Course Name: English 101 – Composition I: Expository Writing  
Semester: Fall 2010  
Day/Time: Mondays 9-11:30am  
Location: Room WJK 110, Klauer Campus  
Instructor: Monique Parker  
Office Hours: Before or after class, by appointment  
Contact: monique@theyogaofwriting.com (please use this address)  
*Rules for Writers 6th* edition, by Diana Hacker (St. Martin’s, 2004)  

Course Description:  
English 101 is designed to give undergraduates the necessary critical reading and writing skills for their university career. In this course, students will learn how to write a narrative essay, a business resume and cover letter, a journalistic profile, an academic report that includes research, and an end-of-semester portfolio. English 101 encourages students to think, read, and compose as writers think, read, and compose. Students learn to read their own writing critically and, from feedback provided by both instructor and peers, revise their drafts into clear, readable, thoughtful papers.

Course Objectives:  
Students in English 101 will:

- Read and respond to texts thoughtfully  
- Listen to others’ work open-mindedly and respectfully  
- Provide constructive feedback on others’ writing  
- Think through and develop clear, original written assignments  
- Conduct research for the final term paper  
- Sharpen critical thinking skills  
- Improve their clarity of language and use of grammar  
- Prepare and present an end-of-semester portfolio  
- Avoid plagiarism (see Academic Honesty, page 3)  

Course Outcomes:  
By the end of this course, students will be able to:

- Interpret and discuss a variety of texts, including their own and those of fellow students.  
- Identify a central point or “thesis” and develop that point throughout their essays.  
- Respond to a variety of writing situations by choosing and employing strategies (genre, tone, style, content, organization, etc.) that are appropriate to the student’s purpose and to the audience.  
- Revise their writing by reconsidering and significantly reworking their ideas, conclusions, and writing decisions.  
- Write prose that is free of errors in syntax, grammar, and spelling.  
- Conduct and integrate research into their final papers.
**Instructor’s Expectations:**
This instructor expects students to attend class, be punctual and attentive (turn OFF all electronic devices, including cell phones, please), and demonstrate a willingness to learn by: participating in class discussions, taking notes during class, doing all homework assignments on a timely basis, offering constructive feedback on each other’s writing, and submitting writing assignments by deadlines. An assignment submitted past deadline will receive a lower grade for each week it is late.

**Course Requirements:**
Students are required to keep up with the homework reading assignments; participate in class discussions, workshops, and writing exercises; submit four formal papers (with drafts attached) by deadline; and present an end-of-term portfolio (see attached sheet).

**Attendance Policy:**
Students must attend class regularly, arrive on time, and stay until class ends. It is UNM-Taos policy that an instructor may drop a student after three absences, and I will adhere to this policy. Late arrival and early departure from class will count as partial absences.

**Buddy System:**
Please buddy-up with one or two fellow class members (exchange names, phone numbers, and e-mail addresses) so that in the case of an unavoidable absence or lateness to class, you can ask one of your buddies for his or her notes to learn what you missed. It is the student’s responsibility to catch up on any and all classes and coursework missed.

**Communication:**
I am happy to meet with students, one-on-one, either before or after class. I am at the Klauer campus on Monday and Wednesday afternoons. In between classes, if you need to reach me, please do so by e-mail at: moniquep@theyogaofwriting.com. I will respond to your email promptly. I’m sorry, but I’m not available by telephone at home. If you do not have access to email, please ask one of your buddies to contact me by email for you, or you may leave a message for me at 737-6237.

**Grading Policy:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>In-class comportment and participation</td>
<td>5%</td>
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<td>In-class exercises and homework</td>
<td>5%</td>
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<td>Narrative Essay</td>
<td>15%</td>
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<td>Resume and Cover Letter</td>
<td>10%</td>
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<td>Journalistic Profile</td>
<td>15%</td>
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<td>Book Report, with research</td>
<td>15%</td>
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<td>Portfolio</td>
<td>35%</td>
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**ADA (Americans with Disabilities Act):**
In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation and who registers with Amie Chavez-Aguilar at Student Affairs (737-6200, aca@unm.edu). It is imperative that you take the initiative to bring such needs to our attention, as the instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.
Dropping the course:
It is the student’s responsibility to drop a course. A student’s failure to come to class will not automatically result in that student being dropped from the course.

Withdrawing from the course:
If you need to withdraw from this course, you may do so. If you consult with me before withdrawing, you will receive a WP (Withdrawal Passing) grade. If you fail to consult me – or if you just stop attending and are withdrawn - you will receive a WF (Withdrawal Failing), which will be factored into your grade point average as a failing grade.

Due Process:
If you have any problems in the class that cannot be directly handled by talking with me, contact the Student Affairs Department or Bob Arellano, Literacy & Cultural Studies Academy Head (737-6257; arellano@unm.edu), for assistance.

Academic Honesty:
All UNM policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to: cheating or copying, plagiarism (claiming credit for the words or works of another, taken from any source – print, Internet, or electronic database – or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting the work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University’s full statement on academic honesty and the consequences for failure to comply is available in the college catalog or on our website: http://taos.unm.edu.

Care of Children:
Parents must not bring children into UNM classes or leave children unattended while at campus activities or conducting business on campus.

About your Instructor:
Monique Parker is a writer, yoga teacher, and adjunct lecturer originally from Silicon Valley, CA. She teaches English composition, creative writing, and yoga therapy at the University of New Mexico-Taos, where she also serves as the yoga program coordinator. Before moving to Taos in 2003, she worked as a Fortune 500 copywriter and industrial video director. Monique previously edited Chokecherries, the SOMOS anthology, from 2003-2007. She obtained an MFA in Creative Writing from Antioch University-Los Angeles. She created The Yoga of Writing workshops, which were recently featured in Writer’s Digest and Poets & Writers. She is currently working on a collection of fiction, Mating on the Web: Internet Stories, about people who use the Internet to explore intimacy and unfulfilled desires. Her work has appeared in the SoMa Literary Review and the Kennesaw Review.
**Course Outline:**

**English 101- Expository Writing**

**Instructor:** Monique Parker  
**Contact:** moniquep@theyogaofwriting.com (please use this email address)

**UNM-Taos:** Fall Semester 2010

**Textbooks:**

  *Please bring texts to class*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Class Content</th>
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<tr>
<td>Week 2</td>
<td>August 30</td>
<td>“Memoir Writing” and “Rhetorical Situations” lecture; In-class reading/writing exercise; Homework (for next class): Read “Rough out,” p. 20-27 of <em>Rules</em>, and “Drafting,” p. 205-7, “Writing a Literacy Narrative,” p. 21-38 of Norton, and draft first paper to bring to next class.</td>
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<td>Week 3</td>
<td>September 13</td>
<td>Workshop first paper for peer feedback; “Business Writing” lecture; Homework (for next class): revise, finalize first paper; brainstorm your career goals/aspirations and steps to achievement; Read: How to revise, p. 27-39 of <em>Rules</em> and p. 208-12 of <em>Norton</em>.</td>
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<td>Week 4</td>
<td>September 20</td>
<td>UNM-Library lecture (meet there—don’t miss it); Submit first paper (with drafts); Homework (for next class): Read p. 383-397 of <em>Rules</em>; review career/resume library research and Ch. 20 of <em>Norton</em>, and prepare resume/cover letter drafts to bring to class.</td>
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<td>Week 6</td>
<td>October 4</td>
<td>Resume/cover letter workshop (cont’d); more in-class exercises on “Clarity”; Homework (for next class): Review how to revise, p. 27-31 of <em>Rules</em> and p. 208-212 of <em>Norton</em>; Revise, finalize resume/cover letter.</td>
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<td>October 11</td>
<td>Submit resume and cover letter; Clarity Quiz</td>
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<td>“Journalistic writing” and “Interviewing” lecture, guest lecturer, in-class reading/writing exercise; Homework (for next class): Review Norton Ch. 16: “Profiles,” p. 153-9; Read O’Keefe profile, p. 758-64 of Norton; Read Depp profile, p. 768-775 of Norton; find a profile of a person in a newspaper or magazine and bring to next class; begin writing third paper: Profile. Conduct interviews for your Profile paper and write draft to bring to next class.</td>
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<td>October 18</td>
<td>Quiz on Deep profile, Discuss O’Keefe profile; “Quoting” lecture; grammar; review; in-class interviews; Share and discuss clipped profiles brought to class; Workshop profile. Homework (for next class): conduct interview(s) for your Profile paper and write draft to bring to next class; Read “Dialogue,” p. 294-298 of Norton; Review how to revise, p. 27-39 of Rules and p. 208-212 of Norton, Revise, finalize Profile paper.</td>
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<td>November 8</td>
<td>“MLA Citations” lecture; in-class reading/writing exercise; Homework (for next class): Review MLA Chapter of Rules, esp. p. 411-475 (Sample paper) and p. 872 of Norton; finish drafting final paper and bring to next class.</td>
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<td>November 15</td>
<td>Workshop book report for peer feedback.</td>
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<td>November 22</td>
<td>Submit final (book report) paper (with drafts).</td>
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<td>November 29</td>
<td>In-class revision of portfolio. Homework (for next class): Revise, finalize portfolio.</td>
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<td>December 6</td>
<td>Submit Portfolio. Film viewing and writing exercise.</td>
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<td>December 13</td>
<td>Last class: Return final papers/celebration!</td>
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Monique Parker’s English 101 – Writing Assignments

We learn to become better writers by writing, just as we learn how to become better athletes by playing and honing our skills at a particular sport, or better musicians by playing an instrument we love. In this course, in addition to in-class writing exercises and homework, you will have four major writing projects to complete:

**Writing Assignment #1: Due September 20 (with drafts attached)**
- **Objective:** Writing Your Truth: Learning to Tell Your Story
  - “The Three Most Important Things I Learned During High School”
- **Audience:** Instructor (and class)
- **Genre:** Creative Nonfiction writing: Personal Narrative Essay
- **Length:** 1,000 words

We’ve all done time in high school, and for many of us, it was a harrowing experience—regardless of which high school you attended and when. Many of us have pivotal experiences, stories that either changed us for the better or worse. Some of these stories are academic and took place on campus. Many took place after school or relate to particular extra-curricular activity, such as track or cheerleading or the school prom. Perhaps you had an after school job that holds a special place in your past. For this assignment, I’d like you to write a narrative essay in the first person (“I…”), in your own voice, sharing three specific learning experiences from your high school years.

**Writing Assignment #2: Due October 11**
- **Objective:** Preparing Yourself for your “Dream Job”
- **Audience:** Prospective Employer (a.k.a. me)
- **Genre:** Business Writing: Resume and Cover Letter
- **Length:** Cover letter 1p; Resume 1-2 pp.

You’ve just earned your hard-won degree, and you’re about to pursue the career of your dreams. How do you go about it? Your job will be to convey your achievements into one winning resume. Write a compelling cover letter that gets you that all-important interview—and helps you garner your dream job. This goal of this practical writing assignment is to help you prepare for that future opportunity. Hint: it’s OK to fictionalize!

**Writing Assignment #3: Due October 25**
- **Objective:** Biography: Write an Account of another Person’s Life
  - Tell their story: The Life, Actions, and Character of Someone You Know or Would Like to Know
- **Audience:** Instructor (and class)
- **Genre:** Journalistic/Biography: Profile
- **Length:** 1,000 words

Think of someone you know or would like to know, someone whom you admire for their achievements and choices in life, and write a profile on him or her. To do this, you will need to interview your subject and perhaps conduct research on his or her life. For example, if the individual has been written about elsewhere, you can utilize this information as a resource for your piece. The person you choose does not need to be well known; he or she could be an unsung hero, such as your grandfather, who won a Purple Heart in the war, or a neighbor who once served in the Peace Corps.
Writing Assignment #4: Due November 22 (with drafts)

Objective: The Ultimate Researched Book Report
Read a Book and Write about it from your Point of View (P.O.V.)

Audience: Instructor (and class)
Genre: Academic writing; including research
Length: 1,000 words

Choose one of the authors featured in the Norton textbook (below), conduct research about the author to determine what books he or she has written, and then choose one of those books to read (in its entirety). Read the book carefully and write a book report that includes: a brief summary on the book’s plot or theme, your thoughts on the author’s writing style, background on the author and where this book fits in his or her list of other books published, why you choose to read this book, and what you liked (or didn’t like) about it. PLEASE do not plagiarize by taking a report of this book off the Internet or anywhere else. I am not interested in anyone’s impressions about this book or author, but your own. Your thoughts. Your voice. Your writing style. This paper must follow MLA format (see Rules reference book), including a cover sheet (the format for which I will provide) and a Works Cited page listing outside sources you’ve consulted.

Assignment #4 Author List:
Following is a selected list of book authors featured in the “Readings” section of our Norton text (see pp. 485-834). Please choose one book by one of these authors for your book report assignment.
• Joan Didion
• Frederick Douglass
• William Faulkner
• Henry Louis Gates, Jr.
• Patricia Hampl
• Zora Neale Hurston
• Geeta Kothari
• Malcolm X
• Richard Rodriguez
• Mike Rose
• David Sedaris
• Leslie Marmon Silko
• Amy Tan

Suggested strategy:
(1) Read the blurb about each of the above authors in our text to decide who interests you most. (2) Google your chosen author to get a list of the books he/she has written. (3) Choose a book from that list and get yourself a copy –from the library or a local bookstore. (4) Read the book carefully, taking notes as you go along. (5) Research the author to get more background on him/her; be sure to document your sources. (6) Begin writing and revising your book report well in advance of the deadline.

Extra Credit:
Whenever possible, I will offer opportunities to earn extra credit. For example, you may take a draft of any of your writing assignments to a CASA (Center for Academic Success and Achievement) tutoring meeting for editing and feedback. When submitting your final paper, you must include your drafts with the CASA mark-ups, signed and dated by your CASA tutor. To make an appointment with CASA, call (505) 758-5904.

Formatting:
All papers must be typed and (except your resume and cover letter) double-spaced using a standard, regular font (not ital.) in 12-point type. Assignments must be handed to me in person and not sent as an email attachment. Late assignments will receive a lower grade.