

EN 101-059
MWF 12-12:50pm
English Building 137
Dr. Serena Blount
Office: RJ 1B
Office Hours: MWF 1-1:50pm
Contact: bloun002@ua.edu

COURSE DESCRIPTION

English 101, the first in a two-course sequence, introduces students to the rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills needed to participate successfully in The University of Alabama discourse community.

STUDENT LEARNING OUTCOMES

By the end of the semester, you will

- Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment's genre, audience, and purpose.
- Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
- Compose essays by working through multiple drafts; by participating in opportunities for peer and instructor feedback; by applying that feedback in revisions; and, in general, you will treat the composition of any written text as a deliberate and recursive process.
- Employ grammar, punctuation, mechanics, usage, and basic citation and paper formatting in a manner appropriate to the genre and assignment being composed.
- Reflect, in writing, on your own development as a writer.

REQUIRED TEXT

UA Custom Edition of BULLOCK / NORTON FIELD GUIDE TO WRITING

OTHER COURSE MATERIALS

Access to a computer
Pen or pencil
Notebook with paper

CLASS ENVIRONMENT

Be respectful of each other's differences, and help me foster a class environment where everyone feels empowered to learn. If something in this class makes you uncomfortable, please let me know. I will do my best to remedy the situation.

ATTENDANCE

Regular attendance in your writing class is vital to your growth as a writer. Regular attendance equals success. You should, therefore, strive to attend every class meeting. It

is in class, after all, that you will learn the habits of good writers, as you will have ample opportunities for conversation, collaboration, questioning, revising, writing, etc. Occasionally, however, you may have to miss class. The First-year Writing Program Attendance Policy makes reasonable allowances for such absences. Please review the following information carefully:

- You should not miss more than six class meetings for classes meeting three times a week, or four class meetings for classes meeting twice a week. You are considered absent any time you are not in class—no matter what the reason. The First-Year Writing Program does not distinguish between excused and unexcused absences.
- If you miss more classes, you will receive a course grade of NC (“No Credit”) for excessive absences. Your instructor is required to assign this grade, except in rare cases warranting a policy waiver. However, you may appeal an attendance-related NC grade to the Director of First-year Writing after grades have been submitted.

WHAT YOU CAN MAKE UP

- Making up missed work does not erase absences. Again, you should strive to attend every class meeting.
- You may make up major-grade work (such as papers or tests) if class was missed due to legitimate circumstances beyond your control (i.e., documented illness or medical emergency; a family funeral; activities at which you officially represent the University of Alabama). If such circumstances should arise, please promptly communicate them to and document them for your instructor.
- You may make up major-grade work missed due to absences for other reasons only with the consent of your instructor.
- You may arrange to turn in major-grade work in advance or online only if allowed by your instructor.

WHAT YOU CAN’T MAKE UP

- Class discussions, group work, in-class writing, or other daily class work in a writing class cannot be reconstructed. Therefore, daily work missed due to absence or tardiness cannot be made up. Missed daily class work will have a negative impact on your grade!

PAPERS/PROJECTS/WORD COUNTS/WEIGHTS

	Approx. Word Count	% of Final Grade (1000 pts)	Due
Summary and Response Essay Draft	750-1250 words	Daily grades	9/19
Summary and Response Essay Final Draft	1000-1500 words	20%	9/23

Memoir Draft	750-1250 words	Daily grades	10/17
Memoir Final Draft	1000-1500 words	20%	10/19
Profile Draft	750-1250 words	Daily Grades	11/9
Profile Final Draft	1000-1500 words	20%	11/11
Literary Analysis	750-1000 words	20%	12/2
Daily Grades		20%	Throughout semester

POLICY ON MISSED EXAMS/COURSEWORK

Please see attendance policy. Late papers are penalized 5 points per day late (including weekends and non-class days). Talk to your teacher before the due date if you have extenuating circumstances and need to request a possible extension.

GRADING POLICY WITH A,B,C,NO CREDIT

Papers are graded A through F with pluses and minuses as necessary. “A” work is generally regarded as excellent; “B” work is good; “C” work is competent; “D” work is marginally below college standards; and “F” work is clearly below minimum college standards. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. Your teacher will provide more specific grading criteria on assignment sheets and/or rubrics. All major papers will be graded and returned before the next major assignment is due. Freshman-level proficiency in writing is required for a passing grade.

Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again. You may also receive an NC for excessive absences; please see the attendance policy.

Paper grades can be converted to percentages like this:

A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.

Final numeric grades will be converted to letter grades like this:

100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC

TECHNOLOGY IN THE CLASSROOM

Please only use laptops or tablets when given the okay by the teacher. To enhance the learning and engagement of this class, we will be working with pen/pencil and paper for many class activities. When technology is used, please stay focused on class work and don’t have material on your screen that could distract you or your classmates. If you have a specific need to use technology more regularly, please speak to your teacher outside of class.

EMERGENCY COMMUNICATIONS POLICY

If I have to cancel class for any reason, please check your UA email or look on our Blackboard Learn page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

WRITING CENTER

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you've completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

INTEREST IN ENGLISH MAJOR/MINOR

The English Department offers a major and four minors (English; Creative Writing; Linguistics; Comparative and World Literature).

If you are interested in becoming an English major or minor, feel free to ask me for more information or drop by the Undergraduate Studies Office in Morgan 103. You can also check out our website: www.english.ua.edu.

If you're already a major or a minor, you can join EMMA, the English Majors & Minors Association. For more information, send an email to ua.emmassociation@gmail.com or connect through Facebook: www.facebook.com/groups/EMMAssociation/

PLEASE SEE THE OFFICIAL CLASS SYLLABUS LINK PROVIDED ON BBL FOR THE FOLLOWING POLICIES:

- Late Instructor
- Statement On Disability Accommodations
- Statement on Academic Misconduct
- Turnitin
- Severe Weather Protocol
- Pregnant Student Accommodations
- Religious Observances
- UAct Statement

SYLLABUS

(I RESERVE THE RIGHT TO CHANGE THIS SYLLABUS AT ANY POINT
THROUGHOUT THE SEMESTER

WEEK 1

W	8/17	Syllabus and introduction to class.
F	8/19	Diagnostic Essay

WEEK 2

M	8/22	Read all of Chapter 3 in Norton
W	8/24	"I Was a Child Porn Model" Practice summary skills.

F	8/26	<i>Last day to Add; Last day to drop without a grade of W assigned.</i> Introduction to summary and response essay assignment. “The Unbelievable Tale of Jesus’s Wife.” Continue practicing summary skills.
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WEEK 3

M	8/29	REVIEW NORTON CH. 3 “SUMMARIZING AND RESPONDING”; “In Puritan Times, A Teen Was Hanged For A Crime Judged Worse Than Murder” BEGIN DISCUSSION OF MLA CITATION AND USING QUOTATIONS.
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W	8/31	TBA
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F	9/2	Read before class the essay you will be writing the summary and response essay on. Homework due: A one paragraph summary of your chosen essay. In-Class: Workshop summaries. Thesis statements and outlining. Claim-support explanation pattern of building paragraphs that are supported by the source text.
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WEEK 4

M	9/5	<i>Class Dismissed – Labor Day</i>
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W	9/7	Homework due: Draft thesis statement. In-Class: Workshop thesis statements. Continue to work on thesis statements and outlining. Claim-support-explanation pattern of building paragraphs that are supported by the source text. MLA citation and quotations, chapter 50.
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F	9/9	TBA
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WEEK 5

M	9/12	Homework due: Bring a revised/completed outline to class. In-Class: Claim-support-explanation pattern of building paragraphs that are supported by the source text. Writing creative and engaging introductions and conclusions.
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W	9/14	Bring a 1-2 paragraph section of your summary and response essay to class. In-Class: Rhetorical awareness – how the writing (tone, style, word choice, grammar, mechanics) appeals to a particular audience. Unique response – how the essay moves from summary into a argumentative, analytical, or reflective response to the source text. Review MLA style and punctuating quotations with Norton ch. 50.
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F	9/16	in-class drafting and conferences
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WEEK 6

M	9/19	Rough Draft Essay 1 due.
W	9/21	Sentence Structure/Grammar Day
F	9/23	Essay 1 Due. Read Norton Chapter 18. Essay Assignment 2

WEEK 7

M	9/26	Close reading “All Over But the Shoutin’.” Students do invention work for their memoirs. Chapter 29
W	9/28	Norton ch. 44 “Narrating” and ch. 41 “Describing.” Invention work for memoirs. Exercises in descriptive writing and organizing the memoir. Thinking critically about organization, significance of story, and rhetorical situation.
F	9/30	Bring outline of memoir to class (either paper copies or electronic). Continue exercises in descriptive writing and organizing the memoir. Thinking critically about organization, significance of story, and rhetorical situation. Read chapter 42 “Dialogue”

WEEK 8

M	10/3	Bring a 1-2 paragraph section (scene) of your memoir to class. Rhetorical awareness – how the writing (tone, style, word choice, grammar, mechanics) appeals to a particular audience. Significance – how the significance of the memoir is established and supported.
W	10/5	Bring another scene of the memoir to class. Descriptive writing, dialogue, etc. according to student needs. Whole class workshop of student writing or other feedback opportunities. <i>Midterm Grades due by Midnight.</i>
F	10/7	Bring another scene of the memoir to class. Descriptive writing, dialogue, etc. according to student needs. Whole class workshop of student writing or other feedback opportunities.

WEEK 9

M	10/10	conferences
W	10/12	conferences
F	10/14	conferences

WEEK 10

M	10/17	MEMOIR ROUGH DRAFT DUE PEER REVIEW
W	10/19	FINAL DRAFT MEMOIR DUE.
F	10/21	Norton ch. 19 “Profiles.” Essay Assignment 3 , examine model texts.

WEEK 11

M	10/24	Review Norton ch. 19 “Profiles.” Examine model texts. Discuss angle in profile, firsthand accounts, research. MLA citation.
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W 10/26 Homework Due: Pitch for your profile. Exercises to explore angle of a profile, role of research and/or interviews in profiles, approaches to firsthand knowledge of subject. Practice quoting, paraphrasing, summarizing. Practice in-text citations with source usage.

F 10/28 Outline for profile due. Read before class: Norton ch. 29 “Beginning” and “Ending” sections. Crafting creative introductions and conclusions that address a “so-what” factor. Organizing the profile, combining research/interview material with author’s own voice.

WEEK 12

M 10/31 Part of profile draft due..Descriptive writing for the profile, communicating the angle of the profile. MLA citation. Writing the works cited page for this essay.

W 11/2 conferences

F 11/4 conferences

WEEK 13

M 11/7 conferences

W 11/9 **Rough Draft of Profile Due, Peer Review**

F 11/11 **Final Draft of Profile Due**

WEEK 14

M 11/14 Norton ch. 17 “Literary Analyses”; Introduction to **Literary analysis assignment.**

W 11/16 Gilman, “The Yellow Wallpaper”

F 11/18 ee cummings, “she being Brand”—text and subtext; Matthew Arnold, “Dover Beach,” Hecht, “The Dover Bitch”

WEEK 15—Thanksgiving Break

WEEK 16

M 11/28 Drafting Literary Analysis; Review of citation, quotation, paraphrasing

W 11/30 Tone and Voice; drafting

F 12/2 **Literary Analysis Due.**