

# Welcome to English 101

Below you will find information that will be very valuable to you to succeed in English 101. Be sure to read it carefully and consult it throughout the semester. The information in it is subject to change, so it is up to you to keep up with any changes by coming to class regularly and staying in touch with your classmates and with me.

**Instructor:** Dr. Joe Puterbaugh

**Email:** [puterbjr@wlaac.edu](mailto:puterbjr@wlaac.edu)

**Office Hours:** MW (11:00am-11:30am) GC 280Q and by appointment

Class Web site: <http://puterbaughenglish101.wordpress.com>

Prerequisite: Completion of English 28 or ESL 8 with a grade of “C” or better or appropriate placement level demonstrated through the English assessment process.

## Important Dates

LAST DAY TO:

Third attempt petition 1/31

Add classes 2/21

Drop a class w/ a refund 2/21

Drop class without a “W” 2/21

Drop classes with a “W” 5/9

CAMPUS CLOSED:

President’s Day 2/14-2/17

Cesar Chavez Day 3/31

Spring Break 4/7-4/13

Memorial Day 5/26

Non-Instruction Day 5/27

**Course Description:** This course teaches students to write college-level essays in response to reading and analyzing college-level texts. Students will be required to write analytically and read critically texts that reflect cultural diversity and/or texts that focus on contemporary issues or classical ideas. Students will be required to write a research paper in which they accurately, clearly, and coherently synthesize ideas and information from a variety of sources and points of view.

## Required Texts & Materials

- *The Soloist* by Steve Lopez
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *A Pocket Style Manual* by Diana Hacker, 6th edition
- College dictionary and thesaurus

## Student Learning Outcomes

Once you complete English 101 successfully, you should be able to do the following:

- Argue a point and support it (in writing) using extensive evidence from outside sources
- Pursue continued literary interests resulting in increased levels of self-reliance and belief in one’s ability (writing effectively).
- Listen and speak (actively, effectively) by questioning, clarifying and supporting one’s ideas and the ideas of others.
- Read effectively for meaning, cultural understanding and enjoyment.

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- Write effectively, using the conventions of standard English, a clear focus, appropriate support/evidence and logical organization.
- Analyze and evaluate information to assess the validity and usefulness of an argument.

### **Attendance**

Because class discussions and in-class work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Excessive absences will lower your grade, as well as walking in and out of class or leaving early. 3 tardies=1 absence. **Students who are pre-registered for this class and miss the first meeting or the first week of classes may lose their right to a place in the class. If you are absent more hours than the number of hours we meet per week, I may drop you from the class.**

### **Walking In and Out of Class**

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. Any student who makes a habit of walking in and out of class may be asked to leave.

### **Cell Phones, iPods, etc.**

Turn them off and put them away when class begins. Although it may not seem possible, you *can* survive without talking and texting on your cell phone or listening to your iPod for a little over an hour. Distractions interrupt/disrupt the class and I will not tolerate interruptions. You will be asked to leave if this occurs.

### **Contacting me**

E-mail is the best and quickest way to contact me. If you have a problem, do not let it snowball. Contact me immediately or see me during my office hours.

### **Academic Integrity**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

**Plagiarism** is the taking of anyone else's work as one's own. If you do purposely plagiarize and I catch you (and I will catch you), you will earn an automatic zero on the assignment and I will report your plagiarism to a higher authority. One major reason students plagiarize is procrastination. I will do what I can to discourage procrastination through the assignments, but it is your responsibility to plan ahead. That is the best way to avoid any plagiarism blunders.

**Essays:** Students will prepare four essays outside of class and two essays in class. The outside essays must be typed and in the MLA format. All drafts are required on their respective due dates for full credit on the essays. All assignments will include research elements that must be cited according to MLA format. They must meet the page requirements in order to be accepted. Be sure to keep all graded essays

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throughout the semester. On due dates for essays, essays must be turned in to me at the beginning of the class to be accepted. **I do not accept essays e-mailed to me or left in my mailbox.** Absence does not excuse you from turning in writing assignments.

### **Reading Assignments and Quizzes**

You will be assigned material to read for every class meeting, and to make sure everyone is keeping up, I'll give occasional pop quizzes based on the reading for that day. If you come to class prepared, you won't have any problem with these quizzes. There will be no makeup quizzes, so absent students will miss the quiz.

### **Midterm**

The Midterm Exam will be an open-book, in-class essay exam. It will be made up of one essay question pertaining to the reading. You must be present for the midterm, and bring a composition book.

### **Participation**

Come to class on time and stay in the classroom for the entire period; come prepared, with textbooks and other required materials; have the assigned readings and written work finished; demonstrate preparation and understanding of the material; and participate in class discussions. Remember that participation is worth 15% of your grade. It can make or break you, so take it seriously.

### **Final**

The Final Exam will be an open-book, in-class essay exam like the Midterm. All students must be present for the final and have a composition book.

| <b>TRACK YOUR GRADES</b> |              |
|--------------------------|--------------|
| Essay 1                  | /100         |
| Essay 2                  | /100         |
| Midterm                  | /100         |
| Essay 3                  | /150         |
| Essay 4                  | /150         |
|                          |              |
| Reading Quizzes          | /100         |
| Final                    | /150         |
| Participation            | /150         |
| <b>Total</b>             | <b>/1000</b> |

### **Late Assignment Policy**

Each student is allowed **one** late essay (**except for the Midterm, the Final, and Essay 4, which is due on the last day of classes**). It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade.

**Grading:** Each class component is worth a percentage of your grade:

Essay 1 10% (100 points)

Essay 2 10% (100 points)

Essay 3 15% (150 points)

Essay 4 15% (150 points)

Midterm Exam – 10% (100 points)

Reading Quizzes – 10% (100 points)

Participation (attendance, class discussion) – 15% (150 points)

Final examination – 15% (150 points)

**Final grade score:** 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D

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| <p><b>Schedule of Assignments</b><br/>         The instructor reserves the right to adjust this schedule as needed.</p> |
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|------------------------------|---|
| <b>Week 1</b><br><b>2/11</b> | Introductions; overview of course syllabus  |
| <b>2/13</b>                  | Entering the conversation: Writing argument<br>Essay 1 handout: Illustration  |
| <b>Week 2</b><br><b>2/18</b> | Read <i>The Soloist</i> Preface, Chapters 1 and 2   |
| <b>2/20</b>                  | Read <i>The Soloist</i> Chapters 3, 4, 5  |
| <b>Week 3</b><br><b>2/25</b> | Read <i>The Soloist</i> Chapters 6, 7, 8<br>Review: Punctuation<br>Essay 1 Thesis and Introduction DUE  |
| <b>2/27</b>                  | Read <i>The Soloist</i> Chapters 9, 10, 11<br>Essay 2 handout: Comparison and Contrast  |
| <b>Week 4</b><br><b>3/4</b>  | Read <i>The Soloist</i> Chapter 12<br>Plagiarism and How to Avoid It<br>ESSAY 1 DUE   |
| <b>3/6</b>                   | Read <i>The Soloist</i> Chapters 13 and 14<br>Review: Run-ons and Fragments   |
| <b>Week 5</b><br><b>3/11</b> | Read <i>The Soloist</i> Chapters 15 and 16  |
| <b>3/13</b>                  | Read <i>The Soloist</i> Chapters 17 and 18<br>ESSAY 2 DUE   |
| <b>Week 6</b><br><b>3/18</b> | Read <i>The Soloist</i> Chapters 19, 20, 21<br>Essay 3 handout: Rhetorical Analysis   |
| <b>3/20</b>                  | Read <i>The Soloist</i> Chapters 22, 23, 24<br>Understanding Argument: Logos, Pathos and Ethos<br>In-Text Citations                                   |
| <b>Week 7</b><br><b>3/25</b> | Read <i>The Soloist</i> Chapters 25, 26, 27   |
| <b>3/27</b>                  | Read <i>The Soloist</i> Chapters 28, 29, 30, 31<br>Understanding Argument Review: The Appeal to Logic; The Appeal to Emotion; The Appeal to Authority |

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| <b>Week 8</b><br>4/1   | Review <i>The Soloist</i> for Midterm Exam<br>Preparing for the Midterm Exam and Mastering Timed Writing                              |
| 4/3                    | MIDTERM EXAM - BRING A GREEN BOOK<br>ESSAY 3 DUE  |
| <b>Week 9</b><br>4/8   | NO CLASS - SPRING BREAK   |
| 4/10                   | NO CLASS - SPREAK BREAK   |
| <b>Week 10</b><br>4/15 | Read <i>The Immortal Life</i> , Prologue, Chapters 1, 2, 3<br>Essay 4 handout: Putting <i>The Immortal Life</i> in Historical Context |
| 4/17                   | Read <i>The Immortal Life</i> 4, 5, 6   |
| <b>Week 11</b><br>4/22 | Read <i>The Immortal Life</i> , Chapters 7, 8, 9<br>Integration Strategies: Paraphrase  |
| 4/24                   | Read <i>The Immortal Life</i> , Chapters 10, 11, 12, 14   |
| <b>Week 12</b><br>4/29 | Read <i>The Immortal Life</i> , Chapters 15, 16, 17   |
| 5/1                    | Read <i>The Immortal Life</i> , Chapters 18, 19, 20   |
| <b>Week 13</b><br>5/6  | Read <i>The Immortal Life</i> , Chapters 21, 22, 23   |
| 5/8                    | Read <i>The Immortal Life</i> , Chapters 24, 25, 26<br>Working Thesis Group Workshop  |
| <b>Week 14</b><br>5/13 | Read <i>The Immortal Life</i> , Chapters 27, 28, 29   |
| 5/15                   | Read <i>The Immortal Life</i> , Chapters 30, 31, 32   |
| <b>Week 15</b><br>5/20 | Read <i>The Immortal Life</i> , Chapters 33, 34, 35<br>Works Cited Assignment Due   |
| 5/22                   | Read <i>The Immortal Life</i> , Chapters 36, 37, 38/"Where Are They Now"  |
| <b>Week 16</b><br>5/29 | Read <i>The Immortal Life</i> , "Afterward"<br>Review for Final Exam<br>Last Day of Classes: ESSAY 4 DUE (no late essays accepted)    |
| <b>Finals Week</b>     | <b>FINAL EXAM: June 3 10:15am-12:15pm GC 150</b>  |

## GRADING RUBRIC

An "A" Paper is considered "excellent" and shall be characterized by the following: outstanding preparation; keen observance of the writing process; insightful understanding and development of the topic; excellent use of structure at the essay level (Introduction, Body, Conclusion), the paragraph level (Topic Sentence, One Paragraph = One Idea), and at the sentence level (appropriate knowledge of sentence combining strategies and sentence boundaries); mature use of language; proper consideration of audience; proper use of mechanics, grammar, syntax, spelling, and diction; the essay should be as close to error free as possible—however, it does not need to be perfect in order for a student to receive an "A" on an assignment

A "B" Paper shall be considered "competent/able/solid" and should demonstrate the following: good preparation; competent understanding and development of topic—this essay should make solid use of the subject matter, but it is clearly not as developed or as insightful as the "A" paper; able use of the writing process; competent adherence to structure; good use of language; a consideration of audience—although not as clear as in the "A" paper; able use of mechanics, grammar, syntax, spelling, and diction; errors may occur, but they are relatively few and do not interrupt the flow of the paper.

A "C" Paper is "adequate" and is the minimum standard for acceptable college-level writing: It is characterized by the following: adequate preparation; satisfactory understanding and development of the topic and subject matter—however, one may notice occasional deviations from the topic, and the essay is clearly not as developed as the "B" paper; appropriate adherence to writing process; proper use of structure, but occasional breakdowns will be apparent; the paper may not have a clear understanding of audience; marginal use of mechanics, grammar, syntax, spelling, and diction; errors become more frequent and may become a hindrance to comprehension.

A "D" Paper is "inadequate" and represents an unacceptable level of expertise for college-level writing. It is characterized by the following: inadequate preparation; unsatisfactory understanding and development of topic; frequent deviations from subject matter; inappropriate use of writing process; poor use of structure, with more than occasional breakdowns; the paper has little or no idea of audience; inadequate use of mechanics, grammar, syntax, spelling, and diction; errors are definitely a hindrance to comprehension.

An "F" Paper is "inferior" and is characterized by the following: little or no work on the writing assignment at all; gross miscomprehension of subject matter; no understanding of audience; little or no use of the writing process; little or no development of topic; gross misuse of mechanics, grammar, syntax, spelling, and diction; the paper is so riddled with errors as to be virtually incomprehensible.