ENGLISH 101: COMPOSITION
Policy Statement and Course Syllabus

COURSE DESIGN: English 101 is a composition course designed to introduce The Writing Process to the student. Course emphasis should include effective written communication, awareness of relationship among audience, writer, and subject; mastery of Standard Edited American English; and competence in editing final written drafts.

Two types of writing are emphasized in EH 101: exposition and analysis. State guidelines require a minimum of six completed papers in each composition course; at least half of these papers should be researched and include appropriate citations and documentation that incorporates MLA format.

FIRST DAY CLASS PROCEDURES:

Administrative Withdrawals: A student enrolled in a University college course must be present on the first day of class or provide the instructor prior notification of expected absence if he or she is to be assured of retaining a place in the course. A student who does not attend the first class and who fails to provide the instructor with the stipulated notification may be administratively withdrawn from the course by the instructor. The first-day attendance policy is to provide space for students waiting to enroll in class. The purpose is not to reduce the class size. It also is not to be used to deny enrollment to students who register after temporary class rolls are printed or who must enroll because of a canceled class.
Registration for the course is valid until the end of the first class period. If a student has not appeared by that time, you may withdraw the student by filling out a withdrawal form available from office 215B. Return the completed form to the office, and it will be delivered to the Registrar’s office by the administrative staff. If the withdrawn student appears on the second day class, inform him or her of the administrative withdrawal and send the student to the Director of Freshman English to be assigned a class.

**Adding Students to Class:** *Do not* sign an add form for a student who wants to add the course even if there is space in the class. Before a student can be officially added to a class, his or her prerequisites and appropriate indicator to register must be checked/updated on the STARS system. Simply signing an add form is not sufficient. Send students who want to enroll in English 101 to the office of the Director of Freshman English for an enrollment signature. Since actual spaces do not show up on the STARS system until the withdrawal forms have been processed, your class may appear full when you actually have some vacancies. If you have space in your class for a student who is trying to enroll, please send a note that indicates you are willing to have that student enrolled into your class.

**Diagnostic Writing Sample:** On the first day of class have the students write a short essay using the topic included in your class packet. Read these papers before the end of the class (or shortly afterwards) to determine if any student should be encouraged to withdraw from
English 101 and enroll in English 091, *Introduction to College Writing*. Students cannot be required to withdraw from the class if they have appropriate test scores or have satisfied the developmental prerequisites. The writing samples need not be returned to the students. They are for your use, to establish a base line of the students’ writing and to give you an indication of the class’ strengths and weaknesses.

**Distribution of Course Syllabus and Course Information Sheet:** Before the class ends, provide each student with a copy of the course syllabus and information sheet. The information included in the material is considered an enforceable contract between you and the student. Please note the guidelines for syllabus preparation and include the necessary information that is required to meet departmental and state mandates. Provide a copy of your syllabus to the Director of Freshman English to keep on file.

**COURSE GOALS AND OBJECTIVES:** The goal of the course is for students to produce expository and analytical essays that develop an explicit thesis statement. The essays are to demonstrate clear thinking, logical organizational skills, sufficient support, and competent grammar and mechanics. The writing process as well as the finished product should be considered in the evaluation of each assignment.

- The student can develop a clear thesis that responds appropriately to a given assignment and that is supported by detailed evidence.
- The student can write a coherent and unified essay with an introduction, a conclusion, and well-developed body paragraphs.
- The student understands the intended audience for a particular essay and crafts the essay to
communicate with this audience in an effective way.

- The student appropriately incorporates external sources into the essay and follows MLA format for citations and documentation.

- The student demonstrates competence in the grammatical and usage conventions of Standard Edited American English, specifically in regards to the use of subordination, coordination, parallelism, syntactic variety, and word choice.

**COURSE CONTENT:** State and departmental guidelines mandate completion of six writing assignments for the course. This can be interpreted either as six independent compositions or as five independent compositions along with one other substantial writing assignment such as a course journal with multiple entries. **Quizzes and tests do not count as one of the required six writing assignments.** Three of the formal assignments are to include external sources that adhere to MLA format for textual citations and the Works Cited page. Although there is no specific word length for individual assignments, there is a general recommendation that a minimum of 6,000 words for the course be required. If this minimum word count is not achieved, students will be prohibited from transferring the course to a state that requires the Gordon Rule for writing courses.

Some of the areas that have proved particularly troublesome for English 101 students are listed below. Concentrating on these issues may well help students progress more quickly.

- Help students understand how a paper that uses outside sources can be original. Urge them to choose manageable topics, to use a critical, questioning approach to their sources, and to find a clear thesis of their own.

- The problem of integrating material from external sources into a paper needs careful attention. Give students specific guidelines about when to quote, when and how to paraphrase or summarize, and how to introduce quotes.
Help students understand the differences between textual citations and entries on the Works Cited page. Refer them to examples for proper MLA format that is to be used for documentation.

Most students will have had little previous experience with library research. At least one trip to the library is recommended. Helping your students with their library research in the library will often reveal a great deal about the problems they are having. Topics to be covered in library visits might include the physical arrangement of the library, use of reference books, availability of online services, types of classification systems, types of location of periodicals, and use of microfilm and microfiche. The library staff will arrange tours for your class if you request them at extension 4-6364.

If you teach in rooms 227 or 231 HB and use the Internet for research, help students learn to evaluate accessed material. Otherwise they tend to accept anything they find uncritically, considering each source equally valuable.

To discourage procrastination, encourage revision and catch severe problems before it is too late; students can evaluate each other’s preliminary drafts in class, in small groups.

Inform students of UAB’s and the English Department’s plagiarism policy, stressing the importance of giving attribution for the use of other people’s work.

All assignments are to be completed following the writing process that includes producing multiple drafts and seeking peer review before submitting the final draft for grading.

Encourage students to go to the ERC (224 HB) for help with individual problems in grammar and usage.

COURSE GRADE: A summary of your grading standard and procedure is to be included in the course syllabus and distributed to the students. A word of caution: assigning a percentage grade for “class participation” or “quizzes” or “out of class activities” can prove extremely troublesome for two reasons: first, the interpretation of the quality of the response and how much it is to be values is so vague that it is almost useless. Frequently students and the instructor have quite different views on what constitutes participation and of its values. Second, grades for these activities may unduly influence the student’s course grade, allowing
a student who has not satisfactorily mastered the course content to achieve a passing grade. The course grade is to reflect the student’s competence in fulfilling the course objectives. Compositions should be graded and returned to the students within a reasonably short time, generally no more than one week after they are submitted. **At least one graded assignment must be returned before the withdrawal date.** When revisions are required, set a deadline for their return. If the revisions are to be done in the English Resource Center (224 HB), please send a note to the tutors indicating the problems and procedure to be followed. Assigned grades for freshman compositions follow those of the University: A/B/C/D/F/I. Note that the grade of “C” is the minimum grade for advancing to English 102. The following grading description developed by Educational Testing Service should prove useful for assessing papers.

**A = Excellent**
- Demonstrates **clear and consistent competence**
- Effectively addresses the writing task
- Is well organized and fully developed
- Uses clearly appropriate examples to support ideas
- Displays consistent facility in the use of language
- Demonstrates variety in sentence structure and range of vocabulary

**B = Good**
- Demonstrates **reasonably consistent competence**
- Effectively addresses the writing task
- Is generally well organized and adequately developed
- Uses appropriate examples to support ideas
- Displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary

**C = Average**
- Demonstrates **adequate competence** with occasional errors and lapses in the quality of writing
- Addresses the writing task
- Is organized and somewhat developed
Uses examples to support ideas
Displays adequate but inconsistent facility in the use of language
Presents some errors in grammar or diction
Presents minimal sentence variety

D = Poor
Demonstrates developing competence with one or more of the following characteristics:
Inadequate organization or development
Inappropriate or insufficient details to support ideas
An accumulation of errors in grammar, diction, or sentence structure

F = Unsatisfactory
Demonstrates incompetence and is flawed by one or more of the following weaknesses:
Poor organization
Thin development
Little or inappropriate detail to support ideas
Frequent errors in grammar, diction, and sentence structure
This grade is also used for cases of plagiarism

I
A grade of incomplete, I, indicates that a student has performed satisfactory work in English 101, but lacks one or more assignments. Incomplete grades that are not removed within the term after being assigned are changed to F by the registrar unless written permission is secured from the Dean granting an extension for completing work. The student, not the instructor, is responsible for such an extension.

W
Students must initiate the withdrawal from a course. After a posted date, a student will not be allowed to withdraw from the course. The grade of W is not counted in the student's grade point average. All grades of withdrawal remain permanently on the student's transcript.

NOTE: The grade of D is considered a passing grade for the course, but is not sufficient for the student to register for English 102. A minimum grade of C in English 101 is required to be eligible to receive credit for English 102.

ATTENDACE/TARDY POLICY: UAB has no uniform attendance policy; each instructor can
determine a policy appropriate for the course. Most of the English faculty allow a maximum of 20% of the class meetings per term to be missed without penalty: 7 absences for M/W/F classes, 5 absences for M/W or T/Th classes, 2 absences for one-day/week classes. The course grade can be lowered one letter grade for each additional absence. **The two exceptions to this policy are (1) absences because of serving on jury duty (2) absences due to required active or reserve military service. These absences are not to be included in the maximum number of allowable absences.**

Similarly, instructors determine their own tardiness policy. If you intend to enforce a tardiness policy, indicate what portion of an unexcused absence each tardiness will count. Also clarify what constitutes tardiness—a precise time after the beginning of class or the number of minutes that a student misses. Also consider whether or not you will allow exceptions for emergencies such as illness, traffic problems, and so forth. The important thing is that your policies are clearly stated and that they are uniformly enforced. Otherwise, the student complaints that result from these policies cannot be easily resolved. For enforcement, the attendance/tardy policy must be stated on the Class Information Sheet and distributed to the class at the beginning of the term. Make certain each student is aware of this policy and that it is enforced uniformly.

**SYLLABUS DESIGN AND CONTENT:** The recommended course syllabus is based upon the
departmentally approved texts. All new composition instructors, Adjuncts, and Teaching Assistants should follow the departmental syllabus, adapting the selections to be used for individual courses. Desk copies of the departmentally approved texts and syllabus are available in the office of the Freshman Composition Secretary, 215A-HB. The Freshman Director will order the recommended texts for classes staffed by Adjuncts and Teaching Assistants. Full time faculty will order their own desk and student copies. In addition to the daily listing of assignments, provide the students with a Course Information sheet that includes the following information:

**Contact Information:**

- Instructor’s name
- Instructor’s office number, departmental phone number, email address
- Instructor’s office hours

**Pertinent Course Data:**

- Course number
- Term
- Room number
- Class time
- Withdrawal date
- Holidays during course (if applicable)
- Texts/supplies used in course
Departmental/University Policies:

- Course objectives
- Grading standard
- Number and type of assignments
- Notice that all graded papers are to be turned in to the instructor on the last day of class; the papers are kept for one term. Students may retrieve their papers after the expiration of the term following their course enrollment. Unclaimed papers will be discarded.
- A reasonable absentee/tardy policy stated on the course syllabus that will be enforceable; the department considers twice the number of weekly meetings as a general guideline for a maximum number of unexcused absences. **Both military duty and jury duty are University excused absences that cannot be included in these numbers.**
- Statement that defines and explains the penalties for plagiarism.
- The following statement regarding pre-enrollment into English 102: **Students currently enrolled in English 101 may pre-register for English 102 classes offered during the next semester during assigned registration times. However, you must earn a C or higher to satisfactorily complete English 101. Be warned that if you do not earn a C or higher in English 101, then you will be administratively withdrawn from English 102 if you pre-registered. It will be your responsibility to register for English**
101 again.

SYLLABUS CHECKLIST: The following checklist can be used as a guide to make sure that all pertinent information has been included in the syllabus and course information sheet. A copy of your current syllabus is to be kept on file in the Freshman English Director’s office.

<table>
<thead>
<tr>
<th>Contact Information</th>
<th>Instructor, office number, office hours, phone, email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Data</td>
<td>Course number, term, room, hours, withdrawal date, holidays, course text</td>
</tr>
<tr>
<td>Policies</td>
<td>Course objectives, grading standard, number/types of assignments, folder for papers, absentee/tardy policy, plagiarism statement, pre-enrollment statement</td>
</tr>
<tr>
<td>Other</td>
<td>Individual preferences such as use of cell phones, eating in class, etc.</td>
</tr>
</tbody>
</table>

USING THE COMPUTER ROOMS: Rooms 227HB and 231HB are designated for use by the composition program. Because of potential damage to the equipment, no food or drinks are allowed in these rooms. Each room is equipped with 26 personal computers, 25 stations for students and one for the instructor; thus, enrollment for composition classes meeting in these rooms is limited to 25. The station beside the instructor’s computer is designed for handicap accessibility and conforms to ADA standards. Additionally, each room is equipped with two laser printers and an overhead projection system. Each computer is connected to the Internet. Finally, each computer contains SynchronEyes software that links it to the instructor’s computer. While each room contains the same type of equipment, individual
placement differs. Both room 227HB and 231HB are to be considered secure classrooms and are to be kept locked and alarmed when an instructor is not present. If you experience problems with equipment or the security system, please contact one of the departmental secretaries.

**Security:** Rooms 227HB and 231HB are to be locked and alarmed when no instructor is present. If you are scheduled to teach in either of these rooms, request a key from Kathy in 215A-HB. After entering the room, first disarm the alarm system. **With the door closed,** enter the alarm code [5456]. A green light will indicate that the system is disarmed. If you enter the wrong code or if the green light does not come on, press the **cancel** key twice and reenter the code. If you continue to experience problems, immediately inform one of the secretaries of the problem so they can contact the police department. After the system has been disarmed, the students can then enter the room. As long as the green light is on, the outside door can be opened without setting off the alarm. To re-arm the system after class, follow this procedure. First, send the students out of the room. **With the door closed,** enter the alarm code [5456]. A red light will come on indicating that the system is set. You then have 30 seconds to exit the room and lock the door.

**Maintaining the Computers:** Each computer is equipped with a *Centurion Chip.* This means that once the computer is turned off, it will return to the default modes that were originally set. Any text files or bookmarks that were added to the hard drive [C] will be lost. **Only data saved to drive A [the floppy disk] will be available to the student.** Stress to students that they must save their text to drive A rather than to drive C if they intend to retrieve it.
**SYNCHRONEYES SOFTWARE:** The *SynchonEyes* program allows the instructor to observe or control information on each computer in the room or to send a message to an individual computer. When a student logs on to the program, an icon of the computer will appear as a “thumbnail” on the instructor’s screen. Individual computers will be identified by the student’s self-selected password; for your convenience of identification, urge students to use the same password throughout the term. When a student closes the program, a red slash along with the phrase “no response” will appear through the icon on the instructor’s screen.

*To observe* what is on an individual computer, double click the computer icon and then click on the observe tab on the top line. A large version rather than a thumbnail of the student’s screen will then be displayed on the instructor’s monitor. To close that observation session and move to another one, just click on close and then double click another computer icon.

*To control* what is on an individual computer, double click the computer icon, and then click on the control tab on the top line. The student’s screen will then be displayed on the instructor’s monitor. The instructor, not the student, will have control of the functions for the student’s computer. Editing, rearranging, even closing programs will be under the control of the instructor’s computer until the control program is closed.

*To send a message* simply click on the send a message tab on the top line while in either
observation or control mode. The message will appear on the student’s monitor, on top of the opened text or file. The student can respond to but not initiate a message to the instructor.

**OVERHEAD PROJECTOR:** Anything that appears on the instructor’s computer screen, text or visual, can be projected onto the screen at the front of the room by simply turning on the overhead projector. Similarly, information on the students’ screens can be projected by using either the observe or control functions available on the *SynchronEyes* program. Be aware that when the overhead projector is on, whatever is on the instructor’s screen will be displayed to the entire room. In room 231, a wall switch beside the instructor’s computer will turn on the overhead projector; in room 227 the overhead projector is controlled by a remote control device next to the instructor’s computer.

**SUPPLIES:** Paper, markers, and other office supplies are stored in the file cabinet at the front of the room. **Do not use a permanent marker on the white boards. Use only the erasable markers supplied by the department.** If you need additional supplies, one of the secretaries will provide them for you. Students enrolled in a class that meets in either room 227 or 231 is required to provide a ream of paper for his printing needs for the term. The student is to take the paper to Deanna in 215B-HB who will remove their name from the master list of students enrolled in EH 101. Please announce that **students who do not turn in the required paper will receive a grade of Incomplete for the course.**
ROOM MAINTENANCE: Because these rooms are continually in use, it is difficult for housekeeping to clean them. Please encourage students to keep the room tidy by properly disposing of paper rather than leaving it on the tables.

TROUBLESHOOTING: Report any problems with room equipment to one of the secretaries. They will refer it to the technical staff who will repair/replace equipment as soon as possible.
SAMPLE SYLLABUS
Rhetorical Arrangement


Assignments: Exposition: 3 papers, research and documentation optional
Analysis: 3 papers, research and documentation required
Suggested paper length: exposition, 500-750 words; analysis, 750-1,000 words
Minimum sources for researched papers: 3

Note: On the first day of class have the students write a short essay using the topic assigned in your class packet. Read these papers before the end of the class period to determine if any student should be encouraged to withdraw from English 101 and enroll in English 091, Introduction to College Writing. *Students cannot be required to withdraw from the class if they have appropriate test scores or have satisfied the developmental prerequisites.*

First Day of Class
Review Syllabus and Class Information Sheet
Diagnostic Writing Sample

Unit I

**THE RHETORICAL SITUATION**

(two weeks)

**Readings:** The Writing Process, chapter 1, p. 3
Preparing to Write, chapter 2, p. 23
Building a Framework: Thesis and Organization, chapter 3, p. 41
Introducing the Essay, chapter 4, p. 61
Assign writing projects as needed

Unit II

**EXPOSITION: Providing an Explanation:**
Two writing assignments

(four weeks)

Readings: Showing and Telling: Description, Narration, and Example, chapter 8, p. 127
Developing Body Paragraphs, chapter 5, p. 73
Concluding the Essay, chapter 6, p. 101
Assign Handbook sections as needed

Assignments: Two expository papers, 500-750 words each, are to be completed for this unit; research and documentation for these papers are optional. Choose two of the following topics as the basis of the expository papers.

Explaining through Description, chapter 8, p. 127
Explaining through Narration, chapter 8, p. 140
Explaining through Example, chapter 8, p. 150

Unit III
(one week)

WRITING A RESEARCH PAPER, chapter 11, p. 223

Particularly emphasize the differences between paraphrase (p. 231) and summary (p. 233). Also stress the correct use of quotations and attributions that introduce them. Internal citations and Works Cited Page are to follow The MLA format. Explain the difference between Works Cited Page and Bibliography.

Unit IV
(four weeks)

EXPOSITION: Providing and Explanation and ANALYSIS: Explaining the Significance of Information:
Two writing assignments

Readings: Limiting and Ordering: Definition, Classification, and Process, chapter 9, p. 163
Assign Handbook sections as needed
Review Documentation, chapter 11, as needed

Two papers, 750-1,000 words each, are to be completed for this unit; research and documentation for one of these papers is required. This unit will move from exposition--simply providing an explanation--to analysis--showing the significance of the information. Assign two topics from the following chapters as the basis of these papers.

Explaining/Analyzing through Definition, chapter 9, p. 163
UNIT V
(four weeks)

ANALYSIS: Explaining the Significance of Information:
Two writing assignments

Readings: Explaining Logical Connections: Comparison-Contrast, Cause-Effect, and Argument, chapter 10, p. 195
Assign Handbook sections as needed
Review Documentation, chapter 11, as needed

Two analytical papers, 750-1,000 words each, are to be completed for this unit. Research and documentation are required for each of these papers. Assign two topics from the following list as the basis of these analytical papers.

Analyzing through Comparison and Contrast, p. 196
Analyzing through Cause and Effect, p. 205
Analyzing through Argument, p. 212


Assignments: Exposition: 3 papers, research and documentation optional
Analysis: 3 papers, research and documentation required
Suggested paper length: exposition, 500-750 words; analysis, 750-1,000 words
Minimum sources for researched papers: 3

Note: On the first day of class have the students write a short essay using the topic assigned in your class packet. Read these papers before the end of the class period to determine if any student should be encouraged to withdraw from English 101 and enroll in English 091, Introduction to College Writing. *Students cannot be required to withdraw from the class if they have appropriate test scores or have satisfied the developmental prerequisites.*

First Day of Class
- Review Syllabus and Class Information Sheet
- Diagnostic Writing Sample

Note: Units I and III will follow the assignments for the rhetorically developed syllabus. The remaining thematic units will be selected from the readings available in the text. Theme topics with accompanying readings are listed below.

**Writing and Language**
- “Why I Write,” Joan Didion
- “Politics and the English Language,” George Orwell
- “Public and Private Language,” Richard Rodriguez
- “Sex, Lies, and Conversation,” Deborah Tannen

**Education**
- “School vs. Education,” Russell Baker
“Differences between High School and College,” Jack Meiland
“Educating Black Students,” Shelby Steele
“The Library Card,” Richard Wright

Family and Friendships
“In Defense of Splitting Up,” Barbara Ehrenreich
“African American Families: A Legacy of Vulnerability and Resilience,” Beverly Greene
“Meet the Bickersons,” Mary Roach
“Friends, Good Friends, and Such Good Friends,” Judity Viorst
“Once More to the Lake,” E.B. White

Culture and Society
“Autobiographical Notes,” James Baldwin
“Living With Music,” Ralph Ellison
“Notes on Class,” Paul Fussell
“Why Are all the Black Kids Sitting Together in the Cafeteria?” Beverly Tatum

Science, Religion, and Ethics
Evolution and Religion
“Evolution as Fact and Theory,” Stephen Jay Gould
“Creationism: Not Just for Fundamentalists Anymore,” Timothy Sandefur
Cloning and Ethics
“Narcissus Cloned,” John Conley
“Jennifer and Rachel,” Lee Silver

Unit I
THE RHETORICAL SITUATION
(two weeks)
Readings: The Writing Process, chapter 1, p. 3
Preparing to Write, chapter 2, p. 23
Building a Framework: Thesis and Organization, chapter 3, p. 41
Introducing the Essay, chapter 4, p. 61
Assign writing projects as needed

Unit II
Theme (Choose from available list)
(two weeks)
Readings: Developing Body Paragraphs, chapter 5, p. 73
Concluding the Essay, chapter 6, p. 101
Selected thematic readings
Assign Handbook sections as needed.

**Assignments:** Two expository papers, 500-750 words each, are to be completed for this unit; research and documentation for these papers are optional.

**Unit III**
Writing a Research Paper, chapter 11, p. 23

(one week)

Particularly emphasize the differences between paraphrase (p. 231) and summary (p. 233). Also stress the correct use of quotations and attributions that introduce them. Internal citations and Works Cited Page are to follow The MLA format. Explain the difference between Works Cited Page and Bibliography.

**Unit IV**
Theme (Choose from available list)

(4 weeks)

**Readings:** Selected thematic readings
Assign Handbook sections as needed.
Review Documentation, chapter 11, as needed.

**Assignments:** Two papers, 750-1,000 words each, are to be completed for this unit; research and documentation for one of these papers is required. This unit will move from *exposition*—simply providing an explanation—to *analysis*—showing the significance of the information.

**Unit V**
Theme (Choose from available list)

**Readings:** Selected thematic readings
Assign Handbook sections as needed.
Review Documentation, chapter 11, as needed.

**Assignments:** Two analytical papers, 750-1,000 words each, are to be completed for this unit. Research and documentation are required for each of these papers.