

**Mississippi Valley State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**EN 101- Freshman Composition**  
**Course Syllabus**

**Instructor: Mrs. Shanell Bailey**

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**Office Hours: Monday- 8:00am-10:00am, 11:50am-1:00pm, 1:50pm-2:30pm**

**Wednesday- 8:00am-10:00am, 11:50am-1:00pm**

**Friday- 8:00am-10:00am, 11:50am-1:00pm**

**\*\*Other conference times may be arranged by appointment.\*\***

**Texts: *Steps to Writing Well With Additional Readings*, 10<sup>th</sup> Edition by Jean Wyrick**

**Course Description:** This course introduces students to the writing process and the rhetorical situation. You will develop strategies for different purposes, audiences, and contexts. Since writing is a social activity, students will learn to evaluate their own writing and that of their peers. They will use reflections to look back at the work they have done and think about the processes they used to write the paper, the quality and effectiveness of the paper, and the steps they can take to improve the process, quality, or effectiveness of their writing.

**Course Objectives:** In this course, students will be able to:

1. Recognize that writing fulfills a variety of purposes, is directed to specific audiences, and occurs within different rhetorical situations.
2. Engage in critical thinking processes such as questioning, abstracting, representing, incorporating, analyzing, creating, and synthesizing the ideas of others through writing.
3. Develop voice in their writing and understand the relationships among language, knowledge, and power.
4. Develop flexible strategies for generating ideas, composing and revising multiple drafts, and editing and proofreading to successfully work through the writing process.
5. Develop content that relates to their overall purposes and helps their audience understand their ultimate goals and intentions.
6. Understand the social aspect of writing and collaborate with peers in a group setting to improve each other's writing.
7. Produce finished writing that reflects appropriate academic textual conventions including grammar, punctuation, spelling, and documentation of sources.
8. Reflect on their writing and composing processes to grow as writers and develop confidence in their writing.
9. Increase awareness of their writing strengths and weaknesses, integrate feedback from others, and understand audience needs and expectations.

**Course Outcomes:** By the end of English 101, each student who earns a C or better will have:

1. Written major assignments in a minimum of three genres.
2. Produced a portfolio that includes revised and edited assignments totaling 3750-5000 words (approximately 15-20 double-spaced pages).
3. Written and revised multiple drafts of each major assignment to improve and/or clarify the writing project's purpose, thesis, organization, supporting details, source material, conventions, and audience awareness.
4. Composed at least one major assignment that effectively synthesizes and incorporates texts that address the relationships between language and power.
5. Cited all outside sources correctly and consistently using MLA documentation style.
6. Worked effectively in peer groups to give and receive substantive feedback on drafts.

7. Reflected on their writing process and growth as a writer, using writer's memos for each draft and an opening statement in the final portfolio.

**The Writing Center and Lab:** Students will use their writing center to receive individual attention to improve essays in progress and the writing lab to develop grammar skills for correcting surface errors in their essays.

**Class Attendance Policy:** Regular and punctual attendance is required. The absence or tardiness is an imposition on your classmates and on the instructor. You will be doing important work that requires your presence for everyone to succeed in the class. Some of this work cannot be reproduced outside the context of what was done in class during your absence. You will be allowed three unexcused absences and three tardies.

Students may obtain an official excuse from the Office of Student Affairs due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially – authorized functions and authorized field trips sponsored by the University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up work that can be made up. Whenever students have three or more unexcused absences, faculty members are required to report the absences to the Office of Student Affairs. It is up to the instructor whether or not to accept the excuse.

Students will lose one point from their attendance grade for every absence over three. Eleven absences in a MWF class and seven absences in a TR class constitute automatic failure.

**Cheating and Plagiarism Policy:** Plagiarism is the deliberate submission of someone else's work as your own. It and other forms of academic dishonesty (such as cheating on exams) will not be tolerated. Students will receive a grade of "0" for plagiarizing or cheating on any given assignment.

**Make-up Policy:** No make-up work will be given if you do not turn in an assignment on time except for documented emergencies or official absence. In either case, the work can be turned in no later than the next class meeting following the student's return to class.

**Late Paper Policy:** It is crucial to turn your formal assignment drafts in on time. I will not accept a formal draft assignment draft unless an official excuse is presented.

**Acceptable Draft Policy:** You must turn in an acceptable draft of every formal assignment in order to be eligible to pass the course. I will make a draft unacceptable when it has not met key requirements of an assignment. Because reflection on your writing is such an important part of this course, drafts submitted without a writer's memo are also considered unacceptable. If I return a draft to you marked unacceptable, see me immediately. You only have one week to resubmit it.

**Word Processing:** All projects must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten.

**Save Everything:** For your own sake, keep copies of everything from the course—your drafts, memos, reflections, peer review sheets, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect yourself in the event of a clerical error on my part.

**Changes to Syllabus:** Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with any assignments due, even if you were absent when I announced the change. If you're absent, contact a classmate or me to make sure you know what to prepare for the class next time.

**Emergencies:** If you have any kind of emergency that is preventing you from attending regularly or getting your coursework done, please talk to me sooner rather than later. I am generally flexible and willing to give an extension when students keep me informed about illnesses or other problems. I am generally not flexible if a student disappears for several classes with no explanation and then wants to make arrangements for turning in late formal assignments.

## ADA Statement

Students must inform the instructor of any special need(s) within first week of class to ensure that such need(s) can be addressed in a timely fashion. It is the student's responsibility to contact the Office of Disability Service at 254-3446 and to submit appropriate documentation prior to receiving services

## Teaching/Learning Strategies:

- Discussion
- Short Lectures
- Collaborative Groups
- Peer Review
- Demonstration and Explanation
- Reading
- Portfolio (Tentative)

## Technology

- Web 2.0 Applications
- Internet Research
- Multimedia

## Evaluation

Grades for the course will be calculated based on data from:

**\*Final Portfolio of Polished Writing (50%)**--In this class you have the opportunity to revise every formal essay that you write before it receives a grade. When you bring a draft for feedback, I will meet with you to talk about your paper, give you feedback, and suggest ideas for revision **but the draft will not receive a grade at that point.** You will need to continue to work revising the paper. At the end of the semester, you will compile a portfolio that includes your best revised writing and an introductory essay that reflects on your writing development throughout the course. I will give you more information about the portfolio later.

**Drafts of Four Formal Assignments (10%)**—In this class you will write complete drafts of four formal projects. If you are not ready for a peer review session, you will have ten points subtracted from final grade of paper. If you do not show up for conference, you will have another ten points subtracted from your paper.

1. Literacy Narrative
2. Rhetorical Analysis of a Print Text
3. Synthesis Essay: Represent and Analyze Competing Perspectives
4. Visual Evaluation Essay

With each essay you turn in, you will include a **writer's memo**. The success of the portfolio will depend greatly on the quality of revisions you have made and why you made them. **A draft turned in without a writer's memo is unacceptable.** NOTE: Because each formal assignment addresses different course objectives and outcomes, you must have an acceptable draft of each formal project to be eligible to pass the course.

Participation (10%)—I expect each student to come prepared to participate actively in the day's work. Thoughtful participation is especially important on draft workshop days. Participation includes helping yourself and others learn by asking questions, asking someone to speak louder, challenging or extending the ideas of others, giving thorough and thoughtful critiques of your peers' writing, and listening actively to what others say in class.

Students participation will be lowered one letter for every tardy or if they do not fully participate in such activities as peer reviews, instructor conferences, class discussions, and group work.

**Informal and Reflective Writing (10%)**—Your paper will be subtracted ten points for not turning in an informal or reflective assignment related to the paper. This writing may include written responses to readings, informal writing in class, and announced or unannounced quizzes. Because these quizzes will take place at the beginning of the class, it is especially important to be on time; you can't make up a missed quiz, even if you show up as we are completing the quiz.

**\*Portfolio Cover Letter** (10%) A cover letter for your portfolio reflects on your writing during the period of the course. The cover letter may be the most important reflection since it talks directly with the portfolio readers about the development, writing, and issues you see in the portfolio. It is the one document that articulates directly what you have learned and done well (or not so well) in EN 101. (More directions for writing the cover letter will be given later in the course.)

**Attendance:** (10%) You should attend all classes since you have signed up for this course and know the dates and times it meets. If you know in advance you will be absent, please let me know. If not, let me know as soon as you return to class. When absent from class, it is your responsibility to know what work is missing and have all missed work completed the day you return. You will lose one point from your attendance grade for every absence over two (except those regarding university business).

#### Grading Criteria

90-100 = A      80-89 = B      70-79 = C      60-69 = D      59 and below = F

#### **Bibliography:**

Bartholomae, David, and Anthony Petrosky. *Facts, Artifacts and Counterfacts: Theory and Method for a Reading and Writing Course*. Portsmouth, NH: Boynton Cook, 1986.

Bruffee, Kenneth A. "Collaborative Learning: Some Practical Models." *College English* 34 (1973): 634-43.

Coles, William, Jr. *The Plural I: The Teaching of Writing*. New York: Holt, Rinehart and Winston, 1978.

Elbow, Peter. *Writing Without Teachers*. New York: Oxford UP, 1973.

Murray, Donald. *Learning by Teaching: Selected Articles on Writing and Teaching*. Portsmouth, NH: Boynton Cook, 1982.

Perl, Sondra, ed. *Landmark Essays on Writing Process*. Davis, CA: Hermagoras, 1994.

Tobin, Lad, and Thomas Newkirk, eds. *Taking Stock: The Writing Process Movement in the '90s*. Portsmouth, NH: Boynton/Cook, 1994

## Course Outline

Date	In class today, we will . . .	For next class, you should . . .
M August 25	Introduction to Course	Be ready to write a diagnostic essay
W August 27	Diagnostic Essay	Begin to think about a literacy narrative; read handout.
F August 29	Introduce Literacy Narrative Assignment Discuss handout and write reflection	Labor Day
M Sept 1	Labor Day	Read handout
W Sept 3	Discuss handout and write reflection	Work on a complete draft Share with peer group
F Sept 5	Peer Response on complete draft and reflection on responses	Clarity 111-177
M Sept 8	Review section on clarity	Continue Clarity
W Sept 10	Review clarity	Work on writer's memo
F Sept 12	Share Writer's Memos with peer group	Handout
M Sept 15	Discuss and reflect on handout	Clarity
W Sept 17	Clarity	Turn in final drafts of writer's memo and literacy narrative
F Sept 19	Writer's Memo Due Literacy Narrative Due	Discuss handout
	Introduce Rhetorical Analysis Paper Begin discussion of handout and reflection	Continue to analyze handout
W Sept 24	Continue Analysis of Reading	Continue to analyze handout
F Sept 26	Continue analysis	Grammar 180-248
M Sept 29	Cover Grammar	Continue with Grammar
W Oct 1	Cover Grammar	Write complete draft for peer review
F Oct 3	Peer Review and Reflection	Revise draft based on feedback
M Oct 6	Peer Review and Reflection	Continue Grammar
W Oct 8	Grammar	Midterm Exam
F Oct 10	Midterm Exam	Turn in Rhetorical Analysis and Writer's Memo
M Oct 13	Writer's Memo Rhetorical Analysis Due	Discuss handouts
W Oct 15	Introduction to Synthesis Discuss handouts	Analyze each article
F Oct 17	Analyze Opposing Arguments	Work on synthesis
M Oct 20	Synthesize Opposing Arguments	Submit complete draft and peer review
W Oct 22	Complete Draft Peer Review and Reflection	MLA Style 457-533 Avoiding Plagiarism
F Oct 24	Avoiding Plagiarism	Evaluating and Integrating Sources
M Oct 27	Evaluating and Integrating Sources	Internal citations and list of works cited
W Oct 29	Internal Citations and list of works cited	Group debate

F Oct 31	Group Debate	Group debate
M Nov 3	Group Debate	Submit synthesis paper and writer's memo
W Nov 5	Writer's Memo Synthesis Paper Due	Discuss handouts
F Nov 7	Intro to Aural/Visual Evaluation or Project	Training (in computer lab in Room 225, Sutton Building)
M Nov 10	Training in Aural/Visual Application	Training (meet same place)
W Nov 12	Training in Aural/Visual Application	Punctuation 291-308
F Nov 14	Punctuation	Punctuation
M Nov 17	Punctuation	Work on aural/visual presentation
W Nov 19	Work on aural/visual presentation	Share with group
F Nov 21	Group Analysis	Thanksgiving
F Nov 24-28	Thanksgiving	Present Visual/Aural Presentation
Dec 1	Presentation	Present Visual/Aural Presentation
Dec 3	Presentation	Write writer's memo
Dec 5	Reading Day	Schedule Appointment During Exam Week
Dec 8-12	Final Exam	
Dec 10	Portfolio Cover Letter Portfolio Due	