't discuss grammar in class often; I feel these concerns are better discussed in one-on-

one interviews. However, I do expect final versions of writing assignments to evidence the use of standard written English.

Readings: Assigned readings will be limited primarily to the texts listed above. However, as supportive information beyond personal anecdote is often necessary to convince an audience, students will have to do some research for some of the written assignments.

Writing Assignments: For assessment in this course you will prepare six essays over the course of the semester. I do greatly believe in the revision process, so for the first 3 essays I will ask to see drafts of essays which I comment on to help your revision. However, I will not comment on drafts of the final 3 essays. You are expected to seek help with revision for these on your own, although you are welcome to visit with me during my office hours for help at any point of the writing process. The final portfolio of the course will contain what the student determines to be his/her three best essays accompanied by drafts. It will also contain the final research paper. The portfolio will be submitted in a pocketed report folder.

Research Paper: Your research paper will be a 6 to 10 page argumentative research project that will further examine some topic you worked on earlier in the course. Topics will be discussed in class and developed through small research writing assignments. This paper does require the use of published sources and will be written using MLA style.

Midterm and Final Exams: There are no midterm or final examinations in this class.

Grading: I follow the university standard for grading : A - excellent, B - above average, C - average, D - below average, F - failure. Each letter grade is given points for averaging grades: A - 4 points, B - 3 pts., C - 2 pts., D - 1 pt., F - 0 pts. I do place pluses and minuses (+/-) on grades (ex., B- or D+) to indicate the strengths and weaknesses of grades, but these do not affect the point values of grades. In the beginning of the semester I base my grading primarily on the students' organization and development of ideas during the writing process. Grammar and mechanics are secondary to these for grading considerations. However, grammar and mechanical errors will still be marked in the grading/editing process, and students are expected to show improvement in these areas. As the semester progresses, I become more stringent in grading grammar and mechanics, and these begin to have more weight in determining the overall grade of an assignment. Your midterm grade will be based on graded assignments completed by midterm. Your final grade will be based on all the assignments:

Essay grades -	40%
Research grades -	20%
Final Portfolio -	<u>40%</u>
Final Grade -	100%

NOTE: I don't give extra points. I don't curve. I don't drop the lowest grade.

Attendance: Attendance for this course follows the university standard for all 1000 level courses. You are allowed six (6) absences regardless of illness, approved travel, accident, etc. If you exceed these six absences, you receive an "FE" (failure for excessive absences) in the course. Tardies are counted as absences unless you tell me at the end of class that you were late. Habitual tardiness will receive one warning. Afterward, such tardies will remain absences.

Make-Ups: You are responsible for everything you miss in this class. You must speak with me about missed deadlines immediately after returning to class because of absence. I am not responsible for reminding you of your obligations.

Classroom Conduct: (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

1. Be respectful of who is talking at all times.
2. Always be prepared for class.
3. Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.

4. Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

Deadlines: (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

Cheating/Plagiarism: The university has stringent policies concerning cheating and plagiarism. Students caught cheating or plagiarizing will receive an "F" for the course. Plagiarism is when someone tries to pass off someone else's work, writing, ideas, etc., as their own. For this course, cheating is when a student communicates with another student or looks at another student's work during the course of an examination without the instructor's permission.

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

WEEK 1 (1/19-1/21): Planning

Reading Assignments: Dillard, "Transfigurations" 9; Keillor, "How to Write a Letter" 117; Didion, "On Keeping a Notebook" 414; Abbott, "The True Story of Why I Do What I Do" 54; The Writing Process 7; Writer on the Writing Process 137

In Class: Review Syllabus; Discuss essays with the aid of study questions; Start a notebook

Writing Assignment: "Freewriting" exercises in class as explained in the Keillor essay. Dash off a "Letter" to the teacher.

WEEK 2 (1/24-1/28): Drafting and Revising

Reading Assignments: Dillard, "How I Wrote the Moth Essay --And Why" 15; Wolf, "The Death of the Moth" 410; Ackerman, "Anosmia" 183; Talbot, "The Potato: How It Shaped the World" 145; Introductions 3, 69, 140, 170

In Class: Discuss essays with the aid of study questions

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft an essay based on one of the Discussion and Writing Topics--100, 138, 147, 188.

Submit Essay 1.

WEEK 3 (1/31 - 2/4): Revising

Reading Assignments: Baker, "A Nice Place to Visit" 213; Davis, "Body Imperfect" 202; Dipo, "No Rainbows, No Roses" 277; Cofer, "More Room" 239; Introductions 199, 231; Writers on the Writing Process 225

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Revise, edit, and proofread the essay drafted in Week 2. Change your topic if you must.

Additional topics: 205, 217, 245, 281

WEEK 4 (2/7 - 2/11): Introduction to Research: Explaining with the Testimony of Experts

Reading Assignments: Quintana, "The Price of Power: Living in the Nuclear Age" 320; Woolsey, "Reinvent Welfare, Humanely" 353

In Class: Discuss essays with the aid of study questions; Discuss the basic elements of the research paper

Writing Assignment: In your notebook: Record ideas for a research paper you will write before the end of the semester. Pay special attention to how personal experience and expert testimony are interwoven in Quintana's paper. Compare the research papers available in the *Bedford Handbook*. How do they differ?

Submit Essay 2.

WEEK 5 (2/14 - 2/18): The Personal Experience Essay

Reading Assignments: Schneider, "A Name is Just a Name?" 173; Rodriquez, "None of This is Fair" 47; Maynard, "Four Generations" 30; Erdrich, "Skunk Dreams" 422; Introduction 27; Writers on the Writing Process 62, 263

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft an essay based on one of the topics on 36, 46, 53, 61, or 66. Focus on an event or events that you experienced or witnessed; tell what happened.

WEEK 6 (2/21 - 2/25): Writing About Other People

Reading Assignments: Toth, "Cinematypes" 72; McDonald, "A View from the Bridge" 272; Nye, "Double Vision in New Old World" 289

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Share on Research Topics--Research Progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay in which you learned a lesson or otherwise came to understand another person or persons. Write from your point of view, but try to give a sense of what the other person looks and talks like, and how he or she thinks. See Discussion and Writing Topics on 77, 276, 288, and 300 for ideas.

Submit Essay 3.

WEEKS 7 & 8 (2/28 - 3/10): Explaining by Analysis

Reading Assignments: Seilsopour "I Forgot the Words to the National Anthem" 156; Diamond, "Who Killed Easter Island?" 148; Petrunkevitch, "The Spider and the Wasp" 109; Grice, "Caught in the Widow's Web" 433; Introduction 106; Writers on the Writing Process 167

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 139, 168, 169.

Submit Essay 4.

WEEKS 9 & 10 (3/13 - 3/24): Explaining by Comparison and Contrast, Metaphor and Analogy

Reading Assignments: Catton, "Grant and Lee: A Study in Contrasts" 202; Raver, "Pulling Up Roots"; Dershowitz, "Shouting 'Fire!'" 255

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 288, 265.

Submit Essay 5.

WEEKS 11 & 12 (3/27 - 4/7): Persuasion & Argument: Proving with Logic

Reading Assignments: Jefferson, "The Declaration of Independence" 307; Montgomery, "The Island of Plenty"; Wilson, "Reasonable Search and Seizure" 327; Ehrenrich, "Maintaining the Crime Supply" 335; Introduction 303; Writers on the Writing Process 341

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 343.

Submit Essay 6.

WEEKS 13 & 14 (4/10 - 5/1): Appealing to Emotion and Ethics

Reading Assignments: Verhulst, "Being Prepared in Suburbia" 347; Shilts, "Good AIDS/Bad AIDS" 358; Quindlen "The War on Drinks" 362; Seattle, "Reply to the U.S. Government" 367; Introduction 344; Writers on the Writing Process 374

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 377.

Submit Final Portfolio