Course Name: English 101 – Composition I: Expository Writing
Semester: Spring ‘11
Day/Time: Tuesdays, 12-2:30 pm
Location: Klauer Campus
Instructor: Robin Powlesland
Office Hours: After or before class by appointment
Contact: rpowles1@unm.edu
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. Students learn how to write for different audiences and for a variety of purposes, both practical and academic. In this course, students will learn how to write a narrative essay, a report, a journalistic profile, a literary analysis that includes research, and an end-of-semester portfolio. In addition, this course 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.

Student Learning Outcomes:
• Adhere to the full writing process, including prewriting, drafting and revising/editing their own work.
• Identify a central point or “thesis” and develop that point throughout their essays.
• Conduct and integrate research into their final papers.
• Use the library’s databases to research authors and their works.
• 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.
• Write in the styles of personal essay, business resume and cover letter, journalistic profile, and book analysis styles.
• Write prose that is free of errors in syntax, grammar, and spelling.
• Respond to classmates’ statements and writing in a compassionate, constructive way.

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. In between classes, if you need to reach me, please do so by e-mail at: rpowles1@unm.edu.

**Grading Policy:**
- In-class participation and exercises........... 25%
- Literacy Narrative Essay..........................15%
- Journalistic Profile.................................20%
- Narrative Analysis.................................30%
- Portfolio........................................... 10%

**ADA (Americans with Disabilities Act):**
Qualified students with disabilities who need appropriate academic adjustments should contact Amie Chavez-Aguilar, Academic Student Success Director (737-6200; aca@unm.edu) as soon as possible to ensure that their needs are promptly met.

**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 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.

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. You can also elect to produce a one to two page resume and a one page cover letter to submit of extra credit.

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 or placed in my faculty box and not sent as an email attachment. Late assignments will receive a lower grade.

About your Instructor:
Robin Powlesland earned an M.F.A. in Creative Writing from California College of the Arts in San Francisco. She received a B.A. in English from Mills College in Oakland, California. She has taught English in the Bay Area, New Mexico, and Thailand as well as serving as a Graphic Production Artist and Freelance Editor and Designer.
# Course Outline: English 101- Expository Writing

**Instructor:** Robin Powlesland  
**Contact:** rpowles1@unm.edu  
**UNM-Taos:** Spring semester ’11

<table>
<thead>
<tr>
<th>Class Week</th>
<th>Date</th>
<th>Class Content</th>
<th>Homework Assignments</th>
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<tbody>
<tr>
<td>4</td>
<td>February 8</td>
<td>Class: <strong>Workshop Literacy Narrative for peer feedback:</strong> Resume/cover letter workshop; Grammar Pretest.</td>
<td>Homework: Read “Assessing your own Writing,” p.229-234, <em>Norton</em>; Revise, finalize first paper. <strong>Find a profile of a person in a newspaper or magazine and bring to next class.</strong></td>
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<tr>
<td>6</td>
<td>February 22</td>
<td>Class: Journalism lecture and Interview activities; Review Run-on and Fragment Sentences (p.148-163, <em>Rules</em>).</td>
<td></td>
</tr>
</tbody>
</table>
Homework: Read “Writing Home: High Street,” p.847-851, Norton and write draft to bring to next class.


8 March 8 Class: Submit Profile paper (with drafts); UNM Library visit (required – don’t miss!) Homework: Read, “Annotated Bibliographies,” p.116-124, Norton and Individual appointment at Library for Annotated Bibliography work.

March 15 Spring Break, No Class


12 April 12 Class: Outline for Final paper. Homework: Write draft of final paper.

13 April 19 Class: Workshop Final paper for instructor feedback. Homework: Finish drafting final paper and bring to next class.


15 May 3 Submit Final paper with drafts and Portfolio.

16 May 10 Final papers and Portfolios returned. Celebration!
Robin Powlesland’s English 101 – Writing Assignments

Writing Assignment #1: Literacy Narrative
Due February 15 (with drafts attached)

Objective: Learning to Tell Your Story
Audience: Instructor (and class)
Genre: Creative Nonfiction writing: Personal Narrative Essay
Length: 1,000 words

YOUR TASK: Write a narrative about a time when you had a significant encounter with some aspect of literacy. Your story should describe and analyze one important scene, experience, or other person who significantly influenced your development as a literate person. You should devote equal time to describing the memory and to considering its significance. While the memory will be engaging for your readers, your narrative will no doubt also tell them something about you and something you’ve learned about literacy and about yourself.

CHOOSING A TOPIC: The following questions can help you to locate significant potential topics.
1. What are some of the earliest encounters you remember with language, written or verbal? Why do you think you remember them?
2. Think of a time you were proud of or embarrassed by your ability to communicate. Why? Who was involved?
3. Did you ever say or write something and later wished you hadn’t? Explain the circumstances and the outcome.
4. Who’s the storyteller in your family? Relate a story frequently told. How has that person / story influenced you?
5. What are some of the “rules” of language that you’ve learned? How have they been helpful or harmful? Who taught them to you?
6. Who has helped shape you as the speaker, reader, or writer that you are today? How?
7. Think of a time when language (written or spoken) got you something you really, really wanted. How did you accomplish this task? What did you learn?
8. What has someone ever written to you that you treasure? What have you ever written to someone that the receiver kept as a “treasure”?

Writing Assignment #2: Journalistic Profile
Due March 8 (with drafts)

Objective: 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: 1,200 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 #3: Report Writing  
Due March 29 (with drafts)  
Objective: Write a Report on a chosen topic. You will put together an Annotated Bibliography with six sources while choosing three of these to use in your report.  
Audience: Instructor (and class)  
Genre: Journalistic/Biography: Profile  
Length: Two to three pages  

Reports inform your reader of your topic without bringing in your own opinion. Reports require research, and depending on your topic, this research can take different forms.  

CHOOSING A TOPIC:  
Remember to make your topic specific enough that you are not overwhelmed but not too specific that there is not enough to say.  

Writing Assignment #4: Literary Analysis  
Due May 3 (with drafts)  
Objective: Read a Book and Write about it from your Point of View  
Audience: Instructor (and class)  
Genre: Academic writing; including research  
Length: 1,200 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).  

Write an academic research paper in MLA format that includes the following, not necessarily in this order, but interwoven together in a way that is logical and clear:  
• A brief summary on the book’s plot or theme in your introduction.  
• Evaluation of the book that includes literary analysis based on criteria such as writing style, theme, etc, including dialog with at least two authoritative critics.  
• Research on the author's background and other works, and how these provide context for this book.  
• A Works Cited page; you must use at least three outside sources  

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.  

Author List:  
Following is a selected list of book authors featured in the “Readings” section of our Norton text (pp. 485-834). Choose a 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