

This course is designed to help you develop your college-level reading and writing skills, and, more generally, to assist you in cultivating your critical thinking and analytical abilities. These skills and abilities are the foundation of your education, and they will serve you in any major or career path you might follow. In recognition of the needs of first-year students, the University of Alabama First Year Writing Program has devised several outcomes for this course. I have reproduced those outcomes below for your convenience and delight:

The first in a two-course sequence, English 101 introduces college-level writing, critical reading, basic citation, and the rhetorical tools needed to participate successfully in the University of Alabama academic community. By the end of this course, students should be familiar with the writing process (prewriting, drafting, and revising). Students should be able to collaborate effectively with peers and the instructor. Student writing should address the challenges of the initial assignment and use an appropriate style (clear writing, appropriate voice, etc.). Student writing should also demonstrate proficient use of syntax, grammar, punctuation, and spelling. Students should also be able to use quotes, paraphrases, summaries, and documentation correctly in their writing.

Feel free to discuss these outcomes and objectives with me at any time—even if it means asking, “*Why on Earth* are you making us do *THIS*, Ms. Jones?!?!?” Though you may not always *like* the answer, there will always *be* an answer, and it will usually tie to these objectives.

A note before we continue: Writing is made up of much more and better substance than you see here. Therefore, don’t let this syllabus put a bad taste in your mouth. I spent a great deal of time writing and collecting this stapled stack of documents, but it only contains the paperwork necessary to our classroom; the actual experience is what you and I will make of it. We will read. We will explore. We will think. We will write in order to think and explore. We will write to expand our minds and those of others. We will write our hearts out.

Required Texts and Materials: In addition to the texts below, there will be handouts and, occasionally, materials put on hold in the library. You should bring all texts (including handouts and your journal) with you to each class meeting. Failure to do so may lower your daily grade substantially.

Cohen, Samuel. *50 Essays: A Portable Anthology*. 2nd ed. Boston: Bedford/St. Martin’s, 2007.

Hacker, Diana. *A Writer’s Reference*. 6th ed. Boston: Bedford/St. Martin’s, 2007.

Roen, Duane, Gregory R. Glau, and Barry M. Maid, eds. *The Brief McGraw-Hill Guide: Writing for College, Writing for Life*. Boston: McGraw, 2009.

a one-subject notebook to be used as a writer’s notebook
materials you deem necessary for your Radical Revision

Course Summary: This course is organized around four units, full explanations of which are included in the course schedule. Readings, in-class activities, and various homework assignments will correspond with these writing assignments. The course structure, due dates for essays, and final exam details are as follows:

- ☞ Process Analysis: Your final draft is due on 9/14.
- ☞ Narrative: Your first draft is due on 9/23. The optional second draft is due on 10/5.
- ☞ In-class Essay: You’ll write this on 9/28.
- ☞ Exploratory Essay: Your final draft is due on 10/14.
- ☞ Definition: Your first draft is due on 11/2. The final draft is due on 11/11.
- ☞ Radical Revision: This unit will concentrate on turning one of your essays into something entirely different. Presentations will take place on 11/17, 11/19, and 11/23. You’ll also turn in the revised product and a process essay on that date.
- ☞ Final Exam: The exam is held in our regular classroom. Schedule travel plans accordingly! I cannot reschedule the exam, give it early, or give makeup exams (except for documented emergencies.) You’ll be writing an in-class essay. Please fill in the date and time for your course’s final exam period in these convenient blanks.
Date: _____ Time: _____

Attendance Policy: You are expected to attend class regularly. There are no “excused” absences in this class. You will not be penalized grade-wise for participation in school-sponsored events or for disasters/emergencies beyond your control; however, missing class for any reason always counts as an absence. If you know you’ll miss class, please notify me in advance. *Class begins on time.* I will take role by some means at the beginning of each class period. If you are tardy, please make sure I know you were not absent. Talk to me *before* you develop attendance problems if you have concerns or questions. **If you miss a scheduled conference, it counts as two absences.** You will be signing up for conference appointments, and there is no excuse to miss an appointment for which you choose the time. The following policy particulars have been outlined by the University of Alabama First Year Writing Program.

- ☞ Successful students attend class regularly and are not tardy.

- ∞ Major graded work (such as tests or papers) missed due to legitimate circumstances beyond the student's control may be made up if arrangements are made with the instructor in advance or in a timely fashion upon the student's return to class.
- ∞ The lectures, class discussion, group work, and other daily exercises in a writing class cannot be reconstructed for a student who has been absent; therefore, daily work missed due to tardiness or an absence (for any reason) cannot be made up.
- ∞ Students who miss more than 20% of class meetings (6 classes) may receive a grade of NC; such cases, and those of disputed multiple or extended absences, will be referred to the Department Chair for review. Especially difficult cases may be forwarded to the Dean of Arts and Sciences for adjudication.
- ∞ This should not be understood as the number of classes you are allowed to miss; rather, it sets the outside limit after which the higher administration of the University may become involved in the grading process.

Completion of Assignments (Missed Course Work/Late Paper Policy): All assignments are due by the beginning of class on the due date specified. If assignments are late, points will be deducted. *No late work will be accepted without advance permission*, which I will grant for *legitimate* reasons only. Absence is not an excuse. If you are going to be absent, please make sure any work you may have due is turned in *prior to your absence*. (If you are violently ill, held hostage in a foreign country, or otherwise unavoidably detained, contact me as soon as possible, and we will discuss your situation.) There will be quizzes or other in-class assignments every day, and make-up quizzes and assignments will not be given. Papers must be typed in 12pt. Times New Roman, doubled-spaced, and conformed to MLA documentation guidelines (unless otherwise specified). Written work must be backed up either by photocopy or on disk. No backup is no excuse, and neither are printer problems, hungry dogs, faulty spell-check quills, etc.

Grading and ABC-No Credit Policy: Written work will be evaluated in four areas: Content, Organization, Style, and Mechanics. "A" work will be excellent in all four. "B" work must be good in all four. "C" work must be at least competent in all four. "D" work is marginally below college standards in at least one of the four. "F" work is clearly below minimum college standards in one of the four. Work that does not follow the assignment (though otherwise acceptable) will also receive an "F." **Work that is not done or not turned in is recorded as a zero.** All major papers will be marked and returned before the next major assignment is due. **Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again.**

Assignments and Grading Summary: Prior to midterms, you will receive concrete feedback on your overall academic performance and improvement in this course. **Course requirements:** three revised essays (3-6 pages in length, depending on the assignment); a **brief** (5-7 pages) documented essay; an in-class essay which serves as your final exam; quizzes, in-class writing, and other less formal work; journals; regular attendance and participation. Please keep all your work in a folder. Your final grade is comprised of the following:

Quizzes and Daily Work	10%	<i>The letter grading system in the English Dept. works like this:</i> A = 90-100 (excellent, brilliant, woohoo!) B = 80-89 (good, extremely well done) C = 70-79 (average, okay, satisfactory) NC = 0-69 (unsatisfactory, not there yet)
Writer's Notebook	10%	
Process Analysis	10%	
Narrative	15%	
In-class Essay	5%	
Exploratory Essay	10%	
Definition Essay	15%	
Radical Revision	15%	
Final Exam	10%	

Because the University of Alabama awards plusses and minuses in undergraduate classes according to a four-point scale (and you need to get used to thinking about GPA rather than a 100-point scale), I will grade your papers using letter grades which correspond directly to the values found in the *Undergraduate Catalogue* and partially reproduced above. If you receive an A- on a paper, that's not a 90, or a 91, or even a 92, but a 3.67. If a rubric gives you a result of 3.55, that's a B+, but I'll use that particular numerical value in your final grade calculations. Instead of converting all your paper grades to a 100 point scale and then changing those numbers to the four-point GPA scale, I'll end up converting your daily work grade average (which will be on a 100-point scale) to the four-point scale before I average your final grades. This may seem complicated, but it's the best way to assure that my grading scale and UA's are of an accord. In short, I want you to receive the final grade you've earned and to understand exactly how that grade was tabulated. If you ever have a question about how to figure your grade in this class (or your GPA, which works the same way), please feel free to ask.

Some Notes on Class Participation: Though class participation does not count for a specific percentage of your final grade, I highly recommend that you be an active member of the class. Write your papers, attend class, and involve yourself in the reading and discussion of assignments. Reading assignments should be completed before class discussion, and you should be prepared to share perceptive, insightful, and original observations about the texts which you have read. This course will not be based on lectures; rather, we will work together to understand the texts we read (including your own!) and their relevance to our lives as writers. I will evaluate you on your input for class, and failure to write, read, and discuss may hurt your grade, **but you are ultimately responsible for your own education**; I will not beg you to participate or to learn. If you choose to prepare and speak, you'll receive praise and knowledge.

If you choose otherwise, your grade will show it. Don't be afraid to speak; as long as you can support your opinions, there are no wrong answers. If you are painfully shy, feel free to set up a conference with me to discuss options and strategies for better participation.

Academic Honesty: The UA Honor Code and Code of Academic Conduct regarding plagiarism, cheating, fabrication, and misrepresentation apply in this course. As a UA student, you are responsible for knowing and abiding by them. In addition, you will be required to read and sign the First-year English Policy on Academic Misconduct/Plagiarism and the UA Academic Honor Pledge. If you have difficulties or questions regarding plagiarism, please see me, study your textbook, or visit the UA Writing Center for help.

Turnitin.com: The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents. *Please note that we may not use Turnitin.com at all. I might simply make it available for your own use, so that you may check your own work or play around with the interface to see how it works for other classes, etc. I might decide that it's a waste of our time. I might spot-check papers in the system if necessary. In any case, I will let you know what's going on, how we're using this service if we do, and what it means. I promise.*

Classroom Conduct: The classroom should be a bolstering, educational environment in which students feel safe in sharing their work and opinions. You are expected to treat your peers (and me) with respect at all times. Be nice, okay? Silence all cellular phones and other devices that make noise, take out your iPod headphones, and settle in for some learning. I will consider interruptions of a technical nature just as serious as disruptions to the safe atmosphere of the class. Everyone forgets to silence a cell phone once in a while, so you'll get one freebie, but no more. Do not text or Facebook or Twitter in class. **Disruptions of any kind may result in conference with me.** Though I cannot lower my own grade, I will hold myself to these same standards.

Student Disabilities: If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any specific course accommodations that may be necessary. I'm glad to help. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 or visit 135B Martha Parham East to register for services.

Chain of Command for Complaints: If you have a problem with anything that happens in this class, please see me first. If we are not able to resolve the problem, please see Jessica Kidd, Associate Director of First-year Writing.

Late Instructor Instructions: If I am late and there is no notice on the door, please wait ten minutes. Then, send someone to the First-year Writing Program Office (Morgan Hall 207) to tell them I was not in class.

The Writing Center: I will always be available to give you advice and feedback on your writing, but the UA Writing Center is an excellent resource for student writers of all kinds. The consultants there—writers themselves—provide individualized, conference-style help with anything from job applications and statements of purpose to research papers and radical revision. Your student fees pay, in part, for the operation of the Writing Center and you should not hesitate to acquire the help for which you pay; know that I *always* recommend it for help with assignments in this class (as well as other writing). Located in Lloyd 322, the Writing Center provides services Sunday-Friday. For more information, visit <http://english.ua.edu/writingcenter>.

Tentative Class Schedule: Read all materials and have assignments ready to turn in by the dates they are listed. *This schedule may be modified; assignments may be added or taken away, etc., as best benefits our class.*

Week	Date	Class Activities	Readings and Assignments Due
1	8/19	Introductions Diagnostic Essay	
2	8/24	Dickinson, "The Way I Read a Letter's" Letter Writing: The Craft of the Personal Letter Begin discussion of Process Analysis .	Syllabus Response Bring nice paper and a stamped envelope. Lewis Carol, "Eight or Nine Wise Words" Keillor, "How to Write a Personal Letter" (Handout)
	8/26	Getting Started The Six Fundamentals In-class writing—Journals	Didion, "On Keeping a Notebook," 131 <i>MGHG</i> 32-33, 44-48 Letter to Ms. Jones
3	8/31	College Discussion: "How to Pull an All-Nighter" Process Analysis Discussion and Assignment	"Be Specific" (Handout) <i>MGHG</i> 97-113, 159-161
	9/2	First Draft Woes Revision Strategies	Lamott, "The Shitty First Draft" (Handout) Expand/Change Diagnostic Draft & Bring to Class

4	9/7	<i>Labor Day Holiday—No Classes.</i>	
	9/9	Process Analysis Wrap-up: Let me know what you need! Details & Specifics	Write a short description of something your classmates should recognize. Beller, “The Ashen Guy” and other handouts.
5	9/14	Second Paper Assignment : Narrative and Storytelling In-class Reading and Writing	Process Analysis DUE. Think a whole lot about your life, okay? Call someone in your family over the weekend and ask them to tell you a story. Take notes in your journal.
	9/16	A Discussion on Purpose: How to teach a lesson? Logos/Ethos/Pathos	Sedaris, “Me Talk Pretty One Day,” 378-382 (optional: “Remembering My Childhood...” [Handout]) Vowell, “Shooting Dad,” 433-440
6	9/21	The “Small” Stuff: Dialogue, Scenes, Introductions, Etc.	Bring your two favorite opening lines or passages (of anything—a book, a movie, a song, etc.) to class, please.
	9/23	How to Write an In-class Essay Sign up for Conferences.	Narrative Essay DUE <i>MGHG</i> Appendix B
7	9/28	In-class Essay Other Shenanigans: TBD	Don’t forget your conference!
	9/30	Conferences—No Class	Come to your conference!
8	10/5	Third Paper Assignment: Exploratory Essay Finding Sources, Etc.	Response to Conference DUE Optional Narrative Revision DUE
	10/7	Topic Workshop, MLA, Citation	Bring your Hacker and whatever sources you’ve found so far.
9	10/12	Research Roundtable: Where are we? Where have you been? Where are you going, and how will you get there? Mini Peer Critique	Bring three copies of a one-two page portion of your paper to class.
	10/14	Style, Grammar, and All The Rest	Exploratory Essay DUE
10	10/19	Discussion of Fourth Paper Assignment: Definition Definitions: The <i>OED</i>	<i>MGHG</i> 189-193, 196-198, 228-232, 703-706 <i>We may meet in the computer lab on this date. I’ll keep you posted!</i>
	10/21	Where Words Come From: Etymology, MLA, Citation, Etc.	Bring your Hacker! <i>OED</i> Homework Tan, “Mother Tongue,” 417-423 Liu, “Notes of a Native Speaker,” 251-266
11	10/26	Classification: In-class activities.	Ericsson, “The Ways We Lie,” 174-183 Carter, “The Insufficiency of Honesty,” 104-111
	10/28	Cause/Effect—How do the Six Fundamentals affect your readers? Comparison and Contrast In-class Shenanigans	Catton’s “Grant and Lee” (Handout) Other handouts are entirely possible!
12	11/2	Peer Critique and/or In-class Editing (including MLA—bring Hacker again!) Revision Strategies	Definition Professional Draft Due (two copies)
	11/4	Radical Revision Discussion and Assignment	Check eLearning for your assignment. You’ll be watching music videos, listening to songs, reading some poetry, and looking at art. Fun!
13	11/9	Definition Papers Returned FOCUSED Revision Strategies and Group Work	Rewrite a portion of your Definition essay focusing on EMOTIONAL INVOLVEMENT.
	11/11	Revision Activities	Definition Paper DUE
14	11/17	Radical Revision Presentations	Radical Revision Materials DUE on the date of your presentation.
	11/19	Radical Revision Presentations	Radical Revision Materials DUE on the date of your

			presentation.
15	11/23	Radical Revision Presentations	Radical Revision Materials DUE on the date of your presentation.
	11/25	<i>Thanksgiving Holiday—No Classes</i>	
16	11/30	Reflection and Metacognition In-class activities and exercises	Bring all of your previous work with you to class.
	12/2	Preparation for the final exam.	Bring all of your previous work with you to class.
17	see above	Final Exam (In-class Essay)	Reflective Essay DUE