



WILLIAM
CAREY
UNIVERSITY

English 101 Composition

Spring 2021

Instructor: Tiffany Hollis-Gines

Office: Room 245

Phone: 228.435.6105 email: tiffany.hollisgines@biloxischools.net

Class: M-F, 8:57-9:51; 9:56-10:50

Course Description: English 101 aims to help you become a better reader and writer of academic and other nonfiction writing. You'll write several essays from draft form to polished final papers. You'll also write several evaluations of your own work, as well as complete skill practice activities. All writing work will assist you in creating a body of work that you can be proud to show for review. Along the way, I hope you'll come to understand yourself as a writer and reader better than you do now, and be able to assess your own writing's strength and weaknesses.

In this course, you must read and learn a certain amount of material that is fairly well defined. However, since writing is our primary focus it is up to you to determine whether writing activities require a lot of time and effort, or a little. But note that consistently interpreting assignments as something to dash off quickly, rather than as something to think about, consider, and spend time on, is likely to affect your performance and final grade so take time to read the textbook, sample essays, and your writing. Note, too, that in college, you're expected to spend about two hours studying and working independently for every hour you spend in class.

Note: Everything you turn in should be as error-free as you can make it. Get into the habit of editing and proofreading because I will expect clean, correct prose that reflects your professionalism and careful understanding of audience.

TEXT AND MATERIALS:

*Bullock, Richard and Maureen Goggin, eds. *The Norton Field Guide to Writing with Readings and Handbook*. 3rd Edition. New York: Norton, 2013.

*A notebook

*A jump drive (save all work in two places since a computer crash will not work as an excuse.)

*A folder

*Access to more than one printer in order to print multiple copies of your paper.

STUDENT LEARNING OUTCOMES:

Upon the completion of this course, students will be able to

- *See themselves as writers;
- *Understand that writing is both a process and a product;
- *Be confident that they have something important and interesting to write;
- *Write to learn and write to communicate clearly and correctly;
- *Assume agency in their writing development;
- *Write papers in and out of class using processes that include discovering ideas and evidence, organizing that material, revising, editing, and polishing the finished papers;
- *Think critically so that they can recognize the difference between opinion and factual evidence and so that they can support an intelligent, challenging thesis;
- *Develop a sense of voice appropriate to the subject, the writer's purpose, the context, and the reader's expectations;
- *Collaborate with peers in responding to student essays;
- *Read and respond to non-fiction;
- *Collaborate with peers in discussions of non-fiction.

Course Requirements and Evaluation:

We will work on three papers in this course. Most papers are due at the end of a week for a grade.

Specifically, your work is graded based on six areas: Papers, Weekly Activities, Presentation, Journals, Quizzes, and a Final Exam. The course breakdown is as follows:

Papers	30% (10% each)
Weekly Activities	20%
Presentation	10%
Journals	10%
Quizzes	10%
Final Exam	20%

Lack of in-class weekly work completed and lack of class participation can adversely affect your overall final grade (see Attendance and Participation section).

The following units will be graded:

Weekly In-Class Assignments: This is your in-class writing or skill practice work, which ranges from working on determining your writing characteristics to grammar work. These assignments begin in-class and are completed over a period of time because there can be no late work. In-class activities also consist of workshops. Several times during the course, you will work on your papers in class. Workshops include peer reviews, discussions of papers, writing techniques, and of course, actual time to work on your paper. Expect it to be very quiet but also very active on these days. **Students who do not work on papers on these days will receive a grade deduction for the week.**

Presentation: You have one individual project on argument. You must have a visual aid and present a handout to the class that supplements your presentation.

Journals: These are reflective pieces on various subjects in order to give you a space to work with your thoughts. The journals will be graded regularly. If they are not substantial, they won't be counted. Say what is on your mind, and say it well. You may use material from your journal for paper topics or cut paragraphs and put in your actual paper.

Quizzes: These quizzes cover the work we discuss in class and the readings you are assigned from your textbook. They range from an awareness of genre, to writing strategies, to grammar.

Papers: There are three papers that cover a range of genres. There are two 5-10 page compositions and one 7-10 page composition. You will draft papers, receive feedback, and turn in a polished final paper.

Final Exam: This is a comprehensive exam that covers the entire term.

Course Papers

Reflection Paper: For this assignment, you must write a narrative about an experience where you came into awareness about how to do some task or how you now understand some information on a subject you did not know before. You must also describe your experience in such a way that the audience is "taught" a lesson. This is a 5-7 page paper.

Analysis Paper: For this assignment, you will read a novel and compose a literary analysis. You must research, paraphrase, summarize, interpret and evaluate the novel and literary criticisms. This is a 5-7 page paper.

Argumentative Paper: For this assignment, you must find a current event topic that concerns you, weigh the pros and cons of the problem, and discuss the best possible way of understanding this problem and/or approaching a solution using a variety of writing genres. This is a 7-10 page paper. You will also present your topic to the class and provide a visual aid and handouts.

FORMAT: All journals, drafts and final papers should be printed out, double-spaced, using a 12 point font that is legible in proper MLA format. The date that should be used in MLA format should be the due date, not the date that you work on the assignment.

Keep everything you write for this course in some organized fashion: an accordion folder, a three-ring notebook, a stiff plastic or cardboard envelope, or a separate folder in your computer files. Save your work in at least 2 places! Keep everything in order—you'll need past work in order to turn in your final papers such as your peer reviews and self-assessments.

FINAL GRADING SCALE:

- 90-100=A
- 80-89=B
- 70-79=C
- 69-65=D
- Any grade below 65 is an F

CONTACTS: Write down the names, phone numbers, and email addresses of at least three classmates. Call or write them if you need help with something involving this class. Be responsible! Also, always talk to me at the end of class if you have missed the previous class. Keep the teacher informed.

Important Statements on Academic Policies

ATTENDANCE AND PARTICIPATION

The Carey Catalog states that students must attend 75% of the class meetings in order to receive credit for the course and supports Biloxi High School's policy of no more than six unexcused absences. **No late work can be submitted. You may seek, however, the work from me before you miss class.** Absences represent lack of class participation, so plan to attend all class sessions.

ACADEMIC INTEGRITY: William Carey University and Biloxi Public Schools seek to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. Both institutions place the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action.

DISASTER PLAN STATEMENT:

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the Biloxi Public Schools website www.biloxischools.net and sent via automated phone service and email from the Biloxi Public School district. You will not use William Carey's information, as you take classes on Biloxi High's campus.

Course Schedule

01/04-08

Introduction to the course
What is “good” academic writing?
The Writing Process (Power Point Presentation)
Writing a Literacy Narrative (green), 42-51
Dialogue (orange), 376-381
Literacy Narrative Samples (green), 27-42; 624-649
Workshop (begin composing Literacy Narrative)

Read in your textbook:

The Writing Process (purple), 251-254
The Rhetorical Situation (red), 3-24
Memoirs (green), 183-190

01/11-15

Create Turn It In.com Account
Continue composing a Literacy Narrative
Journal #1 (due January 15)

01/18-22

MLK holiday (January 18)
Discuss the “fatal flaws” of grammar and complete exercises
Continue composing a Literacy Narrative
Peer review
Revision Workshop
Literacy Narrative Draft (due January 22)

01/25-29

Peer review
Revision Workshop
Quiz #1 (content from previous readings and notes) (January 29)
Literacy Narrative due (January 29)
Receive a list of novels for the literary analysis

02/01-05

Continue discussing the “fatal flaws” of grammar and complete exercises
Discuss literary terms
Quiz #2 (grammar discussed in class) (February 05)
Literary Analysis novel selections are due February 05 (begin reading immediately)

02/08-12

Arguing a Position (green), 135-149
Freewriting
Research begins for the Argument Paper
Argument Samples (green), 119-135; 727-763
Vocabulary
Journal #2 (due February 12)

02/17-21

Continue researching
Discuss popular vs. “scholarly”
Begin composing the rough draft

Read in your textbook:

Synthesizing Ideas (blue), 457-461

02/15-19

Mardi Gras (February 15-17)
Continue composing the Argument Paper
Discuss Fact vs. Opinion
Discuss Organizing
Review incorporating sources
Discuss providing context
Discuss Thesis Statement and Topic Sentence Handouts

Read in your textbook:

Quoting, Paraphrasing and Summarizing (blue), 462-474
Acknowledging Sources, Avoiding Plagiarism (blue), 475-479
MLA (blue), 484-532

02/22-26

Continue composing the Argument Paper
Journal #3 (February 26)

03/01-05

Continue to compose argumentative
Prepare visual for the Argument Paper Presentation
Argument Paper Draft (due March 05)

03/08-12

Peer Review
Revision Workshop
Research for the Literary Analysis
Organize resources
Argument Paper due (March 12)

03/15-19

Begin Argument Paper Presentations
Begin composing the Literary Analysis
Review Quoting, Paraphrasing and Summarizing (blue), 462-474
Acknowledging Sources, Avoiding Plagiarism (blue), 475-479
MLA (blue), 484-532

Read in your textbook:
Literary Analyses (green), 81-86

03/22-26

Continue Presentations
Begin composing Literary Analysis

03/29-04/02

Continue composing Literary Analysis
Professional Development (April 01) no school
Good Friday (April 02) no school

Spring Break (April 05-09) no school

04/12-16

Continue composing Literary Analysis
Literary Analysis Draft due (April 16)

04/19-23

Peer Evaluate

Revision Workshop

Begin reviewing for final exam

Quiz #3 (content from previous readings and notes) (April 21)

Literary Analysis due (April 23)

04/26-30

Continue reviewing for final exam

Review/Discuss miscellaneous items to complete the semester

Final Exam (May 04)

Due to any unforeseen circumstances, the syllabus is subject to change.