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Office hours:  
M/W/F 11:00-12:30,  
T/Th 8:45-9:30,  
and by appointment

## English 101: English Composition (Honors) Section H06, Fall 2008

**Course Content:** In this introduction to university-level writing, you will hone the skills you already possess and develop new ones for success in college and professional writing. We will explore the connections between reading, thinking, and writing as parts of the same intellectual process, and we will focus on the writing process, including critical reading/research, prewriting and developing ideas, drafting, and revising.

**Course Goals:** By the end of the semester, you should be able to

- **analyze writing situations**, deciding how best to achieve your purpose depending on your subject, audience, and context
- **read texts critically**, examining and responding to ideas and strategies in the writing of others
- **apply successful writing strategies** in your own writing
- **focus ideas effectively**, organizing them clearly and developing them with specifics
- **manage writing assignments** by breaking them into stages
- **edit and revise your own writing** for grammar, coherence, and style
- **write and revise collaboratively**
- **research a subject thoroughly** using the variety of research methods available to you
- **integrate research material** into your writing with correct documentation

**Course Requirements:** To meet the course goals, you will complete the following work:

- **reading and discussion** of assigned textbook sections/essays and other texts to improve your critical reading, analytical, and research skills and to examine various rhetorical strategies
- **short writing assignments**, in class and outside class, including directed journal responses, short blog posts to the class blog, and in-class collaborative writing tasks
- **longer writing assignments**, including two essays, a research project, an issue blog, and a final exam essay
- **peer critique** in pairs, using initial drafts of your essays
- **research** using both library and electronic resources

**Course Theme:** We will explore the definition and demands of various modes of citizenship and public ethics, with a special focus on American citizenship during the fall 2008 election season. Together we will explore both print and non-print texts, including textbook readings, candidate speeches in print and video, policy papers, advertisements, and various visual images. These common texts will 1) give you the opportunity to develop your critical reading skills, 2) provide content for in-class writing and discussion, and 3) serve as jumping-off places and resources as you develop your own ideas in writing. Your individual research will also connect to the course theme as you explore a related issue of your own choice.

### Supplies and Required Texts

A lightweight pocket folder or ring binder to hold your journal

Berndt, Michael, and Amy Muse. *Composing a Civic Life: A Rhetoric and Readings for Inquiry and Action* (2<sup>nd</sup> edition)

MyCompLab (access provided with new textbook or available for purchase at [www.mycomplab.com](http://www.mycomplab.com)),  
ID = Whitehead866647C

## Course Assignments

<b>Annotated Interaction with Assigned Texts</b>	<p>To succeed in this course, you must do annotated interaction with all the assigned texts. This means taking notes—writing questions and comments, highlighting important ideas/passages—as you read. This level of interaction with the texts is <i>essential</i> to participating in class discussion and writing essays. <i>Your success in this course</i> requires that you interact with the texts <i>on time and in depth</i>.</p>
<b>Essays #1, 10% #2, 10%</b>	<p>In Essay #1 (2–3 pages), you will describe and analyze your experience of citizenship. In Essay #2 (3–4 pages), you will write a critical response to a candidate speech on a particular issue and argue for your own perspective on that issue.</p>
<b>Research Project 35%</b>	<p><b>Research and writing:</b> This assignment requires you to choose a topic related to our theme, formulate a thesis, perform research in support of your thesis, and write an essay of 6–8 pages in which you argue your thesis based on your research and correctly cite your sources. We will discuss all elements of this process and work on segments of your research project in class. <b>Interim deadlines:</b> You will be required to submit a research thesis, an annotated bibliography, and an initial draft in advance of the final deadline. Each of these elements will receive a grade and will count toward your total research project grade.</p>
<b>Issue Blog 10%</b>	<p>As a follow-up to your research project, you will develop your own issue blog in which you will provide information, advocacy, and links on your topic for a general audience.</p>
<b>Initial Drafts and Peer Critiques 10%</b>	<p>Preparing initial drafts and learning how to edit and revise your work are essential to maturing as a writer, while critiquing the work of others helps you understand the writing process more fully and thus benefits your own writing. <b>Initial Drafts:</b> A full initial draft of each essay will be due at least two class sessions in advance of the final draft. If you submit anything less than a full initial draft, you will receive no credit. <b>Writing Workshop:</b> On days marked Writing Workshop (Writing Lab), we will work on your initial drafts in class using MyCompLab. <b>Peer Critique:</b> For each essay, you will critique your writing partner or partners’ work using MyCompLab.</p>
<b>Journal and MyCompLab 10%</b>	<p><b>Journal:</b> You will use your journal for two kinds of writing: a) short directed assignments (most in class, some outside class) in which you explore your questions, ideas, and responses to readings, and b) your own writing in preparation for essays, including generating ideas, planning your writing process, taking notes on research, etc. Assignments may be handwritten or typed, but all should be bound in your journal, which I will check periodically throughout the semester. I will also occasionally ask you to post journal entries on the course blog. <b>MyCompLab portfolio:</b> You will submit all your initial and final drafts of essays in MyCompLab, compiling a portfolio as you go so that you and I can evaluate your improvement over the course of the semester. <b>MyCompLab exercises:</b> As we go through the course, I will assign relevant MyCompLab exercises (whether individually or to the class as a whole) based on my evaluation of your writing. I will track your completion of these exercises in MyCompLab.</p>
<b>Participation/Conferences 5%</b>	<p><b>Participation:</b> I will closely monitor your role in discussion and group work; obvious lack of preparation and participation will affect your overall grade. <b>Conferences:</b> So that we can more specifically discuss your writing, you must meet with me in my office at least twice during the course of the semester.</p>
<b>Final Exam Essay 10%</b>	<p>For your final, you will follow an assigned topic related to our course theme to formulate a thesis and develop an essay of 3–4 pages. You may prepare a keyword outline in advance, but you will draft, revise, and edit the essay in the writing lab during the exam period.</p>

## Course Policies

<b>Attendance</b>	We will regularly engage in discussion, in-class writing, and group work, so your attendance and participation are crucial to your success in this course. <b>Attendance:</b> I will record attendance at the beginning of each class. If you arrive late, you must remind me to mark you present after class. After you are tardy four times, you will accumulate each late day as an absence. More than <b>four absences</b> will result in a grade of NC.
<b>Students with Disabilities</b>	A reasonable attempt will be made to accommodate students with documented disabilities. Students must obtain an accommodations plan through Academic Support Services and make a request for accommodations prior to the due date of the assignment. When a general accommodations plan is presented, it will be tailored to the demands of English 101 to create a plan that is fair to all students. All information regarding a student's disability will be kept confidential.
<b>Plagiarism</b>	Plagiarism will result in an F (0) on the assignment in question and in severe cases will be grounds for failure of the course. If you are unsure whether you have used and cited material appropriately, consult with me before the final draft of the assignment is due. See <i>The MUW 2008–2009 Bulletin</i> for the university's policy on academic dishonesty.

**Method of Evaluation:** I will give numeric grades to all your assignments. Your numeric grade for the course as a whole will translate into the following letter grades for GPA calculation:

A+ = 97–100	B+ = 87–89	C+ = 77–79	D+ = 67–69 (NC)	F = 0–59 (NC)
A = 93–96	B = 83–86	C = 73–76	D = 63–66 (NC)	
A– = 90–92	B– = 80–82	C– = 70–72	D– = 60–62 (NC)	

## Course Schedule (*CACL* = *Composing a Civic Life*; *MCL* = *MyCompLab*)

Date	Reading/Classroom Activity	Assignment Due
August 14	Introduction to the course	
August 19	<i>CACL</i> , 1–23; Orientation to MyCompLab (Writing Lab)	
August 21	<i>CACL</i> , 24–36; Orientation to MyCompLab (Writing Lab)	
August 26	<i>CACL</i> , 36–44; 56–59	
August 28	<i>CACL</i> , 60–73, 125–132	
September 2	<i>CACL</i> , 73–78 (Writing Lab); <i>MCL</i> : Peer Review	Initial Draft: Civic Life Essay
September 4	<i>CACL</i> , 78–84; Writing Workshop (Writing Lab)	Peer Review: Civic Life Essay
September 9	Group work: Class blog (Writing Lab)	Final Draft: Civic Life Essay
September 11	<i>CACL</i> , 120–124, 132–137, 366–377	Journal
September 16	<i>CACL</i> , 137–148, 379–390, 394–396	

**Course Schedule** continued

September 18	<i>CACL</i> , 149–155, 352–359	
September 23	<i>CALC</i> , 158–168	Initial Draft: Critical Response
September 25	<i>CALC</i> , 96–104; Writing Workshop (Writing Lab)	Peer Review: Critical Response
September 30	<i>CALC</i> , 105–117; <i>MCL</i> : Finding Sources	Final Draft: Critical Response
October 2	<i>CALC</i> , 420–424, 436–443, 444–452 (Writing Lab)	Research Proposal
October 7	No class: Fall Break	
October 9	Class meets in Fant Library	
October 14	<i>CALC</i> , 412–419, 424–426, 432–435	Annotated Bibliography
October 16	<i>CALC</i> , 169–182, 468–483;	Journal
October 21	<i>CALC</i> , 484–497; <i>MCL</i> : Avoiding Plagiarism	
October 23	<i>CALC</i> , 497–505	Initial Draft: Research Essay
October 28	Writing Workshop (Writing Lab)	Peer Critique: Research Essay
October 30	Writing Workshop (Writing Lab)	
November 4	<i>CALC</i> , 292–306	
November 6	<i>CALC</i> , 284–291	Research Essay
November 11	<i>CALC</i> , 182–194, 306–311	
November 13	<i>CALC</i> , 527–586, 551–554 (Writing Lab)	
November 18	<i>CALC</i> , 540–542, 547–549, 559–566	Journal
November 20	Writing Workshop (Writing Lab)	Initial Draft: Issue Blog
November 25	Conclusions and course evaluation	Final Draft: Issue Blog
November 27	No class: Thanksgiving holiday	
December 4	Final exam (8:00 a.m.–11:00 a.m.) (Writing Lab)	

**Dates to Remember**

August 19	Last day to add classes, change from audit to credit, or change from grade to pass-fail
September 17	Last day to drop a course without receiving a grade of WP/WF or change from credit to audit
October 15	Last day to drop a course
November 7	Last day to withdraw from the university