

**English 100/Syllabus/Sections 010, 020, 030, 070
Fall 2011/Newsome**

Faculty Instructor

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You are responsible for reading and understanding all points presented in this syllabus.

Readings for the Course

For each paper, you will receive readings. You should complete the readings assigned and be able to discuss them in class.

Materials

1. Bring a flash drive to use in class. You will also have some in-class writings you will save on a disk to leave in the classroom.
2. Bring a letter-sized manila folder when your first paper is due. All of your papers will be filed in that folder.

Course Synopsis

English 100 is designed to help you improve your abilities to develop and write papers and essay exams (timed writings). This is a preliminary course to English 111 (Composition I). The goals in this class are:

1. to help you improve your control over the writing process
2. to improve your awareness of audience, situation, and purpose in writing
3. to improve your ability to use specific examples and explanations in a piece of writing
4. to improve your ability to write logical, coherent texts

Course Requirements

1. Major Writing Assignments

You will have several major papers throughout the semester.

There are several requirements for the papers:

- I must see your papers in progress in order for you to get credit for them.
- Papers must be turned in on time.
- Papers must be accompanied by a rough draft and other relevant information.
- You must do all of your own work (see Plagiarism below).
- Papers must meet minimum format requirements.

Failure to meet any of these requirements will result in a zero on the paper.

A typical semester will include diagnostic essays at the beginning of the semester which are not returned to you but serve to help your instructor know what particular strengths and weaknesses you might possess as a writer, a minimum of four major papers (typically three out of class papers and one in-class paper), and a final exam written in class at the end of the semester.

2. Rough Drafts and Planning

For all major writing assignments, you are required to turn in a rough draft of the paper with your finished piece (see above). This will probably be a draft you have worked on in class and one which you have analyzed carefully. You will also turn in any planning you have for the paper. The planning can include a variety of things such as class notes, interviews, article notes, etc.

If you do not turn in a rough draft, I will not evaluate your paper. (You will not get a grade for the paper.)

3. Format

The final copy of each paper should be word-processed. The paper should be double-spaced in a 12 or 14 point font. Acceptable fonts are the default fonts for the computer (Times New Roman, Ariel, or Courier). Put your name, the date, and your class time on the first page of your paper.

4. Late Paper Policy

A major assignment is due on the date and time specified on the assignment sheet, unless I make a change. If an emergency arises and you cannot get your paper in on time, you must make prior arrangements with me. I will then reserve the right to evaluate your paper or not. **If you turn your paper in late and you do not make prior arrangements with me, I will not evaluate your paper. (You will not get a grade for the paper.)**

5. In-Class Papers (Essay Exams, Timed Writings)

You will write at least two papers during regular class time. These are in-class essays which are also called essay exams or timed writings. I will announce ahead of time which papers will be written in-class. **Attendance is mandatory for each day of the in-class writing.** If you must miss class for an emergency, you must let me know by 3:00PM on the day you miss.

I will decide whether or not you can make up the writing time you missed. You will not get full credit for incomplete papers, nor will you get full credit if you miss a day of the writing without notifying me properly.

6. Academic Honesty

“Tarleton State University expects its students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty that occurs in his/her class.” Tarleton State University Catalogue, 2011-2012

Plagiarism: Do your own work. Avoid the temptation to have anyone else “correct” or revise your papers. The only people sanctioned by me and the English department to help you with your work are the tutors for English 100 and the tutors in the University Writing Center. You should not have your parents, your friends, your roommate, “an English major,” your siblings or anyone else work with you on your papers. The assignments are designed with certain goals in mind which these people outside of the course and the Writing Center will not likely understand. If you do get unapproved outside help on your papers, your paper will be considered plagiarized. **A plagiarized paper automatically fails, and you will likely be subject to University disciplinary action, which could include failing the course and being removed from the University.** (See the “Academic Conduct” section and the “Code of Student Conduct” in the Tarleton State University *Student Handbook/Planner*.)

7. Evaluation of Papers

I will carefully evaluate all major writing assignments. I will use the evaluation criteria from the assignment sheet. In addition, I will consider all class activities related to each paper and other requirements pertaining to the papers during the time you are working on them.

I will make comments on your papers as I evaluate them; I expect you to read the comments carefully. If you wish to discuss your paper with me, you may make an appointment to see me in my office. I will not discuss individual grades in class or in any other public arena.

8. Returning Major Graded Papers

The English Department requires that we keep original graded papers on file for one year. You must return your graded papers to me when I request them. You may make copies of your graded papers. Also, you may look at your graded papers at anytime; make an appointment with me to do so.

9. Daily Activities

In each Monday, Wednesday, and Friday class meeting, you will have some sort of activity related to the papers assigned. These activities are designed to help you improve your writing abilities and your planning strategies for the papers. **I will record a daily grade each day class meets; therefore, attendance is crucial.** These daily activities are considered in-class activities, and you must be present physically in class to get credit for each day's work.

Also, you will attend a lab workshop session each week on either Tuesday or Thursday. You will choose the time you will attend and should plan to attend your workshop each week at that time. Do not attempt to "make-up" daily credit or hand in daily credit activities late.

10. Lab (Writing Workshop)

When you registered for this class, you also registered for a lab section. Your Lab meeting is scheduled for either Tuesday or Thursday for 50 minutes. You will attend your lab/workshop each week to get individualized help with your paper.

You should bring all materials with you to the lab session and have some idea of what you need to work on for each paper. If you do not work on the assigned papers during your lab, you will not get credit for the session; if you have nothing to work on to speak of, you will not get credit for the session. Your lab instructor will report your attendance to the Basic Writing teachers each week. The tutorial sessions are an extension of class; you can get individualized help with your particular writing issues.

Your attendance for the lab tutorial is mandatory. You should not miss your lab/workshop. If you must miss for an emergency, you will need to make arrangements with your graduate instructor for possible make-up times.

NOTE: Your lab instructor does not have to offer any make-up tutorials for any circumstances.

11. Class Decorum

This is a college class. I expect you to conduct yourself as a responsible adult. You are expected to do all work completely and on time and to cooperate with your instructor, your tutors, and your peers. I reserve the right to remove you from class if I deem your behavior inappropriate. You may only be reinstated in the class if you visit with the English Department Head or the Director of the Writing Program. All students are expected to follow the "Code of Student Conduct" in the Tarleton State University *Student Handbook/Planner*.

Cell Phones: Turn off or silence your cell phone or other electronic devices when you are in class. (Note: This means no text-messaging or other phone activities while you are in class.) Do not talk on your cell phone at any point while you are in the classroom. Do not listen to MP-3 players or other devices while you are in class. Do not surf the internet, check email, or otherwise misuse the computers in the classroom.

12. Motivation

Your own motivation and conscious effort are crucial to your improvement as a writer. You should perform writing tasks and other class requirements to the best of your ability. Part of this effort includes coming to class regularly and on time. When you miss class, you miss valuable instruction. The daily work assigned in class (note-taking, drafting, producing text, and other activities) is designed to help you improve your writing. If you do not come to class, you miss the chance to improve your writing.

13. Grade Checks

Some organizations like to check the grades for their participants/members. I much prefer for you to see me personally about grades. If your grades are not what they should be, we can discuss strategies for improvement. I will generally not respond to emails from outside entities asking about your grades, nor will I sign grade slips.

14. Attendance

Attendance in class and labs is mandatory. **If you miss more than eight classes and labs combined, you cannot pass the course.** For more information, see the Tarleton State University *Student Handbook/Planner* for absence information: "Absence Policy." If you have an emergency situation which causes you to miss class, you need to contact me as soon as possible.

15. Final Examination

Your Final Examination for the course is scheduled for a 2 ½ hour block at the end of the semester. The Final Examination is scheduled for Thursday, December 8 from 6:30 PM until 9:00 PM. Do not miss the Final Exam.

In this class, if you fail the Final Examination, you cannot pass the course.

16. Success in the Course

In order to pass the class, you must

- attend class regularly
- turn in all major papers (on time)
- pass the Final Examination

Remember, if you do not turn in a major paper, you will not pass the course.

Grading percentages

| | |
|-------------------|-----|
| Major Papers | 40% |
| Participation | 10% |
| Final Examination | 50% |

17. Students with Special Needs

It is the policy of Tarleton State University to comply with the Americans with Disabilities Act and other applicable laws. If you are a student with a disability seeking accommodations for this course, please contact Trina Geye, Director of Student Disability Services, at 254.968.9400 or geye@tarleton.edu. Student Disability Services is located in Math 201. More information can be found at www.tarleton.edu/sds or in the University Catalog.

18. Office Hours

Please check with the English office (Humanities 327) or me about my regular office hours. I will not have office hours the week after a major paper is due; this is so I can devote my time to evaluating the papers. Conference times can be scheduled by appointment also.

19. The Computer Classroom

Your class and lab meetings will be conducted in Humanities 208, a computer classroom.

There are several special considerations about the classroom:

- **You should not bring food or drinks** into the classroom.
- The computers are not for your personal use. **You should not check your email, log on to the Internet, play games, or otherwise use the computers irresponsibly at any point while you are in the classroom.** (If you persist in checking web sites, MySpace, facebook, or doing other inappropriate things on the computer, I will remove you from class.)

Your instructor may ask that you check the class web site for assignment information or download a particular article; otherwise, you should not be on the Internet for any reason while you are in the classroom.

- Be sure you have a way to save your work. Bring a disk or a flash disk to class. Do not save your work on the hard drive of the computer (C:). Instead, **use your own disk or your space on the University server.**
- **Do not reconfigure or otherwise manipulate the computers.** If you have a problem with a computer, tell your instructor; do not attempt to fix the computer yourself.

You should plan to compose on the computer. You will find it easier to produce drafts and make changes than if you write everything by hand.

You should print all brainstorming, drafts, and other materials for the duration of each paper. All of these items let me know about your progress, and you will have paper copies of your work in case your disk fails.

You will need a User Name and Password in order to access the computers on campus. Be sure to activate your User Name and Password sometime in the first few days of class.

20. Reading Assignments: Included here is a partial list of assigned reading for the course. You will receive your reading assignment with every new assignment sheet for the papers. This list is subject to change.

“Exploding Three Myths About Tykes and TV,” Milton Chen
“How the Media Influences Your Child,” from *The Oprah Winfrey Show* (no author)
“A Call for Cell Phone Manners,” Ariane Sains
“Schools Adapt as Cheating Turns High Tech,” Chris Reinolds
“Could Your Facebook Profile Throw a Wrench in Your Future?” Rebecca Dince
“Who’s That Girl? Facebook Entries Stir Jealousy,” Michael Hill
“Why America Loves Reality TV,” Steven Reiss and James Wiltz
“Can Reality TV Equal Real Learning?” Anna Weinstein
“The Distorting Mirror of Reality TV,” Sarah Coleman
“Reality TV’s Working Class Heroes,” James Poniewozik
“Slouching Toward Rome,” Editorial: *Dallas Morning News*
“Breaking Through the Barriers” by James M. Henslin
“Second Grade is Putting 7-Year-Olds to the Test” by Valerie Strauss
“Behind the Blank Expression,” article from the *New York Times*
“When Youngsters Reach the Boiling Point,” an Ann Landers column
“Sex, Math, Violence...” a public service announcement
“Too Disturbing, Too Shocking,” Maggie McCutcheon
“Why We Crave Horror Movies,” Stephen King
“Horror Films,” Tim Dirks
“The Nightmare World,” Stanley Solomon
“Whatever Happened to Decency?” Ann Landers column
“Rude Students,” a Miss Manners column
“Calming an Unruly Situation,” by Michael Precker
“A Ruder, Meaner Nation” by Roy Rivenburg
“Foul Mouths Are Fair Game in Our Coarsening Culture,” by Bob Greene

21. Brief Synopses of Assignments/Lectures: You can expect a variety of topics and discussions in the class. The following synopses are representative of the types of papers you might encounter during the semester.

Most papers in the course will revolve around topics with which students are familiar. Students will work with ideas about those topics in order to generate developed, organized responses which are appropriate in the academic setting. Each out of class paper will likely take approximately three weeks to produce. This includes working with the paper from its inception through the final product. Length of time varies depending on the topics and the purpose for each paper. Below are samples of the types of papers students can expect in this course:

For one paper, you might explain one benefit of modern technology and one drawback of modern technology. Your focus will be on the benefit and the drawback, using specific situations concerning technology as examples.

For another paper of the semester, you might focus on a particular type of television: Reality TV. Many writers claim that Reality TV began as early as the 50s with shows such as *Candid Camera*. Current Reality TV shows range from those like *Candid Camera (Howie Do It)*, to others which show groups of people living together and perhaps competing for some sort of prize (MTV's *Real World*, *Big Brother*, *Survivor*), and to others, still, which chronicle people's behaviors with different types of struggles (*Diet Tribe*, *The Biggest Loser*, *Intervention*, *Hoarders*). Also included are "relationship competitions" such as *The Bachelor* and *The Bachelorette*. There are even reality shows which feature families (*Kate Plus 8*, *Little People*, *Super Nanny*) and the working class (*Deadliest Catch*, *Dirty Jobs*). A paper such as this will likely focus on particular aspects of reality TV such as positive and negative qualities of the shows, purpose of the shows, and other ideas about this type of programming.

Another paper might focus on education. We often hear media reports (newspapers, magazines, television) which discuss problems or issues in education. Some areas of concern are poor teachers, unsafe schools, lack of motivation, boredom, peer pressure which affects academic achievement, too much emphasis on standardized tests, as well as other issues. There are ways, however, to rectify some of the problems in schools. Some of the solutions are fairly easy to implement, while other ways to address the problems can be quite complex. To explore this topic, students will address issues (problems, concerns) in education (elementary, junior high, or high school levels) and will offer ways to overcome the issues (problems).

Other papers will focus on topics such as the freshman college experience, characteristics of young people, societal concerns revolving around particular behaviors, the value of college, as well as other topics which are relevant and which meet the goals of the course. Each paper will have a set of Evaluation Criteria in the assignment sheet and there will be other expectations based on class work and class discussion.