

Eng 101
Fall 2001
TTH 10:00-11:15

Dr. Adriane Ivey
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Required Texts: Edward L. Ayers and Bradley C. Mittendorf, *The Oxford Book of The American South*
Pat Conroy, *The Water Is Wide*
John Krakauer, *Into the Wild*

Suggested Text: Andrea A. Lunsford, *The Everyday Writer*

Objectives: This course is designed to help you practice and develop your writing skills. In improving your writing, you will be challenged to read and think critically and analytically; to express clearly your observations and ideas in organized essays; to revise continually your writing; and to master the conventions of standard written English.

Materials: A folder, which will include all of the work you do for this class. This work should be divided into four sections (make sure all the work in each section is in chronological order): 1. a three-four page reflective essay, 2. the syllabus and all handouts from this class, 3. your three argumentative essays with accompanying rough drafts and peer reviews, and 4. seven reading responses

Attendance: Attendance in this course is essential both for you as an individual and for the class as a whole; many of your assignments will be done in class, and much of your learning will take place through the exchange of information and ideas with your peers. Therefore, you will be allowed a maximum of **two absences**. Your final grade will drop one-third of a letter for each absence after the second. **I do not distinguish between excused and unexcused absences.**

Deadlines for Assignments: Papers must be turned in on time. I will not accept late papers. Papers are due in class on the assigned date.

Plagiarism: All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented using MLA format. Remember that you are to adhere to the Oxford College Honor Code and that your signature on any assignment submitted in this class indicates that you have neither given nor received unauthorized information on the work. If you are unsure of what constitutes plagiarism, consult the Oxford College Catalog, pp. 94-97.

In order to fulfill the requirements of this course, you will complete the following tasks:

- 2 essays of four-five pages each, and each will be revised once
- 1 Research paper on *Into the Wild*
- 1 three-four page reflective essay at the end of the course
- 7 one-page Reading Responses
- In-class writings, class and online discussions, peer editing
- A portfolio which will contain everything you write for this class in chronological order (all drafts of essays, peer memos, reading responses, and the final reflective essay)

Essay Guidelines: You will compose three argumentative essays during the course of the term. All essays will be based on a careful reading of the assigned texts. Each essay will consist of two versions with the first version going through peer review. Topics for your essays will come from assigned questions following the readings. Sources for your papers will include both the essays you read for class and the papers and reading responses of your peers. Each time you turn in an essay, you must include all earlier versions and peer responses. Part of your grade for each essay will depend upon the quality of your participation in the peer review process and in the quality of your own revision.

Format For Papers: All final essays must be typed either on a typewriter or on a word processor. They must be double-spaced and stapled. I will not accept folded or paper-clipped papers. In the top left-hand corner of the front page, place your name on the first line, your section number and my name on the second line, and the date on the third line. All essays must have titles. You will find revision is easier if documents are word processed because you will not have to retype the entire essay. Drafts of essays and most assignments written outside of class must also be typed.

Reading Responses: These are short (1-1 1/2 page typed, double spaced--about 250-300 words) reports on your reading. You can get ten points for each one of these seven assignments. They will be used for class discussion; therefore, you should write with the expectation of reading the response to the class. These responses will be turned in together at the end of the semester in the portfolio. An eighth reading response grade will be assigned based on your reading your responses in class.

Guidelines for Reading Responses: Reading responses should be organized based on the following format: In the first paragraph you should include a one-sentence summary of the main point of the assigned text and a two-three sentence summary of one specific point in the assigned text that you will address in the rest of your reading response. With the remaining space in your reading response, you will work with this specific point either by elaborating on it or by critiquing it.

Grading Criteria: Generally, your writing will be evaluated according to the development of ideas, adherence to structure, sentence style and diction, grammar, usage, spelling, and minor punctuation, in that order. The realities of the institution demand grades; learning to write calls for both practice doing unfamiliar things and risk-taking. Therefore, all your work counts and all assignments are required, though not all of it will receive traditional grades. I grade harder as the term progresses.

40%	2 Essays (20% each)
10%	Reading Responses
30%	Research paper
20%	Portfolio with Reflective Essay

Other things to know:

Throw nothing away.

If I am late and there is no notice at the door, you should wait fifteen minutes before leaving. Prepare the next day's

assignments for the next meeting.

I reserve the right to amend or modify anything on this statement by means of future hand-outs.

Readings and Assignments

NOTE: READING ASSIGNMENTS MUST BE READ FOR THE DAY THEY ARE LISTED (MEANING THAT YOU SHOULD READ THEM BEFORE THAT TIME).

TH	8/30	Introduction
T	9/4	AS: Introduction to the Old South (3-4); Jefferson (13-17); RR #1 Group 1
TH	9/6	AS: Douglass (37-45); RR#1 Group 2
T	9/11	AS: Jacobs (50-64); RR#2 Group 1
TH	9/13	AS: Nat Turner (23-27); Stryon (90-100); RR#2 Group 2
T	9/18	AS: Introduction to the Civil War (11-113); Morgan (114-125); RR#3 Group 1
TH	9/20	AS: Warren (160-162); RR#3 Group 2
T	9/25	AS: Chesnutt (200-210)
TH	9/27	Handout: Washington; RR#4 Group 1
T	10/2	AS: DuBois (233-237); RR#4 Group 2
TH	10/4	AS: Introduction to Hard Times (261-262); Percy (318-328)
T	10/9	AS: Agee (329-334)
TH	10/11	AS: Smith (407-416)
T	10/16	Mid-semester Break – NO CLASS
TH	10/18	Essay 1.1 due; Peer Reviews
T	10/23	AS: Introduction to the Turning (435-436); King (447-461); RR#5 Groups 1&2
TH	10/25	AS: O'Connor (462-475); Essay 1.2 due
T	10/30	AS: Percy (476-486)
TH	11/1	Conroy; RR#6 Group1
T	11/6	Conroy; RR#6 Group 2
TH	11/8	Conroy
T	11/13	Essay 2.1 due; Presentations and feedback
TH	11/15	Essay 2.1, continue presentations
T	11/20	Library Research Day; Essay 2.2 due
TH	11/22	Thanksgiving holiday – NO CLASS
T	11/27	Krakauer; Research Day
TH	11/29	Krakauer; RR#7 Group 1
T	12/4	Krakauer; RR#7 Group 2
TH	12/6	Bibliography due; thesis workshop
T	12/11	Essay 3.1, research paper due; peer reviews
W	12/12	Essay 3.2 due
TH	12/13	Final Exam due 2:00-5:00

AS: *The Oxford Book of the American South*

*This schedule is subject to change with notice.

