I. **Course Description:** The course will introduce students “to the fundamentals of written discourse,” focusing on the development of writing skills applied to different purposes with emphasis on logic, organization, levels of usage, grammar and mechanics, information gathering, and audience awareness. The course will also integrate the study of expository writing with a service learning project. Students must complete ENGL 111 and 112 in sequence. In order to proceed to ENGL 112, students must complete ENGL 111 with a grade of C or higher. **Credit:** 3 hours

II. **Required Texts and Materials**
   C. Blue or Black ink pen and college ruled paper
   D. Notebook for journal writings
   E. Folder for comprising portfolio

III. **Course Objectives:**
   A. Recognize, identify, and employ a variety of discourses that make up expository writing (e.g., narration, causal analysis, comparison, argumentation); demonstrate writing abilities from process to product; and distinguish among opinions, facts, and inferences.
   B. Produce thesis-directed writing that develops major points in a logical and convincing manner, in a process that involves reading, writing, and revising through which students discover ideas and develop those ideas into coherent sentences, paragraphs, and essays using standard American edited English diction, syntax, usage, grammar, and mechanics.
   C. Write in a variety of situations including those they are likely to encounter in other classes (e.g. journals, timed essays/exams, out-of-class writing), and those that involve writing beyond the university experience.
   D. Engage with ideas through multiple sources (e.g. essay, fiction, film, hypertext, poetry and drama) and use these sources, particularly essay and fiction, as a basis for analysis, reflection, and writing.
   E. Analyze and evaluate written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view through explorations of style, organization, logic, rhetoric and grammar.
   F. Synthesize and organize into a piece of writing information gathered from multiple sources.
IV. Attendance Policy:

Attendance is expected and required. It is difficult and often impossible to make up work done in class. Quizzes, Reader Response Questions, and Peer Reviews cannot be made up. If a student must be absent, all assignments are due via Blackboard or email. If a student is late for class and misses the daily quiz, the quiz cannot be made up. It is also expected for the student to remain for the entire class and not attend only to take a daily quiz. Attendance will be recorded and students should not miss more than four classes during the semester. Those missing more than four classes will be in danger of failing the course. Even if absent, all essays and assignments are due via Blackboard or email on the due date. Any extenuating circumstances should be discussed with the instructor.

V. Grading Scale:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 0 - 59 = F

VI. Grades are based upon:

- Essays/Writings/Projects 50%
- Daily Assignments, Journals, Quizzes, Peer Reviews 20%
- Mid-term Exam 10%
- Portfolio 10%
- Service Journal/Log 10%

VII. Standards for evaluating essays:

The following list is a general outline of how papers will be evaluated:

A = Superior work: All requirements are met and most are exceeded. The idea is developed with exactness, creativity, and originality. The thesis clearly presents all elements of the topic. The essay is organized through topic sentences and paragraph patterns. The essay also contains effective transitions; parallel structure; varied sentence beginnings, lengths, and types; lively verbs; examples; concrete details. This paper has few, if any, errors in grammar, mechanics, spelling or usage.

B = Good Work: All requirements are met and some are exceeded. The writing is above average and possesses the qualities of good writing. Although good, this paper lacks some of the originality and vigor of the A paper. The B essay includes relevant points and supports general statements with specific details. There is a clear thesis and paper maintains focus throughout. The introduction is effective, transitions are used and the conclusion is thoughtful. There may be some variety in structure, detail, and vocabulary. This paper may contain a few errors in grammar, mechanics, spelling or usage.

C = Average Work: Meets minimum requirements and exceeds a few. This paper does not have the originality and expression of the above average papers. The C essay conveys the thought adequately, but is less exact in expression. It follows a “formula” introduction and conclusion. All transitions are logical and the paper demonstrates the writer’s effort to revise some sentence variety and vocabulary. There are errors in grammar, mechanics, spelling or usage.

D = Poor but passing: Does not meet all requirements; does not express ideas correctly or effectively. The thesis may be unclear, vague, or underdeveloped. The essay may be too brief or too general. Little attention is paid to the introduction, conclusion, or transitions. This essay contains numerous mechanical or spelling problems.
F = Unacceptable work: Minimum requirements are not met. There are serious grammatical errors and the essay is not logical or well organized.

VIII. Students with Disabilities
“Any student eligible for and requesting reasonable academic accommodations due to a disability is requested to provide a letter of accommodation from the Student Success Center within the first two weeks of the semester.”

IX. Service Learning Details
Service learning projects combine volunteerism in the community with course fieldwork. The purpose of service learning is to serve recipients while providing learning experiences related to the course. The idea is to help students gain a better understanding of the academic content of this course by applying his or her skills and knowledge to benefit society. “Philosophically, service learning is grounded in experience as a basis for learning. A community service experience becomes a service learning experience through the knowledge gained and reflection.” In the course, you will be asked to reflect on your thoughts, feelings and experiences through discussions and writings. The compilation of a service journal/log and a corresponding essay will be two ways in which you will communicate your learning and reflections. The overall goal is to see the variety of ways in which you can benefit the society around you and the ways in which you also learn and grow from the experience.

X. Other Policies
A. Plagiarism in an instructional setting occurs when a writer deliberately uses someone else’s language, ideas or other original (not common-knowledge) material without acknowledging its source. Students whose actions constitute plagiarism are guilty of academic misconduct and will fail the course. For further details, please see the UTM Student Handbook.
B. All work is due on time. All late papers will be lowered one letter grade per day late.
C. If any student misses the mid-term exam, he or she must contact the instructor to set up a time for the make-up exam. The make-up exam must be taken at the agreed upon time or a zero will be recorded.
D. No late work will be accepted during the week of finals.
E. The instructor reserves the right to revise this syllabus as necessary.

Tentative Areas of Study and Reading

Week 1: Purpose 3-4; Audience 5-8; Genre 9-11
Stance 12-15; Medium/Design 16-18
Writing in Academic Contexts 19-24
Writing as Inquiry 251-254
Collaborating 255-258
Generating Ideas and Text 259-265
Drafting 266-268
Assessing Your Own Writing 269-274
Getting Response and Revising 275-281
Editing and Proofreading 282-286

Week 2: Labor Day Holiday – September 2, 2013
Beginning and Ending 299-311
Guiding Your Reader 312-317
Reading Strategies 396-413
Describing 367-375
Explaining a Process 382-386

Week 3: Dialogue 376–381
Narrating 387-395
Memoirs 183-190
Us and Them 798-804
When You Meet Estella Smart, You Been Met! Handout Generations

Week 4: First Job 814-820
En Route 822-829
Writing Assignment
Profiles 191-204
Going the Distance 848-857

Week 5: Jimmy Santiago Baca: Poetry as Lifesaver 858-862
Drawn to a Larger Scale 863-865
Defying the Odds: Victor Cruz
Comparing and Contrasting 348-355
Defining 356-366

Week 6: Reporting Information 87-118
Quoting, Paraphrasing, and Summarizing 462-474

Week 7: Acknowledging Sources, Avoiding Plagiarism 475-479
Documentation 480-483
MLA Style 484-532
Mid-term exam

Week 8: Fall Break 10/14/2013
Arguing 323-341

Week 9: Arguing a Position 119-149

Week 10: Is Google Making Us Stupid? 731-745
Of the 1%, by the 1%, for the 1% 746-753
Anti-Intellectualism: Why We Hate the Smart Kids 754-757
Kenneth Cole Gets Schooled 759-763

Week 11: Argumentative Essay Peer Review
Analyzing Texts 52-57 & 69-86
Week 12: Begin The Curious Incident of the Dog in the Night-time
    The Horse Boy

Week 13: The Curious Incident of the Dog in the Night-time
    The Horse Boy

Week 14: The Curious Incident of the Dog in the Night-time
    The Horse Boy
    Thanksgiving Holiday November 27-December 1, 2013

Week 15: Compiling a Portfolio 287-296
    Portfolio Due

Week 16: Return Portfolios