

Writing I—English 101
Fall 2009

Instructor: Julie L. Scigalski
E-mail: j-scigalski@neiu.edu
Phone: (773) 442-5810

Office: El Centro Instructor's Office
Office Hours: M-W 3:00-4:00pm
and by appointment

Required Text: *The McGraw-Hill Guide: Writing for College, Writing for Life (1st ed.)* by Duane Roen, Gregory R. Glau, and Barry M. Maid is available new and used at Beck's Bookstore.

Catalog Course Description

Specialized instruction and practice in beginning writing. Work in usage, grammar, style, paragraphs, and short essays.

Learning Outcomes

The English department has adopted these learning outcomes for all sections of ENGL 101, and expects that students who successfully complete the class will be able to demonstrate the following:

- Rhetorical knowledge, including the ability to articulate the rhetorical situation of texts that students read and write (the relationship between the writer, purpose, audience, topic, genre, and context);
- Knowledge of rhetorical principles such as thesis or focus, development, organization (including major modes of organization, paragraphing, and transitions), and style, and the ability to appropriately adapt these principles for various rhetorical situations;
- Engagement with writing as both a process of composing and an occasion for learning that includes discovery, multiple drafts, and proofreading;
- Critical thinking, reading, and writing skills, including the ability to interpret, question, and evaluate a variety of texts, and the ability to justify these analyses using textual evidence and/or considerations of students' own experiences and wider contexts;
- The ability to accurately summarize and synthesize sources and to appropriately integrate the discussion of others' writing into students' own texts;
- The ability to compose a variety of texts in electronic environments and to use electronic resources and tools to aid students' writing process in academic, professional, and personal contexts;
- Satisfactory mastery of standard academic writing conventions including grammar, syntax, punctuation, spelling, and, when appropriate, citation formats.

Paper format

All drafts and final revisions of essays must be typed. Choose a 10 or 12 point font, use one-inch margins, and double space the text.

Grammar Help and Writing Tutors

There are many online resources that can help you to improve your writing skills. The most well-known site is the Online Writing Lab (OWL) at Purdue University, available at <http://owl.english.purdue.edu>. Writing tutors are available to assist you at El Centro and on the Main Campus in the Writing Lab, LWH 2046. Call (773) 442-5480 to make an appointment. There is no charge for their services, and you can get extra credit on any paper by providing evidence that you have worked with a tutor on the assignment.

Attendance: Three unexcused absences will lower your semester grade by one letter grade. Three instances of substantial tardiness (over 5 minutes late) will equal one absence.

Academic Honesty

Plagiarism, as defined in the University Student Conduct Code, is the “Appropriation or imitation of the language, ideas, and thoughts of another author and representation of them as one’s original work. This includes (1) paraphrasing another’s ideas or conclusions without acknowledgment; (2) lifting of entire paragraphs, chapters, etc. from another’s work; and (3) submission as one’s own work, any work prepared by another person or agency.” If you plagiarize, you will fail the assignment, possibly fail the class, and be reported to the Department Chair, the Dean of the College, and the Dean of Students.

Course Requirements

You will draft and revise four essays (60% of course grade), write one in-class, final exam (15% of course grade), and prepare for and participate in writing and grammar workshops, which will include reading assignments and written responses (25% of course grade). Detailed explanations of all assignments will be given in class.

Keep in mind that late work, incomplete assignments, non-participation, and non-attendance will negatively impact your grade because, while a “D” is generally a passing grade, you must achieve a “C” or better to pass English 101.

Tentative Schedule: Topics for Discussion, Paper Assignments, and Due Dates

Week 1

Mon	8/31	Introduction to the course
Wed	9/2	Chapter 1: Writing Goals and Objectives

Week 2

Mon	9/7	Labor Day Holiday
Wed	9/9	Chapter 2: Reading Critically and Chapter 3: Writing to Discover and Learn

Week 3

Mon	9/14	Chapter 13: Using Strategies that Guide Readers
Wed	9/16	Chapter 4: Writing to Share Experiences - Assignment Options, Learning Goals, Rhetorical Knowledge, Critical Thinking, Reading, Writing

Week 4

Mon	9/21	Chapter 4: Writing Process and Conventions
Wed	9/23	Discuss Sample Essay / Chapter 15: Strategies for Collaboration/ class time for writing

Week 5

Mon	9/28	Draft of Experience paper due / group discussion / class time for revision
Wed	9/30	Grammar Workshop / Proof Reading Strategies / class time for proofreading

Week 6

Mon	10/5	Sharing Experiences paper due Chapter 6: Writing to Inform - Assignment Options, Learning Goals, Rhetorical Knowledge, Critical Thinking, Reading, Writing
Wed	10/7	Chapter 6: Writing Process and Conventions

Week 7

Mon	10/12	Discuss Sample Essays / class time for writing
Wed	10/14	Draft of Informative paper due / group discussion / class time for revision

Week 8

Mon	10/19	Grammar Workshop / class time for proofreading
Wed	10/21	Writing to Inform paper due Chapter 7: Writing to Analyze - Assignment Options, Learning Goals, Rhetorical Knowledge, Critical Thinking, Reading, Writing

Week 9

Mon	10/26	Chapter 7: Writing Process and Conventions
Wed	10/29	Discuss Sample Essays / class time for writing

Week 10

Mon	11/2	Draft of Analytical paper due / group discussion / class time for revision
Wed	11/4	Grammar Workshop / class time for proofreading

Week 11

Mon	11/9	Writing to Analyze paper due Chapter 14: Using Strategies for Argument
Wed	11/11	Chapter 9: Writing to Evaluate - Assignment Options, Learning Goals, Rhetorical Knowledge, Critical Thinking, Reading, Writing

Week 12

Mon	11/16	Chapter 9: Writing Process and Conventions
Wed	11/18	Discuss Sample Essays / class time for writing

Week 13

Mon	11/23	Draft of Evaluative paper due / group discussion / class time for revision
Wed	11/25	Grammar Workshop / class time for proofreading

Week 14

Mon	11/30	Writing to Evaluate paper due Chapter 8: Writing to Convince - Assignment Possibilities for in-class essay, Learning Goals, Rhetorical Knowledge, Critical Thinking, Reading, Writing
Wed	12/2	Chapter 8: Writing Process and Conventions

Week 15

Mon	12/7	Discuss Sample Essays / Strategies for essay tests and in-class writing
Wed	12/9	Catch up / Review

Week 16

Mon	12/14	Last day of classes / Begin writing in-class essay
Wed	12/16	Final Exam (4:00 to 5:50) Finish writing in-class essay

Grading scale

This scale will be used for converting numerical scores into letter grades.

A+	98 - 100	A	93 - 97	A-	90 - 92
B+	88 - 89	B	83 - 87	B-	80 - 82
C+	78 - 79	C	73 - 77	C-	70 - 72
D+	68 - 69	D	63 - 67	D-	60 - 62
F	59 or less				

Grading Standard for English 101

Although there are many sections of English 101 at NEIU, all teachers of this course strive to grade students' writing according to similar standards. The descriptions below explain the qualities of writing that are expected of all students enrolled in English 101. Guidelines for individual assignments may present additional criteria upon which you will be graded.

Please be aware that the five skill areas below are not equally important; they are listed here in order of their general importance to a text. Also, although the skill areas are described separately, in written texts these skills often intersect and overlap.

Thesis or Focus	Thesis or focus refers to the main idea that unifies a text. In excellent writing, the thesis/focus is appropriate for the text's purpose and audience, is supported throughout the text, and possesses originality and complexity. In good writing, the thesis/focus is clear throughout the text, although it may be somewhat less original or complex. In adequate writing, there is still a thesis or focus, but parts of the text may stray from this main idea. In inadequate writing (graded below a C), there is no clear thesis or focus that guides the whole text.
Development of Ideas	Development refers to how thoroughly and thoughtfully you have discussed the ideas in your text (the complexity of your evidence, support, and analysis). In excellent writing, the development is insightful and extensive throughout the text. In good writing, the development is appropriate and consistently sufficient, though perhaps less insightful. In adequate writing, the text may be unevenly developed, with parts of the essay requiring further development. In inadequate writing (graded below a C), the text offers little or no support, may simply restate the thesis, and/or fails to meet the minimum length requirement.
Organization	Organization refers to the structure of a text (introduction, body, and conclusion) and the connections between and within paragraphs. In excellent writing, the organization is logical and flows smoothly. In good writing, the organization is clear but less smooth. In adequate writing, the organization is occasionally disjointed or simplistic. In inadequate writing (graded below a C), the introduction and/or conclusion may be missing, the connections between paragraphs may be missing or blurred, and/or the body may not contain suitable paragraph breaks.
Written conventions	Written conventions refer to the text's grammar, syntax, punctuation and spelling. The most important conventions involve recognizing when a sentence ends (avoiding run-ons, comma splices, and fragments). Using verbs correctly (S-V agreement; verb tense; verb forms) is also a major concern. Correct use of other punctuation and spelling is somewhat less important, but errors here shouldn't be numerous. Conventions are evaluated based on the seriousness, quantity, and variety of errors. Writing is inadequate (graded below a C) if the errors are so extensive that they interfere with an ordinary reader's ability to understand the text.
Style	Style refers to the sentence structure and word choice in your writing. In excellent writing, the style is both creative and clear. In good writing, the style is consistently clear but perhaps less creative. In adequate writing, the style is usually clear but at times may be unclear or redundant. In inadequate writing (graded below a C), the style is often unclear and/or overly simple.