

Monday,
Nov. 7 Paper 4 due by 5 p.m. Staple all prewriting, drafts, and feedback to your paper.
You may hand in your paper early, but your paper must reflect Wednesday night's feedback.

Week 10
Nov. 9 **Reading assignment: "Greening."**
Quiz on main points of reading assignment.
Discuss reading assignments; exercises. Discuss television-program assignment.
Time will be allocated during tonight's class for watching the program as a group.

Week 11
Nov. 16 **Continue work on greening; no reading assignment for tonight.**
Quiz 2 on greening.
More exercises on greening. Continue discussion of television-program assignment.
Workshop D1/P4, focusing on "Greening" and "Framing" issues.

Monday,
Nov. 21 Paper 5 due by 5 p.m. Staple all prewriting, drafts, and feedback to your paper.
You may hand in your paper early, but your paper must reflect Wednesday night's feedback.

Week 12
Nov. 30 **Reading assignment: "Correcting" and "Documenting."**
Quiz on main points of reading assignments.
Discuss reading assignments; do in-class exercises in both using copies of student drafts.
Discuss revision for portfolio; workshop Paper 5.

Week 13
Dec. 7 **Revision workshop for portfolios.** Bring to class all work completed for this course. There will be time for substantive revisions, as well as for working on mechanics such as grammar, spelling, documenting, and formatting. We will also discuss the contents of the portfolio and the final exam (if applicable).

Week 14
Dec. 14 **Final exam week.** Your portfolio will be due by 5 p.m.. You may hand in your portfolio early. See Portfolio Guidelines for more information.

Friday,
Sept. 16

Paper 1 due by 5 p.m. Staple all prewriting, drafts, and feedback to your paper.
You may hand in your paper early, but your paper must reflect Thursday night's feedback.

Week 3
Sept. 21

Reading assignments: "Getting Comfortable" and "Inventing" and "Giving and Getting Feedback."

Due at beginning of class: draft 2 (typed, double-spaced), plus notes, of Paper 1.

Quiz on main points of reading assignment.

Discuss reading assignments; exercises.

Workshop drafts, including descriptions of thinking processes.

4-credit students will be notified tonight and volunteers for the 4th credit accepted as space allows.

Week 4
Sept. 28

Reading assignments: "Drafting" and "Know Your Audience."

Quiz on main points of reading assignments.

Discuss reading assignment; exercises.

Workshop drafts.

Distribute, discuss, get started working on topic for Paper 2.

Week 5
Oct. 5

Reading assignment: "Arguing."

Due at beginning of class: Draft 1 (typed, double-spaced) of Paper 2.

First quiz on main points of reading assignment, focusing on thesis/evidence.

Discuss main points of reading assignment, focusing on thesis/evidence; exercises.

Workshop Draft 1 of Paper 2.

Distribute, discuss, start work on Paper 3.

Monday,
Oct. 10

Paper 2 due by 5 p.m. Staple all prewriting, drafts, and feedback to your paper.
You may hand in your paper early, but your paper must reflect Thursday night's feedback.

Week 6
Oct. 12

Reading assignment: "Arguing."

Second quiz on main points of "Arguing," focusing on fallacies.

Begin work inventing and drafting. In advertisements, identify examples of fallacies as described in "Arguing" (this is Exercise 14 in the book).

Writing assignment for next week: written answers to Exercise 14 in *WBS*.

Week 7
Oct. 19

Reading assignment: "Choosing Your Words."

Quiz on main points of reading assignment.

Discuss reading assignment; exercises.

Class activities: create, analyze, and workshop texts for Paper 3 ("What's happening in the photo?", a short-duration assignment to be completed by Monday).

Monday,
Oct. 24

Paper 3 due by 5 p.m. Staple all prewriting, drafts and feedback to your paper.
You may hand in your paper early, but your paper must reflect Wednesday night's feedback.

Week 8
Oct. 26

Reading assignment: "Framing."

Due at beginning of class: Draft 1 of paper 4.

Quiz on main points of reading assignment.

Discuss reading assignment; exercises.

Bring to class tonight at least 5 print advertisements (color or black-and-white, size 8½ x 11) pulled from magazines that belong to you. Carefully note the source of each advertisement (what magazine it came from). Choose advertisements that seem to have multiple meanings, complexity, a controversial message, or all three. You will choose *one* of these advertisements for your next paper and we will begin working on the assignment in class.

Week 9
Nov. 2

Due at beginning of class: Draft 1 (typed, double-spaced) of Paper 4.

No reading assignment tonight.

Distribute, discuss, start work on topic for Paper 5.

For Students with Diagnosed Disabilities

In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to you if you are a student with a disability. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to make an appointment with the Coordinator of Services for Students with Disabilities in the Student Development Center, Kearney 211. Late notification will delay requested accommodations.

Academic Honesty

We often do our best work in collaboration with others, and throughout your life you will consult with other people, in person and in print, as you develop your ideas. However, while it is entirely legitimate to consult others, it is unethical to take their ideas and pass them off as your own. The best way to guard against plagiarism is to acknowledge the source(s) of your ideas. If you borrow someone else's ideas, whether you use a direct quote, summary, or paraphrase, clearly indicate who it belongs to. In writing you'll use MLA-style citations. When speaking, explain where you got your information. Sometimes it's hard to tell when and what you need to cite. Familiarize yourself with the section of the Student Handbook on plagiarism, and talk with me if you have questions.

Ignorance about what constitutes academic dishonesty does not excuse it. Students who are found to have plagiarized will be disciplined as detailed in the Student Handbook, up to and including failing the course.

Calendar of Reading Assignments and Due Dates

- Finish reading and writing assignments before class on the assignment dates below. In other words, if the calendar date for September 17 says "Reading Assignment: Thinking and Writing," then complete that assignment *before* coming to class on September 17. Students who come to class without having completed reading and writing assignments will be penalized. Always bring your book and any assignments you're working on to class.
- The five major papers will be due on Mondays to assist you in using the feedback you receive in class. Papers can be handed in to me directly, placed in the "in" box on my door (Basil 121), faxed (385-7311), or handed to the Basil Faculty Secretaries. **Unfortunately, I cannot accept e-mailed papers because I am unable to download and print them for you.**
- Complete reading and writing assignments before coming to class. At any time, your draft may be chosen at random from the class and used as material for workshopping. (We will spread this responsibility around throughout the semester so that everyone gets a chance to have at least one assignment workshopped in front of the class.) Failing to complete reading or writing assignments will result in a penalty.

Week 1

Sept. 7

Introduction to course

Review syllabus; discuss course policies and requirements; answer questions.

In-class reading assignment: **"Writing to Learn."**

Quiz. Discuss quiz and evaluation of quiz.

Discuss in-class reading assignment.

Discuss 3- and 4-credit system and department-mandated diagnostic assignment.

Distribute topic/begin work on Paper 1 (Draft due next week).

Week 2

Sept. 14

Reading assignments: "Thinking and Writing."

Due at beginning of class: draft 1 (typed, double-spaced) of Paper 1.

Quiz on main points of reading assignments.

Discuss reading assignments; exercises.

Workshop drafts.

Assignment: using the concepts in "Thinking and Writing," write final draft of Paper 1.

absences beyond this will lower your grade except in extraordinary, documentable circumstances, because if you're not in class, you can't do the work of the course. Students who miss more than 3 weeks of class will receive an F for the course. Because class begins on Day 1, absences because of registration problems count fully. If you have a serious emergency, such as a death in the family, auto accident, hospitalization, etc., please contact me in as soon as you know about it so that we can work with the Dean of Students to make arrangements.

Participation means asking questions, paying attention, participating in discussions and exercises, contributing ideas, etc.

If you miss class, contact other students to find out what you missed. A sheet with class-members' contact information will be distributed early in the course - use it to contact other students for out-of-class work. It is your responsibility to find out about any assignments, due dates, and announcements and to fulfill them on time.

Copies of in-class handouts, assignments and worksheets will be available on the website and/or on the front of my office door for pickup anytime.

Resources

Dr. Jadwin

As your instructor, my job is to coach you to be a more effective writer and to evaluate work you produce for this course. Drop by during office hours to discuss any issue related to writing or to our class. We can also talk over the phone if an in-person appointment is impractical. You and I can accomplish a great deal during a short 15-minute conference, especially if you're stuck.

During office hours you don't need an appointment - you can just stop in. I have scheduled an office hour right before class to accommodate students who work or have other commitments during the day. If your schedule makes it impossible for you to come by during these times, see me, call (385-8192), or e-mail me with your available times (jadwin@sjfc.edu) to set up an appointment.

The Writing Center

The peer consultants at the Fisher Writing Center are available to help you free of charge, with appointments during both day and evening hours, with any issue related to writing, including inventing, drafting, revising, and polishing. I encourage you to make at least two visits to the Writing Center every term and to develop relationships with consultants who can be requested when you make an appointment. 3-credit students will receive extra credit for visiting the Writing Center. Note that Writing Center consultants cannot (1) proofread your work (2) tell you what grade you should receive or (3) write your paper for you. Approach them with drafts, ideas, and a specific agenda on which you want to work.

The Writing Center notifies me when you fail to show up for an appointment. Students who fail to show up for a scheduled Writing Center appointment or repeatedly cancel appointments will be penalized. **Each no-show will lower your final grade exponentially and may cause you to fail this course.** If you think you're going to miss an appointment, call the Writing Center and cancel it.

The Writing Center is located on the second floor of Basil Hall in the Gateway area.

The English 101 Website

A website is currently being developed for this course. It will contain this syllabus, course handouts, and other information and resources, including a photo gallery of course members so that you can easily remember your classmates' names. The URL is www.jadwin.net/101.

English 101C: College Writing Fall 2005, St. John Fisher College

Dr. Lisa Jadwin
Office: 110 Basil Hall
Phone: 385-8192
Fax: 385-7311
E-mail: ljadwin@sjfc.edu

Course website: www.jadwin.net/101

Office Hours: T/R 9-9:30, W 4-6
(no appointment is necessary during office hours)
and by appointment at other times

Course Description and Structure

English 101 is designed to help you learn to write analytical papers on a variety of topics using clear, correct prose. Writing is challenging because it's more than self-expression: it's a way of learning, a disciplined way of considering what is in front of you. You learn to think by writing, and you'll get a lot of practice writing and thinking in this course. To encourage you to develop the habit of thinking critically, assignments ask you to analyze commonly available media such as advertisements and television programs. The critical-thinking skills and writing techniques you learn in these assignments will serve you throughout college and beyond. **Please note that this is *not* a course in basic grammar and mechanics, which you are expected already to have mastered.**

Previous students have described this course as "challenging, but fun," and often note: "I worked harder than in my other courses, but I learned more too." Class will be interactive, most class activities will be group-based, and there will be many in-class assignments. Because your participation is essential, the attendance policy is strict and will be enforced without favoritism. Please make sure you are ready to abide by it if you plan to stay in the course.

Course Text

Jadwin, *Writing Both Sides: A Guide to College Writing*

I wrote this textbook specifically for Fisher 101 students; you pay the cost of photocopying and binding. **A copy has been placed on reserve in Lavery Library for your convenience.**

Course Requirements

- Five analytical assignments (3-5 pp. each) on topics to be distributed. Each paper will be graded *twice*: once (5% each, 25% of your final grade) when you initially hand it in, and again, when you have revised it for inclusion in your final portfolio (25% of your final grade). This allows you to improve your papers by revising them but also holds you accountable for doing high-quality work throughout the term.
- In-class writings and homework graded on a three-point (minus/check/plus) scale (10% of final grade). Be sure to keep copies of all written work - papers, drafts, exercises, notes - that you do for this course. You may be asked to hand it in. Keep copies of everything you write. **Though there are no makeups for in-class assignments, your lowest grade on in-class work will be dropped at the end of the semester.**
- Exams: weekly quizzes will test your grasp of the main points of the reading assignments (25% of your final grade total). To prepare for quizzes: as you read each chapter, mark important terms, memorize unfamiliar and important words, and outline chapter on a separate sheet, listing its main points. **Though there are no makeups for quizzes, your lowest quiz grade will be dropped at the end of the semester.**

Though currently no midterm and final are scheduled for this course, I reserve the right to institute a midterm and a final exam if necessary to motivate students to master course materials.

- Participation and attendance (15% of your final grade). Because this is an interactive class, you must be present in order to learn and contribute. You are permitted one week of absence without penalty, but