



**ENGLISH 101
ACADEMIC WRITING & READING**

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Course Description

English 101 introduces the basic elements of critical reading and evaluation in addition to fundamental modes of academic writing. The course offers a bridge between high school English experiences and the demands of college writing. You will learn to approach writing as a process, to develop and support a thesis in an organized fashion, to interpret other written texts, and to stylize and structure writing for different purposes and audiences.

IMPORTANT NOTE: This is an online course with clear deadlines for all assignments; as long as you are attentive to these deadlines, you may work at your own pace. I am available by email and by appointment for personal consultation. Needless to say, accessing and using computer technology on a regular basis is a crucial requirement for the course. If you have an out-of-date home computer, make use of the computer labs on campus.

Textbook

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. Second Edition. New York: W. W. Norton & Company, 2010.

Course Evaluation

Grades are based on the following points system:

Essay #1 (Annotated Bibliography)	200
Essay #2 (Reflection)	100
Essay #3 (Literary Analysis)	200
Essay #4 (Literacy Narrative)	100
Assignments	80
Total Points	680

As I grade your work, **Pilot** tallies the points so that you may gauge your performance in the course at any time during the quarter. As you can see, your final grade will be largely based upon points received for essays, namely the annotated bibliography and literary analysis.

At the end of the quarter, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
0-59.9%	F

Essays

It is expected that the writing you do in this course will be composed in an academic, formal, expository style. Each writing assignment should possess a clear, engaging thesis that is sustained and kept in focus. Each should be substantive in thought and content, reflecting a considered view of the topic and the primary materials. The course's instruction will concentrate on: [1] basic writing mechanics and grammar usage, [2] effective sentence formulation, [3] solid paragraph construction, [4] sound thesis development, [5] basic structural organization, and [6] fundamental modes of rhetorical strategies.

There are FOUR major writing assignments, all of which must be completed and turned in to pass the course. Both major and minor writing assignments must be submitted to me via **Pilot**. Incompletes are only given for serious, properly documented, extenuating circumstances. Deadlines for the entire quarter are clearly demarcated on the course website. **Pilot** will not allow you to submit late work.

Rubrics

Annotated Bibliography – Choose a topic and compile 8 descriptive annotations (2 books, 2 newspaper articles, 2 magazine articles, and 2 academic journal essays). These annotations must be properly organized and preceded by an introduction that states the scope of the bibliography.

Reflection – Choose a person, place, thing or event and write a 2-3 page essay that makes explicit use of description and sensory detail while commenting on the person, place, thing or event in a thoughtful manner.

Literary Analysis – Write a 3-4 page essay that closely examines Charlotte Perkins Gilman’s short story “The Yellow Wallpaper” in terms of its intent, context, imagery, structure, language and/or themes.

Literacy Narrative – Write a 3-4 page personal story in which you explore your experience with reading and writing.

Writing Standards

- A The student's writing is consistently superior and expresses independent thought with grace, clarity and force. Essays are organized, its thesis is clear, and its ideas are supported with pertinent details. Words are used with precision and suited to the purposes of the assignment. Essays are virtually free from mechanical errors in grammar, spelling and punctuation.
- B The student's writing is above average in thought and expression, demonstrating both understanding and control of the elements of sound essay writing; however, it is not consistently superior in depth of thought, effectiveness of development, and mechanical savvy.
- C The student's writing is acceptable as college work, but lacks an original, significant purpose or point-of-view. Typically, written work is characterized by inadequate support of generalizations, slipshod style, poor use of detail, or mechanical errors.
- D The student's writing meets minimum standards. Written work is often marred by confused purpose, lack of organization, repetition of ideas, imprecise use of words, and frequent grammatical, spelling and punctuation errors.
- F The student's writing does not meet minimum standards.

Assignments

Throughout the quarter, you will be given a number of assignments that include handouts, discussion postings, essay introductions and outlines, and a final meditation. As with essays, directions and due dates for all assignments are clearly demarcated in **Pilot** as well as the modules for the course.

Plagiarism

Plagiarism occurs when a writer: [1] copies verbatim from an author without quotation or attempts to disguise the act by selective omissions or alterations; [2] paraphrases from an author without naming the source in the text of the paper or providing a list of references at the end; [3] turns in a paper written by somebody else. As a point of academic integrity, you are required to submit original material of your own creation. Plagiarism of any material is a serious offense and, if established with sufficient evidence, can result in failure of the course or dismissal from the university.

In short, here is my policy: if you turn in an essay that is not your own work (e.g., an essay you have purchased online), you will receive an **F** for that essay on the condition that you subsequently write your own essay; if you choose not to write your own essay, you will receive an **F** for the course. All instances of plagiarism go on record with the university.

Writing Center

The Lake Campus's writing center is located in room 221 in Dwyer Hall. Contact the director, Dr. Christine Wilson (christine.wilson@wright.edu), to make an appointment.

IMPORTANT NOTE: STUDENTS WHO USE THE WRITING CENTER WILL BE GIVEN 5 EXTRA CREDIT POINTS FOR EACH VISIT.

Class Calendar

Module	Schedule
1	Introduction to the Course Chps. 1-5: Rhetorical Situations
2	Due: Annotated Bibliography Chp. 11: Annotated Bibliographies Chp. 29: Beginning & Ending Chp. 30: Guiding Your Reader Chp. 49: MLA Style
3	Due: Reflection Essay Chp. 18: Reflections Chp. 36: Describing
4	Due: Literary Analysis Chp. 14: Literary Analyses Chp. 59: Literary Analyses Samples

- 5 **Due:** Literacy Narrative
 Due: Final Meditation
 Chp. 6: Writing a Literacy Narrative
 Chp. 54: Literacy Narratives

(NOTE: This schedule only includes major assignments and core readings from *The Norton Field Guide*. Minor assignments and ancillary readings are specified on the course website.)