English 101 has the job of working out whatever bugs, phobias, development issues, or grammatical snags you may still have which could keep you from writing acceptable college-level essays. It can also be a great opportunity to get answers and to clear up any misconceptions you may have about writing.

We will focus on essays, ideas, and their development more than mechanics, working under the assumption that the most correct paper in the world is still empty if it doesn't have anything to say; at the same time, it is the belief of this section of 101 that a writer must be capable of successfully using standard English, or the readers will not take the piece seriously. Therefore, we will touch on some basic grammar constructs just to refresh ourselves, and all questions are welcome. Essays and any other graded writing (i.e. other than thread discussions) should make every attempt to be grammatically correct. Email and thread responses are their own distinct art forms, but it is expected that they be civil and considerate.

TEXTBOOKS
This class has two textbooks, both of which are required and will even be used. A Writer's Companion by Richard Marius (any edition) is our basic guide to writing, and the course refers to it extensively. The Short Prose Reader (Thirteenth Edition) is our general pool of essays. We'll use it for examples, models of what we do and don't like, and for topics to generate our own writing and thought. Neither of these books has in-depth explanations of grammar rules. If you're interested in something more specific for your own reference, one good option is easy Writer (Andrea Lunsford, Bedford/StMartins) a guide you can haul around through the rest of your college career. If you're not interested in buying book and can work comfortably from the web, check out the options under the Resources link on our home page, as there are several wonderful grammar sites to connect with.

COURSE REQUIREMENTS
Throughout the quarter, English 101 will generate 4 essays, 3-5 pages long. These will be run through different levels of development. Beginning with essay two, that will include peer editing sessions. Participation in the editing, as well as written notes on one student essay per session, will factor in with the essays as part of the quarter grade.

Participation in threaded group discussion is also required. The Start module, which is linked to our home page, describes these steps in more detail. Discussion topics will be posted weekly in a new forum, and each student must respond directly to each question in the topic with at least one line of considered response; each week it is also required to reply to at least one other student's thread. (More comments are warmly encouraged.) The discussion topics will also be linked to the weekly modules.

Be sure to check the class syllabus below at the start of every week: do not rely solely on the Canvas Calendar, as it only shows due dates for graded writing assignments, and doesn't include reading assignments or other linked material.
GRADING

The largest part of your grade (75%) will come from your writing; however, participation in editing and written editing notes add in 15%, and your threaded discussion participation factors in another 10%.

Work turned in late will lose credit points every day it's past the due date, roughly to one-third of the grade. For instance, if your paper would have been an A- on the day it was due but you turned it in the next day, it would now be a B+; if you turn it in another day later, it will be a B. You can see the trend.

No work will be accepted one week past the due date without prior agreement.

If something genuine and difficult prohibits you from turning your essay in on time, let me know as soon as possible; I can be reasoned with in some instances. Also, be sure to let me know if you’re having trouble with or are confused by an assignment; contact me before the due date and we can work from there. But for effective return of papers, punctuality needs to be respected.

A FINAL WORD ABOUT HONESTY AND THE ON-LINE FORMAT:

This being an on-line course, we will never actually see each other as a whole, trapped in a class room together on a damp rainy evening or fighting to stay awake on a sleepy, overheated afternoon. Be advised, though, that teachers actually can pick up a student's individual style fairly quickly, and therefore, can detect when essays come from sources other than the student's own hand. We also now have software which runs checks on suspected plagiarized essays, and I have set such a check to run on all our essay assignments. If any work done for this course is plagiarized, the student will receive a zero for the assignment with no chance of rewriting it, and the instance will be reported to the college Dean of Students. More than one such episode and the student will receive an F for the course.

Do not be tempted by on-line essays floating out there in the ether; to tell you the truth, most of them aren't really all that good anyway.

SCHEDULE (All assignments due to the Canvas assignment tool by midnight of the due date)

Week One: April 6th-11th

Start module

Lecture One: What Use is 101?

Short Prose Reader pgs 1-14

"Simplicity” William Zinsser pg 29 (SPR)

First Essay Topic (posted on weekly module and accessible through tool bar)

Beginning Thread Questions and Opening Exercises

Week Two: April 12th-18th

Read: Lecture Two: The Nature of 101 Essays (weekly module)

Writer's Companion Preface, Chapter 1-3; Appendix Two

Short Prose Reader pgs 100-104; 139-143;

Essays: “Mother Tongue” Amy Tan pg 39
“Apologia” Barry Lopez 105

“My Ticket to the Disaster” Suzanne Berne 130

Essay One: Due Wednesday 4/15

Topics for Essay Two

Group Editing Sessions Begin with draft of Essay Two; Post Drafts to Editing Forum no later than Monday, April 20th, but before is better!

**Week Three: April 19th-25th**

Lecture Three: Development: The Inside Story

Writer's Companion Chapters 5, 6

Short Prose Reader pages 53-68;

“Why We Crave Horror Movies” Stephen King 294

“Generation Q” Thomas Friedman 376

Editing Report for Essay Two due 4/24

Weekly Thread Questions

**Week Four: April 26th- May 2nd**

Lecture Four: Grammar: Why Bother?

Writer's Companion Chapters 10, 11

Short Prose Reader

“What I’ve learned from Men” Barbara Ehrenreich 229

"In the Lab With Agassiz,” by Samuel Scudder (essay attached to weekly module)

Essay Two: Due 4/30

Still More Thread Questions

**Week Five: May 3rd-9th**

Lecture: Introduction to Critical Thinking

McGraw-Hill Reader

“Politics and the English Language” George Orwell (attached to weekly module)

Editing Notes due 5/8

**Week Six: May 10th-16th**

Lecture: Audience
Thread Questions

**Week Seven: May 17th-23rd**

Lecture: Argument versus Persuasion

Writer's Companion 60-65

Short Prose Reader:

"Get a Knife, Get a Dog, but Get Rid of Guns" Molly Ivans 460

Essay Three: Due 5/18

Weekly Discussion

**Week Eight: May 24th-30th**

Lecture: Revision

Writer's Companion Chapters 8, 9, Appendix III

Lecture: Revision

Readings:

Short Prose Reader:

Editing Report: Due 5/29

Thread Discussion

**Week Nine: May 31st- June 6th**

Lecture: Critical Thinking

Writer's Companion pgs 71-87

Short Prose Reader

Thread Discussion

**Week Ten: June 7th-13th**

Lecture: What Happens Now?

Readings:

Essay Four: Due Monday, 6/8

Discussion Thread
Week Eleven: June 14th-16th

Closing Thread Discussions

BC Final Exams June 17th-19th

There is no final exam for this class

Grades Accessible on the BC website no later than June 23rd

Check Thread