Course Title: English Composition

Professor:

Course Number: ENG 101

Office Location:

Course Prerequisite: None

Office Hours:

Credits: 3

Telephone:

Class Hours:

Email Address:

Class Dates:

Fax:

Helpdesk: helpdesk@peirceonline.net

Toll Free: 1-877-670-9189

No changes may be made to this syllabus.

Required Texts:


Recent college dictionary

Course Description:

This course entails clear, logical, and forceful expository writing with emphasis on planning, structuring, developing, and documenting essays. Readings, observations, and discussions provide students with a basis for writing about themselves and their world. Research techniques are also included. This course is required of all students.

Learning Outcomes:

1. The student should be able to craft sentences that are readable, smooth, concise, and to the point.

2. The student should be able to choose the appropriate rhetorical pattern for the material, the purpose, and the audience.

3. The student should be able to construct a multi-paragraph essay appropriate for business and/or other college courses that has an introduction, a thesis, several developmental
paragraphs with topic sentences, and a conclusion.

4. The student should be able to use in-text documentation and works cited correctly.

5. The student should be able to use the library resources.

Learning Outcomes Assessment:

The grade for this course will depend on the number of Learning Activities the student has mastered. Each paper will receive "P" when the Learning Activity has been completed in accordance with the description on the Learning Activities sheet. The student must rewrite the paper until it meets all of the requirements of the Learning Activity. Only ONE activity may be worked on at a time. Each new Learning Activity is dependent on mastery of the previous activity.

Introduction to ENG 101:

English 101 is graded quite differently from other Peirce College classes. Here is a detailed explanation for the grading system for this class. All Learning Activities (essays) receive either "R" or "P". The "R" means you must rewrite and resubmit the Learning Activity. To see what requirements you have not met and any additional comments from the professor, be sure to read the comments on your paper. You must continue to rewrite and resubmit that activity until it meets all the requirements outlined on the syllabus and receives "P". "P" means the Learning Activity is satisfactory. When you receive "P," you may move on to the next Learning Activity. You cannot turn in a new Learning Activity until you have received "P" on the previous one.

The Grammar Test is scheduled in Week 1. This test is for diagnostic purposes only to let you know your grammatical strengths and weaknesses. The Professor will inform you of what grammatical areas you need to work on. There are also grammar assignments for each class in areas most people need work on. The test and the assignments have no effect on your grade. If you have further questions, please contact the professor in Private Correspondence. You can also put your questions in Q & A. Other students can answer your questions.

Grading Format for ENG 101

"R" means "Rewrite and submit for a passing grade." The “R” allows you to rewrite your paper until you have met all requirements as outlined on the syllabus. "P" means "Satisfactory because the paper met all the requirements. No
need to resubmit." In order to pass this course with a "C," you must do the following for Weeks 1 – 4: complete the required grammar assignments in *English Brushup*, participate in the Discussion twice a week, and receive "P" in essays 1 - 4. You cannot move on to a new Learning Activity until you have received a "P" on the previous one. It is necessary, therefore, to do your rewrites as quickly as possible. I will accept only one essay per week. To receive a “B,” you must meet all the requirements as outlined on the syllabus up to Week 5, a “B+” up to Week 6, and an “A” up to Week 7.

**YOU HAVE THE OPTION OF USING THE SAME TOPIC THROUGHOUT THE COURSE.** In other words, you can use the same topic but change the rhetorical mode to fit the requirement for that week.

You can write on a topic from your Major (i.e. Paralegal, IT, or Business). For example, a Paralegal Major who is interested in Family Issues can write on the following topics.

LA 1: Family Law can be divided into four categories: spousal abuse, child abuse/neglect, divorce, and child custody.

LA 2: Child abuse vs Spousal Abuse (Compare/contrast).


LA 4: The Causes or Effects of Child Abuse/Neglect.

LA 5: Who Should Have Full Child Custody After a Divorce?

LA 6 and 7: Student can expand on any of the above topics. But, you should change LA 5 to, for example, divorce is good for a spouse who is in an abusive relationship.

**Disability Accommodations:**

Please consult the Peirce College Policy Handbook for information on Disability Services (opens in a new window).

**Academic Honesty:**

Please consult the Peirce College Policy Handbook for information on the Academic Honesty Policy (opens in a new window).

Consult the Library Website [http://library.peirce.edu](http://library.peirce.edu) (opens in a new window) for additional information on plagiarism.
**Attendance and Participation Policy:**

Please consult the Peirce College Policy Handbook for information on the Attendance and Participation Policy (opens in a new window).

**Faculty Response Time:**

Please consult the Peirce College Policy Handbook for information on Faculty Response Time (opens in a new window).

**Peirce College Grading Policy:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Course Average</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>None</td>
</tr>
<tr>
<td>W</td>
<td>Voluntary Withdrawal</td>
<td>None</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grades are calculated and submitted by the instructor within 48 hours of the completion of a course. Final grades are based on the performance of class requirements as stated in the course syllabus and/or modified during the course by the instructor. Grades submitted become part of the College's permanent student records. Failed courses in major subjects must be repeated at Peirce College. A “major subject” is a course that is required by the student’s degree program. Courses in which grades of “F,” “D-,” “D,” “D+,” or “C-” are earned may be repeated no more than once. In the case of repeated courses, the original grade earned will remain on the transcript, although it will not be computed in the grade point average. Courses for which a grade of "C" or better has been earned may not be repeated for the purpose of improving grades. A student who wishes to contest a grade must do so within 30 calendar days of receipt of the grade. See the Academic Grievance Policy for procedures for contesting a grade. Students are allowed seven (7) calendar days from the start date of a course to drop the course and receive 100%
tuition reimbursement. If a course is dropped after the seventh day, full tuition is charged for the course. The student is responsible for initiating the drop process with his/her Program Advisor. (See Drop/Add Policy.)

Students may add a course only during the first seven (7) calendar days after the course has started. A course cannot be added after the seventh day. Full tuition will be charged for a class that is added under these circumstances. The student is responsible for initiating the add process with his/her Program Advisor. Students are also responsible for contacting the professor and obtaining new textbooks or any missed work for their newly added course. (See Drop/Add Policy.) It is the student’s responsibility to withdraw from a course. Instructors do not have the authority to enter a grade of “W”. If a student voluntarily withdraws by the withdrawal deadline as stated on the academic calendar by completing the necessary paperwork, a grade of “W” will appear on the final grade sheet. If a student fails to attend a course for which the student is registered and the student fails to properly withdraw, the student will receive an “F” for the course and be charged for the course. (See the Withdrawal from Class Policy.)

No incompletes will be given in this class under any circumstances.

Classroom Etiquette:

1. Utilize the rules of good grammar, punctuation, and word choice for all written responses.

2. Show consideration and mutual respect for each other.

3. Respond to individuals professionally.

4. Make meaningful contributions to discussions. Offer opinions and answers using facts to back your findings.

5. There are no dumb questions. If you don’t understand a particular topic, please ask questions.

Course Outline

Week 1: DATES
Introduction to Course

Grammar Test (diagnostic purposes)

What is a Topic Sentence? What is a Thesis Statement?

Organizational Flow-chart

Grammar Review: In Wordsmith, read Chapter: 13 "Verbs and Subjects" (do Review Exercises 1, 2, 4, and 5).

Learning Activity 1: Your "Classification Essay" is due by DATE

(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented)

Week 2: DATES

Grammar Review: In Wordsmith, read Chapter: 14 "Subject-Verb Agreement" (do Review Exercises 2 and 5).

Re-write of LA 1 "Classification Essay" is due by DATE


For the in-text citations, see "Documentation: Citing Sources in the Text" in MLA Handbook for Writers, chapter 6 (pp. 237-260). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

Read samples of Classification Essays in Wordsmith: pp. 176-188. Do the exercises for comprehension only. Do NOT submit these exercises! Understanding the classification rhetorical mode will assist you in successfully fulfilling the requirements for Learning Activity 1.

Week 3: **DATES**

Grammar Review: In *Wordsmith*, read Chapter: 15 "Run-on Sentences" (do Review Exercises 2 and 5).

Learning Activity 2: Your "Comparison/Contrast Essay" is due in the designated Dropbox by **DATE**


For the in-text citations, see "Documentation: Citing Sources in the Text" in *MLA Handbook for Writers*, chapter 6 (pp. 237-260). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

Read samples of Comparison-Contrast Essays in *Wordsmith*: pp. 200-210. Do the exercises for comprehension only. Do NOT submit these exercises! Understanding the classification rhetorical mode will assist you in successfully fulfilling the requirements for Learning Activity 2.


(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented)

Week 4: **DATES**


Re-write of Learning Activity 2: "Comparison/Contrast Essay" is due on **DATE**

Week 5: **DATES**


Learning Activity 3: Your "Process Essay" is due in the designated Dropbox by **DATE**
For the in-text citations, see "Documentation: Citing Sources in the Text" in MLA Handbook for Writers, chapter 6 (pp. 237-260). Read only the portions that apply to your particular sources.[DON'T READ THE ENTIRE CHAPTER]!

Read samples of Process Essays in Wordsmith: pp. 189-198. Do the exercises for comprehension only. Do NOT submit these exercises! Understanding the classification rhetorical mode will assist you in successfully fulfilling the requirements for Learning Activity 3.


(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented)

**Week 6: DATES**

Grammar Review:  In Wordsmith, read: Chapter 18 "Pronoun Agreement, Reference, and Point of View" (do Review Exercises 2 and 5). 

Re-write of Learning Activity 3: "Process" Essay is due on DATE

**Week 7: DATES**

Grammar Review:  In Wordsmith, read Chapter 22 " Commas" (do Review Exercises 3 and 5). 

Learning Activity 4: "Cause/Effect" Essay is due by DATE

For the in-text citations, see "Documentation: Citing Sources in the Text" in MLA Handbook for Writers, chapter 6 (pp. 237-260). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

Read samples of Cause-Effect Essays in Wordsmith: pp. 210-218. Do the exercises for comprehension only. Do NOT submit these exercises! Understanding the classification rhetorical mode will assist you in successfully fulfilling the requirements for Learning Activity 4.

(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented)

**Week 8: DATES**

Grammar Review: In **Wordsmith**, read Chapter: 23 "Other Punctuation Marks" (do Review Exercises 1 and 4).

Re-write of Learning Activity 4: "Cause/Effect Essay" is due on DATE

**Week 9: DATES**

Grammar Review: In **Wordsmith**, read Chapter 27 "Apostrophes" (do Review Exercises 1, 2, and 5).

Learning Activity 5: Your "Argumentative/Persuasive" Essay is due in the designated Dropbox by DATE

For the in-text citations, see "Documentation: Citing Sources in the Text" in **MLA Handbook for Writers**, chapter 6 (pp. 237-260). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

Read samples of Argumentative/Persuasive Essays in **Wordsmith**: pp. 218-232. Do the exercises for comprehension only. Do NOT submit these exercises! Understanding the classification rhetorical mode will assist you in successfully fulfilling the requirements for Learning Activity 5.


(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented).

**Week 10: DATES**
Grammar Review: In *Wordsmith*, read Chapter 28 "Quotation Marks, Underlining, and Italics" (do Review Exercises 3 and 4).

Re-write of LA 5: "Argumentative/Persuasive" Essay is due on DATE

**Week 11: DATES**


For LA 6, you can write on any topic/rhetorical mode of your choice. Please don’t submit a previous paper.

Learning Activity 6: Thesis Statement, Outline, and Preliminary Works Cited page: due in the designated Dropbox by DATE

For an outline, see "Outlining" in *MLA Handbook for Writers*, (pp. 48-53). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

**ATTENTION: DAY/DATE, is the last day of this class. No papers will be accepted after this date.**

(Make sure that the sources on the Works Cited page are correctly documented)

**Week 12: DATES**

Grammar Review: In *Wordsmith*, read Chapter 25 "Commonly Confused Words (do Review Exercises 1, 3, and 5).

Re-write of Learning Activity 6 is due on DATE

**Week 13: DATES**

Grammar Review: In *Wordsmith*, read Chapter 26 "Capital
Letters" (do Review Exercises 3 and 4).

Learning Activity 7: Your Paper is due in the designated Dropbox by Wednesday, DATE

For the format of a research paper, read "The Format of the Research Paper" in MLA Handbook for Writers, chapter 4 (pp. 131-138). Read only the portions that apply to your particular sources. [DON'T READ THE ENTIRE CHAPTER]!

(Make sure that the in-text citations and the sources on the Works Cited page are correctly documented)

ATTENTION: DAY/DATE, is the last day of this class. No papers will be accepted after this date.

Week 14: DATES

Grammar Review: In Wordsmith, read Chapter 21: "Verb Shifts" (do Review Exercises 3 and 4).

Re-write of Learning Activity 7 is due on DATE

General Instructions

There is no final exam in this class. Students will receive the grade based on the number of LEARNING ACTIVITIES they have completed. No incompletes will be given in this class under any circumstances.

The Walker Center for Academic Excellence is an integral part of this course. It is a support center for all Peirce students. It is a place where the student can receive academic and non-academic advice. English 101 students will be able to get individual tutoring in all aspects of writing--from basic English skills, grammar, usage, and punctuation to paragraph development and essay structure. Students may also get help with computer learning. Students in English 101 are urged to use the Walker Center for Academic Excellence as much as possible. Some students in English 101 will be assigned work in the Walker Center for Academic Excellence. It is located in Alumni Hall.

ATTENTION: About 60% of your paper should be your own
ideas and 40% outside information to substantiate your various claims.

GRAMMAR TEST

The Grammar Test is scheduled in Week 1. The score of the grammar test is diagnostic of your grammatical strengths and weaknesses. The professor will inform you of what grammatical areas you need to work on. The test has no effect on your grade. If you have further questions, please contact the professor in Private Correspondence. You can also put your questions in Q & A. Other students can answer your questions.

LEARNING ACTIVITY 1

Write a multi-paragraph paper, approximately 500-550 words in length, that demonstrates the CLASSIFICATION rhetorical mode. The introductory paragraph must contain an attention grabber, a THESIS STATEMENT, and an organizational flow chart. Each supporting paragraph must have a topic sentence and evidence in the form of personal examples, expert testimony, and statistics documented in-text. The concluding paragraph must contain a wrap-up and a reworded thesis statement. This essay may have no more than two grammatical or spelling errors. At least three sources must be used in the paper. You should use no more than one internet source.

Learning Activity 1: CLASSIFICATION. This essay puts things into groups or categories. You will be dealing with types of something or methods of doing something.

Examples: Kinds of Teachers; Types of Businesses; Types of Books; Methods of combating inflation; Methods of teaching reading.

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.

Classification Essay (See sample essay in Doc Sharing. Also, read pages 178-182 in Wordsmith)

Grammar Review: In Wordsmith, read Chapters: 13 "Verbs and Subjects" (do Review Exercises 1, 2, 4, and 5) AND 14 "Subject-Verb Agreement" (do Review Exercises 2 and 5).

MLA Works Cited Page: MLA Handbook: Chapter 5 {don't read the entire chapter--look at the type of source that applies to
LEARNING ACTIVITY 2       Complete this activity for a D.

Write a multi-paragraph paper, approximately 500-550 words in length, that demonstrates the COMPARISON OR CONTRAST rhetorical mode. The introductory paragraph must contain an attention grabber, a THESIS STATEMENT, and an organizational flow chart. Each supporting paragraph must have a topic sentence and evidence in the form of personal examples, expert testimony, and statistics documented in-text. The concluding paragraph must contain a wrap-up and a reworded thesis statement. This essay may have no more than two grammatical or spelling errors. At least three sources must be used in the paper. You should use no more than one internet source.

Learning Activity 2: COMPARISON/CONTRAST. This essay shows the similarities between two things or the differences between two things. Essentially, you should focus your essay on comparisons OR contrasts.

Examples: Compare or contrast prison sentences in various states; Compare or contrast two political candidates; Compare or contrast America's educational system with one from a foreign country; Compare or contrast two marketing strategies or advertising campaigns; Compare or contrast two legal decisions on the same subject.

Grammar Review: In Wordsmith, read Chapters: 15 "Run-on Sentences" (do Review Exercises 2 and 5) AND 16 "Sentence Fragments" (do Review Exercises 4 and 5).

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.

LEARNING ACTIVITY 3       Complete this activity for a D+.

Write a multi-paragraph paper, approximately 500-550 words in length, that demonstrates the PROCESS rhetorical mode. The introductory paragraph must contain an attention grabber, a THESIS STATEMENT, and an organizational flow chart. Each
supporting paragraph must have a topic sentence and evidence in the form of personal examples, expert testimony, and statistics documented in-text. The concluding paragraph must contain a wrap-up and a reworded thesis statement. This essay may have no more than two grammatical or spelling errors. At least three sources must be used in the paper. You should use no more than one internet source.

Learning Activity 3: PROCESS. This is a "how-to" essay or a "steps in doing something" essay.

Examples: What steps will encourage economic growth? How to handle (or prepare for) a job interview. How to prevent the "drop-out" problem in American schools. What steps will improve American education? How to choose a college or a career.

Grammar Review: In Wordsmith, read: Chapters: 17 "Pronoun Case" (do Review Exercise 4) AND 18 "Pronoun Agreement, Reference, and Point of View" (do Review Exercises 2 and 5).

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.

LEARNING ACTIVITY 4 Complete this activity for a C.

Write a MULTI-PARAGRAPH (five or six paragraphs) paper, approximately 500-550 words (two typewritten, double-spaced pages), that demonstrates the CAUSE OR EFFECT rhetorical mode. The introductory paragraph must contain an attention grabber, a THESIS STATEMENT, and an organizational flow chart. Each supporting paragraph must have a topic sentence and evidence in the form of personal examples, expert testimony, and statistics documented in-text. The concluding paragraph must contain a wrap-up and a reworded thesis statement. This essay may have no more than two grammatical or spelling errors. At least three sources must be used in the paper. You should use no more than one internet source.

Learning Activity 4: CAUSE/EFFECT. This essay deals with the causes of something OR the effects of something. Focus on causes OR effects rather than both.

Examples: What causes students to drop out of school? What
causes recessions or inflation? What are the effects of diet pills? What are the effects of illiteracy? Why do some children have SID syndrome?

Grammar Review: In *Wordsmith*, read Chapter 22 "Commas" (do Review Exercises 3 and 5).

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.

LEARNING ACTIVITY 5 Complete this activity for a B.

Write a multi-paragraph paper, approximately 600-800 words in length, that is ARGUMENTATIVE/PERSUASIVE in nature. The introductory paragraph must contain an attention-grabber, a thesis statement, and an organizational flow chart. The supporting paragraphs must begin with a topic sentence and use SOURCE MATERIAL in the form of examples, statistics, and expert testimony documented in-text. At least four sources must be used in the paper. This essay may contain no more than one error. You should use no more than two internet sources.

Learning Activity 5: ARGUMENTATIVE/PERSUASIVE This essay will be longer than the previous papers. It will be a multi-paragraph paper that will probably have seven or eight paragraphs. It follows, however, the same format as the previous papers. For the argumentative/persuasive essay, pick a CONTROVERSIAL subject and offer reasons not opinions. Make sure that you address both sides of the issue, but show clearly which side makes more sense to you. Examples: Should we have stricter gun control laws? Should we continue to allow surrogate motherhood? Should we allow interracial adoptions? Should we widen the "Family Leave" law? Should we abolish affirmative action? Should we keep the insanity plea?

Grammar Review: In *Wordsmith*, read Chapter 27 "Apostrophes" (do Review Exercises 1, 2, and 5).

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.
LEARNING ACTIVITY 6       Complete this activity for a B+.

Formulate a THESIS STATEMENT for a research paper. Prepare a Preliminary Works Cited page of 10-12 sources in the appropriate format. Develop a PRELIMINARY OUTLINE for the research paper. You should use a combination of internet and hard-copy sources. Be sure to consult A Guide to MLA Documentation and/or the Research Help on the Library page for the MLA format.

Grammar Review:   In Wordsmith, read Chapters 24 "Word Choice" (do Review Exercises 4 and 5) AND Chapter 25 "Commonly Confused Words (do Review Exercises 1, 3, and 5).

Learning Activity 6: Thesis Statement, Outline, and a Preliminary Works Cited page

LEARNING ACTIVITY 7       Complete this activity for an A.

Write the research paper begun in Learning Activity 6. At least SIX sources must be documented in-text. The final essay will be 8-10 pages long. Only sources cited in the paper may be included on the Works Cited page. The paper should contain no more than one error.

Learning Activity 7: The paper should be 8-10 pages long and use at least 8 sources. You should use a combination of internet and hard-copy sources. Be sure to consult A Guide to MLA Documentation and/or the Research Help on the Library page for the MLA format, in-text documentation, and plagiarism.

Grammar Review:   In Wordsmith, read Chapter 28 "Quotation Marks" (do Review Exercises 3 and 4).

ATTENTION: About 60% of your paper should be your own ideas and 40% outside information to substantiate your various claims.

You must repeat this course if you do not make a C. No incompletes will be given in this class under any circumstances.
ENG 101 Rubric for Essay Writing

To receive a P on your essay, it must meet the following requirements.

Essay has a title.

Introductory Paragraph

Paragraph begins with an Attention Grabber.

Paragraph has a Thesis Statement.

Paragraph has an organizational Flow-Chart

Supporting Paragraphs

Paragraphs begin with a Topic Sentence related to the Flow-Chart.

Paragraphs include specific details.

Concrete Examples (Examples from sources must be documented)

Statistics (must be documented)

Experts (must be documented)

Concluding Paragraph

Paragraph summarizes Thesis Statement.

Paragraph includes a Clincher.

Style and Grammar Usage

Essay is written in standard business English.

Essay has complete and varied sentence structure.

Essay is grammatically correct.

Punctuation

Spelling
Homonyms/Word Choice

Subject/Verbs Agreement

Verb Tenses

Pronoun Usage/Agreement

Capitalization

Quotation Marks

Italics/Underlining

Documentation

All information that is not personal has MLA in-text documentation.

All sources used are listed in Works Cited, according to MLA format.

If you receive R on your essay, it means you must rewrite the essay. Your professor will inform you what areas need work.