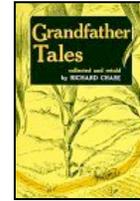


English 101 Syllabus
DRAFT
 Appalachian Cluster
 Fall 2014



I. English 101: Composition and Research I

Ferrum College English Department, School of Arts & Humanities

II. Instructor Dr. Tina L. Hanlon

Office: Britt 205

Contact

Phone/voice mail: 365-4327

Office Hours in Britt 205: MWF 11:10-12:10, MW 1:30-2:20. And by appointment.

Office Hours in ARC: TTh 9:30-10:45

Web sites

www2.ferrum.edu/thanlon

and http://www.ferrum.edu/about_ferrum/administration/meet_our_faculty/tina_hanlon.html

III. Class Meeting ENG 101-02 MWF 9:05-10:00 Library 204

Required Activities

Cluster dinner, Sept. 11 or 16, 6 p.m. Dr. Thomas' house

Field Trip: Nov. 7-9, c. 8 a.m. to c. 6 p.m, Hurley and St. Paul, VA

Blue Ridge Folklife Festival, Oct. 25

The True Cost of Coal (theme event) Nov. 5

Possible storytelling event, tba

IV. Textbooks and Materials (Most books are used for both English and sociology.)

- Hacker, *Rules for Writers*, 7th ed., 2012.
- Crow, Peter. *Do, Die or Get Along*, 2007.
- McCrumb, Sharyn. *The Rosewood Casket*, 1996.
- Other assigned readings from handouts, Internet, library reserve, or other electronic sources will be announced in class and in BrightSp. Some may be linked with campus speakers and activities.
- You should come to class each day prepared to write, with pens/pencils, and paper, and with your copy of the assigned reading material for the day and/or notes on readings.

V. Catalog Course Description for English 101 (and 102)

This course sequence teaches the fundamentals of effective analytical writing and research. The first semester focuses on developing clear, correct multi-paragraph essays on private and public topics.... Passing ENG 101 with a "C" or higher is a prerequisite for ENG 102.... Students must repeat the course immediately if they do not meet this standard, since a "C" or better [in 101 and 102] is also a prerequisite for other critical courses, including all sophomore literature courses and upper-level courses offering Writing Intensive credit.

VI. Purpose/Rationale for this Course

The purpose of English 101 is to help you improve your writing skills in preparation for English 102, your other college courses, your professional career, your civic life, and other lifelong pursuits. We will work to improve both your writing process and the products of your writing.

The Appalachian Cluster is a three-course learning community which has a common goal of viewing Appalachia as a window on modernization issues affecting the entire country and world, thus helping realize Ferrum's mission that students "be caring and concerned citizens of their community, nation, and world." Toward this end, students in English 101 read (or view) and discuss various kinds of texts that explore realities about coal mining, modernization, and cultural traditions in Appalachia; students analyze topics discussed in English, sociology, and environmental science as they affect sustainability in the region and the world. On the field trip, students have an opportunity to observe coal mining

communities and participate in activities with high school students in southwestern VA.

VII. Use of Technology

- A. Desire2Learn's BrightSpace course management software. Navigate to <https://ferrum.desire2learn.com/d2l/home>. **CHECK THE CALENDAR DAILY.**
In BrSp you will find the syllabus, the calendar with our daily work outlined, guidelines for various assignments, drop boxes for writing assignments, discussion forums to write in online, links to the textbook web sites, and other resources. Review the Contents listed under Course Materials and Calendar often, as well as the Links section. Please let the professor know if you find errors or have questions about anything posted in ANGEL. For assistance with ANGEL, see Ms. Kim Police.
- B. E-mail (web mail or your own mail program). **Please use your Ferrum account** (Check your e-mail settings in BrSp to make sure you will receive mail in your external Ferrum account.)
- C. Internet (including online library databases, http://www.ferrum.edu/stanley_library.aspx)
- D. Word processing software
- E. Books, paper, pencil or pen (be sure to use these productively and write legibly)
- F. **NOTE:** Personal electronic devices may **not** be used in class without special permission.

VIII. Learning Outcomes and Course Goals

Course Goals: All learning activities are designed to assist you in accomplishing the following goals for English 101:

1. Write effective thesis-based essays with purpose, coherence, logical development, unity, and support
2. Write using standard rules and conventions of edited American English
3. Summarize accurately, analyze, and compare reading selections.

College-wide Student Learning Outcomes. The goals listed above will assist you in accomplishing the following college-wide SLOs or student learning outcomes. (The part in square brackets does not apply to this course.)

Ferrum College students will

- A. Demonstrate an integrated knowledge in the liberal arts
- B. Demonstrate information literacy, using available technology when appropriate
- C. Demonstrate competency in [quantitative skills and] reading
- D. Think critically and solve problems through analysis, evaluation, inference, induction, and deduction
- E. Communicate with unity of purpose and coherent organization consistent with standard rules and recognized conventions using appropriate methodologies
- F. Demonstrate personal responsibility.

English Program Student Learning Outcomes. The following learning outcomes for the English program apply to English 101-102:

English graduates will

- i. Refine critical thinking skills to demonstrate analysis, synthesis and evaluation
- ii. Demonstrate effective research skills [This is a focus of English 102, not so much for 101.]
- iii. Write effectively in a variety of contexts.

IX. Course Requirements and Assignments

Course Goal/Outcomes	Instructional Experiences	Assessments
1. Write effective thesis-based essays College SLOs BDE English SLO iii	Reading, class discussion, lecture, homework assignments, in-class writing and activities, individual conferences, writing essays, revising drafts of essays	At least six essays Final exam essay
2. Write using standard rules and conventions of American English. College SLOs B and E English SLO iii	Studying handbook, homework exercises, class discussion, in-class activities on editing skills, individual conferences, editing and proofreading essays	Homework exercises Proofreading proficiency in essays Quizzes
3. Summarize accurately, analyze, and compare reading selections. College SLOs ABCDE English SLO i	Reading articles, essays, books or selections from books, and writing handbook; homework assignments; writing essays that include summary, analysis, and comparison	Homework Essays
College SLO F	Attending class and conferences promptly, class participation, completing assignments on time, following instructions, appropriate and civil behavior	See policies on attendance, due dates, participation, grading and conferences below.

X. Evaluation and Grading for ENG 101

Percentage of Final Grade	Brief Description
70%	At least seven essays, including final exam
10%	Proofreading proficiency
20%	Participation, homework

The **grading system** in the *Ferrum College Catalog* (in the online 2014-15 catalog http://www.ferrum.edu/academics/catalog/2014-15/academic_policies.html), will be used to grade assignments in this course. (Note also the add-drop policy.) Details on requirements and grading standards for completed essays will be provided in later documents. In most cases, homework assignments, designed to help you improve and practice a variety of writing and editing skills, will be recorded with a checkmark for completion, a minus for incomplete submission, or an X or zero (no credit) for no submission.

On essays and the final course grade, **R** indicates that the work does not fulfill the requirements for a grade of C or better, and you should revise or rewrite essays marked with an R. As a final course grade, R is reserved for students who complete the work of the course but do not have satisfactory writing skills to earn a C or better average and move on to English 102. The no-penalty, non-credit R grade is a special opportunity offered by the college for students who work hard and need more time to improve their writing skills and repeat English 101. It does not lower a student's grade-point average as a D or F grade does.

Due Dates. All homework and essays are due at class time on the assigned day, with a paper copy of essays submitted at the beginning of class (or in conferences sometimes) and an electronic copy in an ANGEL drop box. Late papers will not receive credit for the assignment. You must progress through the required essays according to deadlines that will be posted on the course calendar. You must complete at least six assigned essays and the final exam by the end of the semester to pass the course.

Your **participation grade** (20% of your final course grade) will be based on the quantity and regularity of your daily work in this course, and fulfillment of basic course requirements. (Other grades are based on the quality of work submitted). To receive an A for participation, fulfill all of requirements #1 to 4 below (#5 is optional). Minor lapses in one or two of these areas will not prevent you from receiving an A-, but your participation grade will be lowered by one letter grade for each area in which there is a major omission or failure to complete that requirement.

1. Attend classes and conferences (no more than two recorded absences), behaving respectfully and courteously in class at all times.
2. Participate regularly and voluntarily in class discussion.
3. Complete all homework and in-class exercises, required discussion forums, or quizzes on time.
4. Submit all papers and revisions on time, typed, double-spaced, with pages fastened together on hard copies, as well as electronic copies in ANGEL drop boxes (see *Easy Writer* handbook, chap. 6).
5. Submit any informal writing you do on your own. This may take the form of a regular journal or notebook, samples of creative writing or miscellaneous writing of any kind. Discussion forums in ANGEL will give you opportunities for optional writing such as a brief summary or response to a campus cultural event and writing answers to study questions on readings. See me for other suggestions.

Final Exam. The Department of English at Ferrum supports a policy of consistent grading standards. To ensure that each student has reached a level of proficiency that prepares him or her to handle the challenges of English 102, each student in English 101 is required to pass the final examination essay, which will be reviewed by three professors—the student's current teacher and two other professors who teach composition. The student's professor will make the final course grade determination. Normally, students who fail the final examination essay will receive a final grade of "R" or "F"—possibly "D," as determined by the completeness and quality of earlier work, and any other relevant course policies, including attendance.

XI. Academic Integrity

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System will be followed. Students are expected to display academic integrity at all times and in all circumstances. The Ferrum College Honor Code applies to all work submitted for credit in this course. Plagiarism or any other form of cheating on papers, reports, homework, or tests will result in severe penalties, which may include failure of the course. Cases sent to the Honor Board can result in additional penalties, including suspension or expulsion from the college. You are responsible for reading and understanding the Ferrum College Honor Policy and the section on plagiarism in the *Easy Writer* or *Rules for Writers* handbook, and for avoiding the undocumented use of the words or ideas of others in your writing. If the professor has any questions about possible sources, inaccurate quoting, or inadequate documentation in a paper, it will not be graded until the questions are answered and/or the problem has been corrected. (At the end of the semester this may mean automatic failure if there is no time left for clarification or corrections.)

It is very important that you understand the difference between acceptable and unacceptable help with your writing. Acceptable help includes getting a professor, a tutor, or another reliable reader to help you with brainstorming, outlining, suggesting revisions, learning to recognize proofreading errors, or typing a paper. It is unacceptable and unethical to get someone else to edit (i.e., correct errors) or write all or part of a paper, and to copy homework exercises or any other work from someone else. If you have any questions about documentation or help received, I would be glad to discuss it with you before an assignment is submitted. Obviously, it is to your advantage to ask questions early if you have doubts and to learn as much as you can by doing your own work.

XII. Attendance Policy and Conferences

Attendance at all classes is required and is necessary for satisfactory progress in the work of the course. Accumulating more than five unexcused absences will lower your final grade in the course by as much as one letter grade. Ferrum College policy mandates that anyone who misses one-fourth of the class meetings cannot receive credit for the course (see [Ferrum College Catalog](#), p. 49). If you are excused from a regular class meeting in order to attend an individual conference with the professor at another time, missing the conference will count as a regular class absence. It is your responsibility to inform the professor (preferably in advance) and arrange for make-up work if you have a legitimate reason for missing a class.

Required Conferences and Skills

Your writing will sometimes be evaluated in individual conferences with the professor, held in Britt 205, our classroom, or the ARC. When you bring the draft of a paper to a conference, I will evaluate it quickly by approving the following features of the paper in the order listed. If the beginning of the paper does not indicate a clear and acceptable topic, you will need to revise and bring it to another conference. If it has a good topic but not a unified, precise thesis, you will return after the thesis has been revised, and so on. If you have additional questions about that paper or anything else, have it ready to discuss when you come in for your conference, but I will not plan to discuss items farther down the list until requirements above them have been met. When all basic requirements have been fulfilled, we will discuss the paper's grade (A, B, or C) and, unless you want to further refine a B or C paper, I will record the grade as final.

1. **Topic**
2. **Thesis**
3. Coherent **organization**
4. Specific, clear **details** to support thesis
5. **Mechanics** (use of standard English, format)

Complete, accurate **documentation** (often not needed in English 101 essays)

XIII. Office of Academic Accessibility (OAA)

As directed by Ferrum College's policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located Lower Stanley Library, Office 110 and the director may be reached by phone at 365-4262 or by email at nbeach@ferrum.edu. Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process, and are also invited to read the policy manual on www.ferrum.edu/accessibility for specific information.

XIV. Civility in the Classroom

You are encouraged to participate in class discussion and ask questions at any time during class, but you are expected to respect the needs and rights of others by not distracting others in the class in any way. If you disrupt the class or distract the professor or other students, you will be asked to leave the class and will be counted absent for that day.

College Policy: Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the class and may risk serious consequences as outlined in the Civility policy.

Actions that will not be tolerated in this class:

- Arriving late (you may be marked absent if not present at the beginning)
- Talking while someone else is talking and any other rudeness
- Doing homework or other reading during class
- Sleeping in class
- Leaving the room during class
- Using a cell phone or the Internet during class without permission

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BE WELL, DO GOOD WORK, AND KEEP IN TOUCH (as Garrison Keillor says on “The Writer’s Almanac”)

College theme for 2014-15: Roots and Routes,
http://www.ferrum.edu/academics/special_programs/rootsandroutes.html