ENGLISH 101 SYLLABUS
Fall 2006

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OFFICE HOURS: 8:30 - 9:00 MW
by appointment or:
11:00 - 11:30 WF
12:30 - 1:00 MF

COURSE DESCRIPTION
English 101 provides closely supervised instruction and practice in critical reading and writing. Attention is given to planning, drafting, revising, and editing a variety of texts including essays and research papers.

COURSE OBJECTIVES
- to explore issues and ideas fully and thoughtfully as a reader and writer and as a participant in class or group discussions
- to write confidently and clearly with an emerging personal voice
- to write effective essays for a variety of audiences
- to use writing as a means of discovery as well as a means of communicating
- to produce essays which demonstrate an awareness of effective organization
- to focus on topics and control ideas in a refined manner
- to use a variety of organizational strategies which are appropriately matched to the subject and writing situation
- to use a variety of ways to demonstrate or illustrate, not merely assert, a point
- to confirm the points made in a timely manner
- to demonstrate control over paragraph and sentence structure
- to manage language appropriately and with skill: occasional mistakes in grammar and punctuation may occur, but essays are free from patterns of errors
- to identify areas of weakness in one’s writing and determine an appropriate strategy or strategies for improving work
- to research a topic, integrate source material while retaining a personal voice and style, and accurately document sources using the current MLA format
- to use planning, drafting, revising and editing as processes toward the final product

REQUIRED TEXTS
Required Texts

RECOMMENDED TEXT

- College-level dictionary, for example, *Merriam-Webster's Collegiate Dictionary* or *The American Heritage Dictionary of the English Language*

**SCOPE AND NATURE OF CLASS WORK.** Assignments will include:

**Critical thinking** - asking questions, defining problems, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity.


**Strategic reading** - tracing plot or locating the key points of an essay, comprehending or inferring main ideas or themes, and recognizing particular rhetorical patterns, identifying unfamiliar vocabulary

**Informal writing** - journaling, responding to ideas, discussing literature, drafting, reviewing cultural events

**Formal writing** - composing essays and documented essays, applying MLA style and format. Overall writing, including both formal and informal writing, will include a **minimum** of 10,000 words or forty pages (250 words/page).

**Research** - participating in required library training sessions; writing paraphrases and summaries; locating a variety of sources through the USC Upstate library; accessing electronic sources using USC Upstate databases only; researching, drafting and documenting an essay; and citing sources carefully and correctly

**Portfolio building** - collecting and reflecting on drafts, revisions and final essays in a folder or notebook or online (Blackboard)

**Cultural event critiques** – attending and reviewing two cultural events, at least one of which must be an event in the Freshman Focus 2005 series

**Demonstrating progress as a cohort** - writing a diagnostic essay; reading *One Foot in Eden* in common with other 101 classes, and completing an in-class writing near the end of the semester

**Conferences** - meeting your instructor on a one-one basis for writing instruction

**ACCOMMODATIONS**
To request accommodation for a disability, please contact the Office of Disability Services (CLC 107, 503-5123) and see the course instructor as soon as possible.

**ATTENDANCE & PUNCTUALITY**
Due to the participatory nature of this class, students are expected to attend regularly, to be on time and to remain until the class is over. Circumstances may occasionally arise which might cause you to miss class, but excessive absences and/or tardiness may have a negative impact on your final course grade.

MWF Sections: Three absences allowed. Perfect attendance will be rewarded with 2% added to your final grade. Nearly perfect attendance (1 absence) will be rewarded with 1% added to your final grade. Beginning with the **4th absence**, each missed class will result in a **5% reduction** of your final grade. Two tardies or early departures will be counted as one absence.

(NOTE: *There will be no distinction* between “excused” and “unexcused” absences).
**STUDENT CONDUCT FOR THE CLASSROOM**

*A Member of the USC Upstate Community of Scholars:*

*Displays personal and academic integrity.*

You are honest, truthful, and trustworthy. You do not lie, cheat or steal. You do not present others’ work as your own or collaborate with others without acknowledgement or permission from the faculty member.

*Accepts responsibility for actions.*

You do not blame others for academic consequences resulting from your own decisions and behavior. You follow established policies and procedures in the USC Upstate Catalog, the USC Upstate Student Handbook, and course syllabi.

*Respects the rights and dignity of all persons.*

You are courteous and respect the rights and property of others. You do not harass, demean, ridicule, abuse, threaten or discriminate against others.

*Maintains a learning-focused attitude.*

You are engaged in the classroom and other learning environments, both on and off campus. You are on time, prepared and alert. You participate until the faculty member in charge dismisses the class.

*Refrains from conduct that adversely affects others.*

Your conduct is appropriate for learning. You do not enter the class late or leave early without permission of the faculty member. You follow the instructions of the faculty member regarding talking or using cell phones, pagers or other electronic devices in class. You do not use threatening, demeaning or inflammatory language.

*Follows the specific requirements of faculty members.*

You meet the behavioral and academic expectations of your instructors recognizing that these standards will often vary.

**PLAGIARISM**

*From USC Upstate Student Handbook, The Academic Honor Code:*

“Students are required to properly acknowledge sources as follows: students may not present as their own ideas, opinion, images, figures, languages or concepts of another, including those of other students. Students must acknowledge all sources such as magazines, journals, internet sites, records, tapes, films and interviews. The common specific uses of source material are:

*Direct Quotation*: Word-for-word copying of a source. A direct quotation must be accurate, must not misrepresent the source in any way and must be properly acknowledged.

*Paraphrase*: A recasting into one’s own words material from a source, generally condensing the source. A direct quotation with only a word or two changed, added or omitted should not be passed off as a paraphrase. A paraphrase restates the source but does not misrepresent it and must be properly acknowledged.

*Use of ideas*: The use of an idea from a source must be properly acknowledged, even when one’s application of that idea varies from the source.

*Use of figures, tables, charts, statistics, images, photographs and other similar sources*: These items must be fully acknowledged, and any changes must be clearly indicated.

...[A]ny kind of help (except that permitted by an instructor) in the preparation of a project... must be fully acknowledged. Papers and other materials [copied or] bought from ‘term paper writing services,’ if submitted as the work of anyone except the writing service, constitute a violation of the principles of this document.” (94)

▶ **BE AWARE:** The consequences of plagiarism range from a grade change to expulsion.

▶ **Sanctioned Writing Assistance**

The University Writing Center (HPAC 136) provides free individual tutoring in writing. Consulting a UWC tutor does not constitute plagiarism.
All of the following items may be used in assessing essays & papers

Content
- focuses thesis
- develops and illustrates thesis insightfully and persuasively with vivid detail
- demonstrates understanding of texts used and/or class discussion of materials
- researches sufficient, representative and applicable sources

Organization
- introduces thesis early and revisits thematically in the conclusion
- OR implies thesis effectively (early and in conclusion)
- arranges paragraphs strategically and competently
- maintains sound, understandable logic
- unifies sentences and paragraphs
- includes transitional words and expressions

Voice
- uses precise, mature diction
- maintains appropriate style and tone
- demonstrates awareness of audience

Sentence Sense
- writes complete and separate sentences
- varies sentence structures
- subordinates and coordinates ideas
- predicates ideas logically

Grammar, Mechanics and Usage
- adheres to the conventions of Standard English
- punctuates correctly
- spells correctly

MLA Documentation (as applicable)
- cites sources correctly within paper
- cites sources correctly on “References” page
- smoothly integrates quoted material without loosing personal voice
- headings, title, and margins set up appropriately
- double spaced text, appropriate font
- pages numbered

Revision & Editing
- progresses from invention through discovery to conclusion from rough drafts to final draft
- identifies and repairs pattern errors early in draft stages

Publishing
- product is neat and professional
- product is published for the class (as applicable)

Other
Las Vegas Quizzes

Quizzes over the assigned readings for this course will be administered at random as determined by the role of a die at the beginning of each class session. In special circumstances, a quiz may be dictated by the instructor without using the die.

The quiz is NOT open book, but you are welcome to make handwritten notes (but not complete essay answers) which you may use during a quiz. All answers should be in essay format using complete sentences. Please include references to page numbers as appropriate. There will be no makeup quizzes, but the lowest quiz score will be dropped. No more than 7 minutes will be allowed for a quiz.

DETAILS:
At the beginning of each class we will role a die. If a 1, 2, or 3 appears, there will no quiz. We will continue with class discussion. If a 4, 5, or 6 appears, there will be a quiz; we will roll the die again to determine which of the following questions will be answered. (The questions are subject to revision…)

Concept Chapter Quizzes:
1:  What is the main theme of the reading in the textbook for this week? Why is this important? Which suggestions do you see as most or least important? Why? (Be specific to show you read)
2:  Relate a theme from this week’s text to writing you have been exposed to outside this class. For example, if we are discussing narrative, you may discuss the use of narrative in a novel, magazine, newspaper or website you’ve read recently or readings from another class’ textbook
3:  How does the reading in the textbook relate to strengths and weaknesses in your own writing? (Be specific to show that you understood the reading)
4:  Objective question about the text. Short answers that will vary by chapter (Not Essay Format)
5:  Professor’s Choice (of any of the questions above)
6:  Student’s Choice (of questions 1-3 above… #4 is an option only if everyone agrees…)

Essay & “Emperor” Quizzes:
1:  What do you see as the main thesis of the reading? Use evidence from the reading to support your opinion.
2:  Select an idea, concept or reference (to a person, place or thing) in the reading that relates in someway to your own life, clearly define or describe it, and then discuss how it relates.
3:  Write a critical perspective on some aspect of the essay, citing evidence that prompts you to agree or disagree with the author’s perspective. Note that a critique may be positive, negative, or some combination of both.
4:  Citing page number(s), quote a statement from the essay that makes you feel very strongly: excited, frustrated, happy, sad, angry, surprised, confused, scared, etc. Why do you feel this way? What do you think the author intended you to feel?
5:  Student’s Choice (of any of the questions above)
6:  Professor’s Choice (of any of the questions above)

GRADING ON ESSAY-TYPE QUIZZES:
10  WOW answer (rarely given)... Shows significant thought and insight. Excellently written.
9  The answer shows thorough understanding of the material. Well written.
8  The answer shows understanding of the material, but may be less than complete or slightly off the target concept.
7  The answer is not correct, but demonstrates some meaningful understanding of the material presented.
6  The answer is incorrect, but is clearly presented using good grammar, organization, and techniques we have discussed in class or readings as applicable.

ADDITIONAL NOTE on Quizzes:
In order to receive full credit, all answers (EXCEPT CONCEPT CHAPTER DAYS #4) must be clearly presented in essay format using appropriate grammar, organization, and techniques we have discussed in class or readings. Answers that do not meet these requirements will be lowered by one letter grade or more depending on the severity of the stylistic and grammatical issues – Consideration will be given to the fact that multiple drafts are not an option in the “in-class quiz” format.

ESSAY ERROR LOGS
• All formal assignments (anything that follows a rough draft) should be in Standard English with no informal grammatical usage. For each informal usage marked on your paper you must make an error log entry on an index card or 8½ x 11 sheet of paper including the following steps:
  1) Identify the error (see last page of this syllabus for more details)
  2) write out the formal rule (from your writer’s handbook)
  3) write out a corrected version of your sentence
  4) write another, original sentence using the form correctly
• For spelling errors, rewrite the sentence with the word spelled correctly and supply two other sentences with correct spelling and usage of the word.
• Error logs must be completed and turned in within two class periods of return of the assignment. All error logs together will equal one quiz score.

JOURNAL / BLOG
• 50 – 250 words per class day… Free topic… Brainstorming for & reflecting on writings welcomed… Responding to your peer’s Jour/blogs is also welcomed for up to ½ your entries…

EVALUATION
• Papers (70%) Four papers: 5%, 10%, 20% & 25%. The first three will undergo multiple supervised revisions. Revisions for the final paper will be independent (Only one draft of the paper will be submitted for review and grading).
• Journal, Presentation & Peer Reviews & Other (20%) Journal as described above. Presentation on topic of Paper 3 or 4… Due BEFORE the final paper is submitted. Peer Review requirements will vary as discussed in class.
• Quizzes, Tests & Error Logs (20%) See LVQ & Error Log sections in above for details.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B</td>
<td>80%–87.99%</td>
</tr>
<tr>
<td>B+</td>
<td>88%–89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70%–77.99%</td>
</tr>
<tr>
<td>C+</td>
<td>78%–79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60%–67.99%</td>
</tr>
<tr>
<td>D+</td>
<td>68%–69.99%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
</table>

Class participation may be rewarded with a ‘plus’ for scores within 2 points of the next grade level (e.g. 86.1 B+) at the instructor’s discretion

*** This syllabus is subject to change ***
101 ESSAY REQUIREMENTS

MATERIALS
• Two pocket file folder

First Draft
• Outline (with thesis included)
• Draft of paper (run grammar & spell check before submitting, but I will require error logs for this draft only if MS Word would recognize a misspelled word…)
• Put the word count at the bottom of the last page (Menu: Tools + Word Count)
• All new materials in the right hand pocket
• Error logs from final draft of previous paper in left hand pocket. (2nd, 3rd & 4th Essays)

NOTE: “1st Draft” to me shouldn’t be the very first essay you write.…

Second Draft
• Everything you have from 1st draft in left hand pocket (outline, peer revision, etc)
• Revised outline (if applicable), error log (if applicable) in right hand pocket of folder
• Grammar & spelling checked: Error logs expected.
• [Include only materials related to this (multi-draft) assignment]

AGAIN: “2nd Draft” for me may actually reflect several revisions for you…

Final Draft
• All materials related to this (multi-draft) assignment
  o Staple or clip “1st Draft” materials together
  o Staple or clip “2nd Draft” materials together
• Revised outline & error log (if applicable) in the right hand pocket of your folder

DEADLINES
• All papers must go through three drafts.
  o 20% will be subtracted for each ‘draft round’ missed
• Papers are due (on paper &/or to Blackboard as announced) by the beginning of class
  o All error logs should be hand written
  o Late papers may be posted to Bb “Late” box through the next class period, but:
    ▪ 10% penalty applies
    ▪ Late papers may or may not receive any comments from me or your peers
  o Papers that are more than 1 class period late will not be accepted
    ▪ (Remember: 20% will be subtracted for each ‘draft round’ missed)
  o Late & missing draft penalties are cumulative and apply to final score
    ▪ It is possible to lose up to 50% of a single assignment:
      • -20% skipped 1st Draft
      • -20% skipped 2nd Draft
      • -10% late 3rd Draft
ERROR LOGS

- Refer to the Essay Comment Key to see which errors need a log entry
  - Go to: http://faculty.uscupstate.edu/dmarlow/101.htm
- Assign a number to each error marked on your draft
- Clearly mark the number of the error on your error log
- You DO NOT need to write the *incorrect form*
  - Just write the number of your error
  - Hand-write your entries… (to ensure mental processing)
  - Write out the formal rule (from your writer’s handbook)
  - Write out a corrected version of your sentence
  - Write another, original sentence using the form correctly

For **spelling errors**, rewrite the sentence with the word spelled correctly and supply two other sentences with correct spelling and usage of the word.

Feel free to use index cards (1 error/card) OR 8x11 paper (all your errors on one page)

- Error logs must be completed and turned in with the next formal writing assignment.
- All error logs together will equal one quiz score.
- If your error log is doesn’t meet these guidelines or is incomplete, I will put it on my office door for you to pick up – I will use whatever contact you provided on the index card the first week of class. I will NOT review (or grade) your paper and it will be LATE. (You will have until the next class to turn it in at 10% off…)
### USC Upstate Writing Assessment Rubric

**Student Name:**

#### Writing Skills Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Average</th>
<th>Weak</th>
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</thead>
<tbody>
<tr>
<td><strong>Quality of Thought</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition/examination of complex ideas</td>
<td>High 5</td>
<td>Low 4</td>
<td></td>
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<tr>
<td>Credible and logical support</td>
<td></td>
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<tr>
<td></td>
<td>Generally unified. Ideas are balanced. Opinions and claims are adequately supported and usually logical. Paper is ambitious but quality is inconsistent.</td>
<td></td>
<td>Little evidence of control of ideas. Ideas are not supported, or support is clichéd or illogical. Paper is not ambitious or insightful.</td>
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<tr>
<td><strong>Clarity of Purpose</strong></td>
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<tr>
<td>Clear purpose</td>
<td>High 5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Audience awareness</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
<td></td>
<td>Positions are insightful and clear. Thesis is focused; intent is obvious. Clear sense of audience.</td>
<td></td>
<td>Lacks position on topics. Thesis may be absent or intent is unclear. Superficial. Little to no recognition of audience.</td>
</tr>
<tr>
<td><strong>Organization of Content</strong></td>
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<tr>
<td>Arrangement</td>
<td>High 5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Unity</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Coherence</td>
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<tr>
<td></td>
<td>Ideas are well connected through structural and linguistic transitions. Structure complements and completes content.</td>
<td></td>
<td>Overall unity and coherence are flawed. Parts are poorly connected, and there is little evidence of planning or organization.</td>
</tr>
<tr>
<td><strong>Language and Style / Voice</strong></td>
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<tr>
<td>Vocabulary</td>
<td>High 5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Register</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Tone</td>
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<tr>
<td></td>
<td>Exhibits confident, skillful use of language. Uses a varied, accurate, and appropriate vocabulary. Sentences are purposefully designed and matched to content.</td>
<td></td>
<td>Displays little facility in the use of language. Uses limited vocabulary or inappropriate word choice. Sentences are basic. Paper may be repetitive or wordy.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
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<tr>
<td>Grammar and usage</td>
<td>High 5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Punctuation</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Spelling</td>
<td></td>
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<tr>
<td></td>
<td>Grammatical structures are well-chosen. No errors detract from meaning.</td>
<td></td>
<td>Grammar errors are so obtrusive that readers are seriously distracted by them.</td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>Quality of sources</td>
<td>High 5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Integration of sources</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sources are of high quality and are credible. They are ample and appropriate. Source materials are integrated smoothly. Sources are clearly identified.</td>
<td></td>
<td>Sources are of low quality or are not credible. Little to no citation of source material in text or works cited. Possible plagiarism due to lack of awareness or skill.</td>
</tr>
<tr>
<td><strong>Research Mechanics</strong></td>
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<tr>
<td>MLA formatting</td>
<td>High 5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Number of sources</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Clear attribution and accurate documentation. In-text citations and works cited page are correct. Proper use of signal phrases. Cites required number of sources.</td>
<td></td>
<td>Little or no use of signal phrases. Significant errors in formatting in-text and works cited page citations. Cites few or no sources.</td>
</tr>
</tbody>
</table>

Essays not written on the essay assignment or with any plagiarized parts will receive a score of zero.

**TOTAL SCORE:** _______

**COMMENTS:**