

Syllabus for English 101
Composition and Rhetoric I
Summer 2004

Professor Mary Baumhover

Bowden 127

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Office Hours

Monday: 12:00-12:30

Tuesday: 12:00-12:30

Thursday: 12:00-12:30

Required Texts:

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. The Bedford Reader. 8th ed. Boston Bedford/St. Martin's, 2000.

Lunsford, Andrea A. St. Martin's Handbook. 5 ed. Boston: Bedford/St. Martin's, 2003.

Course Catalog Description

Extensive practice in the skills involved in clear and effective writing. Placement according to ACT score, COMPASS, or successful completion of DVSW 102 (Developmental II) and placement according to COMPASS reading score or successful completion of DSR 102 (Developmental Reading II). All students will take an exit exam, which will be scored pass/fail by English faculty. Failure of the exam will lower the course grade by one grade.

Assessment/Evaluation and Grading Scale:

Essay#1:	10%	Due June 4
Essay #2:	15%	Due June9
Essay #3:	15%	Due June 16
Essay #4:	15%	Due June 22
Essay #5:	20%	Due June 29
Final exam: Pass/fail		June 30 and July 1

In-class writing: 10%

Class participation: 10%

Other Expectations:

Participation: This is a discussion class; your contribution is vital.

Attendance: Four unexcused absences will flunk you. Class starts at 8:00;
Being late four times will count as one absence.

You must do your own writing; plagiarism (taking credit for other people's
Words and/or ideas) will flunk you.

Late papers will drop one grade each day they are late.

If you have a legitimate excuse or are having problems, talk with me.

Essay #1: Narrative

For June 3, read “Champion of the World,” 86; “Fish Cheeks,” 92; and “A Crime of Compassion,” 112.

Essay due June 4

Tell a story about an experience which changed you in some way, or which taught you a lesson. Include all the sights, sounds, smells, touches, and tastes that made the experience. Let us share it with you.

Grading Standards for Narrative Essay

A = Excellent. Readers will remember your narrative with respect. It is exciting, disturbing, informative, entertaining, thought-provoking, etc. (depending on your purpose). The organization is smooth and logical, with effective transitions. Specific details are used that bring the characters and events to life. There is minimal distraction from mechanical errors.

B = Above average. The writing has an impact on readers. While it may not have the intensity or power of “A” writing, it is interesting and effective because of the details. The language is well chosen. Distracting errors are at a minimum. Or the essay is of “A” quality, but there are too many errors.

C = Average. The writing is competent. There are no major flaws, although there may be weak organization, unnecessary material, confusing wording, or lack of development. The language may not be specific. Errors do not prevent the reader from concentrating. Or there are too many errors.

D = Below average. The writing lacks original ideas, significant details, development, and/or effective organization. There is little evidence the writer wanted to say anything. Or there are too many errors.

F = Failure. Little or no communication happens, or there are too many errors.

Essay #2: Communication with the Outside World

June 7: Library tour: meet at the library

For June 8, read “Why Don’t We Complain?” 543 and “Not All Men Are Sly Foxes,” 324.

Due June 9: Letter--two copies and a stamped, addressed envelope

Most of us have thought about writing a letter that would reach the outside world. However, few of us do it. We may rant about a politician, recommend a novel to a friend, or return a product to Wal-Mart and yell at the clerk, but few of us actually go to the source. This is your chance.

Write a formal letter (to someone you don't know) that persuades, offers constructive criticism, asks questions, expresses appreciation, requests satisfaction, or in some other way communicates something important. If you are writing to an organization or a business, try to send it to an individual (although this may require a little research). It is your responsibility to get the appropriate address.

You might write to

- someone in the US military
- a senator or state representative;
- your favorite writer;
- your insurance company;
- the manufacturer of a faulty or favorite product;
- a local business;
- the editor of a newspaper or magazine;
- your city council;
- the Forestry Service;
- a WNMU official.

Choose your approach carefully. If you really want to influence someone, you must gain their attention and respect; hurling abuse and arguments at them will probably get you written off as a crackpot. Never threaten violence. The FBI will find your letter very convincing, and they will visit you.

Communication with the Outside World

Standards for Grading

A = Excellent. The letter would get the attention of the audience to fulfill its purpose. All significant information is included, and there is no unnecessary material. The language is clear and persuasive. The organization is smooth and logical, with effective transitions. There are virtually no mechanical errors, and correct letter format is followed.

B = Above average. The writing communicates with the specified audience with no confusing or unnecessary material. While the topic may not be as challenging or as succinctly presented as that of "A" writing, it would gain the attention and the respect of the intended audience. The language is clear and appropriate to the audience. The organization is logical, with effective transitions. Distracting errors are at a minimum and correct letter format is followed. Or the essay is of "A" quality, but there are too many errors.

C = Average. The writing minimally achieves its purpose, but the topic doesn't offer the writer much challenge. There are no major flaws, although there may be weak organization, unnecessary material, confusing wording, or lack of development. The

language may not be specific. Errors do not prevent the reader from concentrating, and correct letter format is followed. Or there are too many errors.

D = Below average. The writing lacks significant information, development, and/or effective organization. Or there are too many errors.

F = Failure. Little or no communication happens. Or there are too many errors.