

University of Memphis/Collierville High School: Fall 2007
English Composition ENGL1010

Instructor: S. DeCarlo

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Office Hours: Tuesday, 2:15-3:15
 and by appointment

Description

This course explores a key question: *How does language make meaning?* This is, of course, a terrifically complicated question that we'll only begin to explore, but it will guide our careful reading and consideration of how texts—our own and others'—are composed and constructed.

As a means of exploring our key question, you'll engage in an array of challenging, college-level reading and writing tasks. The aim is for you to become a more skillful user and consumer of language. Thought of another way, the aim is for you to locate compass points in the great sea of words and images in which we often feel adrift. You should also be prepared to thoughtfully and civilly share your ideas and written work with others in the class.

Learning Outcomes

You will develop and demonstrate the abilities to:

- A. Comprehend complex college-level texts;
- B. Identify central themes and arguments in texts while forming your own;
- C. Discern, analyze, and critique an author's purpose and stylistic/rhetorical choices.
- D. Express ideas clearly and effectively;
- E. Explore, discover, and develop you own ideas as they intersect with the ideas of others by effectively quoting, summarizing, paraphrasing, and synthesizing;
- F. Engage writing rhetorically through awareness of how purpose, audience, persona, and context intersect in the processes and production of a text.
- G. Organize and write coherent essays through writing processes that include multiple-drafts, peer response, and flexible strategies for generating, revising, editing, and proofreading;
- H. Recognize and employ standard academic grammar and syntax as well as appropriate means of documentation (MLA);
- I. Explore a range of media and literacies, including computer literacy and visual/graphic literacy.

Prerequisites

All students enrolled in English 1010 must have met one of the following prerequisites:

- * ACT English sub-score of at least 19;
- * SAT verbal score of at least 460;

Further, this course must be completed with a grade of “C” or better before students can count credit for English 1020.

Required Texts (Texts are available in the university book store.)

Eschholz, Paul, Alred Rosa, and Virginia Clark. *Language Awareness: Readings*

For College Writers. 9th Edition. Boston: Bedford/St. Martin's, 2005.

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say*. New York: W. W. Norton,

2006.

Hacker, Diana. *Rules for Writers*. 5th ed. Boston: Bedford/St. Martin's, 2004.

Policy on Absences

(excerpt from U of M policy; will not replace SCS policy where the two differ)

Your regular, punctual attendance is expected. Three absences will be considered excessive and will lower your final grade by at least one full letter grade. If you miss five classes, you'll likely fail the course. Coming to class late or leaving early disrupts everyone and should be avoided. Arriving more than twenty minutes late for class will be marked as an absence. **For an assignment to be considered for full credit, you are accountable for submitting work due on its assigned date whether you are in class or not.** It is also your responsibility to see me about handouts or changes to the class schedule you missed due to absence.

Policy on Late Papers

Due dates for assigned work are clearly noted on the course schedule. It is expected that you will comply with those due dates. Should there be circumstances that prevent you from submitting a major writing assignment on its due date, it is your responsibility to notify me and to discuss with me a mutually acceptable alternative. Otherwise, a late major writing assignment will be graded down one full letter grade and will only be accepted one day late; papers will not be accepted later than one day. No homework assignments will be accepted late for credit.

Policy on Academic Honesty

Integrity is expected of you in all academic work. The guiding principle of academic integrity is that your submitted work must be your own with, of course, accurate attributions to, and citations of, others' work where appropriate. Failure to adhere to this principle will result in failure on the assignment and other consequences as per University policy, which can include failure in the course, suspension, and/or expulsion from the university.

Format for Assignments

Unless otherwise indicated, all assignments should be submitted typed, double-spaced, in a standard 12-point font, with one-inch margins and numbered pages. Documentation and citations should conform to MLA specifications.

Policy on Grade of Incomplete

(U of M policy; will not replace SCS policy where the two differ)

A grade of "I" will be awarded only when all but a minor portion of the course work has been satisfactorily completed. An "I" will not be awarded to a student who has not submitted work according to the assigned due dates during the course of the semester. An "I" will convert to an "F" as per University policy.

Course Requirements and Grading

Your semester grade will be determined as follows:

Academic précis	5%
Reader response essay	20%
Textual analysis essay.	20%
Synthesis essay	20%
Reflective evaluation	15%
Class participation	20%
(Includes attendance, preparation, contributions, journal, quizzes, etc.)	
	100%

A separate handout and/or verbal explanation will be presented and discussed in class for each of the above assignments that will describe the purpose and process for each assignment as well as its grading criteria. Below, however, are brief descriptions of each assignment:

- The *academic précis* is a summary.
- Your *reader response* provides a descriptive analysis of your understanding of an academic text.
- The *textual analysis* constructs an interpretation of an essay by investigating the writer's stylistic and rhetorical choices and strategies.
- Your *synthesis* engages a number of complementary essays on the same topic as a means of exploring their individual and collective meaning.
- The *reflective evaluation* requires you to analyze and evaluate your own work according to the Learning Outcomes for English 1010.
- Your *journal* (a separate bound notebook) will include writing done both inside and outside of class. It's essential to have your journal in class every day. Your journal will likely be collected at least twice for review.

All of your assignments will be collected and submitted in a final portfolio.

Semester Grade Percentages

(U of M scale; SCS scale will apply to SCS transcript)

90 -100 = A 80 - 89 = B 70 - 79 = C 60 - 69 = D 59 and below = F