

CRITICAL READING & COMPOSITION
ENGLISH 101-404: FALL 2008
BRADLEY 112
MW 11-12:15

Kimberly Covington, Instructor

Office: Bradley 222

Office Hours: Monday through Thursday 9:30-10:45 and 1-2:15

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I. COURSE DESCRIPTION

English 101 is a three-credit course that focuses on the composing process with attention to invention, arrangement, and style, and closely supervised practice in reading and writing essays. It, or its equivalent, is required for all two and four year degree seeking students.

II. GOALS AND LEARNING OUTCOMES

The overall goals of English 101 are to improve students' writing skills, boost their confidence, and provide critical thinking skills. The measurable learning outcomes used to determine the degree to which this goal is being met are as follows:

- Students will write essays in several different styles to ensure that they know how to adapt to various writing situations expected of them in their college courses.
- Students will prepare essays that are logically organized, have well developed content, and conform to accepted standards of grammar, spelling, and punctuation.
- Students will identify the topic, approach, style, and support best suited for their essays, and take ownership of their writing.
- By the end of the course, students should see a marked improvement in both their attitudes and abilities.

III. REQUIRED TEXTBOOK AND MATERIALS

- Rawlins, Jack, and Stephen Metzger. The Writer's Way. 7th ed. Boston: Houghton Mifflin, 2009.
- Paper and writing utensil for every class meeting

IV. OVERALL STRUCTURE OF THE COURSE

Class meetings are designed to provide an opportunity for students to discuss their assigned readings and their writing projects. A typical class session will include an informal discussion of a chapter from the textbook; therefore, students must do the reading and come prepared to participate in class discussions. In addition writing assignments will be discussed, and students should be willing to share their progress on their essays with the class. Occasionally, writing exercises will be given during class to illustrate concepts covered in the textbook or to enhance certain essay assignments.

V. COURSE REQUIREMENTS

All students are required to participate in class discussions and activities, submit all written assignments in a timely manner, and complete all reading assignments before class time. Students must attend class and come prepared for class. The following written assignments will be graded:

- Three essays, including one required draft conference
- One essay using research as support, with a required draft conference
- Final exam essay, written in class during exam time

VI. COURSE POLICIES

All written assignments are due at the beginning of the class period, unless otherwise noted. Any assignments turned in after that will lose a letter grade. No written assignments will be accepted more than one week after the due date.

More than four absences, regardless of excuse, will lower the final grade in this course by a letter grade. Arriving late or leaving early will count as a half-day's absence.

Students will treat others in the class with respect. Sleeping, socializing, failing to pay attention, and any other rude or distracting behavior will not be tolerated. All cell phones and laptops must be turned off before class begins. Disruptions are cause for dismissal from this class.

VII. ASSESSMENT AND GRADING

All of the work assigned for this class is important. The final grade in this course will be determined based on this scale:

- Essay 1 20%
- Essay 2 20%
- Essay 3 20%
- Essay 4 30%
- Essay 5 10%

Since this is a composition course, I think that students should know my grading philosophy for evaluating student writing. I strongly believe that the appropriate grade for average work is a C. To rise above a C, the work must be clearly above average in content, style, and correctness. Papers that excel in all areas and are truly outstanding will receive A's. Those that excel in most areas will receive a B. Papers earning a C are competent in every level, but not exceptional. Essays that demonstrate serious flaws in several areas will receive a D. Incoherent, severely underdeveloped, or totally inept papers earn F's.

I believe that essays are primarily a means of communication. It is the writer's responsibility to have something worth communicating and to communicate it in a clear and appealing way. Essays need to reflect the writer's knowledge, interests, personality, and style, as well as his or her ability to express ideas in standard written English.

I will provide specific guidelines based on the expectations and requirements for each individual assignment, and I will distribute these guidelines well in advance of the final essay's due date. I am also willing to help any student who asks. Students who wish to talk about the grade on an essay should come to my office with the essay, and I will answer all questions and concerns.

GRADING SCALE:

92-100	A	72-78	C
89-91	B+	69-71	D+
82-88	B	62-68	D
79-81	C+	0-61	F

All students are expected to be truthful in all aspects of this course. Any essays turned in as a student's work must have been created by that student. While it is acceptable to get feedback from others on an essay, it is not acceptable to allow anyone to write any part of the essay. Using outside sources such as a book or the Internet is also acceptable—as long as proper credit is given within and at the end of the essay. Plagiarism is a serious offense and carries a stiff penalty: immediate dismissal from the class and an F in the course.

General Education Goals

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen career fields, and to assume the responsibilities of informed and enlightened citizenship.

Communication Skills--USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

Critical Thinking--USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/or computational skills.

Cultural Literacy--USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, the USC Lancaster student also is offered opportunities to increase his/her understanding and familiarity in these crucial subject areas.

Student Development--USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.

CRITICAL READING & COMPOSITION
ENGLISH 101-106: FALL 2008
BRADLEY 112
MW 2:30-3:45

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