

**English 101**  
**College Composition I**  
**Fall 2017**

Course Description: English 101, College Composition, is a college-level writing course designed to prepare students to make the transition from high school to college by familiarizing them with the standards for academic writing they will encounter throughout their educational and professional careers. In particular, students will gain intense experience in writing academic prose that demonstrates knowledge, understanding, analysis, and application of ideas from a variety of progressively sophisticated and interrelated texts.

Pedagogy and Rationale: This course is based on some simple but important principles: first, that students learn to write by composing and revising under the guidance of sympathetic readers and editors—i.e. classmates and the instructor. Second, that examining and discussing writing is the best way to improve the writer’s craft. Third, that sharing work with others, whether in peer-response sessions, writing workshops, or collaborative efforts, promotes learning about writing by widening the range of responses to students’ written work. Finally, and perhaps most importantly, that guidance from texts—whether from your own writing, handbooks, textbooks, non-fiction essays, novels, or other relevant media—facilitates learning to write by providing models for analysis and discussion, sparking ideas for writing, answering questions, or suggesting ways to engage more fully in the writing process.

Expectations: EN101 will build upon a set of basic competencies: an understanding of and ability to apply the grammatical conventions of Standard Written English; the knowledge of how to construct simple sentences and paragraphs; an understanding of the basic structure of an essay; an ability to read at the high school level. EN101 will teach students techniques of critical reading and thinking, style, and rhetoric that mark the accomplished academic writer. These skills are central to becoming a successful writer, and they will therefore be the centerpiece of this course.

**Course Objectives:**

EN101 will provide:

1. Practice in academic writing incorporating a variety of different text types, printed, visual, and web-based;
2. Knowledge, understanding, and analysis of texts and the ideas they contain;
3. Practice in critical reading, thinking, and writing;
4. A more complete understanding of accepted academic conventions, style, and documentation;
5. An overview of rhetorical principles and strategies used in both authored texts and the students’ own writing.
6. An overview of the importance of interdisciplinary study for all academic inquiry.

**Course Goals:**

Students in EN101 will develop skills and knowledge in the following areas:

1. Writing an academic essay that includes a structural and intellectual demonstration of a thesis, of paragraphs, and of a conclusion.
2. Writing an academic essay that analyzes written and non-written texts, compares and contrasts different ideas within texts, and/or applies the ideas of one text to the analysis of another text or non-textual object of analysis.
3. Engaging in the writing process through multiple drafting, revision, and editing.
4. Becoming increasingly cognizant of errors in students' own writing and developing the ability to correct them independently.
5. Distinguishing between summary and analysis or interpretation.
6. Integrating a quotation, paraphrase, or summary with sufficient context, explanation and analysis
7. Identifying and responding appropriately to the rhetorical strategies of published and student texts.

### **Course Requirements:**

While the instructor has full authority over how the assignments and activities are to represent meeting the above goals and objectives, students in all sections of EN101 should be responsible for a minimum of:

1. 15 pages of formal academic writing that constitute a significant percentage of the grade (at least one paper must be a minimum of five pages or longer).
2. Two drafts for each piece of formal academic writing with appropriate feedback (but no final grade) from the instructor on at least one draft.
3. 20-25 pages of informal writing (daily writing practice, peer response, journals, eCampus discussions, prewriting, reading responses, etc.) representing no more than 25% of the final course grade.
4. A portfolio that represents the semester's work to be used for instructor and/or administrative evaluation.
5. 150 pages of reading material throughout the semester.

Please note that MLA should be used as the documentation style for EN 101 and EN 102.

**Sample Grading Breakdown** (Based on 3 shorter papers, a final in-class essay, and "preparedness," which includes attendance, participation, and daily writing practice):

**Grading Scale** (100 total points for final grade):

	<u>Breakdown</u>	<u>Sample</u>
A=100-90	1 <sup>st</sup> Paper=20 pts.	Points on 1 <sup>st</sup> Paper=16/20
B=89-79	2 <sup>nd</sup> Paper=20 pts.	Points on 2 <sup>nd</sup> Paper=17/20
C=78-68	3 <sup>rd</sup> Paper=30 pts.	Points on 3 <sup>rd</sup> Paper=24/30
D=67-57	Final In-Class=15 pts.	Final In-Class Essay=12/15
F=56-0	<u>Preparedness=15 pts.</u>	<u>Preparedness Grade=11/15</u>
	Total=100 pts.	Total=80/100
		Course Grade: B

**General Policies:**

Late Papers: All papers and other class assignments are due at the beginning of class on the day listed in the syllabus. Late papers will be accepted, but only with a corresponding reduction in grade. Late papers and other class assignments will be reduced one third of a letter for each *day* (not class period) that they are late.

Grades: Letter or number grades will be given on all formal written assignments (that is, those that contribute to the overall grade for the course). The instructor has full authority and responsibility for how grades should be determined and distributed, but grades must be documented by the instructor and should be reported in a reasonable period to the student and the administrative bodies that require grading information (see the Monmouth University academic calendar for details).

Reading and Class Preparation Expectations: Students should come to class prepared and ready to complete the work assigned for that day. Time, work, or other academic obligations will not exempt a student from the requirements of the successful completion of EN101. Students should plan accordingly, make contact with instructor for known or anticipated absences, and recognize their own time limitations.

Writing Services: Please avail yourself of the Tutoring & Writing Services. Students may further develop their writing skills by voluntarily attending tutoring sessions at Writing Services (Center for Student Success, 732-571-7542). Some students may be asked by the instructor to attend tutoring sessions based on each student's individual needs and demonstrated progress toward fulfilling the course objectives. Students may schedule their own sessions on days and times convenient to them. To each session, students should bring their EN101 assignments and current EN101 coursework. Students who seek tutoring at the Writing Services, especially early in the semester, are more likely to improve their writing assignments and course grades. It is there to assist you at all stages of your writing for any level of writer.

Office Hours: Note the office hours listed at the top of the EN101 syllabus and avail yourself of them. These hours are specifically set aside for student consultation, and judicious use of them can and should be an indispensable component of your studies. If the hours listed conflict with other aspects of your schedule, and you would like to arrange a meeting, **email** your professor to discuss an appointment at another time.

Electronic Submission of Assignments: In general, professors have full discretion regarding the use of technology, but must be aware of their own and the institution's technical access and constraints when agreeing to accept electronic submission of assignments.

Plagiarism: See the English Department policy on plagiarism and academic honesty and familiarize yourself with both course- and university-level consequences. When in doubt, ask your professor.

Library Instruction: The Library encourages all EN102 instructors to schedule a 75-minute formal instructional session for their classes. Instructors may also schedule follow-up or standalone "supervised research sessions." For formal instructional sessions, the librarian tailors library instruction specifically to the research project assigned; an assignment-specific LibGuide (an online, electronic guide to research) can also be provided at the instructor's request. For supervised research sessions, in lieu of a formal presentation, the librarian works one-on-one with students in the library instruction lab. Both types of sessions are offered in the library instructional lab, located in the basement of the library. Finally, the library offers a 20-minute tour that simply provides students with an overview of library services. Instructors are asked to place schedule tours at least 2 weeks before the requested date. Instructors must accompany their classes.

To arrange for a formal instructional session or supervised research session, contact Dr. MaryBeth Meszaros, the Library's Instructional Coordinator via the online submission request form: [http://library.monmouth.edu/services/Instruction\\_req.php](http://library.monmouth.edu/services/Instruction_req.php) or by phone at 732-571-4404.

Attendance Policy of the English Department: Students are expected to attend all scheduled class meetings, including the one during final examination week. Attendance enables better performance on specific course requirements and in the course, resulting in higher grades. Absences will negatively affect grades on course requirements and therefore the final course grade.

After missing the equivalent of one semester-week of class meetings, students may have absences excused only at the discretion of the instructor, who will supplement this departmental policy in his/her syllabus.

Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

Cell Phones and Personal Technology: All such technology must be turned off or silenced during class. Texting and phone calls during class are strictly prohibited. Laptop computers are allowed only with the permission of the instructor.

General Classroom Decorum: As adults, all college students are expected to observe common sense and basic courtesy during class. Respect for your instructor and fellow

students is an absolute must for a healthy learning environment. The instructor reserves the right to dismiss any disruptive student from the class when such behavior interferes with the learning progress of others.

Special Student Needs: Any student who has a physical or learning disability must register with Student Disability Services and provide appropriate documentation to that office before special accommodations can be arranged. If you have a disability that you want to make the professor aware of, please do so at the end of the first day of class.

**Note: The last day to withdraw from courses with an automatic assignment of the grade of "W" is Friday, November 17, 2017.**