General Principles for the Design of ENG 101 Classes

The English faculty recognizes that the volume and types of work expected of students should be similar in all sections of ENG 101. The English faculty also recognizes that each instructor of ENG 101 has the right to design his or her own course. To balance these two concerns, the English faculty endorses the following principles for the design of ENG 101 classes.

Goals

Students in ENG 101 will learn how to draft and revise expository essays on topics of interest to the college community and other well-educated audiences. In doing so, students will learn how to express their own ideas while also considering the ideas of others. Students will learn basic procedures for summarizing, analyzing, and documenting sources.

Learning Outcomes

Students in ENG 101 will develop the following knowledge and skills:

1. The ability to use writing for personal expression—that is, to use writing to convey their own ideas, opinions, and values.

2. The ability to use flexible composing processes that are well suited to a variety of occasions for expository writing, including
   a. Processes for discovering and refining a thesis,
   b. Processes for amplifying a thesis or topic.

3. The ability to use writing to sharpen their reading and analytic skills, including
   a. The ability to summarize a nonfiction text on a topic of interest to a well-educated audience,
   b. The ability to draw on their reading and first-hand experiences in order to verify, critique, and extend the ideas expressed by other writers,
   c. The ability to critique and refine their own ideas in light of new knowledge that they develop through their reading and other experiences in the course.

4. The ability to recognize the expectations of an academic audience while also recognizing what a writer can reasonably expect of such an audience.
5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions, including
   a. The grammar, spelling, and punctuation conventions of standard American English,
   b. The conventions of unity, organization, and support that are common to many expository genres.

6. The ability to use effective processes for revising and improving their work, including
   a. Processes for evaluating responses from readers and for using those responses in revising an essay,
   b. Processes for proofreading an essay to ensure that it conforms to the conventions of standard American English.

7. An understanding of basic principles for integrating source materials into their writing, including
   a. The ability to use quotations and paraphrases without violating the principles of fair usage,
   b. The ability to provide informal in-text documentation for sources,
   c. The ability to prepare simple MLA works-cited entries for books and periodical articles.

8. The ability to use electronic environments for creating and sharing texts, including
   a. The ability to use electronic resources for composing and storing documents,
   b. The ability to use electronic resources for sharing documents,
   c. The ability to use online grammar guides, style guides, dictionaries, and other common electronic writing tools for writers.

NOTE: While instructors will introduce MLA techniques for formal documentation, a formal research paper will not be required in ENG 101. Research methods will be taught in ENG 102.
Activities

Each instructor of ENGL 101 is free to choose the teaching strategies that s/he deems most effective. However, each instructor will adhere to the following principles:

1. Students in ENG 101 will be expected to write at least 25 pages of edited prose. The writing assignments should include at least three expository essays, at least one summary of an assigned reading, and at least one analysis of an assigned reading.

2. Students in ENG 101 will be expected to read at least one and no more than three full-length books (or the equivalent in shorter works). At least one book (or the equivalent in shorter works) should be nonfiction prose.

3. Each instructor will provide students with ongoing feedback concerning their progress in the course. This feedback will include regular written assessments and/or conferences for each student during the course of the semester.

4. Each instructor will devote attention to the processes of writing as well as the product. Instructors will use strategies that help students to identify topics, to draft their essays, and to revise their essays. Teachers are not obligated to allow students to revise already-graded essays in order to improve their grades; however, if teachers do not allow such revisions, they should provide opportunities for students to receive feedback and to revise before an assignment receives a grade. This policy applies to major assignments but not to homework exercises or other "minor" assignments.

5. Each instructor will create opportunities for students to become acquainted with and respond to other students' work. The most common technique to accomplish this goal is the use of peer-response groups; however, other techniques are acceptable.

6. Each instructor will be responsible for helping students to resolve problems in the use of standard American English grammar, punctuation, spelling, and elements of style. Since these problems are common for ENG 101 students, instructors should plan instructional activities for addressing these problems. Some classroom time should be devoted to these activities in ENG 101.

Assessment

Instructors will have broad discretion in determining how to grade students in ENG 101. However, it is recommended that instructors base at least 50% of the final grade on essays that the student has had an opportunity to revise. Typically an instructor will allow multiple drafts of assignments before assigning grades throughout the semester, and the instructor will base a significant portion of the student's grade on a portfolio of revised work submitted at the end of the semester. When instructors assign work, they will provide students with clear assessment criteria.
**Required Texts**

The following texts are required in ENG 101:

- A grammar handbook common to all sections of ENG 101. At present the common handbook is the following:


  Until the department reconsiders its selection, the common handbook will be the current edition of *The Brief Penguin Handbook*.

- In addition to the handbook, at least one and no more than three full-length books (or the equivalent in shorter texts), including at least one full-length book (or the equivalent) of nonfiction prose.

**Suggested Texts**

In selecting nonfiction prose for their courses, instructors may wish to consider the following options:

- A collection of essays for students to summarize and analyze (or a collection that combines writing instruction and essays)--for example:


- A nonfiction book on a topic of interest to a well-educated audience--for example:


Instructors may also wish to adopt a rhetoric or instructional text--for example:


Also, instructors might consider requiring a text by an author who will speak on campus during the semester.
Schedule

Instructors will have broad latitude in designing the schedule for their sections of ENG 101. However, a typical schedule would include the following units:

Weeks 1-4: Autobiography and Biography. The initial unit for ENG 101 will ask students to write about their own experiences while reading works that bring them into contact with the experiences of others. The writing and reading assignments will encourage students to explore new perspectives from which they can consider their own experiences.

Weeks 5-9: Summary and Analysis. This unit will introduce students to techniques for summarizing expository essays (and in doing so it will acquaint students with fair-usage and documentation conventions), and it will provide opportunities for students to draw on their own experiences and knowledge to offer informed reactions to the ideas offered in the readings.

Weeks 10-15: Exposition. For this unit students will write essays that offer a clear thesis and that support the thesis with explanations and examples. In doing so students will learn how to express their ideas within expository forms appropriate for academic audiences. Reading assignments will serve as models for the students' writing and will also introduce ideas that the students may explore in their essays. The writing assignments in this unit may require documentation for occasional quotations and paraphrases, but the focus of the assignments should remain on the students' presentation of their own ideas.
Example Syllabus

ENG 101: Composition I

NOTE: This example syllabus illustrates one course design that conforms to the general principles approved by the English Department. Other course designs may employ different reading and writing assignments.

Course Description

This course teaches students how to compose expository essays on topics of interest to the college community and other well-educated audiences. Students will learn how to draft and revise essays that express the writer's own ideas while also considering the ideas of others. Reading assignments will include nonfiction texts, and students will learn basic procedures for summarizing, analyzing, and documenting sources.

Prerequisite: ENG 100 or ENG 100A or satisfactory completion of English Department placement procedure.

Objectives

As a student in ENG 101, you will learn how to draft and revise expository essays on topics of interest to the college community and other well-educated audiences. In doing so, you will learn how to express your own ideas while also considering the ideas of others. Also, you will learn basic procedures for summarizing, analyzing, and documenting sources.

You have enrolled in a section of Composition I that focuses on the topic of college life. All of the reading and writing assignments in this section will encourage you to reflect at length on the problems and possibilities that an undergraduate education poses. By the end of the semester you should have a clearer understanding of how higher education works.

Goals

As a student in ENG 101 you will work to develop the following knowledge and skills:

1. The ability to use writing for personal expression--that is, to use writing to convey your own ideas, opinions, and values,

2. The ability to use flexible composing processes that are well suited to a variety of occasions for expository writing,

3. The ability to use writing to sharpen your reading and analytic skills,

4. The ability to recognize the expectations of an academic audience while also recognizing what you can reasonably expect of such an audience,
5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions,

6. The ability to use effective processes for revising and improving your work,

7. An understanding of basic principles for integrating source materials into your writing.

Activities

To accomplish the goals for this course, you will complete the work described below.

1. Reading and Writing Assignments

As the semester progresses you will complete the following assignments:

• Response Assignments. To stimulate ideas for your own essays, you will write brief responses to many of the assigned readings. I'll provide specific questions for you to answer in some of your responses, but for other responses you may focus on any thought-provoking aspect of the reading. Your responses should be posted to the Nicenet site before class on each day that a reading is due. Due dates and topics for some of the responses are listed in the schedule at the end of this syllabus. Details concerning other response assignments will be announced in class.

• Intellectual Autobiography. For your first major assignment, you will write an essay that discusses experiences that have shaped you as a learner and thinker. In doing so you will introduce yourself to me and tell me about your ambitions, fears, abilities, and problems as you prepare to face the challenges that college (and the world beyond) will pose.

• Comparison of High School and College. You will write an essay that discusses the ways in which high school and college differ from each other. In doing so you will explain how you are adapting to life in a new learning environment.

• Summary and Summary/Analysis Assignments. You will complete two assignments that demonstrate your ability to summarize and analyze long essays and chapters from books. In doing so you will show that you have mastered some of the basic skills required for responding to reading assignments in college courses.

• Problem/Solution Essay. You will write an essay in which you describe a significant obstacle that prevents you and other students from making the most of your college experience. You also will propose a solution to the problem.

• Personal Ideology Essay. In the final weeks of the semester, you will revise your intellectual autobiography into an essay that offers your personal ideology of education. In doing so you will try to make the essay more sophisticated by making use of insights that you have developed throughout the semester.
● Portfolio Assignment. On or before the last day of class, you will submit a portfolio containing your personal ideology essay and either one or two other essays that you have written for the course. The portfolio should showcase the best writing that you have produced for this course, so you probably will want to revise the earlier versions of essays before including them in the portfolio.

I will provide detailed information concerning all of these assignments as the semester progresses.

2. Conferences

I will be available to meet with each of you at least two times during the semester. In those meetings we will discuss your progress in the course, and I will offer suggestions for revising your work. Be attentive in class for announcements concerning these conferences.

3. Response Groups

Several times during the semester you will work in small groups to provide reactions to drafts of your essays. It is essential that you show up for class on time with two copies of a draft of your essay on these days. The days for these response sessions are listed in the schedule at the end of this syllabus.

Assessment

The grading policies for this course are detailed below.

1. Points available for each assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Intellectual Autobiography</td>
<td>10</td>
</tr>
<tr>
<td>Comparison of High School and College</td>
<td>10</td>
</tr>
<tr>
<td>Summary Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Summary/Analysis Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Problem/Solution Essay</td>
<td>10</td>
</tr>
<tr>
<td>Personal Ideology Essay</td>
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<tr>
<td>Portfolio</td>
<td>30</td>
</tr>
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</table>

2. Grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<td>D</td>
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<td>D-</td>
<td>62-60</td>
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<td>F</td>
<td>59 - 0</td>
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</table>
Note: I will grade individual assignments in half-point increments. If your final grade for the course ends in a fraction, I will round the final grade up to the nearest full point.

3. Attendance and Late Work

I expect you to attend class and be well prepared for each day’s activities, and I expect you to submit all written work on time. On most class days I will take attendance by circulating a sign-in sheet. Please sign the sheet before the class ends.

Regardless of whether you are present in class on a particular day, you are responsible for all assignments due and information presented on that day. If you do miss a class, you should see me as soon as possible to find out what you missed.

I will not penalize you for your first three absences. However, in most cases I will deduct two points from your course grade for each absence after the second.

If you must submit a response assignment late, please be sure that I receive it no later than the next scheduled class. Your highest possible grade for a late response will be one point.

For each day that a ten-point essay is late, I will deduct one point from your earned grade.

For each day that a portfolio is late, I will deduct five points from your earned grade.

If you want to request exceptions to these policies, you should try to make arrangements before an assignment is due. I’m a reasonable person—I understand that life is complicated. However, if your life becomes too complicated, you may need to drop this course.

Required Texts

You will need the following texts for this course:

- **Books.** The following books are (or will be) available at the college bookstore:


- **Articles from books and periodicals.** I’ll provide the following articles:


**Schedule**

**Week 1**
- **Th**  
  Let’s Get Started!
  Distribute the Syllabus
  Discuss Response Assignments

**Week 2**
- **T**  
  Reading Assignment Due: Hjortshoj, Introduction (pages 1-9)
  Discuss the Reading
  Register for the Course Web Site at Nicenet
- **Th**  
  Reading Assignment Due: Warlick, "What We Come Across"
  Response Assignment #1 Due: An Insight Concerning the Warlick Reading
  Discuss the Intellectual Autobiography Assignment

**Week 3**
- **T**  
  Reading Assignment Due: Hjortshoj, Chapter 1 (pages 10-31)
  Response Assignment #2 Due: Hjortshoj, Chapter 1, Exercise 4 (page 31)
  Discuss Responses to the Reading
  Conferences to Discuss Rough Drafts of the Intellectual Autobiography
- **W**  
  Conferences to Discuss Rough Drafts of the Intellectual Autobiography
- **Th**  
  Writing Assignment Due: Intellectual Autobiography
  Discuss the High/School/College Comparison Assignment

**Week 4**
- **T**  
  Reading Assignment Due: Hjortshoj, Chapter 2 (pages 32-47)
  Response Assignment #3 Due: Hjortshoj, Chapter 2, Exercise 2 (page 46)
  Discuss Responses to the Reading
- **Th**  
  Reading Assignment Due: Hjortshoj, Chapter 3 (pages 48-76)
  Response Assignment #4 Due: Hjortshoj, Chapter 3, Exercise 4 (page 75)
  Discuss Strategies for Comparison Essays
  Discuss Response Groups

**Week 5**
- **T**  
  Reading Assignment Due: Maloney, "The Edwards Years, 1854-1857"
  Response Assignment #5 Due: An Insight Concerning the Maloney Chapter
  Discuss Responses to the Reading
  Discuss Strategies for Comparison Essays
- **Th**  
  Rough Draft Due: Comparison of High School and College
  Response Groups
- **F**  
  Conferences to Discuss Rough Drafts of the Comparison Essay

**Week 6**
Writing Assignment Due: Polished Version of the Comparison of High School and College
Discuss How We're Progressing

Reading Assignment Due: Horowitz, "The Changing Student Culture"
Response Assignment #6 Due: An Insight Concerning the Horowitz Essay
Discuss Responses to the Horowitz Essay

Week 7
T Reading Assignment Due: Hjortshoj, Chapter 4 (pages 77-97)
Discuss Strategies for Writing Summaries
Th Writing Assignment Due: Summary of Horowitz, "The Changing Student Culture"
Discuss Analysis Techniques

Week 8
T Reading Assignment Due: Hedegaard, "The Undergraduate"
Response Assignment #7 Due: An Insight Concerning the Hedegaard Essay
Discuss Responses
Discuss Analysis Techniques
Th Writing Assignment Due: Summary and Analysis of Hedegaard, "The Undergraduate"
Discuss the Problem/Solution Essay

Week 9
T Reading Assignment: Rose, Chapter 1
Discuss the Reading
Th Reading Assignment Due: Hjortshoj, Chapter 4 (pages 98-112)
and Rose, Chapter 2
Discuss the Reading

Week 10
T Reading Assignment Due: Rose, Chapter 3 and 4
Response Assignment #8 Due: An Insight Concerning Lives on the Boundary
Discuss Responses
Th Discuss Responses to Lives on the Boundary

Week 11
T Reading Assignment Due: Rose, Chapters 5 and 6
Th Response Assignment #9 Due: Another Insight Concerning Lives on the Boundary
Discuss Responses

Week 12
T Reading Assignment Due: Rose, Chapters 7 and 8
Discuss the Reading
Th No Class (Holiday)
Week 13
T  Rough Draft Due: Problem/Solution Essay
    Response Groups
W  Conferences to Discuss Rough Drafts of the Problem/Solution Essay
Th Writing Assignment Due: Polished Version of the Problem/Solution Essay
    Discuss the Personal Ideology Essay
    Discuss Portfolios

Week 14
T  Revision Due: Any Assignment
    Response Groups
Th Revision Due: Any Assignment
    Response Groups

Week 15
T  Portfolios Due
    Last Class

Exam
Week
W  Graded Portfolios Available in my Office, 8:30am-10:30am