

Contact Information:
John Gallagher
jgallagher@qcc.mass.edu
Office hours: By appointment

English 101

Welcome to English Composition and Literature I (Prerequisite ENG 100)! This course focuses on how to develop essential writing skills including organization, correctness, and support of ideas. A research project is required to produce a documented essay that integrates materials from the Internet and traditional sources according to standard disciplinary format. Students develop and sharpen the interpretive and analytical skills necessary to evaluate the soundness and appropriateness of sources for their work.

More specifically this course will develop your ability to:

- Write with your own voice and style
- Address and invoke a specific and contextualized audience
- Learn to cite material according to MLA guidelines
- Apply critical and thoughtful understandings of texts—others and your own
- Communicate more effectively, through multiple forms and genres, including but not limited to digital outlets
- There are numerous others objectives that will arise throughout the semester—many of them will come as we develop our writing skills as a class

1:00-1:50 Section 19
2:00-2:50 Section 20
3:00-3:50 Section 22

Standard Class Procedure:

Most classes begin with a series of questions about the day's specific lesson. Students are given time to write their responses down. We then have a larger discussion as a class that involves the aim or goal of the class. Typically students are then asked to try the lesson out on their own. Class concludes with a general discussion on how effective students felt they were in accomplishing that lesson's goals.

Professor's short statement about writing:

I believe in the transformative power of the written word. I approach writing through a triangulation: it is a personal, professional, and academic endeavor that seeps, drips, and oozes into our everyday lives. It requires technical skills (a pencil, a keyboard, a computer program, etc.), a critical eye (to critique and question the writing in front of you), and a rhetorical mindset (moving your audience to some sense of change or action). Writing is an exceptionally powerful human tool and this course is designed to help you hone and sharpen that tool in a responsible, civic way.

Grading Breakdown:

Personal Contexts:	25%
Academic Contexts:	25%
Research Contexts:	25%
Circulation Contexts:	10%
Participation:	15%

There are four major assignments, with a variety of drafts and portions to them. More details will be announced as the semester progresses.

Personal Contexts: analyze an aspect of your personal context and write about this to a familiar audience.

Academic Contexts: examine the concept of academic writing in a variety of contexts, seeking to disrupt it simultaneously.

Research Contexts: pursue a line of inquiry that interests you, draw upon multiple sources, and communicate what you learn to a more public audience.

Circulation Contexts: create and circulate a text based on the research you conduct in Unit 3, and compose your text for an audience of your choosing.

Semester Schedule

September: Personal Contexts

Week 1: Introductions

- 9-5 Course introductions, class introductions, “What is writing?”
9-7 “Contexts that make me”; the rhetorical triangle

Week 2: Reading Literacy

- 9-10 Sharing of drafts
Rough Draft DUE (professor will check it off)
What is organization and structure?
9-12 Read and Discussion “Consider the Lobster” (PDF)
Theme and Style identification
9-14 Continue discussion of “Consider the Lobster”
Quote integration Lesson

Week 3: Writing Narrative

- 9-17 Sharing of drafts
Rough Draft DUE (professor will check it off)
Quotation Integration (continued)
9-19 Reflection on drafts from previous week’s lessons
9-21 Individual conferences (sign-ups held Monday 9-17)

Week 4: “Light Bulb Moment” Narrative

- 9-24 Sharing of drafts
Rough Draft DUE (professor will check it off)
9-26 Reflection on entire portfolio;
Portfolio DUE (ALL SIX DRAFTS)
9-28 Quotation Integration Review
Open discussion of “Personal Contexts” Unit

October: Academic Contexts

Week 5: Transition to Academic Language

- 10-1 “What is academic? And is it really different?”
Discussion of IMPLICATIONS (using advertisements)
10-3 Read and discuss Foucault’s “What is an Author” (PDF)
Prepare 3 questions for class (Professor will check)
Difference between summary and analysis
10-5 NO CLASS (Professor at conference)
Make-up: Write a 500 word analysis of “What is an Author”



A Rhetorical Model of Writing



Did you know that QCC has a Communication Skills Center where you can go to revise your drafts? They won’t proofread anything for you, but they will work on tone, style, diction, organization and structure. For more details, please visit: <http://www.qcc.mass.edu/csc/>

When something is in yellow, it means the item is very important!

All PDF files are available on "The Q" under our course number. It is your responsibility to print the files and bring them to class because I do NOT require you to buy ANY textbooks.

Week 6: Questioning Academic Language

- 10-8 NO CLASS (Holiday)
- 10-10 Read and discuss "On Bullshit" (PDF)
- 10-12 Review quotation integration
Review analysis; **500 word analysis of "On Bullshit" DUE** (Professor will check)

Week 7: Breaking Down Jargon to Use it in Everyday Life

- 10-15 Read and discuss p. 127-143 of "Ideological State Apparatus" (PDF)
- 10-17 Read and discuss "Ideological State Apparatus"
Review quotation integration
Introduce audience analysis
- 10-19 Read and discuss "Ideological State Apparatus"
750 word analysis of "Ideological State Apparatus" DUE (Professor will check)

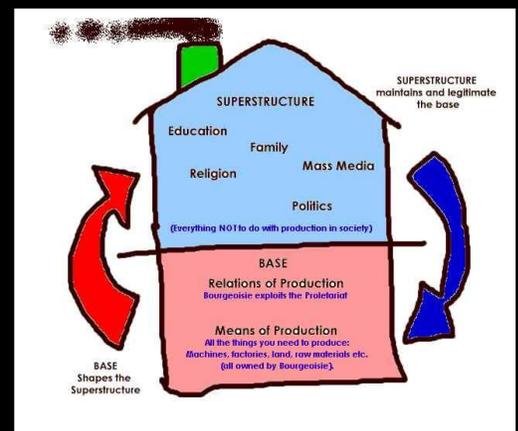
Is the image below an academic idea or a personal one?

Week 8: Writing the Academic Narrative/Using Jargon

- 10-22 Discussion of Paper Assignment
Final quotation integration review
- 10-24 **MLA citations**
- 10-26 **MLA citations** (Conference sign-ups for 10-29 and 10-31)

Week 9: Academic Narrative Conferences

- 10-29 Conferences
- 10-31 Conferences
- 11-2 **Academic Narrative Portfolio Due**
(1500 word final essay, plus 3 analyses of essays)
Mid-semester evaluations



November: Research Contexts

Week 10: Introduction to Scholarly and Professional Research

- 11-5 What is an annotated bibliography?
Using databases
- 11-7 Share two non-website, academic essays (use databases)
- 11-9 **750 word Research Proposal DUE**
Discuss with class
Assign and explain "Prospectus"

Week 11: Audience and the Rhetorical Prospectus

- 11-12 NO CLASS (Holiday)
- 11-14 Concept of the research paper
Audience awareness; invoking and addressing
- 11-16 **Prospectus DUE**
Discussion of research

Week 12: Exploring the Library

- 11-19 Library Research Day (sign up for group conferences)
- 11-21 Library Research Day (continued)
- 11-23 NO CLASS (GOBBLE!)

Online Citation Guidelines (No need to buy a book!)

MLA

<http://owl.english.purdue.edu/owl/resource/747/08/>

APA

http://www.landmark.edu/Library/citation_guides/apa.cfm#image

Chicago

<http://guides.lib.washington.edu/content.php?pid=56693&sid=518033>

Week 13: Research Conferences

11-26 Group Conferences

11-28 Group Conferences

11-30 **Research Papers DUE**; class reflection

December: Circulation Contexts

Week 14: Presentations and the Circulation of Writing

12-3-12: Discussion of audience and context for presentations

12-5-12: **Presentations (no more than 6 minutes)**

12-7-12: **Presentations (no more than 6 minutes)**

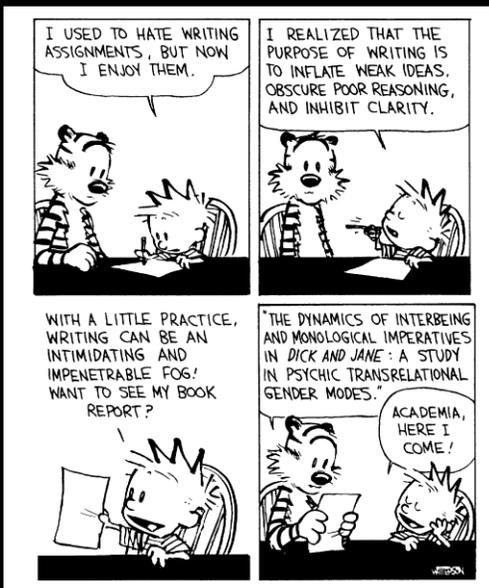
Week 15: Last Week!

12-10-12: Last day of classes; Semester Wrap-up

Plagiarism (from the QCC website): Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and don't know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else's ideas or words and presenting them as one's own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.



The image to the left is copyrighted by Bill Waterson!

Learning Accommodations

I am committed to making reasonable adjustments to the course to accommodate various learning styles. If your needs are not being met please contact me.

Stay motivated, stayed excited, and have patience!