

Dr. Robert Murray  
English 101  
Spring 2016

Text: *40 Model Essays: A Portable Anthology*, Second Edition, edited by Jane E. Aaron and Ellen Kuhl Repetto. Bedford/St. Martin's Press.

### **Course Overview**

Like anything else, the idea of “writing” is more complicated than it might seem at first. I don't mean that it is more difficult than you think it is; I mean that it can be done in many different ways – for example, fiction writing, diary writing, journalism, poetry, dramatic writing, screenplays. In this class, we will practice “expository writing,” or writing that works to expose an idea, belief, or argument the writer would like to communicate to a reader. Yet even within this form there are sub-types – we will be reading and writing essays that summarize, narrate, work by using examples, and – most important of all – analyze. We will write using the compare and contrast model, and we will finish by constructing a researched argument of your own choosing.

### **Essay Expectations**

You will be expected to write drafts of each essay you produce for this class – frequently, these drafts will be worked on together in class. Nearly all of the drafts will be handed in and I will make some comments about revising the draft into a final essay. Please take these comments seriously; do not ignore them. For all essays and drafts I recommend the following:

- Write by hand on legal pad – don't draft on the computer
- Read and re-read everything you hand in
- Read your work aloud before handing it in
- Do not seek unauthorized outside help

### **Course Goals**

In English 101, you will have the opportunity to do the following:

- 1) Write 20-30 pages of revised, polished prose
- 2) Reflect on your own processes of reading, writing, and thinking;
- 3) Write a variety of different types of expository essays
- 4) Listen to others' ideas as a method for understanding the complexities of audience;
- 5) Concentrate on inferential reading strategies;
- 6) Give and receive constructive critique of writing-in-process;

### **Additional Sources**

- Grammarist.com
- Grammar Girl.com
- Purdue Online Writing Lab (OWL)

### **Quotation of the Day**

We will begin every class with a quotation chosen by each of you – this can be a random quotation that means a lot to you, or one that you think aligns with our topic that day, or one you just happened to find that you thought would be good to share. These should be quotations by famous people – or in some cases, even by family members – that offer insight into the human experience. We will have a very brief discussion about the idea before moving on to the regular work planned for the day. The schedule for these appears after the course schedule below.

### **Academic Policies in this Class**

#### *Attendance*

Because of the nature of this class – that so much is based on our discussions – attendance is imperative. Missing four or more classes will result in failure. Excessive lateness also matters: up to twenty minutes late to class counts as half an absence; more than twenty minutes counts as a full absence.

#### *Class participation*

Part of your overall grade is based on your participation. This grade is computed by my observing some obvious signs of participation – saying useful and appropriate things to advance our discussion, for example – as well as by my noticing some things that demonstrate an active rejection of this invitation to participate, such as texting, daydreaming, talking about non-class related things, taking unofficial breaks from class.

#### *Late papers*

I will deduct one full letter grade from the earned grade for each 24-hour period (including weekends) that the paper is late. This means that a C paper handed in the day after it is due becomes a D paper.

#### *Classroom Decorum*

Turn off cell phones. No virtual conversations of any kind, *especially text messaging*, at any time. These rude activities disrupt the class and distract you, your classmates, and me – and they will have a negative effect on your participation grade for this class. Texting, in particular, is forbidden. If I see you texting – even if I do not acknowledge that I see you – I will take points off your participation grade.

### **College-Wide Policies**

#### *Academic Integrity Statement*

Academic integrity, a commitment to honesty, fairness, respect, and responsibility, is the foundation of the learning process. All members of the St. Thomas Aquinas College community are held to the highest standards of academic honesty. While we recognize the participatory nature of education, we take academic integrity very seriously, and the College policy on academic dishonesty details consequences that can include dismissal

from the College. That policy can be found in both the Student Handbook and the College Catalog.

As a student in this class, you must demonstrate your commitment to academic integrity by submitting work which originates in your own imagination, analytical faculties, or your own knowledge, which you have done yourself, and which represents your very best efforts. Your work should be supplemented and supported by appropriate outside sources; however, you must always ensure that these sources are properly cited using the recommended documentation system.

### *Plagiarism*

Plagiarism is the submission, for grade or for review, of work that is not your own. This includes ideas you get from elsewhere *as well as* language — specific words and sentences — taken from other sources. These other sources can include essays, books, websites, and other people. You should know that plagiarism, or academic theft as it is also known, is a serious offense, punishable by sanctions ranging from failure to dismissal from the college. For the record: I assume that the writing you show me in draft form or hand in to me for a grade is your own work; if it is not your own work, you will fail the essay with a grade of zero, that is, no credit. And you cannot rewrite it.

### *Electronic Use Policy*

Faculty members at St. Thomas Aquinas College have the discretion to regulate the use of electronic devices in their classes, and students should not use such devices without the expressed consent of the professor. This policy covers cell phones, laptop computers, or any other device the use of which might constitute a distraction to the professor or to the other students in the class, as determined by the professor. Students with documented disabilities should discuss the issue of laptop use with their professor at the beginning of the semester.

When a professor designates a time during which laptop computers may be used, they are only to be used at the discretion of the faculty member and in accordance with the mission of the college. Professors can develop specific and reasonable penalties to deal with violations of these general policies. For more extreme cases of classroom disruption, refer to the College's Disruptive Student Policy.

### *Academic Disability Statement*

Students requiring accommodations for a documented disability should notify the instructor before the end of the first week of class.

### *Title IX Policy*

Students should be aware that faculty members are required to report certain information to the STAC's Title IX Officer. If you inform me or I witness sexual misconduct which includes sexual harassment, sexual assault, or any gender-based discrimination, I will

keep the information as private as I can, but I am required to bring it to the attention of STAC's Title IX Officer.

Students should also be aware that disclosing such experiences in course assignments does NOT put the college on notice and will NOT begin the process of STAC providing assistance or response to those possible offenses. If you would like to talk to the Title IX Officer directly, you can contact Pat Pacchiana at [ppacchia@stac.edu](mailto:ppacchia@stac.edu) or call 845-398-4044. Additionally, you can also report incidents or complaints to campus security 845-398-4080. You can also find more information at [www.stac.edu/titleix](http://www.stac.edu/titleix).

If you would like to report a concern confidentially to a confidential counseling resource, you may speak to the following people:

Ms. Eileen Mastrovito, RN  
Director Health Services  
845.398.4242

Dr. Lou Muggeo  
Director Counseling & Psychological Services  
845.398.4174

Rabbi Daniel Pernick  
Campus Minister  
845.398.4063

Center for Safety and Change  
<http://centerforsafetyandchange.org>  
845.634.3344  
9 Johnsons Lane, New City, NY 10956

## Course Schedule

- Tue 1/26 Introduction to the class  
Thu 1/28 Introduction to the textbook, “Reading” and “Writing”
- Tue 2/2 *Essay 1 assigned*  
Reading due: “Homeless,” Anna Quindlen, 108  
Thu 2/4 Beginning a draft of Essay 1
- Tue 2/9 **Essay 1 draft due today – workshop**  
Thu 2/11 *Essay 2 assigned*  
Reading due: “Salvation,” Langston Hughes, 69  
“Shooting an Elephant,” George Orwell, 85
- Tue 2/16 **Essay 1 Final Version Due Today**  
Continued work on “Salvation” and “Shooting an Elephant”  
Thu 2/18 **Essay 2 draft due today – workshop**
- Tue 2/23 *Essay 3 assigned*  
Reading due: “*American Idol* Worship,” Thomas de Zengotita, 134  
“The Ritual of Fast Food,” Margaret Visser, 129  
Thu 2/25 **Essay 2 Final Version Due Today**  
Continued work on “*American Idol* Worship” and “The Ritual of Fast Food”
- Tue 3/1 **Essay 3 drafts due today – workshop**  
Thu 3/3 *Mid-term essay assigned*  
Reading due: “The Ways We Lie,” Stephanie Ericsson, 162
- Tue 3/8 **Essay 3 Final Version Due Today**  
Mid-term drafting Day  
Thu 3/10 **Mid-Term Essay in class**
- Spring Break**
- Tue 3/21 *Essay 4 assigned*  
Reading due: “Disability,” Nancy Mairs, 216  
“Public and Private Language,” Richard Rodriguez, 234  
Thu 3/23 Continued work on “Disability” and “Public and Private Language”
- Tue 3/29 **Essay 4 drafts due today—workshop**  
Thu 3/31 **Essay 4 drafts handed in today**

Tue 4/5      *Essay 5 assigned*  
Reading due: "Waste Not, Want Not," Bill McKibben (331)  
                  "Forget Shorter Showers," Derrick Jensen (339)

Thu 4/7      **Essay 4 Final Version Due Today**  
Continued work on "Waste Not, Want Not" and "Forget Shorter Showers"

Tue 4/12      **Class cancelled**  
Thu 4/14      Research discussion

Tue 4/19      Continued work on researched argument  
Thu 4/21      Continued work on

Tue 4/26      Drafting Essay 5  
Thu 4/28      Drafting Essay 5

Tue 5/3      **Essay 5 Final Version Due Today**  
Thu 5/5      Review