

**English 101: Freshman Writing I.** This course covers six of the seven criteria of the composition requirement as defined in Foundational Studies. It is part of a sequence with English 105. Together the two courses cover all criteria.

1. **Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.** Process is discussed in detail in both textbooks, covered extensively in class, and practiced for each of the seven papers written in the course.
2. **Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters:** These aspects of writing are covered throughout the course through the textbook, class discussions, exercises, and assigned papers. In fact, all criteria all listed on the grading rubric with which instructors evaluate students, thus reinforcing them in student performance
3. **Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience:** Students write essays in a variety of rhetorical modes ranging from simple description to a mixed mode argument. All essays require a sense of audience. In addition to being stressed for each paper, audience is discussed in detail in a textbook chapter, class discussion, exercises, and the analysis of student and professional essays.
4. **Assess the usefulness and reliability of sources, including Internet sources:** Research writing is the purview of English 105. Students do, however, through analysis of professional essays, begin to learn how to judge the reliability of sources. The Internet plays a limited role in 101 since freshmen are not doing research until 105. They are asked, however, in an indirect way, to assess Internet material and extrapolate from it. For instance, the descriptive essay asks them to describe a person based on that person's Facebook page.
5. **Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly:** This criterion is addressed in English 105, not 101.
6. **Exhibit critical thinking as readers and as writers:** Sample essays are discussed and analyzed from a critical perspective, and all writing assignments expect and reward critical thinking. Critical thought is considered under content in the evaluation of papers.
7. **Understand the relevance of writing to real-world situations:** The course stresses audience and purpose throughout. The textbook and class discussion regularly address how writing functions in the university and the world. All writing is assessed in terms of how it fulfills the writer's purpose and addresses the audience's needs.

## English 101: Freshman Writing    Root Hall A112: 11:00-11:50 MWF

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Mary West  
Office: Root Hall, A 000, ext.0000  
E-mail: mwest@indstate.edu

Office Hours: 9:00-10:00 MWF  
Other times by appointment.

### **TEXTS:**

- Carino, Peter. *Basic Writing: Process and Purpose*. 4th ed. Boston: Pearson, 2008.
- Perrin, Robert. *The Beacon Handbook and Desk Reference*. Boston: Houghton, 2009.

It is absolutely necessary to buy and read the textbooks. I will check to see if all students have their texts. If you do not buy your texts, your papers will not be graded, and you will not receive credit. If it seems the class is not faithfully reading assignments, I will give quizzes or require summaries over the readings.

### **COURSE OBJECTIVES**

This course, in conjunction with English 105, fulfills the foundational studies freshman requirement in composition. *The course focuses on managing an efficient writing process of planning, drafting, revising and editing (FS I, 1<sup>st</sup> criterion) as well as developing rhetorical strategies in various forms of writing (FS I, 3<sup>rd</sup> criterion). To these ends, you will receive instruction and practice in writing papers with careful attention to thesis, stance, content, organization, sentence structure, diction, and technical matters (FS I, 2<sup>nd</sup> criterion). You will also develop a strong awareness of audience (FS I, 3<sup>rd</sup> criterion) in terms of the ways in which writing is relevant in university and public settings (FS I, 7<sup>th</sup> criterion). The assigned writings, as well as the course readings, are designed not only to develop your skills as a writer but also as an analytical and critical thinker (FS I, 4<sup>th</sup> and 6<sup>th</sup> criteria).*

### **COURSE REQUIREMENTS**

1. *I expect you to attend class—and will not do "make-up" work with students who cannot provide documented explanations for their absences. Your attendance grade will be determined by this pattern: A (0-1), B (2-3), C (4-5), D (6-7), F (8+). If you miss ten or more classes, you will fail the course. Three late arrivals constitute an absence.*
2. *Out-of-class work must be word processed, and any in-class papers handwritten. All essays, word processed or handwritten, must be double spaced. Out-of-class essays use MLA format, requiring 1-inch margins on all sides, page numbers, and identifying information. Use Times or Times-Roman 12 pt. type in black. (See Beacon 550-52 for manuscript guidelines.)*

3. *All assignments are due at the beginning of the hour on the day assigned; work submitted later will receive lowered grades—usually a one letter grade reduction per calendar day late.*
4. *Under special circumstances, you may request an extension on an assignment. These requests must be made in advance, and the decision to accept a late paper remains at my discretion. See section below on special needs students.*
5. *Turning in all assignments is a minimum requirement—but not a guarantee—for passing the course.*
6. *For a complete explanation of how your final grade will be figured, see the sheet following the daily calendar.*

### **CONFERENCES**

We will have one scheduled conference during the semester—to give us the chance to talk about your progress in the course. However, you can also come see me at my office during regularly scheduled office hours (see days and times above) and by appointment. If you have problems, come see me; worrying and complaining are not substitutes for getting available help.

### **FINAL EXAMINATION**

The final examination will be an in-class paper. Since you must take this examination at the time scheduled, do not embarrass both of us by asking that an exception be made in your case. Check the final examination schedule now and plan to be present for the final examination.

### **PLAGIARISM**

*Plagiarism is passing off the work of others as your own. See the ISU Code of Student Conduct for a complete definition. Plagiarism in this course usually results when one student copies another student's paper or takes a paper whole or in part from the Internet. Unless instructed, there is no reason to use the net for papers in this course since all assignments will be based on personal experience, observation, and opinion. Using the web, unless directed, for assignments in this course constitutes academic dishonesty, a form of plagiarism. Any plagiarism will result in failure for the semester and a notice sent to Student Judicial Programs.*

### **SPECIAL NEEDS STUDENTS**

If you have a documented physical or learning disability that could affect your work, let me know privately. By federal law you are entitled to and eligible for accommodation through the Student Support Services Program, Gillum Hall,

201E, ext. 7920. Have your contact person there contact me. Such accommodation may include more time on in-class writings or a transcriber for out-of-class work.

### ***LAPTOP POLICY***

*Laptop computers may be used only on peer editing days to enable you to make suggested changes in your papers. Please bring a hard copy draft as well. If I plan to use the web, I will let you know in advance, and you can bring your laptop if you have one. Otherwise, laptops are not allowed to be open in class. Nor are other electronic devices such as cell phones, blackberries, hand-held internet devices, etc to be activated in class.*

### ***CLASSROOM BEHAVIOR***

This class is a community dedicated to learning, and I expect you to participate. Thus, you should be ready and prepared to dedicate the class period to those purposes. To do so:

- turn off all cell phones or any other electronic texting devices during class,
- be in your seat with materials (textbook, handouts) open in front of you when class starts,
- raise your hand to speak,
- practice common courtesy and mature behavior during class,
- come to class on time, and if you must be late or have to leave early, choose a seat near the door and enter and exit quietly.

### ***OTHER HELP WITH WRITING***

Some of you may desire individual attention. I will be happy to work with you individually during office hours and by appointment. If it is more convenient or more comfortable, you may also make arrangements to work with a student peer-consultant in the Writing Center. There are two locations for the Center: Root Hall A-273-274 and in Cunningham Library. You will be receiving brochures with more information. If I ask you to go to the Writing Center because I think you need help, you must go or risk grade penalties.

### ***ACADEMIC FREEDOM***

*ISU Follows American Association of University Professors' guidelines: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." For complete guidelines, see*

*statement* <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

## Daily Calendar, English 101 MWF

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### Week 1

W 8/26 Introduction to the course.

F 8/28 Diagnostic Essay in class.

### Week 2

M 8/31 Using the Textbooks, Bring *Beacon* and *BW*. Discussion of student essay and criteria for good writing.

W 9/2 Introduce Paper 1: Descriptive Essay. Read *BW* pp. 1-14.

F 9/4 More on invention: Read *BW* 14-24

### Week 3

M 9/7 Labor Day: No Class

W 9/9 Read Didion essay from handout. Read *BW* Chapter 3, pp. 38-46.

F 9/11 Finish Didion discussion and Chap. 3.  
DUE: Rough Draft of Descriptive essay. Peer Editing.

### Week 4

M 9/14 DUE: Descriptive Essay. Read *BW* "Writing for Different Audiences," pp. 24-36.

W 9/16 Discussion of Paper 2: Narration Essay. Read in *BW* Chapter 4, "The Process of Writing Essays," pp. 61-62, 67-72.

F 9/18 More on thesis sentences. Finish *BW* Chapter 4, Read 73-77, *Beacon* 18-20.

### Week 5

M 9/21 Read in *BW* Chapter 5: pp. 80-82 on Narration, and "Gulag Fourteen" by John Trevarthan, pp. 212-14.

W 9/23 Review of Comma Splice and Fused Sentence Errors. Read in *Beacon* pp. 197-200 and material on handout.

F 9/25 DUE: Rough draft of narration essay. Peer Editing. Finish any material from earlier in the week.

### Week 6

M 9/28 DUE: Paper 2: Narration Essay. Introduce Paper 3: Illustration Essay. Read *BW* Chap. 7 "Writing Introductions," pp. 146-52, *Beacon* 29-30

- W 9/30 Read in *BW* "Conclusions" pp. 153-57; *Beacon*, bottom 38-40. More on introductions. Begin conclusions.
- F 10/2 Finish work on introductions and conclusions. If time allows, in-class writing of a draft of the introduction for your illustration essay.
- Week 7**
- M 10/5 Read in *BW* "Misled," by Kim Robertson, pp. 120-22, paying particular attention to the strategies of her introduction, conclusion, and the way she uses specific examples to illustrate her thesis.
- W 10/7 Review of Fragments. Read *BW* 168-79 on Phrases and Clauses, *Beacon* pp., 193-96 on sentence fragments.
- F 10/9 No Class, Fall Break
- Week 8**
- M 10/12 Finish up fragments if necessary. Last-minute review of paper 3. ROUGH DRAFT DUE: Paper 3: Illustration. Peer Editing.
- M 10/14 DUE: Paper 3 Illustration Essay. Read Chapter 7, *BW* "Writing Body Paragraphs," 127-33 and *Beacon* 55-59.
- F 10/16 Read *BW* 135-42. More on Body Paragraphs.
- Week 9**
- M 10/19 Read *BW* 90-92, Introduction of Paper 4: Comparison and Contrast. Read *Beacon* on pronouns, pp. 207-12, 217-20
- W 10/21 Read Handouts on Pronouns. Finish up Pronouns.
- F 10/23 Read in *BW* essays by Cheva Shroyer-Dunkin, pp. 117-18, and by Camille Costa, pp. 210-12.
- Week 10**
- M 10/26 Class cancelled for conferences.  
 W 10/28 " " " "
- F 10/30 ROUGH DRAFT DUE: Paper 4: Comparison Contrast.  
 Peer Editing
- Week 11**
- M 11/2 Bring rough drafts to class. Read in *BW* Chapter 11: Revision 220-26.
- W 11/4 DUE: Comparison Contrast Essay. More on Revision. Read *BW* 227-37.

F 11/6 Review of basic comma rules, Read *Beacon* 303- 08, and handouts on “pesky” comma rules.

**Week 12**

M 11/9 Introduction of Paper 5: Classification Essay. Read *BW* pp. 92-94.

W 11/11 Finish up on Classification. Read *BW* Chap 10: Writing Good Sentences, 185-97.

F 11/13 More on Sentences. Read *BW* Chap 10, 198-207

**Week 13**

M 11/16 Finish Sentences. Read Sample Classification essay from handout.

W 11/18 Read *BW* Chap 11: Revising as Process. 220- 32

F 11/20 ROUGH DRAFT DUE: Classification essay. Peer Editing.

**Week 14**

M 11/23 Introduction of Paper 6: Argumentative Essay. Read *BW* “Arguing” pp. 97-102.

W-F 11/25-27 No Class: Happy Thanksgiving!

**Week 15**

M 11/30 Finish material on Argumentation.

W 12/2 DUE: Rough Draft: Argumentative Essay. Peer Editing.

F 12/4 More on commas, Read *Beacon* 308- 19.

**Week 16**

M 12/7 DUE: Argumentative Essay. Read in *Beacon* 639-44 and *BW* 110-16 on writing essay examinations.

W 12/9 Read *BW* 105-10 on writing timed essays.

F 12/11 Preview Final Exam, SIRs.

**Week 17 (exam week):** Final exam in this room: Time and date to be announced.

**GRADING SCALE**

English 101

Your overall grade is figured by the following formula:

**Numerical Grade Value**

|         |        |
|---------|--------|
| A+ = 13 | C = 6  |
| A = 12  | C- = 5 |
| A- = 11 | D+ = 4 |
| B+ = 10 | D = 3  |
| B = 9   | D- = 2 |
| B- = 8  | F = 1  |
| C+ = 7  |        |

Percentage Each Assignment

**Percentage Weight per Assignment**

|   |     |
|---|-----|
| Paper 1 (Descriptive Essay) . . . . .     | 5   |
| Paper 2 (Narration Essay) . . . . .       | 10  |
| Paper 3 (Illustration Essay). . . . .     | 10  |
| Paper 4 (Comparison-Contrast Essay) .15   |     |
| Paper 5 (Classification Essay) . . . . .  | 15  |
| Paper 6 (Argumentative Essay)... . . . .  | 15  |
| Paper 7 (Final: In-Class Essay) . . . . . | 10  |
| Exercises and in-class work . . . . .     | 5   |
| Participation . . . . .                   | 5   |
| Attendance . . . . .                      | 10  |
| <hr/>                                     |     |
| TOTAL . . . . .                           | 100 |

To compute your grade, find the point value for each assignment and multiply it by the percent per assignment. For example, B on paper 4 would be 9 x 15= 135. Then add the points for all assignment grades and compare your total to the grade range below: that will indicate your grade for the semester. Be aware that a 0 (zero) for any element will result in your failing the class. Keep a running tally of your grades:

**Tally**

|               |       |
|---------------|-------|
| Paper 1       | _____ |
| Paper 2       | _____ |
| Paper 3       | _____ |
| Paper 4       | _____ |
| Paper 5       | _____ |
| Paper 6       | _____ |
| Final         | _____ |
| Exercises     | _____ |
| Participation | _____ |
| Attendance    | _____ |

TOTAL \_\_\_\_\_

**Total Point Scale**

Once you have tallied all grades, compare them to this scale to arrive at your course grade.

|     |           |
|-----|-----------|
| A+  | 1300-1225 |
| A   | 1224-1100 |
| A-  | 1099-1025 |
| B+  | 1024-950  |
| B   | 949-825   |
| B-  | 824-750   |
| C + | 749-675   |
| C   | 674-525   |
| C-  | 524-450   |
| D+  | 449-375   |
| D   | 374-274   |
| D-  | 274-200   |
| F   | below 200 |

Name \_\_\_\_\_



