

**ENG 101 COLLEGE  
COMPOSITION COURSE  
SYLLABUS UNIVERSITY CITY  
HIGH SCHOOL**

**General Information:** Instructor: Andrew Gallagher

Room: 336 E-mail:

agallagher@ucityschools.org Extra Help:

Tuesday-Friday by appointment

**Required Texts:** *In Cold Blood*, *The New Jim Crow*, short stories, poems, and plays to supplement required texts

**Course**

**Description:**

This course primarily focuses on the development of writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills. Upon successful completion of the course, the student will know or understand:

1. various rhetorical strategies necessary to analyze and respond to topics and texts, such as analysis, compare/contrast, description, illustration, evaluation, reflection, and summary.
2. the rhetorical purpose expressed in an essay's controlling idea (thesis, claim, or dominant impression).
3. the recursive writing process.
4. strategies for generating, revising, editing, and proofreading texts.
5. the patterns of organization such as chronological order, spatial order, compare/contrast, topical order, and order of importance.
6. vocabulary appropriate to wide-ranging rhetorical strategies.
7. appropriate grammar, usage, diction, and mechanics.

(Source:

STLCC)

**Upon successful completion of the course, the student will demonstrate the ability to:**

1. critically read and respond to a variety of texts.
  2. use appropriate techniques that effectively paraphrase, summarize, and synthesize small amounts of information.
  3. identify, describe, and develop an essay's controlling idea with a balance of generalizations as well as specific, illustrative details.
  4. identify, classify, and arrange appropriate patterns of organization for subject, audience, and purpose.
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5. organize a logically structured, coherent, and developed essay that achieves its rhetorical purpose.
  6. communicate without major sentence-level errors in grammar, usage, diction, and mechanics.
  7. demonstrate evidence of pre-writing techniques and multiple drafts of writing.
  8. write for a variety of audiences.

(Source:  
STLCC)

**Areas of Instruction and Study:**

The Writing Process Audience and Voice  
Critical Reading Strategies The Narrative  
and the Anecdote Personal Narrative Essay  
Editing and Proofreading Information  
Literacy Defining the Thesis Statement  
Interviewing for Information Using  
Quotations Expository Essay  
Documentation In-text Citations

Rhetoric/Persuasion Persuasive Ad Project  
Writing Across the Curriculum Argument  
Writing Argumentative Essay Project and  
Presentation Final Exam

**Grading** The grades will be based on the homework received, accuracy of the tests, and the quality of the written assignments (papers) turned in. Test scores are based on the number of correct answers for each test. Formal papers will be graded with a rubric, as well as according to the guidelines presented in the sample essay (found on “about” page of Google Classroom).

**Percent**

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

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**Term  
Grading**

➤ 30% Formative (homework, quizzes, class work) ➤ 70% Summative (Exams, essays, projects)

“A” is the highest academic grade possible, an honor grade which is not automatically assigned to essays that rank highest in the course, but one that is reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents superior mastery of the assignment, and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the task. Student works independently with unusual effectiveness, and often takes the initiative in seeking new knowledge outside of class.

“B” is a grade that denotes achievement considerably above acceptable standards. Good mastery of course material is evident and student performance demonstrates a high degree of originality, creativity, or both. Student works well independently and often demonstrates initiative. Analysis, synthesis, and critical expression are considerably above average.

“C” indicates a satisfactory degree of attainment and is the acceptable standard for passing a class. It is the average

grade that may be expected of a student of average ability who gives to the work a reasonable amount of time and effort. This grade implies familiarity with the content of the course and acceptable mastery of course material. Student displays some evidence of originality/creativity, or both. Student works independently on an acceptable level and completes all requirements in the course.

“D” denotes a limited understanding of the subject matter, meeting only the minimum requirements for passing the assignment. It signifies work which in quality and/or quantity falls below the average acceptable standard for the course. There is little or no evidence of originality, creativity, or working independently.

“F” indicates unsatisfactory attainment and an inadequate understanding of the assignment.

**PLEASE NOTE** the difference between “B” and “A” work: The latter (“A”) calls attention to itself; it is the kind of work that mirrors the qualities of examples provided by the teacher. It merits high marks in all areas of the scoring rubric. The former (“B”) is work of considerable merit, but does not stand out as an especially exceptional piece of work. If you get a “B” or even a “B-”, please remember that this is not an insult or an indication of failure in any way. These grades signal above average work and successful completion of the task.

If you are unsatisfied with a grade on any assignment, please make an appointment for extra help so I can give you strategies to improve your skills.

## **Academic Integrity:**

**Plagiarism:** When you plagiarize, the person you are really cheating is yourself. A student who submits plagiarized work will receive an automatic ZERO, a referral, and a phone call home. We will be discussing plagiarism in class, especially how to avoid plagiarism when you are writing research papers.

**Cheating:** Cheating is using the thoughts/ideas/answers of someone else and presenting them as your own. Cheating can take the form of asking someone for answers, talking during a test, all forms of copying and plagiarism, using technology to look up or exchange answers, etc. Cheating will result in an automatic ZERO and notification of your principal and your parents/guardian. **Please note: Since this is a course that is affiliated with STLCC, any instance of plagiarism— regardless of intent—is subject to any consequence that STLCC deems appropriate for the offense. In the event of an egregious plagiarism offense/violation, it could result in the student’s dismissal from the program.**

## **Absences & Make-up Work:**

If you are going to be absent—or have been absent—from class, it is YOUR RESPONSIBILITY to:

1. Turn in any work due during your absence on the day of your return to school.

***Please note: If you are absent the day a major assignment is due, you will be required to e-mail the assignment to Mr. Gallagher by the time it is due. Failure to do so may result in a grade penalty unless other arrangements have been made in advance. Exceptions: Hospitalization of the student or immediate family (verification required).***

2. Obtain any work missed during your absence upon the day of your return to school (at the latest). 3. Turn in your make-up work on an agreed-upon date after your return\*; be sure to label the top with “ABSENT.” Failure to turn in your work in a timely manner will negatively affect your grade. 4. In the event of an unexcused absence, you may not be permitted to earn a grade for missed work.

\*I will normally give you the same number of days that you have missed. In other words, if you were out three days, I will give you three days to make up the work.

**LATE WORK:** Students will be expected to complete and turn in all assignments on time. **Late work will only be accepted in the case of an excused absence.** In the event of an unexcused absence, the student will receive a “0” for any work he or she missed that day.

**EXCUSED ABSENCES/TARDIES INCLUDE ANY OF THE FOLLOWING:**

- You are not in school and a parent/guardian has verified your absence.
- You are on a school-sanctioned field trip.
- Through no fault of your own, you are unavoidably detained by a principal or other adult in the building.

**UNEXCUSED ABSENCES/TARDIES INCLUDE ANY OF THE FOLLOWING:**

- Making up/finishing a test/quiz/whatever in another class
- Attending Student Council meetings or any other school/club activity
- Showing up after the bell has sounded with no “excused” reason (See above.).

**NOTE:** If a student misses class on a regular basis, I will set up a meeting (with parent/guardian, counselor, principal, and student) to come up with an attendance plan that will ensure the student's regular attendance in class.

## **Homework**

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Homework will be assigned on a regular basis, and is due at the beginning of each class period. Expect an average of **one hour** of homework per day.

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## **All Formal Paper**

### **Submissions:**

All final draft assignments must be typed and include your name, date, and the assignment's title. Please read, keep a copy of, and follow the format example entitled "Sample Paper Format for all Classes", which you can find on Google Classroom. A similar version is printed below.

### **Final Draft Format Example (Source: STLCC)**

First name and Last  
name

Today's  
date

Final Draft Essay Format Example (Please read this  
essay.)

Essay Title Should be  
Centered

This is an example of how your final draft essay should look when it is submitted to

me, the instructor. Note that you will receive a deduction in points if you deviate from this

format. You should use Times New Roman 12 point font. Your margins should be set to 1-

inch all around. You should be sure the body of your text is set to double space, and you

should use paragraphs and identify them by indenting the first word of each paragraph 1/2

inch. Do not skip a line between paragraphs. I am doing this because I have found that a lot

of students do not follow instructions; instead, they prefer to get creative.

Unfortunately, there is too much competition in the world to get comfortable with

not following instructions. Also, this is how an academic paper should be presented. If you

have to submit a report for your job, they may have a different corporate format that they

require. The federal government has their own format that staff are expected to follow. In

order to keep your job, you have to submit your work according to the company's

guidelines. Likewise, in order to get an A in this class, you will have to submit your

work

according to these  
guidelines.

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Although rules can sometimes seem unnecessary, and that may be the case, they *are*

the rules. If you do not have the authority to change the rules, and you are going to

participate, then you should do your best to follow the rules.

**Students: See the document entitled “Sample Paper” in Google Classroom for further instruction on writing expectations. Additionally, you will receive a paper copy of the document to put in your notebook.**

### **Other Class Procedures and Policies:**

This is a college class. The workload will be intense, reading assignments will be taxing, and I will not accept work that does not meet the minimum criteria. Furthermore, I expect all students to behave as responsible, respectful, and serious students and observe the following classroom procedures:

- **It is your responsibility** to carefully, thoughtfully, and conscientiously complete all reading and writing assignments by the due dates. Much depends on your readiness and hard work. In some cases, reading the assignments several times is a must. If you arrive unprepared or having only “skimmed” the material, you will not be able to fully participate in the discussion. If you are chronically unprepared, I will talk to your counselor and Dr. Martin about your placement in the course. *NOTE: Failure to read the assigned texts will most likely result in a failing grade.*
  
- You are expected to participate meaningfully in discussions, workshops,



and  
conference  
s.

➤ **Assignments are required to be typed** unless otherwise instructed.

➤ **Attendance:** Being on time to class is crucial. Please make every effort to make that happen

➤ **It is your responsibility** to clarify readings, comments, and directions during class discussions or on-on-one meetings. Responsible students will arrive prepared and will seek help before an assignment is due. I will be available to assist you after school. Feel free to e-mail me if you have a question or need some clarification on any assignment. If you have any questions, reach out to me BEFORE it becomes an emergency.

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**DIRECTIONS:** Please detach this page from the syllabus, sign, and return to Mr. Gallagher.

I have thoroughly read and reviewed the syllabus and understand with and agree to the expectations with regards to:

➤ Work Load ➤ Student Responsibility ➤ Work Ethic ➤  
Grading Policy ➤ Classroom Behavior ➤ Academic  
Integrity/Plagiarism Policy and Consequences ➤ Late  
Work

I also grant permission for my student to view any films rated PG-13 or R that support the course curriculum, as determined by Mr. Gallagher.

\_\_\_\_\_  
Parent/Guardian  
Signature Parent/Guardian Printed Name

\_\_\_\_\_  
Parent/Guardian Cell  
Phone Parent/Guardian E-Mail

\_\_\_\_\_  
Student Signature  
Student Printed Name