

University of Tennessee
Composition 101 – Fall 2005
Section 043 TR 9:40 – 10:55 Ayers 318

Course Instructor: Nicole Drewitz-Crockett
Office: 325 South Stadium Hall – Near Volcard Office
Office Hours: Wednesday 9 - 11 a.m. & Friday 1 – 3 p.m.
By Appointment

Phone: 974 - 3847

Email: ndrewitz@utk.edu

Last checked at 3p.m.

Graduate Teaching Assistant: Kelli Kaiser

Required Materials:

Hodges, John C., et al. *Harbrace College Handbook*. 15th ed. Fort Worth: Harcourt Brace, 2004.

Lunsford, Andrea J. and Ruskiewicz, John J. *The Presence of Others*. 4th ed. Boston: Bedford/St. Martin's, 2004.

Ramage, John D., et al. *Writing Arguments*. 3rd ed. New York: Pearson Longman, 2004.

Folder, Paper, Writing Instrument, Copies, Turn-it-in Capability

Course Description:

This course offers three hours of instructional credit in critical reading, thinking, and writing skills. You will investigate existing visual and textual arguments, as well as compose arguments in order to engage in the discourse of the academic community and the world beyond the college campus. Toward this goal we will read examples of writing and view media that offer opinions and information on topics presented in the “real world” and respond to those readings analytically. We will also discuss rhetoric and the writing process as it pertains to the development of writing for various audiences and purposes. Within the writing process we will discover strategies for invention, planning, writing, revising, and editing.

Course Objectives:

1. Students will recognize argument in various forms and respond analytically in order to assess the choices writers make and the effects of those choices on the reader.
2. Students will engage arguments critically in order to entertain the ideas they present and formulate their own responses.
3. Students will write persuasive arguments via the writing process that clearly articulate a thesis, confirm that thesis with supporting evidence, and demonstrate awareness of audience and purpose.
4. Students will evaluate the ideas of others and incorporate them into their arguments.
5. Students will be prepared to engage in writing across the curriculum.

“Students will not underestimate the importance of a good salary or a passing grade, but they also can come to appreciate a skill that helps them relate ideas, solve problems, make sense of their experiences, and manipulate a complex symbol system to influence others. This uniquely human ability to use language, to create meaning, enables us to share experiences and transfer knowledge. It can also separate us, especially when our use of language creates misunderstanding or deceives” (7).

-Erika Lindemann *A Rhetoric for Writing Teachers*

Course Requirements: You are responsible for completing all requirements in this course.

Papers: The main component of this course is writing. Although we will be engaged in various activities, learning to write for the academic community also involves critical reading and thinking skills, as well as close observation of the world around you. Therefore, the work you produce in writing will allow me to see your analytical process and progress as you write. As expected, then, your papers and final portfolio will assume the bulk of your grade. Papers will include the following: film analysis, rhetorical/contextual analysis, position paper, source-based argument 1, and source-based argument 2. All papers should follow MLA formatting.

Conferences: You are required to meet with me outside of class at least twice during the semester. You will be required to conference with me regarding the position paper and first source-based argument assigned in the course. I will bring in sign-up sheets for conferences for each paper. Your participation in each conference will be factored into the grade you earn for each of the papers. No conference will be required for the second source-based argument or final portfolio. Missing a conference will detract from your overall paper grade. You are expected to take these conferences seriously. Conferences provide you with specific time to discuss your writing with me. In addition to required conferences, I will be available to help you during my office hours and by appointment.

Peer Reviews: For each of our major papers we will peer review in class. You are expected to take these reviews seriously and read one another's papers closely. Although your conferences with me will be important, your peers will often pick out problems with evidence, thesis statement, grammar, and style that you will find most helpful. The practice of peer review will also become increasingly important to you as you progress through your coursework as a college student.

Quizzes/Journals: For days that you are assigned class reading, you will either take a quiz or respond to a prompt at the beginning of class that corresponds to that reading. Quizzes/Journals are not listed on the course schedule. You should come to class prepared for either option everyday. The quiz/journal will only be given at the beginning of class. You may only make up three quizzes throughout the semester due to tardiness and absence combined.

Midterm Exam: Your midterm exam will consist of concepts and strategies that we will be learning during the first part of the semester. You will be asked to recall the basics about rhetoric, the writing process, and critical strategies, as well as demonstrate your knowledge of these concepts. The first step to writing well is to understand how writing works!

WAC Project: Ultimately, the intention of this course, as well as Composition 102 and the writing course you choose in a given discipline, is to prepare you to write in your major and the larger professional world outside of college. Thus, your semester-long project in this course will be to investigate how writing persuasively pertains to your chosen field of study. Although this project will require a written component, you will choose and research your own area of interest. Some of this research may come from other courses you take. This project is designed to help you transition from Composition 101 to the classes in your major by investigating how your skills will transfer from this class to your future classes and eventual career. This project will require a presentation at the end of the semester. Please see the attached sheet for details.

Final Portfolio: Your final exam grade for this course will assume the form of a portfolio. Although you will receive a final grade for each paper as you write it, you will revise three pieces for inclusion in your final portfolio: the position paper and source-based arguments one and two. Along with this final compilation, you will turn in a short reflective essay that describes your growth as a writer throughout the semester. This

portfolio carries the largest percentage weight for your overall grade because your growth as a writer, and thereby a critical reader and thinker, is the major objective of this course. Please see the attached sheet for details.

Class Participation: Class participation is extremely important in this class! Part of entering the academic community is to share your ideas and critical analyses with others. You will be expected to discuss in class, participate in group work, and peer review with other students. You may also be asked to produce additional written responses to readings as required.

Informal Writing: Informal writing is considered any writing that we may complete for an in class activity. For instance, writing that corresponds to a groupwork assignment, a class brainstorm, the diagnostic essay, etc. Informal writing will be assessed as part of your class participation grade.

Essential Questions: Each day in class I will write questions on the board that will reflect the lesson for that day. Although you are not required to record these questions each day, they will be beneficial to you as you work through the objectives of this course and prepare for our midterm exam. At the end of each class session you should be able to produce a thoughtful response to the essential questions for that day.

Course Policies: In order to help this class operate as smoothly as possible, the following policies provide a framework for the course.

Grading Policy: This course offers the following grades: A (92 – 100), B+(88 – 91), B (80 – 87), C+ (75 – 79), C (70 – 74), and NC (below 70 = no credit). However, grades D (60 – 69) and F (0 – 59) may be used for the purpose of grading class assignments. If you receive a score of NC for the course, you will have to repeat 101.

Assignments in this course will factor into your grade as follows:

Film Analysis	5%	50 Points Possible
Rhetorical/Contextual Analysis	5%	50 Points Possible
Position Paper	7.5%	75 Points Possible
Source-based Argument 1	10%	100 Points Possible
Source-based Argument 2	12.5%	125 Points Possible
Midterm Exam	10%	100 Points Possible
WAC Project	10%	100 Points Possible
Final Portfolio	20%	200 Points Possible
Quizzes/Journals	10%	100 Points Possible
Class Participation	10%	100 Points Possible

The total amount of points possible for this course is 1000 points. You may average your grade at any time by dividing the number of points possible in the course up to that date by the number of points of you've earned to that point. I have attached a grading sheet for your convenience. Please keep in mind that you are responsible for keeping up with your grade. If you see an error, please let me know as soon as possible.

Attendance & Late Work Policy: As a person responsible for his or her own learning, you are expected to attend class each time it meets. All assignments will be collected during class time, so if you are not present to turn in an assignment on the day that it is

due, it will be considered late. Assignments, including essays, will most often be turned in in-person, rather than via email. In the event of an emergency (A jammed printer is not an emergency!), contact me at least one day before a due date is missed. Late assignments will be penalized at the rate of one half letter grade per day (day, not class meeting) that they are late.

Likewise, more than three absences will result in the lowering of your final course grade by one letter. You may miss up to three classes without penalty. Each time you reach three absences beyond the initial three, your grade will continue to decline by one letter grade. (If you wind up with six absences, your final grade will be lowered by two letter grades.) If you do miss a class and need make-up materials, it is your responsibility to come to my office during office hours to get those materials. I will not carry extra copies with me. You may only make up quizzes and journals for your three excused absences. You may not make up in-class writing activities for a day that you miss.

Also, be mindful that tardiness distracts me and your fellow students. Six tardies will be counted as one absence. (Remember, you may only make up three quizzes/journals throughout the semester due to tardiness and absence combined.) Additionally, reading outside materials and/or answering a cell phone in class will be counted as an absence for the entire class period. Please turn off your cell phone before class. If it does happen to ring, please discreetly turn it off.

Plagiarism: Plagiarism is a serious offense that will result in failure of the assignment and potentially the course. A letter may be placed in your permanent file with Judicial Affairs. Plagiarism may also warrant your dismissal from the University of Tennessee. By definition, plagiarism is the attempt, regardless of intent, to use another person's words or ideas as your own. Specific instances of plagiarism are listed in *Hilltopics*, as is the student honor code. By attending the University of Tennessee you are expected to be in compliance with the honor code.

Hilltopics: "Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University" (11).

Disability Services: If you have a disability that requires adaptations in this course, please contact the Office of Disability Services personally at 191 Hoskins Library or by phone 974 – 6087. This will ensure that you are properly registered for services. The office will then notify me as is necessary.

Classroom Etiquette: Since we are all adults, and should act as such, the following should go without saying:

- Turn off cell phones before class begins.
- Do not read or distract others in class.
- Take responsibility for the cleanliness of your space.
- Respect the opinions of others.

Help for Composition 101: Composition 101 brings together students from many different high school backgrounds. While you may have been in AP English, the student next to you may have completed a general English course. As a result, this class will provide both sections of review

and a push toward excellence in academic writing. Regardless of your previous level of study, it is likely that you may benefit from some help outside of class with your work, whether you are trying to understand the basics of rhetoric or polish a well-written essay.

The Writing Center: The Writing Center is a free service offered to all students at U.T. It is staffed with graduate students and instructors in English who offer help with your questions regarding writing. Although they do not proofread, the staff members can help you brainstorm, work on the organization of your paper, etc. The Writing Center works on a first-come first-serve basis, so make plans to go long before a paper is actually due, or you may not be able to meet with a tutor. The Writing Center is located in HSS 212 and is open during the following hours: MTW 9a.m. – 7:30p.m., TH 9a.m. – 6p.m., & F 9a.m. – 3p.m. The satellite operation of the Writing Center in room 135G of the Hodges Library Reference Center is open on SUN 5 – 7 p.m. and MW 7 – 9 p.m.

English 103: English 103 is an additional course offered to students who need extra help with basic writing skills, as we will discuss in class after the diagnostic writing. This course is housed in the Writing Center, so if you decide to sign up for the course you need to report to the W.C. to set up your schedule for the course.

Websites: The Hodges Library offers links to several resources for freshman Composition. You can visit those links at <<http://web.utk.edu/~english/>> There are also websites available for your textbooks. You can find resources for *Writing Arguments* at <<http://www.ablongman.com/ramage>> and *The Presence of Others* at <<http://www.bedfordstmartins.com/presenceofothers>>

Charting the Course: During the semester we will work our way through various observational and analytical skills in order to become better readers, thinkers, and writers. To practice these skill sets we will read essays and view media within thematic units of study.

Skill Sets:

1. Introduction to Academic Discourse: Writing, Rhetoric, & Argument:
 - Understanding Argument: Argument in Various Forms
 - Understanding the Importance of Argument & Writing: Audience & Purpose
2. Viewing Arguments:
 - Observing Critically
3. Reading Arguments:
 - Reading & Thinking Critically
4. Writing Arguments:
 - The Core & Structure of Argument
 - The Writing Process
 - Using Evidence Effectively
 - Moving & Accommodating Your Audience
5. Integrating Sources & Using the Library:
 - Introduction to MLA & Academic Sources
 - Introduction to Hodges Library
6. Approaching the Disciplines:
 - Writing is a WAC Experience!

Thematic Units of Study:

1. Who We Are & How We Live
2. What We Believe
3. How We Learn

Daily Class Schedule:

H/R= In Class Handout/On Reserve (Some handouts may not be listed on the syllabus.)

PO=Presence of Others **WA=Writing Arguments**

HB = Harbrace *** = Suggested Readings/Resources**

- Th 8/25 Introduction to the Course
- T 8/30 **Skill Set One: Introduction to Academic Discourse: Writing, Rhetoric, & Argument**
 Diagnostic Essay & Class Survey
 Essay based on Mark Haddon's *The Curious Incident...*
- Th 9/1 **Thematic Unit One: Who We Are & How We Live**
 H/R Lindemann "What is Writing?" pgs. 11 - 21
 WA Chapter 1 "Argument: An Introduction" pgs. 3 - 18
 PO Jefferson "Declaration of Independence" pgs. 517 - 520
 PO Truth "Ain't I a Woman?" pgs. 378 - 379
- T 9/6 **Skill Set Two: Viewing Arguments**
 WA Chapter 9 "Conducting Visual Arguments" pgs. 137 - (151)162
 PO Postman "The Great Symbol Drain" pgs. 545 - 561
 Bring Magazine Advertisement to Class
 H/R *Film Art**
- Th 9/8 **INSTRUCTIONAL DAY IN LIBRARY – Meet in Library Media Room 212**
American Beauty 9/8 : 4p.m. – 6 p.m.
Spanglish 9/8: 6 p.m. – 8 p.m.
Crash 9/9: 3:45 p.m. – 5:45 p.m.
 Alternate Viewing Times are Your Responsibility
- T 9/13 Film Discussion Groups – Bring Film Notes to Class/In Class Prewriting
- Th 9/15 **FILM ANALYSIS DUE**
Skill Set Three: Reading Arguments
 WA Chapter 2 "Reading Arguments" pgs. 19 - 42
 PO Barry "Guys vs. Men" pgs. 402 - 411
 PO "Miss America: More Than a Beauty Queen" pgs. 613 - 616
 PO "On Reading & Thinking Critically" pgs. 1 - 14*
 HB Chapter 35 "Reading & Thinking Critically" pgs. 492 - 515*
- T 9/20 PO King "Should English Be the Law?" pgs. 428 - 439
 PO Nguyen "The Good Immigrant Student" pgs. 441 - 448
 PO Dubus "Witness" pgs. 419 - 425
 PO Hughes "Theme for English B" pg. 507
- Th 9/22 **RHETORICAL/CONTEXTUAL ANALYSIS DUE**
Skill Set Four: Writing Arguments
 WA Chapter 3 "Writing Arguments" pgs. 43 - 57
 H/R Lindemann "What Does the Process Involve" pgs. 22 - 34
 PO Abbey "Desert Solitaire" pgs. 619 - 620
 PO Atwood "A Letter to America" pgs. 565 - 567
 PO "From Reading to Writing" pgs. 15 - 43*

- T 9/27 WA Chapter 4 “The Core of an Argument: A Claim with Reasons” pgs. 65 - 75
 PO Legrain “Cultural Globalization Is Not Americanization” pgs. 570 – 580
 PO Frawley “Inside the Home” pgs. 693 – 695
 PO Walker “The Place Where I Was Born” pgs. 642 - 645
 PO Suskind “A Hope in the Unseen” pgs. 634 - 640
 HB Chapter 32 “Planning and Drafting Essays” pgs. 404 – 444*
 HB Chapter 36 “Writing Arguments” pgs. 516 – 545*
- Th 9/29 **BRING PREWRITING/OUTLINE TO CLASS – 2 COPIES**
 WA Chapter 5 “The Logical Structure of Arguments” pgs. 76 – 91
 PO Whitehead “The Making of a Divorce Culture” pgs. 667 - 674
 PO Krystal “Who Speaks for the Lazy?” pgs. 758 – 765
 PO Schlosser From “Behind the Counter” pgs. 787 – 791
 PO Barko “The Other Gender Gap” pgs. 733 - 738
 WA Chapter 10 “An Introduction to the Types of Claims” pgs. 165 – 173*
 WA Chapters 11 – 15 In-depth Discussion of Types of Claims pgs. 174 – 271*
- T 10/4 **BRING ROUGH DRAFT OF POSITION PAPER TO CLASS – 2 COPIES**
 In Class Peer Review: Position Paper
 You are responsible for conference #1
 HB Chapter 33 “Revising and Editing Essays” pgs. 445 - 479
- Th 10/6 **POSITION PAPER DUE**
Thematic Unit Two: What We Believe
 PO Vowell “Democracy and Things Like That” pgs. 198 – 205
 PO Carter “The Rules About the Rules” pgs. 179 – 189
 PO Cohen “Grade A: The Market for a Yale Woman’s Eggs” pgs. 191 - 196
- T 10/11 **MIDTERM EXAM & CLASS EVALUATION**
- Th 10/13 **NO CLASS – Fall Break (13th & 14th)**
- T 10/18 WA Chapter 7 “Moving Your Audience” 110 – 118
 PO King, Jr. “Letter from Birmingham Jail” pgs. 163 – 176
 PO Brandt “Do Kids Need Religion?” pgs. 213 - 219
- Th 10/20 WA Chapter 8 “Accommodating Your Audience” pgs. 119 – 136
 PO Rifkin “Biotech Century: Playing Ecological Roulette” pgs. 287 – 296
 PO Bishop “Enemies of Promise” pgs. 280 – 285
 PO Oppenheimer “The Computer Delusion” pgs. 298 – 326*
- T 10/25 *Skill Set Five: Integrating Sources & Using the Library*
 WA Chapter “Using Evidence Effectively” pgs. 92 – 109
 PO Clayton “A Whole Lot of Cheatin’ Goin On” pgs. 207 – 211
 PO Shalit “The Future of Modesty” pgs. 251 - 257
 HB Chapter 40 “Citing Sources” pgs. 601 – 651*
 HB Chapter 41 “Writing Academic Discourse” pgs. 694 – 703*
- Th 10/27 **BRING PREWRITING/OUTLINE TO CLASS – 2 COPIES**
INSTRUCTIONAL DAY IN LIBRARY – Meet in InfoLab 211

- T 11/1 **BRING ROUGH DRAFT OF RESEARCH-BASED PAPER 1 TO CLASS –
2 COPIES**
In Class Peer Review: Research-Based Paper 1
You are responsible for conference #2
- Th 11/3 **RESEARCH-BASED PAPER 1 DUE**
Thematic Unit Three: How We Learn
PO Newman “The Idea of a University” pgs. 52 – 55
PO Spade “Learning in the Key of Life” pgs. 64 – 69
PO Kagan “What is a Liberal Education” pgs. 141 – 152
- T 11/8 PO Croissant “Can This Campus Be Bought” pgs. 99 – 108
PO Steele “The Recoloring of Campus Life” pgs. 78 - 95
- Th 11/10 PO Sokolove “Football is a Sucker’s Game” pgs. 124 – 140
PO Rose “Lives on the Boundary” pgs. 109 - 122
- T 11/15 **INSTRUCTIONAL DAY IN LIBRARY – Meet Outside Starbucks**
- Th 11/17 **BRING ROUGH DRAFT OF RESEARCH-BASED PAPER 2 TO CLASS –
2 COPIES**
In Class Peer Review: Research-Based Paper 2
- T 11/22 **RESEARCH-BASED PAPER 2 DUE**
Readings TBA
- Th 11/24 **NO CLASS – Thanksgiving Break (24th & 25th)**
- T 11/29 *Skill Set Six: Approaching the Disciplines*
WAC Project In-Class Workshop
- Th 12/1 **WAC Project Presentations – Meet in Library Media Room 129**
- T 12/6 **LAST DAY OF CLASS**
WAC Project Presentations – Meet in Library Media Room 213

Final Exam Period: Tuesday Dec. 13th 8:00 – 10:00 a.m.

Final Portfolios Due

I have read and understand the syllabus for Drewitz-Crockett’s Composition 101. I agree to use this document as a guideline for the course and realize that my work throughout the course will be evaluated as outlined here. Should I have a problem in this course, this document will become the medium thorough which to resolve the problem with the instructor and/or the Composition office if necessary. Furthermore, I understand that the instructor reserves the ability to change the syllabus at any time for the benefit of both instructor and student.

Signature: _____

Date: _____

