

“The Stories We Tell Ourselves” EN101: Freshman Composition (Fall 2009)

*“The real voyage of discovery consists not in seeking new landscapes
but in having new eyes...” – Marcel Proust*

Instructor: Michael Marberry

Email: [INSERT]

Office: Rowan-Johnson 203

Office Hours: MW 4:30-6:00 p.m. (by appt.)

Required Texts:

- Hacker, Diana. *A Writer’s Reference*.
- Bullock, Richard. *The Norton Field Guide to Writing*.

Course Description & Goals:

EN101 is the first half of a two-course sequence traditionally called Freshman Composition, where you will work on developing your skills as a collegiate-level writer. Because I have high expectations of you all, this course may seem challenging and difficult at times. However, I am confident that we can persevere together and make this class a helpful and worthwhile experience.

Below are the goals that I hope we can achieve this semester:

- Understand and use the writing and revising processes as a means for analyzing various topics and evaluating your own work.
- Collaborate with others in honest and productive ways.
- Consider various rhetorical strategies for analyzing texts, whether they be written, visual, musical, etc. in nature.
- Understand how different writing strategies can reach different audiences and for different reasons/purposes.
- Consider yourself a vital part of the larger university discursive community.
- Begin to learn basic citation formats.
- Become conscious of your development as a writer.

Course Summary:

This course is organized around four major writing units, as well as a group presentation and a final exam. Each unit will focus on a major writing assignment. Assigned readings will correspond with these writing assignments, and each unit will involve various in-class activities.

Assignment:	Due Date:	Percent:
Participation, Daily Work, & Homework	Throughout Semester	10%
Essay Rough Drafts (for Peer Review)	Throughout Semester	10%
Exploring & Analyzing (Compare-Contrast)	Monday, September 14	15%
Informing (Reflective Profile)	Monday, October 12	15%
Sharing (Personal Narrative)	Monday, November 2	15%
Re-Thinking & Re-Visiting (Revision/Research Essay)	Monday, November 23	20%
Collaborating (Group Presentation)	See Schedule	10%
Course Reflection (Final Exam)	Final Exam Session	5%

Percentage Grade Breakdown:

A+: 98-100%	A: 93-97%	A-: 90-92%
B+: 88-89%	B: 83-87%	B-: 80-82%
C+: 78-79%	C: 73-77%	C-: 70-72%
D+: 68-69%	D: 63-67%	D-: 60-62%
F: 59% and below		

Grading and ABC-NC Policy:

Written work will be evaluated in four areas: Content, Organization, Style, and Mechanics.

- “A” work must be excellent in all four;
- “B” work must be good in all four;
- “C” work must be at least competent in all four;
- “D” work is marginally below college standards in at least one of the four;
- and “F” work is clearly below minimum college standards in one of the four.

Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. All major papers will be graded and returned before the next major assignment is due. Final grades for the class below “C-“ are given a mark of “NC” (or “No Credit”), which does *not* reflect on your GPA but will require you to re-take the course.

Attendance Policy:

The university’s attendance policy states:

- Successful students attend class regularly and are not tardy for class.
- Major graded work (such as tests and papers) missed due to legitimate circumstances beyond the student’s control may be made-up if arrangements are made with instructor in advance, or in a timely fashion upon the student’s return to class.
- The lectures, class discussion, group work, and other daily exercises in a writing class cannot be reconstructed for a student who has been absent; therefore, daily work missed due to an absence or tardiness (for any reason) cannot be made-up.
- Students who miss more than 20% of class meetings may receive a grade of NC; such cases, and those of disputed multiple or extended absences, will be referred to the Department Chair for review. Especially difficult cases may be forwarded to the Dean of Arts and Sciences for adjudication.
- This should not be understood as the number of classes you are allowed to miss; rather, it sets the outside limits after which the higher administration of the University may become involved in the grading process.

Late Major Paper/Project Policy:

Papers / Projects are due on their assigned date, and I *only* accept hard-copies of these assignments (i.e. **NO** email or electronic copies accepted). Final grades for major papers will be reduced by 10% for *each* day (not class session) that they are late. Papers / Projects that are more than 4 days late will not be graded and will automatically receive a zero.

If you know that your paper is going to be late in advance, you need to contact me via email and set up an appointment to meet with me. Also, I realize that unforeseen circumstances can arise that

may be out of your control. If that happens, let me know as soon as possible via email, and we can discuss our options – which *may* involve you making up work in a timely fashion.

Academic Misconduct & Plagiarism Statement:

Academic misconduct includes all acts of dishonesty in any academic or related matter and any knowing or intentional help, attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise, or activity:

- Cheating – using or attempting to use unauthorized materials, information, study aids, or computer-related information.
- Plagiarism – representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
- Fabrication – presenting as genuine any invented or falsified citation or material.
- Misrepresentation – falsifying, altering, or mistaking the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

The University of Alabama has a rigorous system in place to review and rule on matters involving plagiarism, cheating, and other issues of suspected academic misconduct. For your own benefit, I would both encourage you to familiarize yourself with the university's policy regarding plagiarism and deeply urge you to avoid placing yourself in such a situation. More information about academic standards and procedures can be found at: <http://catalogs.ua.edu/catalog08/502000.html>

Student Conduct, Classroom Decorum, & Cultural Diversity:

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct.

Disruptive/obstructive behavior includes (but is not limited to) the following: physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, possession of alcoholic beverages, cell phone use (including texting), etc.

Do *NOT* bring your laptop to class, unless I've give you prior permission. **Turn off your cell phone during class!!!** Unless I've given you prior permission, you should not talk or text on your phone during class.

One of the truly great things about college life is that it brings together people with a wide array of personal/cultural beliefs and experiences. Because of this, for our class to be successful, a certain level of trust, decorum, and respect must exist among all participants. Any act that compromises, endangers, or disrespects either the instructor or one (or many) of your fellow classmates will absolutely not be tolerated.

Student Disabilities:

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary. I will be happy to help you. If you have a disability but have not contacted the Office of Disability Services, please call 205-348-4285 or visit 133B Martha Parham East to register for services.

Late Instructor Instructions:

If I am late and there is no notice on the door, please wait ten minutes. If I still haven't shown up after ten minutes, please send someone to the First-Year Writing Program Office (Morgan Hall 207) to tell them that I was not in class.

Chain-of-Command for Complaints:

If you have a problem with anything that happens in this class, please see me first. If we are unable to resolve this problem, the chain-of-command is as follows: Jessica Kidd (Associate Director of First-Year Writing); Dr. Karen Gardiner (Director of First-Year Writing).

The University of Alabama Writing Center:

The Writing Center – located in Morgan Hall – is a free service for students interested in developing their writing. The Writing Center is *not* a proof-reading center (meaning they won't "fix" your paper for you); rather, they will work with you one-on-one to help improve your writing among various facets of the writing process.

The Writing Center hours can be viewed at their website: www.as.ua.edu/writingcenter. While the Writing Center accommodates walk-in clients, I'd suggest making an appointment on their website to insure that a tutor will be available.

eLearning:

Over the course of the semester, we'll be using eLearning as a hub for many of our resources for this class. You can access eLearning by logging into MyBama, clicking on the "Student" tab at the top, and then clicking on the appropriate eLearning link at the top right. On our eLearning page, you'll be able to access the syllabus & schedule, homework readings, major assignment sheets, the extra-credit assignment sheet, etc.

You'll probably discover that eLearning is pretty basic and relatively easy to navigate. However, if you have any questions at all, please let me know.

Extra Credit:

A single opportunity exists for you to earn extra credit on your final grade for EN 101. For this extra credit assignment (which you can only do once during the semester), you will be asked to revise one of your major papers in a meaningful way and also write a 1-2 page reflection on your revision tactics. **Note: the paper that you revise for extra credit cannot be the same paper you revise for the Revision/Research Unit.**

If this extra credit revision completes all the stipulations of the assignment, the student will earn one (1) point that will then be added to his/her final average for the class. Again, each student may only complete one extra credit revision per semester, which can be turned in anytime during that semester – *but no later than Monday, November 30 by 4:00 p.m. (to me or in my mailbox in the Morgan Hall English Office).*

No exceptions will be made to this extra credit policy (i.e. you can't turn it in late, you can't complete the assignment multiple times, you can't submit it electronically, etc.). If you think you might want the extra credit, you need to make sure to have it in my hands or in my mailbox by the assigned date/time.

Course Schedule

- This syllabus is subject to revision at my discretion.
- Bring *all* your EN101 books & relevant readings to class each day.
- Come prepared to write in-class every single day.
- Book Key: Norton = *The Norton Field Guide to Writing*
Hacker = *A Writer's Reference*
Handout = paper handout
eLearning = eLearning article, etc.

UNIT ONE: Exploring & Analyzing

Wednesday, August 19 – Welcome to College!

- Review syllabus
- Getting to know you
- Discuss diagnostic exam

Homework:

- Be ready for diagnostic exam on Monday
 - Read “Remembering My Childhood on the Continent of Africa” by David Sedaris (eLearning)
-

Monday, August 24 – Thinking About Compare/Contrast

- Diagnostic exam (30 minutes)
- Grammar party!
- Discussion
 - Read Norton pp. 306
 - Review “Remembering My Childhood...” by Sedaris
- In-class activity

Homework:

- Read “The Little Red Hen” (eLearning)
-

Wednesday, August 26 – Comparing/Contrasting Similar Things

- Free-writing
- In-class activity
 - Watch *The X-Files*
- Discussion
 - Review “The Little Red Hen”
 - Read Margaret Atwood’s version of “The Little Red Hen” (handout)

Homework:

- Write new, original version of “The Little Red Hen”

NOTES:

- *Last day to register or add a course*
- *Last day to drop a course without receiving a grade of “W”*

Monday, August 31 – Comparing/Contrasting Familiar Things

- Free-writing
- Grammar party!
- Discussion
 - Read Norton pp. 307 (Block vs. Pt-by-Pt)
- In-class activity
 - Listen to “The National Anthem”

Homework:

- Read “The Myth of the Cave” by Plato (eLearning)

Wednesday, September 2 – Comparing/Contrasting Different Things

- Free-writing
- Discussion
 - Read Norton pp. 311 (Figurative Language)
 - Analogies
 - Review “The Myth of the Cave” by Plato
 - Read “How Me Breaking Up With You Is Like Jon Lester Pitching a No-Hitter Against the Royals” by Michael Nelson (handout)
- In-class activity
- Peer Review setup

Homework:

- Compare/Contrast Rough Draft DUE – Wednesday, 9/9

Monday, September 7 – Labor Day!

- No Class!!!

Homework:

- Compare/Contrast Rough Draft DUE – Wednesday, 9/9

Wednesday, September 9 – Peer Review

- Free-writing
- Compare/Contrast Rough Draft DUE @ beginning of class
- Peer Review

Homework:

- Compare/Contrast Final Draft DUE – Monday, 9/14 @ beginning of class
-

**UNIT TWO:
Informing****Monday, September 14 – Thinking About Profiles**

- Free-writing
- Compare/Contrast Final Draft DUE @ beginning of class
- Grammar party!

- Discussion
 - Read Norton pp. 161 (Profiles)
 - Read Norton pp. 165-166 (Good Profiles)
- In-class activity

Homework:

- Read “Bread” by Francis Ponge (eLearning)
-

Wednesday, September 16 – Profiling Food

- Free-writing
- Discussion
 - Read Norton pp. 169 (Note Details)
 - Discuss sensory description
 - Review “Bread” by Ponge
- In-class activity

Homework:

- Read “The Flatness” by Michael Martone (eLearning)
 - Write a food profile of something you eat this weekend
-

Monday, September 21 – Profiling Places

- Free-writing
- Grammar party!
- Discussion
 - Discuss spatial description
 - Review “The Flatness” by Martone
- In-class activity

Homework:

- Read “Octopus in Borneo” or “Shark Attack” (eLearning)
-

Wednesday, September 23 – Profiling People & Creatures

- Free-writing
- Discussion
 - Review “Octopus in Borneo” or “Shark Attack”
- In-class activity
 - Watch *Planet Earth*
 - Into the Wild!

Homework:

- Read “The Inheritance of Tools” by Scott Russell Sanders (eLearning)
 - Bring an important personal item/photo/etc. with you to class on Monday, 9/28
-

Monday, September 28 – Profiling the Ordinary in Interesting Ways

- Free-writing
- Grammar party!
- Discussion
 - Read Norton pp. 169 (Come Up With An Angle)
 - Review “The Inheritance of Tools” by Sanders

- In-class activity
 - Listen to Run-DMC
 - Watch *Stranger than Fiction*

Homework:

- Reflective Profile Rough Draft DUE – Wednesday, 9/30
-

Wednesday, September 30 – Peer Review

- Free-writing
- Reflective Profile Rough Draft DUE @ beginning of class
- Peer Review

Homework:

- Reflective Profile Final Draft DUE – Monday, 10/12 @ beginning of class
-

Monday, October 5 – Conference Day

- No Class!!! (but don't forget your mandatory conference!!!)

Homework:

- Reflective Profile Final Draft DUE – Monday, 10/12 @ beginning of class
-

Wednesday, October 7 – Conference Day

- No Class!!! (but don't forget your mandatory conference!!!)

Homework:

- Reflective Profile Final Draft DUE – Monday, 10/12 @ beginning of class

NOTES:

- *Midterm grades posted*
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**UNIT THREE:
Sharing**

Monday, October 12 – Thinking About Personal Narratives

- Free-writing
- Reflective Profile Final Draft DUE @ beginning of class
- Grammar party!
- Discussion
- In-class activity

Homework:

- Read “Poison” by Sarah Manguso (eLearning)
-

Wednesday, October 14 – The Body as Personal Narrative

- Free-writing
- Discussion
 - Review “Poison” by Manguso
- In-class activity

Homework:

- Read “The Chase” by Annie Dillard (eLearning)
 - Read “Salvation” by Langston Hughes (eLearning)
-

Monday, October 19 – Writing About Our Good Days & Our Bad Days

- Free-writing
- Grammar party!
- Discussion
 - Review “The Chase” by Dillard
 - Review “Salvation” by Hughes
- In-class activity

Homework:

- TBA
-

Wednesday, October 21 – Generality vs. Specificity

- Free-writing
- Discussion
- In-class activity
 - Watch *30 Days*

Homework:

- Read “A Clack of Tiny Sparks” by Bernard Cooper (eLearning)
-

Monday, October 26 – Stereotypes vs. Reality

- Free-writing
- Grammar party!
- In-class activity
 - Watch *The Office*
- Discussion
 - Review “A Clack of Tiny Sparks”
 - Review *30 Days*
 - Review *The Office*

Homework:

- Personal Narrative Rough Draft DUE – Wednesday, 10/28 @ beginning of class
-

Wednesday, October 28 – Peer Review

- Free-writing
- Personal Narrative Rough Draft DUE @ beginning of class
- Peer Review

Homework:

- Personal Narrative Final Draft DUE – Monday, 11/2 @ beginning of class

NOTES:

- *Last day to drop a course online*
 - *Last day to withdraw from UA without having a petition to student’s college office*
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**UNIT FOUR:
Re-Thinking & Re-Visiting**

Monday, November 2 – Thinking About Revision

- Free-writing
- Personal Narrative Final Draft DUE @ beginning of class
- Discussion
- In-class activity
 - Superheroes

Homework:

- TBA
-

Wednesday, November 4 – Thinking About Research

- Free-writing
- Discussion
- In-class activity
 - Girl Talk vs. Jay-Z

Homework:

- Groups 1-3 Presentations DUE on Monday, 11/9
-

Monday, November 9 – Group Presentations

- Free-writing
- Groups 1-3 Presentations

Homework:

- Groups 4-6 Presentations DUE on Wednesday, 11/11
-

Wednesday, November 11 – Group Presentations

- Free-writing
- Groups 4-6 Presentations

Homework:

- Revision/Research Rough Draft DUE – Monday, 11/16 @ beginning of class
-

Monday, November 16 – Peer Review (Day One)

- Free-writing
- Revision/Research Rough Draft DUE @ beginning of class
- Peer Review

Homework:

- Revision/Research Rough Draft DUE – Wednesday, 11/18 @ beginning of class
-

Wednesday, November 18 – Peer Review (Day Two)

- Free-writing
- Revision/Research Rough Draft DUE @ beginning of class
- Peer Review

Homework:

- Revision/Research Final Draft DUE – Monday, 11/23 @ beginning of class

Monday, November 23 – Fun Day

- Free-writing
- Revision/Research Final Draft DUE @ beginning of class

Homework:

- TBA
-

Wednesday, November 25 – Thanksgiving Break!

- No Class!!!
-

Monday, November 30 – Conference Day

- No Class!!! (but don't forget your mandatory conference!!!)
-

Wednesday, December 2 – Conference Day

- No Class!!! (but don't forget your mandatory conference!!!)

Homework:

- Final Exam!
-