



School District of Marshfield

Course Syllabus

Course Name: English Composition 101

Length of Class: Semester

Credits: ½ Credit

Course Description:

Students will focus on techniques of composition with an emphasis on academic writing, which is applicable across the disciplines. They will practice exposition, persuasion, and argumentation, particularly paying attention to documentation. Students should demonstrate progress in the following criteria to prepare for success in TC CE Composition 102 H:

- Rhetorical Knowledge: Make appropriate rhetorical choices for producing texts with varying purposes for varying audiences.
- Knowledge of Conventions: Demonstrate an understanding of the conventions of standard written English including documentation of source material in a recognized documentation style.
- Critical Thinking, Reading, and Writing: Evaluate, synthesize, analyze, and produce researched academic writing.
- Processes: Apply strategies in the writing process, from brainstorming to writing a draft, to proofreading and revising, to printing and publishing.

Currently, we are using the following texts approved by the University Wisconsin Board of Regents

Fees:

Students have the opportunity to purchase books so they may annotate and index. Currently, the three texts are available to students for cost \$93.00. Students do not have to purchase the texts; there are copies available. Students may not write in these copies owned by Marshfield School District. These texts will also be used in TC CE English Composition 102 H.

Learning Targets:

Rhetorical Knowledge:

- Read and understand different kinds of complex, nonfiction academic texts.
- Adapt content, form, and style to the audience, purpose, and requirements of multiple formal academic essays.

Reading:

- Analyze and evaluate the rhetorical features of a text to understand writing strategies used to communicate ideas.
- Accurately characterize an author's tone in a nonfiction academic text.
- Identify bias in a text.
- Identify multiple issues or topics within a text that warrant further inquiry.
- Understand, analyze, and evaluate complex arguments in academic texts.
- Engage with others in discussion about texts and ideas.

Writing

- Write for a variety of rhetorical purposes, including analysis, synthesis, and argument.
- Synthesize ideas from a variety of sources in a formal academic essay.

Critical Thinking, Reading, Writing, and Research

- Write for a variety of rhetorical purposes, including analysis, synthesis, and argument.
- Narrow a topic or question to a focused, complex issue appropriate for an academic writing situation.
- Write academic essays with clear, focused theses supported by evidence from texts.
- Develop cohesive, source-based, academic essays for a variety of rhetorical purposes (for example, analysis, synthesis, and argument).
- Summarize a text's main claims and supporting points to demonstrate comprehension of the text and use the text as a source.
- Navigate library research resources to find relevant support for a topic.

Research

- Identify the key features and analyze the relative credibility of different kinds of sources, such as scholarly journal articles, trade publications, popular magazines, websites, and others

Writing Processes

- Independently use the recursive writing process to generate multiple drafts.
- Use appropriate discipline-specific language to assess the writer's own writing process and final products in relation to the department learning outcomes for English 101.
- Develop proficiency to work collaboratively by:

- Using appropriate resources for feedback;
- Critically using reading feedback to shape revision; and
- Providing effective feedback as a reader to other writers.

Composing in an Electronic Environment

- Demonstrate competency with the tools needed for composing an academic text, including composing for/in electronic environments

Knowledge of Conventions

- Distinguish between formal and informal academic writing and adapt writing accordingly.
- Understand academic writing conventions, and make appropriate decisions about grammar, language, usage, punctuation, and word choice.
- Understand and avoid plagiarism.
- Use in-text and bibliographic conventions of a recognized documentation system (including summary, paraphrase, and quotation).

Topic Outline – Units and Themes:

1. Elements of the Essay

- A. Chapter 3: "Thesis" (81 -83)
 - a. Helen Keller: "The Most Important Day" (84 - 87)
- B. Chapter 4: "Unity" (99-104)
 - b. Gloria Naylor: "The Meanings of a Word" (113 – 118)
- C. Chapter 6: "Beginnings and Endings" (145 -153)
 - a. Michael T. Kaufman: "My Friend Hector and My Achilles Heel" (154 – 159)
- D. Chapter 5: "Organization" (119 - 123)
- E. Chapter 8: "Transitions" (193 – 196)
- F. Chapter 9: "Effective Sentences" (217 - 221)
- G. Chapter 11: "Diction and Tone: (283 – 293)
 - a. *Beowulf* (excerpts from translation by Burton Raffel in *Elements of Literature*, 6th course, 18 – 47)
 - b. *The Prince* by Nicolo Machiavelli (excerpts from translation by W.K. Mariott
- H. Grammar and Usage Exercises

2. Classification Essay: Leadership

- A. Chapter 18: "Division and Classification" (461 – 464)
- B. William Lutz: "Doubts Doublespeak" (477 – 480)

3. Process Analysis and Flow Chart
 - A. Chapter 16: "Process Analysis" (423 – 426)
 - a. Russell Baker: "'Becoming a Writer" (203 – 207)
 - b. Paul Merrill: "The Principles of Poor Writing" (427 – 432)
4. Annotated Bibliography
 - A. MLA Style
 - a. Integrating Sources (Hacker and Sommers 107 – 130)
 - b. "Synthesizing Sources" (Hacker and Sommers 116 – 117)
 - c. Scavenger Hunt
 - B. Citation Bootcamp (PP from University of Wisconsin: Wood County)
 - C. Search Engines
 - a. Badgerlink
 - b. EBSCOHost
 - D. *Alice's Adventures in Wonderland* by Lewis Carroll
5. Cause and Effect Essay: Technology
 - A. Chapter 20: "Cause and Effect" (517 – 520)
 - B. Chapter 10: "Writing with Sources" (238- 254)
 - C. Audrey Schuman: "Fahrenheit 59: What a Child's Fever Might Tell Us about Climate Change " (131 – 136)
6. Persuasive Essay: DNR Code
 - A. Chapter 21: "Argument" (539 – 546)
 - B. Richard Lederer: "The Case for Short Words" (160 – 165)
 - C. Barbara Huttman: "A Crime of Compassion" (343 – 348)
 - D. *They Say, I Say* by Gerald Graff and Cathy Birkenstein
 - a. Preface: "Demystifying Academic Conversation"
 - b. Introduction: "Entering the Conversation"
 - c. Chapter One: "Starting with What Others Are Saying"
 - d. Chapter Two: "The Art of Summarizing"
 - e. Chapter Three: "The Art of Quoting"
7. Classification Essay: Normalcy
 - A. *One Flew Over the Cuckoo's Nest* by Ken Kesey

Academic Honesty:

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic

dishonesty. Students are responsible for honest completion and respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

Therefore, using the work of others without careful citation is unethical. Similarly letting someone use your work is unethical.

Required Core Resources:

- Alfred Rosa and Paul Eschholz. *Models for Writers*. 11th ed.
- Gerald Graff and Cathy Birkenstein. *They Say, I Say*. 2nd ed.
- Diane Hacker and Nancy Sommers. *A Pocket Style Manual*. 6th ed.

Resources:

1. Instructor: Please see me if you need assistance.
2. CRC: Please use the CRC proactively. If you have neglected to complete work, or failed to demonstrate proficiency, you will be referred to the CRC.
3. The Learning Center: The Learning Center is next to the Hamilton Roddis Memorial Library and provides students with easy and convenient access to reference materials as well as experienced, professional staff to help resolve academic problems. Call 715-384-1706 to schedule an appointment.
4. The Online Writing Lab (OWL): The OWL is an online service that provides feedback to UW students. The OWL is part of the Study-Center Tutoring Program and UW-Waukesha, which is certified by the College Reading & Learning Association. Check it out at www.waukesha.uwc.edu/Current-Students/Quick-Links/Online-Writing-Lab.aspx
5. Other Online Resources
 - a. Vocabulary enrichment at www.vocabtest.com and www.freerice.com and www.urbandictionary.com/daily.php
 - b. Grammar and usage at www.busyteacher.org/classroom_activities-grammar-worksheets and www.quizlet.com