



**English 101 Fall 2018**  
First-Year Composition  
Monday/Wednesday 3:05pm- 4:20pm  
Ironwood 103

**Instructor:** Jenna Lowder  
**Email:** [Jenna.Lowder@asu.edu](mailto:Jenna.Lowder@asu.edu)  
**Phone:** (928) 854-9742  
**Office Hours:** Palo Verde Hall #118  
M-F: 1pm-2:15pm  
**Course Blackboard site:** <http://my.asu.edu>

### **Required Textbooks**

Lunsford, Andrea A. *Easy Writer*. 6<sup>th</sup> edition. ISBN 978-1-319-05076-4

### **Enrollment Requirements**

Prerequisite(s): TOEFL score 560PBT/250CBT/100iBT or higher, or IELTS score  $\geq 6.5$ , or ACT ENG score  $\geq 19$ , or SAT Verbal score  $\geq 520$  (or SAT Verbal score  $\geq 470$  if taken before 2016), or Accuplacer score 5-7, or WAC 101 or 107 with C or better

### **Additional Requirements**

- An ASU email account
- Consistent and regular access to the Internet
- An ASURITE ID and password to access my.asu.edu
- Access to a word processing program that enables you to submit papers as MS Word document (.doc)

### **Required Class Materials**

- Paper
- Writing utensil
- Flash drive
- Laptop if possible (occasionally required for note taking, peer editing, and in-class activities)

### **Course Overview**

English 101, First-Year Composition is a course that aims to increase students' ability to develop ideas, to express ideas effectively, and to engage with multiple literacies. The course gives special attention to expository and persuasive writing. Critical reading of articles, speeches, and other non-literary texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee audience responses. A substantial amount of writing is required. This course provides instruction and practice in the basic principles of expository writing: the methods of development, the thesis, the outline and organization, the structure and style. Additionally, this course offers instruction in grammar, sentence structure, punctuation, mechanics, and style. This course approaches writing as a learning and thinking process and depends heavily on discussing and practicing the following strategies: active reading, pre-writing, planning, drafting, and revising.

### **Accommodations**

To request accommodation for a disability, you must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

## Student Learning Outcomes

Through this course, students will:

- **implement** the core principles of academic writing
- **demonstrate** the format and purpose of different rhetorical modes of writing
- **employ** proper grammar and mechanics
- **format** a paper properly, using an introduction, thesis, topic sentences beginning body paragraphs that support the thesis, credible support, proper APA citation, and a conclusion
- **locate** and **utilize** credible sources as evidence for arguments
- **articulate** and **support** one's own position regarding various issues
- **adjust** writing to multiple audiences, purposes, and conventions
- **become** conscientious and responsible writers, both for college and beyond
- **develop** questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold those materials up to genuinely informed scrutiny

## Blackboard

This class will utilize Blackboard. Most assignments will be submitted through Blackboard. There is a folder under Content that corresponds to every week of this class. In these folders, you will find assignments, readings, videos, and any other material you must have.

## Attendance

Attendance at all scheduled class meetings is essential and required. Preparedness, participation, and competent performance are required. Since class participation is an integral part of the work of this course, absences will be taken into account in the evaluation of your work for the semester. You are responsible for any information or assignments presented in class. If you will be absent when an assignment is due, it is your responsibility to get it to me before the class period in which it is due. **If you miss 4 or more classes, you may be assigned a failing grade for the course regardless of your current grade in the class. Excused absences for classes only will be given in the case of (1) a university-sanctioned event (ACD 304-02), (2) and illness requiring seeing a physician, or (3) attending to the needs of an ailing family member.** You will be required to provide written documentation for any of these situations. In-class assignments cannot be made up (including in-class tests and quizzes), and late assignments will not be accepted without a valid University excuse.

## Late Work

Turning in late work is generally unacceptable. However, any late assignment will result in 10% off for each class period it is late. Absence from class is not an excuse for late work. No assignment will be accepted more than three classes after the due date. The conditions under which assignments/tests can be made up include:

- a. excused absences related to religious observances/practices that are in accord with ACD 304-04, "Accommodation for Religious Practices"
- b. excused absences related to university-sanctioned events/activities that are in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities"

## Online Submission

Most assignments will be submitted via Blackboard. Your assignment must have a timestamp before the deadline of 11:59 p.m. on the due date. Any time beyond 11:59 p.m. is considered late, and late penalties will apply.

Grammar/Style Quizzes: Each week after the grammar/style lesson, you will have access to the corresponding quiz in Blackboard.

Short Writes will be assigned weekly and should be one page or longer in APA format. They are typically a response to reading articles or watching short videos found in the modules in Blackboard.

## Conduct

Please silence your cell phones during class. Disruption of the classroom learning environment, including but not limited to unauthorized classroom entry, making loud or distracting noises, persisting in speaking without being recognized, inappropriate online discussion board remarks, or resorting to physical threats, constitutes grounds for the student being dismissed from class. It is the student's responsibility to have read and be familiar with the [Student Code of Conduct](#).

## Grading

All assignments, with the exception of in-class exercises will be typewritten or word-processed. Accuracy in spelling, punctuation, grammar, and syntax is expected of students in this class.

I use percentages, not points. Even letter grades will be assigned for your final grade (no pluses or minuses). You must earn a C or better in this class.

50% -- Essays/Reflection Project

20% -- Quizzes

20% -- Short Writes/Assignments

10% -- Final Exam

Grading Scale: A 90-100; B 80-89; C 70-79; D 60-69; E Below 60

## Academic Integrity

Most sources define academic integrity (or academic honesty) as the foundation for academic life. It is the manner in which you behave in an academic environment when you do research, writing a paper or creating a project. The fundamental five values in this academic process are honesty, trust, respect, fairness and responsibility. Academic integrity is the commitment to live by these values. Plagiarism is an aspect of academic integrity in that using another's ideas, words, theories, illustrations or graphics, opinions or facts without giving credit is dishonest.

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Work submitted for this course must be for this course.

## Plagiarism

Plagiarism is to use, steal or represent the ideas, words or products of another as your own ideas, words or products. Use of someone else's ideas, words or products without giving credit to the author or originator is considered plagiarism. When using or quoting word for word the words of another person it must be acknowledged. Summarizing or paraphrasing the words or ideas of another without giving that person credit is also plagiarism.

## Course Itinerary/Assignments

### Week 1

#### MON 8/20

Syllabus

Intro to APA (*Easy Writer* section 46)

Start The Writing Process: An Overview (PPT)

HW:

- Take APA quiz in Blackboard by Sun. 8/26 11:59p.m.
- Read *Easy Writer* "Writing Processes" (pp.14-37)
- Take Writing Processes quiz in Blackboard by Sun. 8/26 11:59p.m.

**WED 8/22**

Finish The Writing Process: An Overview (PPT)

Writing About the World Around Us + Short Write #1: Identity

Culture: Begin reading and discussing articles

Assign Instructor Email and Office Meet & Greet

HW:

- Short Write #1: Identity (submit by Fri. 8/24 11:59 p.m.)
- Finish reading articles in Blackboard
- Short Write #2: Culture (use sources provided, submit via Blackboard submit by Sun. 8/26 11:59 p.m.)

**Week 2****MON 8/27****Sentence Parts/Sentence Structure**

Rhetorical Modes Overview (PPT) (could also assign as reading in Blackboard)

**WED 8/29**

Thesis Statements

Assign Essay #1: The Process Essay

Process Essay Prewriting and share (thesis + list on whiteboards)

HW: **Take Sentence Parts/Sentence Structure Quiz in Blackboard by Sun. 9/2 11:59p.m.**

Read materials in Blackboard, write Process Essay, 2-3 pages, submit via Blackboard by Tues. 9/4 11:59p.m

**Week 3****MON 9/3 Labor Day—College Closed****WED 9/5**

Verbs and Verb Phrases (*Easy Writer* pp. 118-132)

Nouns and Noun Phrases (*Easy Writer* pp. 132-137)

Pronouns (*Easy Writer* pp. 149-154)

The Body Paragraphs

Mode of Rhetoric: Definition

Essay #2: Definition Prewriting & Researching

(Time constraint—assign unfinished work in Blackboard)

HW:

- Read Subject-Verb Agreement (*Easy Writer* pp. 137-143)
- Take Verbs/Nouns/Pronouns/Subject-Verb Agreement quiz in Blackboard by Sun. 9/9 11:59p.m.
- Definition Essay rough draft, submit rough draft to your group file exchange before class 9/12; bring laptop or a copy of your rough draft next Wed. for electronic editing

Week 4
<p><b>MON 9/10</b>            Adjectives and Adverbs (<i>Easy Writer</i> p. 143-146)            Modifier Placement (<i>Easy Writer</i> p. 146-148)            Prepositional Phrases (<i>Easy Writer</i> p. 155-157)</p> <p>HW: Take Modifiers quiz in Blackboard by Sun. 9/16 11:59p.m.</p> <p><b>WED 9/11</b>            Beginnings and Endings            Edit and Revise Definition (teach digital editing)            Definition Essay Questions/Conferences</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Submit electronically edited Definition essay via Blackboard by Fri. 9/14 11:59p.m.</li> <li>• Final copy of Definition Essay, 2-3 pages, submit via Blackboard by Tues. 9/18 11:59p.m.</li> </ul>
Week 5
<p><b>MON 9/17</b>            Run-Ons and Fragments (<i>Easy Writer</i> pp. 157-162)</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Take Run-Ons and Fragments quiz in Blackboard by Sun. 9/23 11:59p.m.</li> <li>• Final copy of Definition Essay, 2-3 pages, submit via Blackboard by Tues. 9/18 11:59p.m.</li> </ul> <p><b>WED 9/19</b>            Mode of Rhetoric: Comparison            In-Class Comparison Activity: 2 TV shows            Short Write #3: TV Show Comparison</p> <p>HW: Submit Short Write #3: TV Show Comparison via Blackboard by Tues. 9/25 11:59p.m.</p>
Week 6
<p><b>MON 9/24</b>            Commas (<i>Easy Writer</i> pp. 178-186)            HW: Take Commas quiz in Blackboard by Sun. 9/30 11:59p.m.</p> <p><b>WED 9/26</b>            Mode of Rhetoric: Causal            In-Class Causal Activity            Assign Essay #3: Causal Essay Proposal</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Create Essay #3: Causal Proposal + Thesis (shared next class for points)</li> <li>• Begin Causal Essay rough draft, submit rough draft to your group file exchange before class 10/3. Bring laptop or a copy of your rough draft next Wed. for electronic editing</li> </ul>

<p><b>Week 7</b></p> <p><b>MON 10/1</b>  Miscellaneous Punctuation (<i>Easy Writer</i> pp. 186-201)  Share Essay #3: Causal Essay prewriting (thesis + graphic organizer on whiteboards)  Discuss</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Take Miscellaneous Punctuation quiz in Blackboard by Sun. 10/7 11:59p.m.</li> <li>• Causal Essay rough draft, submit rough draft to your group file exchange before class 10/3. Bring laptop or a copy of your rough draft next Wed. for electronic editing</li> </ul> <p><b>WED 10/3</b>  Review APA format  Short Write #4: Social Consequences of Inequality (video, note taking, discussion)  Edit and Revise Causal</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Submit electronically edited Definition essay via Blackboard by Fri. 10/5 11:59p.m.</li> <li>• Submit Short Write #4: Social Consequences of Inequality via Blackboard by Wed. 10/10</li> <li>• Final copy of Essay #3: Causal Essay, 3-4 pages, submit via Blackboard by Tues. 10/9 11:59p.m.</li> </ul>
<p><b>Week 8</b></p> <p><b>MON 10/8 Fall Break—No Class</b></p> <p><b>WED 10/10</b>  Parallelism &amp; Shifts (<i>Easy Writer</i> pp. 172-176)  Choosing the Correct Word</p> <p>HW:</p> <ul style="list-style-type: none"> <li>• Take Parallelism/Shifts quiz in Blackboard by Sun. 10/14 11:59p.m.</li> <li>• Take Choosing the Correct Word quiz in Blackboard by Sun. 10/14 11:59p.m.</li> </ul>
<p><b>Week 9</b></p> <p><b>MON 10/15</b>  Word Logic + In-Class activity</p> <p>HW: Take Word Logic quiz in Blackboard by Sun. 10/21 11:59p.m.</p> <p><b>WED 10/17</b>  Mode of Rhetoric: Argumentative  Discovering Preliminary Topics—Online Search, bring laptop, Today's Meet brainstorming  Annotate sample paper and score  Assign Essay #4 Argumentative Proposal</p> <p>HW: Submit Argumentative Proposal via Blackboard by Tues. 10/23 11:59p.m. (This is your final essay—put significant time and effort into your proposal.)</p>

<p><b>Week 10</b></p> <p><b>MON 10/22</b>          Creating an Outline: Example and Template          Outline Due Fri. 11/2 11:59p.m.</p> <p><b>WED 10/24</b>          Present Argumentative Proposals + Class Discussion          Present Argumentative Proposals + Class Discussion</p> <ul style="list-style-type: none"> <li>• Explain/Show 1 scholarly article</li> <li>• Thesis</li> <li>• For/Against</li> </ul> <p>Argumentative Prewriting &amp; Researching</p> <p>HW: Be prepared to share thesis and 1 scholarly article with the class</p>
<p><b>Week 11</b></p> <p><b>MON 10/29</b>          Logical Fallacies in Advertising In-Class Activity—presentations next class          Short Write #5: The Dangers of Social Media</p> <ul style="list-style-type: none"> <li>• Read Articles</li> <li>• Discuss</li> </ul> <p>HW: Submit Short Write #5: The Dangers of Social Media via Blackboard by Sun. 11/4 11:59p.m.</p> <p><b>WED 10/31</b>          Logical Fallacies Presentation          Argumentative Prewriting &amp; Researching</p>
<p><b>Week 12</b></p> <p><b>MON 11/5</b>          Hand back outlines, work on, discuss          Begin drafting Argumentative Essay—bring first draft Wed. 11/14</p> <p><b>WED 11/7</b>          Short Write #6: Mindfulness (video, note taking, discussion)</p> <p>HW: Submit Short Write #6: Mindfulness via Blackboard by Sun. 11/11 11:59p.m.</p>
<p><b>Week 13</b></p> <p><b>MON 11/12</b>  <b>Veteran's Day—No Class</b></p> <p><b>WED 11/14</b>          Instructor Conferences: Bring first rough draft to class along with questions          Short Write #7: Shame (video, note taking, discussion)</p>

**HW:**

- Complete argumentative rough draft, bring laptop Mon. 11/19 for electronic editing or a paper copy
- Submit Short Write #7: Shame via Blackboard by Sun. 11/18 11:59p.m.
- Submit electronically edited Argumentative essay via Blackboard by Wed. 11/21 11:59p.m

**Week 14**

**MON 11/19**

Edit and Revise Argumentative

Introduce Reflection Project, demonstrate Prezi & Animoto, distribute rubric

Create outline of Reflection Project using graphic organizer

**HW:**

Read 2 articles (*Chronicle* and “50 Must-Read”) and be ready to share and discuss next class

Work on Reflection project (the more done for Wed., the better!)

**WED 11/21**

Share and discuss 2 articles

Class discuss Reflection Project ideas/planning

Reflection Project work time, instructor conferences, questions

HW: Final copy of Essay #4: Argumentative Essay, 3-5 pages, submit via Blackboard by Mon. 11/26 11:59p.m.

**Week 15**

**MON 11/26**

Present Reflection Project

**WED 11/28**

Present Reflection Project

Final Exam Review

**Final Exam: December 5 12:10pm – 2pm Ironwood 103**