

## English 101: Fall 2014

**Section 135:** Mondays and Wednesdays, 4:30PM-5:45PM, MLNG Room 406

**Instructor:** Dev Bose, Ph.D.

### General Information

**Office:** MLNG 344  
**Office Hours:** Mondays and Wednesdays 3:30PM-4:00PM and by appointment  
**Telephone:** 520-626-0769  
**E-mail:** [bose@email.arizona.edu](mailto:bose@email.arizona.edu)  
**Course Web Site:** <http://d2l.arizona.edu>  
**Mailbox:** **Modern Languages 445 (sign ledger, leave work in basket)**

### Course Description

This course emphasizes close reading and written analysis of a wide range of texts such as short stories, poems, novels, plays, and film. Through both formal and informal writing assignments, you will practice a variety of methods for examining these texts. For example, you will consider how personal experience shapes a reader's understanding and how the language of a text reflects the values of the culture that has produced it. You will make careful use of research to examine connections among texts. For the final unit, you will revise one of your analytical essays and compose an essay about the changes that went into your revision, reflecting on specific, practical applications of your learning over the course of the semester.

Embracing the process of writing is a major emphasis for this course. Class activities may include forms of prewriting such as brainstorming or outlining. Workshopping drafts of your essays with classmates will be an integral feature of each unit as you practice strategies for revising and editing your essays according to academic expectations. You will pay special attention to language and grammar as you compose final versions of your essays in Standard Written English.

### Course Goals

In English 101, you should learn how to:

- Analyze texts through close reading.
- Develop strategies for analyzing texts for particular purposes, audiences, and situations.
- Analyze the ways in which authors use textual conventions to achieve their purposes in specific contexts.
- Write essays that develop analyses with evidence drawn from the texts you read.
- Incorporate other writers' interpretations into the analyses you write.
- Practice research, reading, writing, and revision strategies that can be applied to work in other courses and in different professions.
- Create multiple, meaningful revisions of your writing and suggest useful revisions to other writers.
- Analyze and reflect on your progress as an academic writer.

### Required Texts & Supplies

Alvarado, Beth, and Barbara Cully, eds. *Writing as Revision*, 4<sup>th</sup> edition. Needham Heights: Pearson Custom, 2011. Print.

Hacker, Diana, and Nancy Sommers. *Rules for Writers, The University of Arizona Edition, 7th edition*. New York: Bedford/St. Martin's, 2014. Print.

Winet, Kristin, Brad Jacobson and Madelyn Tucker, eds. *A Student's Guide to First-Year Writing*, 35th edition. Plymouth: Hayden-McNeil Publishing, 2014. Print.

### Written Assignments

In this course you will practice three types of analysis by writing three major essays, each with two or more drafts. Short in- and out-of-class writing assignments will help you prepare for these essays. You will also prepare a Final Exam Portfolio. **Analysis Essays** focus closely on the text itself in a limited context. You might analyze the writer's rhetorical strategies or the literary, textual, or cultural features that shape your response to the text. You might also compare the strategies or features evident in two different texts or explore your personal reactions to the text(s). **Text-in-Context** or **Contextual Analysis Essays** focus on a text and its relationship to a larger context, such as the author's biography, the historical or cultural situation surrounding the text, a particular theoretical approach such as feminism or psychoanalysis, the literary tradition to which the work belongs, or a related set of texts. Research for this paper will be limited in focus; your instructor may even provide a few sources for you to use. These essays emphasize your ability to evaluate and incorporate sources effectively. The **Final Project** consists of a **Reflection and Revision**. This Portfolio consists of a revised essay and an essay that explains your revisions and reflects on your writing process.

### Required Course Work

Assignment	Due Date	Percentage
Essay 1: Textual Analysis	September 24 <sup>th</sup>	20%
Essay 2: Textual Analysis	October 22 <sup>nd</sup>	25%
Essay 3: Contextual Analysis	November 26 <sup>th</sup>	30%
Final Project: Revision and Reflection	On or before Friday, December 12 <sup>th</sup>	15%
Short Assignments		5%
Workshopping		5%
<b>Total</b>		<b>100%</b>

## First-Year Writing Course Information & Policies

### University of Arizona Writing Program

#### **Academic Dishonesty and Plagiarism**

All University of Arizona (UA) students are responsible for upholding the Code of Academic Integrity, available through the office of the Dean of Students and online at <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

You must do your own writing for all the assignments in this class and have a full understanding of all terms and concepts you have used. If your instructor questions whether the work you have submitted is your own, he or she may test you on its content.

Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work is prohibited by the Code of Academic Integrity.

#### **Attendance**

**Attendance is mandatory. Missing one or more days in the first week of classes will mean you are dropped, and missing after the first week may lead to an administrative drop, grade penalty, or even a failing grade in the course.** Writing courses are workshop classes that include in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss class. Any class work missed as a result of tardiness or absence is the student's responsibility to make up, if the instructor allows make-up work.

#### ***First-week Attendance Policy***

In accordance with the university's policy for high-demand classes, the Writing Program drops students for non-attendance as follows:

During the first week of the semester, a student who missed even one (1) day of a 1-or 2-day a week class will be dropped for non-attendance.

During the first week of the semester, a student who missed any two (2) days of a 3-day a week class will be dropped for non-attendance.

#### ***2-week and beyond Attendance Policy***

After the first week, attendance is managed as follows:

Students enrolled in a traditional sixteen week semester cannot miss more than a week of classes without penalty. For example, if your class meets one day a week, you may miss only one class meeting, two days a week, only two, and three days a week, only three. For each class meeting missed thereafter, your final course grade will be reduced by 1%.

Students who exceed the allowed number of absences during the first eight weeks of a semester may be dropped with a W. Students may fail during the second half of the semester for excessive absences.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Note that a dean's note justifies absences for UA functions

but must be presented to your instructor. Doctor's appointments, job interviews, and other important appointments do not count as excused absences. If you have a legitimate conflict or an extreme emergency, discuss the situation with your instructor.

**NOTE: Being dropped from your English class may mean you are below the minimum number of units, thus violating financial aid/scholarship OR international student status. International students should consult with the International Student Services Office before dropping below full time.**

### **Class Conduct**

All UA students are responsible for upholding the Student Code of Conduct, which can be read online at <http://deanofstudents.arizona.edu/studentcodeofconduct>.

From the Code of Conduct of Student Behavior, this includes the following:

“Interfering with or disrupting university or university-sponsored activities, including but not limited to classroom-related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services.”

This means no electronic devices in an ON position in class without your instructor's permission.

### **Class Etiquette**

Cell phone and other electronic devices may not be used in class, unless your instructor allows you to take notes with such equipment.

Food and drink are not permitted in most classrooms.

Please plan on staying in class for the whole class period unless it is urgent for you to leave or you have made arrangements with your instructor ahead of time.

### **Conferences**

Writing program instructors may cancel a class session to host individual or small group conferences.

Students should come to conferences prepared to discuss their work. If your class has been cancelled to hold student-teacher conferences and you miss your assigned conference time, it may be counted as an absence by your instructor.

### **Course Content**

If any of the course materials, subject matter, or requirements in this course are offensive to you, speak to your instructor. Usually, the resolution will be to drop the course promptly.

**Email submissions** are unacceptable unless prior arrangements have been made between you and your instructor. You should never assume that emailing your paper as an attachment means you have met a class deadline.

### **Grades**

*A Student's Guide to First-Year Writing (Guide)* explains grading policies, methods of responding to drafts and final writing projects, and the standards of assessment of the Writing Program. Instructors' comments will consider, in the context of a particular assignment, the following aspects of writing: purpose, audience, content, expression, organization, development, mechanics, and maturity of thought.

**Students cannot receive a passing grade in first-year composition unless they have submitted all drafts and final versions for all major assignments as well as the final required in the course.**

Incompletes are awarded 1) in case of extreme emergency; 2) if, only if, 70% of the course work has been completed at the semester's end; and 3) the instructor has the approval of the Director of the Writing Program.

### **More on Grades & Credit**

- An E is assigned to an essay that has been completed but falls short of acceptable college-level work.
- A zero is recorded for work not handed in at all.
- Failure to hand in a major assignment automatically results in a failing grade for the course.
- You are required to keep electronic copies of all of your work to resubmit in case an assignment is misplaced and hard copies of graded work if you elect to file a grade appeal at semester's end.
- Instructors will not evaluate an essay or assign credit for it without first seeing the required drafts.

### **Late Work**

Late work will not be accepted without penalty unless students make arrangements for an extension before the due date. Major assignments that are turned in late will incur a 5% penalty per 24-hour period.

### **Library Research**

All students are required to conduct and document their research. For more on research, see also the Main Library web page.

### **Students with Disabilities – Accessibility and Accommodations**

It is the UA's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

### **Submitting your Work**

- In-class and out-of-class writing will be assigned throughout the course. Students not in class when writing is assigned are still responsible for completion of the assignment when due.
- It is your responsibility to submit your work by the published assignment deadline.
- It is your responsibility to submit the correct version of your assignment.
- Students are required to keep copies of all drafts and major assignments until after the end of the semester.
- Drafts must be turned in with all essays. Drafts should show significant changes in purpose, audience, organization, or evidence.
- Final copies should be typed and follow the appropriate style guidelines for the assignment (MLA, APA, or other citation style) or as determined by your instructor.

### **Syllabus**

Each instructor will distribute a course syllabus during the first week of class. Instructors will review the course syllabus and policies with students. Students should talk with the instructor if they anticipate a

need for alternative assignments or readings.

### **Textbooks**

All first-year composition students are **required** to purchase the current editions of ***A Student's Guide to First-Year Writing (Guide)*** and ***Rules for Writers (Rules)***, and some first-year writing courses may require additional textbook purchases (see your instructor's course page).

### **Writing Support**

The **Writing Center** is a free resource for UA undergraduate and graduate students as well as faculty and staff. At the Writing Center, a trained peer tutor will work individually with you on your writing, at any point in the process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, call 626-0530 or visit <http://thinktank.arizona.edu/>.

**The Writing Skills Improvement Program (WSIP)** offers free professional writing assistance to students in any course or discipline. WSIP also offers three series of free Weekly Writing Workshops for which no prior registration is necessary. For more information, call 621-5849, visit their office at 1201 E. Helen Street, or their website at <http://wsip.web.arizona.edu>.

**Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.**

## English 101: Fall 2014 Schedule of Assignments

### Student Responsibilities

- Read the syllabus schedule on a daily basis, finish appropriate assignments, and bring your materials (homework/essays/books) to class. ("For class" means "prepare this work **before** you come to class.")
- Be alert to any schedule changes that may impact your work in the class.
- Remember computers can crash and flash drives can be easily lost. Back up your files!

### Textbook and File Location Abbreviations

*Writing as Revision* (WR), *A Student's Guide to First-Year Writing* (SG), or *Rules for Writers* (RW) or files on D2L (d2l) unless otherwise noted.

### D2L Page

To access the class D2L page, go to [d2l.arizona.edu](http://d2l.arizona.edu). I will use the class D2L page to distribute syllabus, detailed essay assignments, handouts, and readings for you to print and read. It is your responsibility to make sure you can access the D2L page. If you are having problems accessing D2L or finding documents on the page, let me know. **Please check D2L regularly for updates and announcements.**

## Unit 1 –

### Week 1

Date	For Class	In Class
Mon. 8/25		Introductions; overview.
Wed. 8/27	<b>Read:</b> Syllabus (d2l), SG 1.1-1.2. Purchase textbooks, folder, notebook, and flashdrive for the course.	Analyze and discuss writing as being a process. Navigate d2l.

### Week 2 Labor Day Monday, 9/1

Date	For Class	In Class
Mon. 9/1	<b>Labor Day</b>	No Class
Wed. 9/3	<b>Read:</b> SG 3.1, 3.2, 7.2, 12.2, 13.4; WR 1-4, 66-67. <b>Write:</b> Short Exercise.	Analyze and discuss readings.

### Week 3

Date	For Class	In Class
Mon. 9/8	<b>Read:</b> Essay #1 handout (d2l); SG 52-57; RW T1-T-7. <b>Write:</b> Bring in ideas for the first essay; synthesize notes from last class with readings.	Review assignment sheet and rubric; examine student essay (SG) and relate to rubric.
Wed. 9/10	<b>Read:</b> RW 9A, 9B, 12A, 12B	Idea draft due; formative peer

	<b>Write:</b> Outline and draft your essay. Note for this and future drafts: <b>Failure to bring in draft will penalize final essay grade.</b>	response; annotation lesson.
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**Week 4**

Date	For Class	In Class
Mon. 9/15	<b>Read:</b> SG 2.1-2.2, 7.3; WR 299-301; RW 21A-21D. <b>Write:</b> Short Exercise.	Thesis workshop on testing claims; body paragraphs in an analysis. Active reading lesson.
Wed. 9/17	<b>Read:</b> RW 1A-1C. <b>Write:</b> Working thesis and developed paragraphs for your essay; questions you have about draft that you'd like to have answered during workshop.	Focused draft due; peer conferences; extended office hours.

**Week 5**

Date	For Class	In Class
Mon. 9/22	<b>Read:</b> SG 7.2, 7.4; RW 15A-15C, 16A-16E, 21D-21F. <b>Write:</b> Revised thesis for your essay; Short Exercise.	Common problems in drafts; preparing a paper for submission.
Wed. 9/24	<b>Read:</b> <b>Write:</b> Final version of your essay.	<b>Essay #1 DUE.</b> In-class reflection. Introduction to Unit 2.

**Unit 2 –****Week 6**

Date	For Class	In Class
Mon. 9/29	<b>Read:</b> WR 315-324; 427-434; Student essay (d2L); SG 220-224. <b>Write:</b> Synthesize notes from last class with readings; Short Exercise.	Analyze and discuss reading.
Wed. 10/1	<b>Read:</b> Essay #2 handout and student essay (d2L). <b>Write:</b> Bring in ideas for your essay.	Review assignment sheet and rubric; examine student essay (d2L) and relate to rubric.

**Week 7**

Date	For Class	In Class
Mon. 10/6	<b>Read:</b> WR 461-464; RW 1D, 2A-2C. <b>Write:</b> Short Exercise.	Idea draft due; formative peer response.
Wed. 10/8	<b>Read:</b> SG 269-272; SG 4.1, 4.2. <b>Write:</b>	Thesis and topic sentences workshop; supporting details in an analysis.

**Week 8**

Date	For Class	In Class
Mon. 10/13	<b>Read:</b> RW 3A-3E. <b>Write:</b> Short Exercise.	Outlining and drafting lesson.
Wed. 10/15	<b>Read:</b> SG 4.3, 4.4. <b>Write:</b> Working thesis and developed paragraphs for your essay; questions you have about draft that you'd like to have answered during workshop.	Focused draft due; peer conferences; extended office hours.

**Week 9**

Date	For Class	In Class
Mon. 10/20	<b>Read:</b> RW 44, 45 (all sections). <b>Write:</b>	Common problems in drafts; preparing a paper for submission.
Wed. 10/22	<b>Read:</b> RW 16A-16C. <b>Write:</b>	<b>Essay #2 DUE.</b> In-class reflection. Introduction to Unit 3.

**Unit 3 –****Week 10**

Date	For Class	In Class
Mon. 10/27	<b>Read:</b> WR 89-91, 510-532. <b>Write:</b> Synthesize notes from last class with readings; Short Exercise.	Analyze and discuss primary reading.
Wed. 10/29	<b>Read:</b> SG 7.2 (Film analysis), 8.2 (“Hero’s Journey”) <b>Write:</b>	Annotate primary and secondary sources.

**Week 11**

Date	For Class	In Class
Mon. 11/3	<b>Read:</b> WR 100-107, 132-140; Short Exercise. <b>Write:</b> Compare primary sources	Analyze, discuss, and annotate reading.

	to secondary sources.	
Wed. 11/5	<b>Read:</b> Essay #3 handout (d2l); SG 13.3 (“Pathway to Happiness”) <b>Write:</b> Bring in ideas for your essay.	Review assignment sheet and rubric; examine student essay (SG) and relate to rubric.

**Week 12**

Date	For Class	In Class
Mon. 11/10	<b>Read:</b> Student essay (d2L). <b>Write:</b> Outline and draft your essay; Short Exercise.	Idea draft due; formative peer response. Continue analyzing examples and writing.
Wed. 11/12	<b>Read:</b> RW 57, 58A, 58B. <b>Write:</b> Develop working thesis for your essay.	Integrating sources lesson; body paragraphs in a text in context.

**Week 13**

Date	For Class	In Class
Mon. 11/17	<b>Read:</b> <b>Write:</b> Revised thesis and developed paragraphs for your essay; questions you have about draft that you’d like to have answered during workshop.	Focused draft due; peer conferences; extended office hours.
Wed. 11/19	<b>Read:</b> <b>Write:</b>	Conferences; extended office hours.

**Week 14**

Date	For Class	In Class
Mon. 11/24	<b>Read:</b> RW 34A, 35B, 35A. <b>Write:</b>	Common problems in drafts; preparing a paper for submission.
Wed. 11/26	<b>Read:</b> <b>Write:</b>	<b>Essay #3 DUE.</b> In-class reflection. Introduction to Final Unit.

**Final Unit****Week 15**

Date	For Class	In Class
Mon. 12/1	<b>Read:</b> WR 5-18. <b>Write:</b> Short Exercise. Choose one of your first two essays to revise for the final unit.	Reviewing the writing process. Revision lesson.
Wed. 12/3	<b>Read:</b> RW T-5-T-7, U-2. <b>Write:</b> Bring list of revisions for your response.	Revision workshop; reflective writing.

**Week 16 Finals Begin December 12**

<b>Date</b>	<b>For Class</b>	<b>In Class</b>
Mon. 12/8	<b>Read:</b> <b>Write:</b>	Conferences; extended office hours.
Wed. 12/10	<b>Read:</b> <b>Write:</b>	Conferences; extended office hours.
Fri. 12/12		<b>Final Project due on or before 10:00 AM.</b>