

**English 101 – Dual Credit  
 Foundational Writing  
 2017-2018 Syllabus & Course Description  
 Richard J. Daley College ~ Spry Community Links H.S.**



**Instructor: Ms. Levinson  
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 Phone: 312.545.4925  
 Availability: Tuesdays, Wednesdays, and Thursdays, 8:15, B3**

***“We live in a fragmented world. The job of the writer is to show the reader how the fragments are supposed to fit together.”***

***-Barry Lopez***

**Course Objectives:** Students in this course will read and analyze a variety of challenging fiction, nonfiction, and visual texts, creating a true awareness of rhetorical contexts and the purpose of dexterity of language. Students will acquire skills that will allow them to perform close readings of a diverse range of texts while also developing the ability to write to a specific audience with a sincere purpose. Students will analyze various rhetorical devices, they will recognize how these devices function in given passages, and they will apply these skills in their own writing. This course will «emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communities, as well as the personal and reflective writing that fosters the development of writing in any context.» (The College Board, AP English Course Description) In addition, students will analyze both primary and secondary sources and they will learn to synthesize the information in these sources in their own compositions. Finally, students will learn the format for proper attribution of these sources, primarily the Modern Language Association (MLA) form of documentation.

- The College-ready student will be able to make and analyze informative and persuasive presentations, with attention to the accuracy of evidence and the effectiveness of delivery.
- The study of both classic and contemporary literature will enhance the student’s appreciation for literature.
- The student will be able to identify the prevalent themes and characterizations present in literature, which are reflective of the history and culture.
- The student will be able to write clearly and accurately on personal, professional, and controversial issues.
- Grammar and vocabulary development will continue through the application of rules for sentence formation, usage, spelling, and mechanics, and SAT preparation.
- The student will develop informative and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy.

Grading Weights		Grading Scale		
Classwork/ Participation	20%	90 - 100%	A	Highest Mastery
Homework	15%	80 – 89%	B	Excellent Work
Mastery: Essays/ Tests/ quizzes	50%	70 – 79%	C	Average Work
Growth	5%	60 – 69%	D	Poor Work
Final exam	10%	< 60%	F	Failing

## **Policies & Procedures:**

Respect: Teacher and students will respect each other at all times. Only with mutual respect will we be able to speak and write freely and share ideas in both speaking and writing.

***No racist, sexist, homophobic, gender-biased, ableist, transphobic or otherwise derogatory speech that is degrading to any specific group of people.***

Conduct: Students will be responsible for maintaining behavior that does not interfere with the learning of others. The student handbook provides guidelines for good conduct. Headphones are only allowed in class by teacher discretion. Unless provided by your teacher, food is NOT allowed in class, including gum. Any instance of plagiarism will require a teacher-parent conference and will result in automatic failure of the assignment. **In English 101, plagiarism will result in failure of the class.**

Materials: Students will need a binder and notebook for this class. Each day bring your supplies to class, including your texts.

Typing/Word Processing: All polished drafts and essays must be typed (12 point Times New Roman font, double spaced, 1" margins). Please pay attention to submission details; some assignments will be turned in using Google classroom, some through Blackboard and Turnitin, and some by hand.

**Assignments & Make-Up Work:** All assignments are due at the beginning of class on the assigned date (have it stapled). You will lose points (one letter grade) for every day an assignment is missed. If work is late because of an unexcused absence, you will not be able to turn it in. If you miss a test or quiz, you must make it up on the day you return. **Remember that you are responsible for completing missed assignments** (not ones due on that day, but ones introduced on that day) within 3 days of your return.

## **City Colleges of Chicago Standards for English 101**

***Overall Student Learning Outcomes:*** At the end of this course, you should be able to:

- Write readable, coherent prose that demonstrates an awareness of college-level, academic conventions of writing.
- Express ideas clearly and with well-structured sentences.
- Use a variety of pre-writing strategies.
- Develop a writing process with attention to pre-writing strategies, drafting, revising, and editing appropriate to the purposes of specific writing tasks.
- Recognize the role of writing as essential to life-long learning, as a career skill, and as integral to learning and thinking.
- Identify and eliminate errors in punctuation, capitalization, spelling, and grammar.

***Organization and Development Outcomes:*** At the end of this course, you should be able to:

- Make a point and concretely support it.
- Express ideas in clear, connected sentences.
- Write well organized, fully developed, and coherent paragraphs.
- Limit an experience or a general topic to arrive at a limited topic.
- Plan a paragraph.
- Furnish supporting details in order to develop the controlling idea.
- Avoid unnecessary digressions from the central idea.
- Use transitions to show relationships between ideas.
- Maintain consistent point of view.
- Correctly analyze his/her own writing.
- Apply the principles of organization to develop a full-length essay.

**Revision Outcomes:** At the end of this course, you should be able to:

- Edit your own writing in standard, academic English sentences.
- Apply and understand the conventions of manuscript form (i.e. indenting the first line of each paragraph, using margins properly, etc.).
- Distinguish singular and plural noun forms.
- Use correct pronoun forms.
- Apply the conventions of punctuation.
- Write complete, coherent sentences, avoiding run-ons and sentence fragments.
- Maintain consistency in verb tense.
- Correct grammatical errors.
- Avoid abbreviations.
- Spell words correctly.

*Dear Student and Parent(s):*

*Please read the syllabus. Know that you may leave a message @ 312.545.4925. (Please speak clearly, state your name and your child's name, leave your number slowly and a time when it would be best to return your call.)*

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I have read and acknowledge the full syllabus. If I have further questions, I will contact the instructor.

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**Student's printed name**

Date

I have read and acknowledged the full syllabus and the instructor's contact information. I agree to support and encourage my child's efforts to do well. If I have further questions, I will contact the instructor.

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**Parent's signature**

Date

Comments:

**Instructor: Ms. Elizabeth Levinson**  
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**Phone: 312.545.4925**