"Students will write more willingly if they write about subjects that interest them and that they have an aptitude for. They will also overcome the fear of writing that is planted in them at an early age—often, ironically, by English teachers, who make them feel stupid for not having been born with a gift for words. But writing is nothing more mysterious than the logical arrangement of thought. Anyone who thinks clearly should be able to write clearly. Countless Americans are paralyzed in their jobs by the inability to express themselves. This wouldn't happen if they understood from childhood that writing is a craft that applies to every area of life. It's not a special language that they have to be sent off to learn from the English teacher, as they are sent off to learn art from the art teacher and music from the music teacher."

—William Zinsser, "A Bolder Way to Teach Writing."

NATURE OF THE COURSE: ENG 101 is designed to strengthen basic writing skills and to improve a student's ability to write current, effective English so that he may communicate his ideas with clarity and force.

COURSE OBJECTIVES:
By semester's end, each student should be able to
1. plan and write preliminary drafts of a series of papers (Some processes involved include brainstorming, making lists, outlining, keeping a journal, and doing free writing.).
2. revise drafts so that they have clearly stated or implied main ideas which are developed fully.
3. edit final drafts to produce papers that are relatively free of errors in spelling, punctuation, and sentence structure.
4. demonstrate the ability to use this writing process to produce a series of well-organized, fully-developed essays of various types and learn different ways to organize and develop an essay according to purpose and audience (Some methods might include examples, anecdotes, logical reasons, statistics, and references to authority.).
5. demonstrate the ability to incorporate secondary material in support of the central point and use the appropriate documentation format(s).
6. demonstrate those skills needed to
   a. add specific details and facts as needed;
   b. change passive verbs to active where appropriate;
   c. improve sentence variety through sentence combining;
   d. eliminate wordiness;
   e. use appropriate transitional words, phrases or paragraphs where needed;
   f. correct unnecessary shifts in verb tense and pronoun reference;
   g. edit diction for appropriate level of usage, connotation, specificity, and figurative language;
   h. correct the punctuation.

REQUIREMENTS FOR COMPLETION OF THE COURSE: Each student is expected to write four essays. The four essays will be Definition, Compare and Contrast, Cause and Effect, and Persuasive. The last two will be research essays. The essay due dates will be announced. Careful preparation of all assigned readings is crucial, and homework--paragraph assignments, revisions, textbook exercises, etc.--must be turned in on time. Participation in class discussions is mandatory.

ATTENDANCE POLICY: A student may be dropped from class after more than three (3) unexcused absences. If a student is late three(3)times, that will count as an absence; please be in your seat on time. Do not make appointments with doctors, dentists, cosmetic surgeons, etc. during class time; visits to doctors during class time count as absences. Illness does not excuse you from class—you’re allowed three absences, so save them for when you are sick. You are also responsible for keeping up with the work assigned; get a fellow student’s number and call to learn of work due for the next class.

GRADING: Definition Essay-10%; Compare & Contrast Essay-20%; Cause & Effect Essay-20%; Persuasive Essay-30%; homework-20%.

ADDITIONAL POLICIES: All essays must be typed, double-spaced, and turned in on time. LATE ESSAYS WILL BE DOCKED ONE FULL LETTER GRADE FOR EACH CLASS THEY ARE LATE; late essays will NOT be accepted after two classes. Essays must be submitted in class; no e-mail submissions will be accepted. Do your own work: plagiarism will result in an F for the course. No sleeping in class. Leave your cell phones in your cars or make certain they are turned off; you will be asked to leave and take an absence if your phones chirp in my class or if I catch you texting. I DON’T EVEN WANT TO SEE YOUR PHONES OUT ON TOP OF THE DESK OR ANYWHERE IN YOUR HANDS DURING CLASS. If you know you will be late or absent on any given day, speak to me about your absence PRIOR to the day in question; telling me why you were absent or late after you were absent or late will not help you (unless or note from the Dean of Students). Be responsible.