

# ENGLISH 101

Sections 8043/8044

## Syllabus

### **Week One and Welcome.**

Welcome to this English 101 class. Thousands of students have completed this required course successfully and it should be of assistance to you in your two and four-year degrees plus your graduate study later on.

Check the college's semester Schedule in the college's schedule of classes, which is in print and online.

You can find the semester Schedule on line and in print. Use the college's Schedule for breaks and holidays and to set the weeks when things are due in your own planner. You have: (1) quizzes, (2) thesis sentences, (3) papers, and self-evaluations, all of which have due dates. For Paper 1 you will also have an exercise to list the five key sentences of your paper.

The Schedule is the college booklet that lists all the courses that are being offered in the semester; it is available on campus and online at <http://webapps.wlac.edu/>

### **Books:**

The Great Gatsby, F. Scott Fitzgerald (TGG).

Guttenburg Project of Australia has the novel for free online.

You will see that the novel, The Great Gatsby, is available online. And it's widely available in bookstores and libraries, used and new. All students will read this novel throughout the course and will be referencing it. It's essential on line or in print.

You may have noted that there are no textbooks listed as required texts at the Bookstore. All required information will be available online or in this Etudes course.

A very good source for E101, standard academic English, writing is Purdue Online Writing Lab; it helps you with Modern Language Association (MLA) requirements, formatting, usage and grammar, development and order, and organization.

<http://owl.english.purdue.edu/owl/>

You will also need to watch the film Citizen Kane for Paper 3. This film is not taken from a printed source, so there is no novel or short story original. You will need to find this film in Netflix or many other sources for movies. Does OVGuide work for you?

It is directed by Orson Welles.

Look throughout the syllabus for references to topics that have online references cited.

### CourseMap

Please go through this CourseMap, which will tell you what you should be reading and writing and studying each week.

If you check the printed college schedule for this semester, you will see days that are holidays.

A note about your workload: There is some unavoidable front-loading in the class. That is, you need to review Paper 1 in Assignments and Modules for the directions for your first paper, Paper 1.

Skim MODULES to give you an orientation, and then to give you background information about the Evaluation Criteria for your papers, which is the framework for this course, and then to cover the MLA- required formatting and rules for citations; and the novel The Great Gatsby.

MODULES also give you detailed information about each paper that you write.

You will be using these preparations for assignments throughout the course, referencing them and reviewing them, so the reading and studying pace slows down after the first paper, so to speak, as the class continues, and your work at writing papers picks up. The time you spend organizing and preparing to write will be time you spend to prepare all the papers. Thus, you will spend less time preparing and more time writing as the course moves on from Paper 1.

So, three things:

Directions for Paper 1 in ASSIGNMENTS and MODULES

Evaluation Criteria in MODULES

The Great Gatsby

Because there is so much background to cover prior to your writing your first paper, Paper 1's evaluation will be done with consideration that you have not yet finished reading (let alone thinking about) The Great Gatsby, and that you may not have fully mastered the MODULES and Assignments--Paper 1, plus all of the assigned readings. Paper 1 will have a due date, but it will become a work in progress throughout the course.

As you navigate in this Etudes shell, you will find references to the following:

ATTENDANCE: If you have not logged in by the end of the second week of the course, your enrollment will be excluded. If you have any extra information to be considered so that your enrollment is not excluded, write to your professor. Do not telephone. This exclusion is done because students who do not log in by the end of the second week almost always do not complete the course, and it is in the interests of each student to be excluded rather than to receive a failing grade by default.

o MODULES present information for you to study for writing your papers. They include information about the required Modern Language Association (MLA) formatting and rules about citations, required for your papers.

MODULES also cover detailed information about each paper. Take your time going through the MODULES. Plan to read and reread the MODULES for each paper.

Consider breaking down the components of the MODULES and taking notes. You might start by printing these MODULES so that you can take notes on the paper. It will take you a while to read through MODULES--Papers 1 because they take the place of much of the work that an on campus course would cover in class.

Take your time as you go through MODULES, and follow their organization. As you read them, take notes, and pay close attention to the checklists at the end of each MODULE--Papers 1-4 directions.

Always go to Discussion Questions and ask any questions you may have. This course emphasizes planning and organizing your papers along the lines of building a paper with a detailed outline, which you will see as soon as you look at MODULES--Paper 1. There are sample papers for you in Modules for each of the four papers that you write.

- o ASSIGNMENTS present the directions for you to turn in your work on time.

Here is the work that you will be doing and turning in:

- Thesis statements as the main sentence for each paper. You will turn in a one-sentence thesis statement for each of the four papers as an early assignment for each paper. For this course the thesis statement is always one sentence, and it is always the first sentence. That is not always the case in academic writing, but it is a requirement for this course.
- Papers. There are four papers in this class. The general topic is the American dream and how it relates to The Great Gatsby for all the papers in the class. You will build the final Paper 4 in this manner:

Paper 1 becomes a part of Paper 2, which has a new segment as well; Paper 2 becomes a part of Paper 3, which has a new segment as well; and Paper 4 has a new segment as well as segments from Papers 1 through 3. In a sense, you build the final paper using the contents from Papers 1-3 and adding to them. Before you turn in your papers: When you have finished your papers but before you turn them in, go back to the MODULES and create your own checklist to be certain that your paper has all the required components. Only then turn in your papers.

- Self-evaluations or Reflections. You will also be required to complete a self-evaluation or reflection for each of the four papers after you have turned the papers in. They are open after the paper's due date.
- Quizzes. There are four quizzes that cover information and ideas from MODULES, which are covered at the time of your planning and writing Papers 1-4.

#### ANNOUNCEMENTS

Be sure to look at ANNOUNCEMENTS. They tend to have information that students often ask about as they work through the course. Skim through the ones that are listed as "Getting Started."

#### **Week Two.**

Keep exploring the site. Read the assigned material this week.

- o Modules. The first four-- introductory remarks and orientation.
- o Preparation for Paper 1. See Assignments and Modules--Paper 1.

### **Week Three.**

For more information about the information-level of writing, look at Modules, Evaluation Criteria, Methods of Development.

- o Modules, Evaluation Criteria, which are the major six ways in which your papers are evaluated.

Evaluation Criteria form the intellectual framework for the course. The criteria are the structures on which your ideas and development rest.

It covers what to consider as you write your papers. In a way, you can answer the question, "how complete is my paper?" by reviewing it with the Evaluation Criteria in mind.

You will see sample papers in Modules too. These are papers that do a good job of responding to the directions of Papers 1-4

- o Module on Paper 1.
- o The Great Gatsby-Start reading the novel right away. It is not a long novel, and it is fast to read.

Pay close attention to its ideas related to the American dream, and individual character's dreams in general.

What motivates dreamers? How realistic are their dreams? How do their dreams affect the novel's tone? For example, consider the importance of the ideas about dreams at the end of Chapter V and again at the end of Chapter VI.

To meet the deadline for Paper 1, you may want to watch the film The Great Gatsby, starring Mia Farrow and Robert Redford (or the 2013 version, starring [Leonardo DiCaprio](#) and [Carey Mulligan](#)), to give you an idea of its storyline quickly. But plan to read the novel before the end of the fourth week.

### **Week Four.**

- o The Great Gatsby-Finish reading The Great Gatsby by the fourth week. Consider the tone of the novel created by the success, or lack of success, of characters' achieving (or failing to achieve) their dreams.

Is it realistic to expect success? Why is it considered a loss when Americans do not achieve their dreams? Where does their sense of entitlement to a dream come from?

What makes Americans think that they are entitled to achieve a dream? What makes Americans think that this is their right? Think about these questions in terms of the characters.

### **Week Five.**

o For a word about what **analysis level** is, see Modules, Evaluation Criteria, Methods of Development.

o Study Modules, information about writing essays and paragraphs. MLA-formatting and citations.

<http://www.library.cornell.edu/node/148>

<https://owl.english.purdue.edu/owl/resource/747/01/>

### **Weeks Six and Seven.**

Cause and Effect: On line references to be posted.

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<http://owl.english.purdue.edu/owl/resource/685/02/>

<http://www.kimskorner4teachertalk.com/writing/organization/patterns.html>

<http://www.learnnc.org/lp/editions/few/683>

### **Week Eight.**

o What role does responsibility play as a theme in The Great Gatsby? Think about the significance of the car accidents that occur in the novel's beginning and ending; how does responsibility connect with characters' pursuits of their dreams? What role does morality play in the pursuit of a dream?

The old debate about "ends justifying the means" may apply to the decisions major characters make. What character(s) appear to have not compromised themselves in order to achieve their dream? Is uncompromising determination a strength, or does it lead to complications as well (think of Mr. Wilson, for example)?

In other words, how does it make a difference that some cheat and lie to attain their objectives? How is it important that Nick Carraway thinks of himself as the only honest person he knows?

### **Week Nine.**

Read Modules on Kane and Gatsby.

### **Week Ten.**

o Complete viewing Citizen Kane, directed by Orson Welles.

You will be writing about Citizen Kane's major character, Charles Foster Kane, and comparing him with Jay Gatsby in the third segment of Paper 3 (more details about the assignment in Modules)-- in terms of the American dream.

- o Read analysis-level of writing.

### **Week Eleven.**

- o Read analysis-level of writing. Analysis level of writing is one of the most important skills to develop in English 101 because so much of college writing is using analysis. Two major methods of analyzing cause and effect and comparison and contrast. Take time planning and setting up your outline for P3.

### **Week Twelve.**

Before you finalize your PAPER 4, be certain to reread some segments of The Great Gatsby:

The closing of Chapter One, the opening of Chapter Two's description of the valley of ashes and Dr. T. J. Eckleburg, the close of Chapter Five, the close of Chapter Six, and the novel's ending, starting with "Most of the big shore places...."

- o Read synthesis-level of writing using methods of development like pro-con-take a position. Remember that in synthesis you are building on the information and analysis levels of papers 1-3 in order to create something new-in this case, you will be arguing a proposition's pro's and con's and then taking a position. The position you take needs to be expressed in formal exposition terms, so no personal reference is appropriate.

### **Week Thirteen.**

- o Read synthesis-level of writing: Remember that in synthesis you are building on the information and analysis levels. You are using your facts from P1, your insights and inferences from Ps 2 and 3. You are now going to create something new-in this case, you will be arguing a proposition's pro's and con's and then taking a position. The position you take needs to be expressed in formal exposition terms, so no personal reference is appropriate.

### **Week Fourteen.**

- o Read MLA.

Consider for Paper 4 how to pose a research thesis and how to do research, as it is covered in Module 9.5.

- o Read synthesis-level of writing: Remember that in synthesis you are building on the information and analysis levels in order to create something new-in this case, you will be arguing a proposition's pro's and con's and then taking a position. The position you take needs to be expressed in formal exposition terms, so no personal reference is appropriate.

Work on the thesis for Paper 4, the sub-thesis statements for the four segments of the body of the paper, and the conclusion.

If you want feedback on these key organizational elements, write to your professor in Discussions.

#### Week Fifteen

o See Modules in Module 9.

Here is a final outline copied and pasted from Module 9.4

Example of a Final Outline

I. F. Scott Fitzgerald's The Great Gatsby is about the American dream, which for most of the 20th century has been a mirage, a measure more of what Americans lack than what they achieve or realize. **This may be about 5-10 sentences.**

II. The American dream is a concept that Fitzgerald believes drives society and motivates individuals, but it has always been a question that it truly is available. **This comes from Paper 1. It should be about 70 sentences.**

III. The end result of great effort and achievement can be disillusionment, loneliness, and even death, as Fitzgerald envisions it. **This comes from Paper 2. It should be about 70 sentences.**

IV. A basic common factor that Gatsby shares with other major characters of the time, such as Charles Foster Kane, from Citizen Kane by Orson Welles, is that they ignore reality for the illusion of a dream, giving credence to the idea that the dream is rarely realized. **This comes from Paper 3. It should be about 70 sentences.**

V. Fitzgerald's vision of the American dream is not measurable by tangible measures. **This is the new segment of the paper, also about 70 sentences.**

VI. In conclusion, the American dream becomes a danger whenever a person believes that a person or an object embodies the satisfaction and beauty of a dream. **This may be about 5-10 sentences.**

**You have of course MLA-formatted in-text citations and a MLA-formatted Works Cited page.**

#### Week Sixteen

o Final Paper 4 and Self-evaluation, based on Modules in 9.

#### **Grading**

Thesis Statements	25% of the final grade
Papers 1-4	50% of the final grade
Self-evaluations	12.5% of the final grade
Quizzes	12.5% of the final grade

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**What students are ready to do after they have completed this course successfully:  
In general:**

Students will be able to argue a point and support it (in writing) using extensive evidence from outside sources, and they will be able to cite sources both in-text and on a works cited page following MLA guidelines.

**In specific:**

1. Think critically, asking questions of text regarding context, authority, purpose, message and intended audience;
2. Distinguish factual statements from judgmental statements and distinguish knowledge from opinion;
3. Read effectively for gathering information, for meaning, for making connections between texts and for cultural understanding and enjoyment;
4. Write effectively in a variety of rhetorical modes by employing the conventions of standard English, a clear focus, appropriate support/evidence and logical organization;
5. Collect, organize, synthesize and cite research data, using credible sources to write a persuasive document in MLA format;
6. Analyze and evaluate information to assess the validity and usefulness of an argument, including his or her own; identify and analyze the structure of arguments underlying the texts they read.
7. Be prepared to develop topics from now on through their college careers at the information, analysis, and synthesis levels, using methods of development like Example and Description, Cause and Effect, Comparison and Contrast, and Argumentation. These skills will carry students through their college undergraduate and graduate degrees.