Overview of EH 101
Using Allyn & Bacon Guide to Writing

Course Goals:
The ultimate goal of EH 101 is to prepare students to write across the curriculum at USA by giving students direct instruction and experience with the following:

- *shared criteria* for evaluating writing;
- authentic *genres* of writing found across the curriculum;
- authentic *aims* of non-fiction writing (expressing, informing, persuading);
- *rhetoric* (in particular, audience);
- writing as a *process*;
- sample *readings* that reflect & encourage the above.

Course Components:
To achieve its goal, EH 101 should involve the following:

- direct instruction, coursework, readings, & assignments that give students an understanding of the *shared criteria* for writing;
- collaborative learning throughout the writing process;
- a minimum of *five* major papers--each of which deals with aims & genres taken from Part Two of the *Guide* (at least two of these should be assigned by Week 8, which is mid-semester);
- at least one paper that incorporates outside research (see Part 4);
- at least one paper that is persuasive (Ch. 14, 15, or 16).
Sample Syllabus--Overview of EH 101:
Week 1: Ch. 1-3. Diagnostic in-class writing sample.

Week 2: Ch. 4 & 5. Begin Paper #1 (Writing to Learn: Observation).

Week 3: Continue Paper #1. Group members compare notes of same scene.

Week 4: Rd. Ch. 21 on group work. Prepare class for giving & receiving group feedback (e.g., shared criteria). Group feedback on draft of Paper #1. Discussion of sample essays in Ch. 5. Paper #1 due.


Week 6: Continue Paper #2. Receive group feedback. Read Ch. 17 (on drafting & revising). Discuss sample essay from Ch. 9.

Week 7: Paper #2 due. Read Ch. 10 & discuss Paper #3 (analyzing images). Analyze sample ads in groups. Discuss in-class writing (Ch. 25). Plan Paper #3 (in-class writing).

Week 8: Write Paper #3 in class. Read Ch. 15 (making an evaluation) and pick subject.

Week 9: Conferences over Paper #3 & ideas for Paper #4 (evaluation).

Week 10: Discuss sample essays in Ch. 15. Do sample evaluations in groups and as class.

Week 11: Respond in pairs to drafts of Paper #4. Discuss sample essays in Ch. 15. Respond again to revised draft of Paper #4.


Week 13: Instruction on logic, fallacies, emotional appeal, ethos. Apply to sample readings. Plan Paper #5 in groups.

Week 14: Feedback on draft. Thanksgiving break.


Week 16: Draft Paper #6 (one day).

Final: Revise Paper #6 in class (also in Week 16).
EH 101 Syllabus
(Fall Semester)

Week 1:  Diagnostic writing sample (in class). Course goals, policies, grades.
Rd. pp. 3-17 in Guide. Read Sections 1-3 in Resources for Composition at USA. Complete assigned activities from Guide.


Week 3:  Labor Day.
Rd. pp. 93-96 in Guide. Bring draft of Paper 1 for peer feedback. Read Sections 7 & 8 in Resources.
Bring draft for additional feedback. Rd. 96-99 in Guide. Rd. Essay 1 in Resources. Suggested reading: Section 5 of Resources.

Rd. sample informative essay(s). Bring list of 10 hobbies/jobs.

Revise draft & bring. Rd. sample essay in Resources. Discuss Section 5 of Resources & criteria for evaluating academic writing. Peer response of drafts.
Paper 2 due in folder with prewriting and drafts. Bring Resources.


Week 7:  Rd. pp. 311-14 in Guide.
Meet with teacher for conferences.


Rd. 221-23. Bring "summary of strategies".

Bring draft. Peer response of drafts.

Week 11: Bring revised draft. Discussion of genres of analyses.
Alternative organizational strategies.


Thanksgiving break.

Week 15: Rd. 356-58 in Guide. Rd. sample essay from Resources.

Course Descriptions for Composition I and II
(Version 8.10.04)

This page provides an overview of Composition I and II. See Modern Writer’s Handbook with Resources for Composition (MWH) for more information.

GOALS & OBJECTIVES (See MWH, pp. 665-73)
Composition I: This course prepares you to write in other courses at USA. EH 101 seeks:
• to help you with specific types of writing done at USA and most colleges,
• to increase your understanding of the writing process, and
• to familiarize you with the notions of rhetoric and audience analysis.
Composition II: This course also prepares you to write in other courses. In addition to sharing and furthering the goals of EH 101, this course seeks to help you write argumentative essays and essays based on what other people have written.

ATTENDANCE POLICY (See MWH, pp. 695-98)
In fall and spring, any student who misses more than two weeks’ worth of meetings will have his/her grade for the course lowered by a third of a letter grade for each subsequent absence. In summer, grades will be accordingly penalized when a student misses more than one week’s worth of classes.
• The policy applies to excused as well as unexcused absences. Although teachers can allow students to make up work they missed because of an excused absence, an excused absence will count toward the two weeks’ limit described above.
• As noted in USA’s Bulletin, students involved in authorized off-campus functions are allowed to make up work. However, attendance policies and the penalty on the course grade still apply.
• Students should arrive on time and not prepare to leave until class has ended. Students might be counted absent if not present when attendance is taken or if they do not attend the entire period.

OTHER MATTERS
In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, you may notify the instructor and provide certification from the Office Of Special Student Services (contact Ms. Pulmas, Student Center Rm. 270, 460-7212). (See MWH, p. 690.)

Since all classes do not progress at the same rate, the instructor may wish to modify the course requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of the instructor’s original policy statement.

USA is committed to the fundamental value of academic honesty. The student handbook, The Lowdown, defines plagiarism as a form of academic misconduct "subject to investigation and disciplinary action through appropriate university procedures." Plagiarism is using somebody else’s ideas in your writing without correctly identifying the sources (Section 11 of MWH). As a resource for helping students avoid plagiarism, your written work in this class might be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you might be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the teacher might be penalized or not be accepted.