

Concurrent Enrollment Course Outline
Academic Writing II

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Course Number: ENGL 101
Semester: Fall 2021-22
Credit Hours: 3

Course Description:

This course develops and refines student writing through the process of planning, drafting, and revision. Students read and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias. Assignments are based on various themes, and scholarly readings will be drawn from a variety of disciplines. English 101 fulfills the SUNY General Education Basic Communication requirement.

Course Prerequisites:

Students must achieve mastery (85% or above) on the NYS Regents exam or maintain an 85% average in English 11 with a teacher recommendation.

Minimal Basic Skills Needed to Complete Course Successfully:

College level writing skills are required for this course. In addition, this course involves reading mostly beginning college-level materials. Basic computer skills (word processing and file management) are needed. Very limited or no math skills are required.

Course Goals and Objectives:

Students completing English 101 will be prepared to write researched, documented papers in the academic disciplines. Throughout the course, students will develop an effective process for writing, improve their critical thinking skills, and enhance their ability to conduct thorough and effective research.

Class Modalities:

This course will utilize a variety of instructional methods, including lecture, small group collaboration, whole-class discussion, reading and responding to text, informal journaling, writing workshops, multimedia presentations, and library research sessions.

Texts and Materials: Required readings and activities will be excerpted from the following texts:

Patterns for College Writers by Laurie Kirszner and Stephen Mandell

Keys for Writers by Ann Raimis and Susan K. Miller-Cochran

Handbook for Writers by Lynn Troyka

Evergreen: A Guide to Writing by Susan Fawcett

Required Assignments:

This course includes four major writing assessments, which are listed below:

1. Narrative Essay - 100 points
2. Argument Essay - 100 points
3. Media Analysis Essay - 100 points
4. Final Research Essay - 200 points

In addition to the major writing assessments, students will be composing multiple paragraphs and short essays in an attempt to practice the different “rhetorical patterns.”

- A. Description - two paragraph (25 points each)
- B. Definition - two paragraphs (25 points each)
- C. Cause & Effect - one paragraph (25 points)
- D. Compare/Contrast - one paragraph (25 points) and a short essay (50 points)
- E. Classification/Division - one paragraph (25 points)
- F. Process Analysis - one paragraph (25 points each)

**Homework & Classwork (Multiple graded assignments weekly, variable point values) - 150 points total*

***Summer Reading Journals (50 points) and test (50 points) - 100 points total*

Grading System:

This course will utilize a point-based system. All graded assignments throughout the semester will total 1000 points. Major essay assignments will comprise 500 points while the paragraph and short essay writing assignments will comprise 250 points. The final 250 points will be made up of the summer reading work as well as homework and classwork assignments graded throughout the semester. Please note that not all homework and classwork assignments will be collected and graded; however, you are expected to complete all work assigned by your instructor.

Grading Scale (for converting a numerical grade to a letter grade):

A (4.0) = 93-100%	A- (3.7) = 90-92%	
B+ (3.3) = 87-89%	B (3.0) = 83-86%	B- (2.7) = 80-82%
C+ (2.3) = 77-79%	C (2.0) = 73-76%	C- (1.7) = 70-72%
D+ (1.3) = 67-69%	D (1.0) = 63-66%	D- (0.7) = 60-62%
F (0.0) = <60%		

Late Work Policy:

All assignments not turned in by the due date will be considered late. Late work will be penalized 10% of the total point value for each day past the due date. This point deduction also applies to assignments with required second (and third) drafts. An assignment that is a week or more late will receive a grade of 0.

Statement of Academic Integrity:

All students enrolled in this course must adhere to certain rules with respect to academic integrity. Students are expected to submit their own original work on every assignment – including, but not limited to, quizzes, tests, papers, and presentations. If a student intends to use another’s words or ideas, he or she must cite the source of that material appropriately. Any action taken by a student that constitutes plagiarism will be punished according to the following guidelines:

1st Offense: Individual conference, parent/administration contact, required revision, and grade reduction

2nd Offense: Individual conference, parent/administration contact, and automatic assignment failure

3rd Offense: Removal from course

Attendance Policy:

In order to be successful in this course, regular attendance is necessary. Students should plan on missing no more than five English 101 class sessions. If you are absent, it is your responsibility to turn in work due that day and pick up assignments you missed. Students missing quizzes, tests, and various other in-class assignments will make up all the work during their own time (before school, after school, or during a lunch or study hall) and not during class time. This will take place immediately after returning from an absence. Please see me on the morning of your return in order to schedule these times.

Student Responsibilities:

All students enrolled in English 101 are expected to be mature and responsible and show respect for peers and the instructor. Please act in a manner consistent with McGraw High School's Student Code of Conduct. In addition, participation is an integral component of this course. During each class, students are expected to arrive on time, be prepared with all materials, and participate in discussions and activities. All students are expected to contribute, to volunteer thoughts, opinions, and analyses on a regular basis. Also, listening when others speak is equally important – you will learn from each other as we discuss topics in depth.

Additional Assistance:

Please do not hesitate to contact me if you have questions, want to share concerns, or need extra assistance regarding class assignments and activities. I am available during my planning and lunch periods as well as the period after school from 2:45 to 3:15. If you are not available during these times, please contact me to schedule a time that works for you. Academic tutoring services are also available through the TC3 website.

Concurrent Enrollment Student Handbook:

Students should review the guidelines provided on CollegeNow's website for information on college expectations, College library services, and transferring credits. Student Resource links appear on the right side of the CollegeNow homepage at www.tompkinscortland.edu/collegenow

Calendar of Course Topics: Below, you will find a weekly outline for English 101. Due dates and assignment details are subject to change to meet class objectives.

<p>Week 1 9/6-9/9</p>	<ul style="list-style-type: none"> -Overview of course syllabus, goals, and expectations. Course registration. -Summer reading exam and class discussion about summer reading journals -Introduction to the nine rhetorical patterns for organization -Introduction to the steps of the writing process -Read “Ground Zero” by Suzanne Berne
<p>Week 2 9/12-9/16</p>	<ul style="list-style-type: none"> -Review and practice descriptive writing techniques -Read and evaluate model essays and paragraphs -Description short essay: describe a location in the community -Description paragraph: describe a painting
<p>Week 3 9/19-9/23</p>	<ul style="list-style-type: none"> -Read “The Qualities of Good Writing” by Jacqueline Berke -Narrative assignment guidelines, expectations, and requirements -Read and evaluate model essays and excerpts: <ol style="list-style-type: none"> 1. “Shooting an Elephant” by George Orwell 2. “White Lies” by Erin Murphy 3. Various student models from past years
<p>Week 4 9/26-9/30</p>	<ul style="list-style-type: none"> -Brainstorm, freewrite, and create a rough outline of the personal narrative -Narrative essay first draft – write approximately 2 pages each day -Read and evaluate selected summer reading passages -Read “The Maker’s Eye: Revising Your Own Manuscript” by Donald Murray
<p>Week 5 10/3-10/7</p>	<ul style="list-style-type: none"> -Narrative workshop - discuss revised scenes, examining the effectiveness of the changes made -Workshop sessions will focus on either individual conferencing or whole class discussions of students’ work to evaluate strengths and areas in need of revision (tone, imagery, clarity, dialogue, thoughts/reflections, diction, mechanics, pace, structure, etc.) -Narrative essay due October 10
<p>Week 6 10/10-10/14</p>	<ul style="list-style-type: none"> -Practice methods to define (negation, using a synonym, categorizing) -Evaluate model definition paragraphs -Definition paragraph #1: define a “team player” -Definition paragraph #2: student choice
<p>Week 7 10/17-10/21</p>	<ul style="list-style-type: none"> -Argument Essay assignment guidelines, expectations, and requirements -Review key understandings of argumentative writing developed in 10th and 11th grade. -Determine topic and begin accumulating a “pool of knowledge” -Narrow focus, complete freewrite exercise, and create a tentative thesis
<p>Week 8 10/24-10/28</p>	<ul style="list-style-type: none"> -Research strategies; using databases to find outside source material -Read and evaluate model essays (student and professional) -Begin outlining the body paragraphs of the essay, focusing on one sub-topic at a time -Outline each sub-topic, and then write at least two drafts of the paragraph(s) needed to thoroughly explore that sub-topic
<p>Week 9 10/31-11/4</p>	<ul style="list-style-type: none"> -Review quoting, paraphrasing, summarizing, & MLA citation guidelines -Continue drafting argument essay paragraphs -Use checklist to help with the revision process -Argument Essay due November 7

Week 10 11/7-11/11 (short) End of First M.P.	Readings on classification/division: 1. "The Ways We Lie" by Stephanie Ericsson 2. "Doubts about Doublespeak" by William Lutz -Classification/division paragraph: stereotypes (or ways people cope with bad news)
Week 11 11/14-11/18	-Read "Who Killed Benny Paret?" by Norman Cousins -Evaluate model cause & effect paragraphs -Cause & effect paragraph: student choice -Integrating Sources & Avoiding Plagiarism -Quoting, Summarizing, Paraphrasing (Neuroplasticity article)
Week 12 11/21-11/25 (short)	-Media Analysis assignment guidelines, expectations, and requirements -Read and evaluate background texts: 1. Excerpts from <i>Understanding Media</i> by Marshall McLuhan 2. Excerpts from <i>In the Absence of the Sacred</i> by Jerry Mander 3. Excerpts from <i>The Shallows</i> by Nicholas Carr
Week 13 11/28-12/2	-Finding outside source material; MLA citation guidelines and procedures -Read and evaluate model texts: 1. "The Braindead Megaphone" Essay by George Saunders 2. "Screaming into the Void" Hidden Brain podcast hosted by Shankar Vedantam -Begin drafting Media Analysis essay
Week 14 12/5-12/9	-Continue drafting Media Analysis essay -Media Analysis essay peer review and revision - Media Analysis essay due December 12
Week 15 12/12-12/16	-Introduction to the rhetorical pattern, process analysis (<i>Patterns</i> Chapter 9 excerpts) -Process analysis writing practice: using online databases -Introductory reading on compare/contrast (<i>Patterns</i> Chapter 11) -Discuss organizational structures (subject-by-subject or point-by-point) -Compare/contrast paragraph practice (5 year comparison)
Week 16 12/19-12/23	-Compare/contrast assignment guidelines, expectations, and requirements -Compare/contrast short essay: final essay source comparison -Complete research - either hands-on or using online databases/search engines
Week 17 1/3-1/6	-Final essay assignment guidelines, expectations, and requirements -Review and discuss steps in an effective research process -Annotated bibliography guidelines
Week 18 1/9-1/13	-Continue work on final project -Create a thorough outline, and draft approximately 2 pages each day -Evaluate model introductions, body paragraphs, and conclusions
Week 19 1/16-1/20	-Continue work on final project -Peer review groups -Revision: at least three rounds
Week 20 1/23-1/27 End of Second M.P.	-Finish final essay -Semester evaluation - Final essay due January 25