
OBJECTIVES AND ASSIGNMENTS

TEXTS

Prentice Hall Reference Guide to Grammar and Usage, 6th ed., by Muriel Harris
Writing Guide

GENERAL COURSE DESCRIPTION

English 1010 is designed to help students improve their writing so they can meet communication demands in college, on the job, and in the community. The course will also help students develop the capacity to think and to read critically.

The course will provide students with frequent occasions to read, discuss, write, and revise the different types of exposition, including description, process, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

READING/THINKING OBJECTIVES

By the end of English 1010, students will be able to:

- Identify the writer's purpose/thesis.
 - Understand the writer's organization and structure.
- Recognize the writer's tone, i.e., the author's attitude toward subject and audience.
- Assess the writer's presentation of detail in support of main idea.
- Analyze the writer's possible underlying assumptions and biases.
- Recognize and avoid logical fallacies in reasoning.

WRITING OBJECTIVES

By the end of English 1010, students will be able to:

- Understand the importance of correctly assessing the relationship of writers to their audiences and purposes and then use this information to determine content, structure, tone, and diction.
- Understand the value of undertaking the writing process in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
- Recognize the importance of carefully choosing and restricting the subject and creating a precise central purpose or thesis, which will control the content, arrangement, and presentation of material.
- Use strategies for creating coherence, organization, and structure in individual paragraphs and in the paper as a whole. These strategies should include the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
- Construct useful outlines.
- Compose introductory paragraphs which get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
- Compose concluding paragraphs which re-emphasize the main point and give a sense of closing.

RESEARCH OBJECTIVES

Students will be able to assess research information critically and be able to appropriately incorporate such data into their papers. To achieve this end, students will know the following:

- When to use paraphrases, summaries, and quotations.
- How to avoid plagiarism.
- When and how to use the following methods of incorporation:
 - Introduction of quotations and paraphrases.
 - Use of quotation marks, brackets, and ellipses.
 - Use of long quotations.
 - Use of passages combining paraphrases and quotations.
 - Proper forms for documenting and citing of sources.

MECHANICS AND USAGE OBJECTIVES

By the end of English 1010, students will be able to: (1) recognize and avoid fragments, run-ons, faulty modifiers, subject/verb and pronoun agreement problems, (2) demonstrate mastery of conventional punctuation and mechanics used in standard written English, (3) demonstrate a reasonable awareness of style, emphasis, and sentence variety. (*Common mechanical errors will be reviewed early in the semester.*) Papers with such mechanical errors will receive lowered grades, especially later in the semester.

SUGGESTED AMOUNT OF WRITING FOR ENGLISH 1010

Students will typically produce 4500-5500 words, distributed over 8-9 writings (at least 5 writings should be essays). The rest of the recommended writing could be either revisions or additional new essays. Regardless of how these suggested minimums are met, students will have frequent opportunities to invent/create, draft, revise, and proofread. Instructors will regularly intervene verbally during this process in office conferences or in visits to the college Writing Center, and they will carefully evaluate and comment on final papers.

GRADING AND CLASS REQUIREMENTS

Semester grades will be determined by the following:

- Two in-class paragraphs (equal to one graded essay).
- Seven graded essays and three ungraded ones.
- A midterm exam (equal to one graded essay).
- A daily journal in which students (1) respond to other classes, (2) explore personal thoughts, opinions, beliefs, problems, contemporary issues, etc., (3) keep a record of personal experiences, (4) and practice punctuation, style, and usage principles (10 entries). The journal will be checked at the semester's end and will be equivalent to one graded writing assignment.
- Eleven unannounced preparation checks (started in the first 5 minutes of class), including checks on out-of-class reading assignments, previous day's discussion, and in-class writings. These prep checks/-writings cannot be made up (though one may be missed without penalty), and collectively they will be equivalent to two graded writing assignments.
- A final exam (an in-class essay equal to one graded essay).
- Class participation (used to adjust borderline grades at the end of the semester).
- Late papers will be penalized. For each class-day late, a paper will be lowered a letter grade. Failure to submit two or more papers will automatically result in an "F" for the course.
- For these graded assignments, a letter grade will be given, and at the end of the semester, these letter grades will be converted to numerical grades and mathematically averaged into a final letter grade, using the following scale:

A	=	11	B-	=	7	D+	=	3
A-	=	10	C+	=	6	D	=	2
B+	=	9	C	=	5	D-	=	1
B	=	8	C-	=	4	F	=	0
- You will be expected to observe academic courtesy at all times, including on-time, coming and going and respect for others in class.
- To qualify for English 2010, you must earn a "C" grade or better.

NOTE: If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center Room 201. The Disability Resource Center will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability.

ENGLISH 1010
Assignment Schedule for T / R

All assigned readings should be finished by the date listed. Also, this schedule may be slightly changed to accommodate instructional needs.

AUG	22	T	Class introduction; in-class diagnostic writing; assign practice paragraphs
	24	R	Harris, 20-27; 87-93; discuss paragraph (unity, coherence, completeness); assign practice paragraphs
	29	T	Harris, 146-153; 158-162; 165-182; discuss phrases, clauses, sentences, and commas; assign practice paragraphs
	31	R	<u>Writing Guide</u> , 11-15; Harris, 49-58; 59-63; 65-68; 183-186; discuss comma splice, fused sentences, fragments, faulty modifiers, agreement and apostrophes; assign practice paragraphs
SEPT	05	T	Test Paragraph 1 ; Harris, 1-4; <u>Writing Guide</u> , 6-10; discuss thesis and essay structure; assign descriptive essay
	07	R	Test Paragraph 2 ; <u>Writing Guide</u> , 2-5; Harris, 5-14; continue thesis and structure
	12	T	Library Activity – meet in library
	14	R	Descriptive Essay Due ; <u>Writing Guide</u> ; discuss writing process; assign process essay and audience activity
	19	T	Audience Activity and Process Essay Due ; discuss introductions and conclusion; assign cause/effect essay
	21	R	Harris, 21-29; discuss development and specificity; assign specificity activity
	26	T	In-class mini-essay
	28	R	Cause / Effect Essay Due ; read-around
OCT	03	T	Read-around follow-up; assign letter to editor
	05	R	Harris, 69-87; discuss parallel structure and revising
	10	T	Letter to Editor Due ; Harris, 230-246; discuss italics, spelling and word problems; assign comparison/contrast essay
	12	R	FALL RECESS—NO CLASSES
	17	T	Comparison Contrast Essay Due ; Harris, 219-231; discuss capitalization, abbreviations, and numbers
	19	R	Do Rob'S Rules; catch-up
	24	T	MIDTERM EXAM
	26	R	Midterm Exam follow-up; assign fallacies handouts/activity
31	T	Harris, 247-264; discuss sexist language, brevity, and appropriate language; assign classification essay and brevity assignment	
NOV	02	R	Fallacies Assignment Due ; Harris, 289-301; discuss research paper
	07	T	Classification Essay Due ; Harris, 340-361; discuss research paper; Brevity Activity Due

	09	R	Harris, 361-372; discuss research paper; assign 10 statements/questions
	14	T	CAREER DAY – NO CLASS
	16	R	Catch-up day; <u>10 Statements Due</u> ; Harris, 375-419; discuss in-text citation and works cited page
	21	T	Discuss research questions
	23	R	THANKSGIVING BREAK
	28	T	Discuss research questions
	30	R	Discuss research questions
DEC	05	T	<u>Rough Draft Due</u> ; research prep check
	07	R	<u>Research Paper Due; Journals Due</u>

FINAL EXAM FOR 1010-13 CLASS (9:00 AM)
Thursday, December 14th
8:00–10:00 am

FINAL EXAM FOR 1010-19 CLASS (10:30 AM)
Tuesday, December 12th
9:30–11:30 am