Course Description:
English 101 is a basic course in essay writing with emphasis on exposition. It will stress the knowledge and application of the rhetorical modes and presupposes competence in grammar, usage and mechanics.

English 101 is a 3-credit course with a prerequisite ACT standard score in English of 20 or above or suitable scores on the current English placement test, or grade of “C” or higher in Eng. 099. You also should have gotten a B or higher in Eng. 3. If you did not and are in this class, please note that this class will require a lot of effort on your part to pass and the grade WILL GO ON YOUR COLLEGE TRANSCRIPT!

Required Texts and Materials:
Elements of Literature Sixth Course (possibly)
Flash Drive (you MUST have one)
Notebook

Course Outcomes:
Students will be able to achieve the following by the end of English 101:
1. complete all stages of the writing process.
   a. Prewriting
   b. Drafting
   c. Revising
   d. Proofreading
2. compose essays that demonstrate for each:
   a. establishing a clear purpose
   b. offering effective support
   c. providing an appropriate organizational pattern
   d. using an appropriate style for audience
   e. adhering to the conventions of Standard American English
3. review grammatical issues as needed
4. synthesize student’s perspective with other sources
5. use clear, concise prose

Course Assessment:
Students will write at least five essays during the course, plus one essay exam, have quizzes/tests, and journal assignments. Discussion will be an important component of your grade in this class, as well.

Journal/Reading Log:
You will have a series of brief writing assignments, observations, reflections, responses to essays and in-class tasks. Some may be typed and handed in during class, but others will go in your notebook, dated sequentially. You may also use this notebook for note taking during class. If I am unable to read your handwriting, I will ask you to personally type ALL of your assignments.
Writing Assignment Expectations:
All major writing assignments must be formatted in the following manner:

- **Essays must be computer generated on one side only.**
- Essays must be double spaced with recognizable paragraphs.
- Essays must be in standard font size and format (12 point Times New Roman).
- Essays must have a title centered directly above the text.
- Essays must have the student’s name, instructor’s name, course name, and date in the upper left hand corner of page 1 as per MLA style.
- Essays must be should be stapled with the **Final Draft on top**, then rough drafts, then prewriting.
- Essays will have the student’s last name and page number (computer generated) in the upper right hand corner of each page after page 1 as per MLA style.
- All papers should follow MLA style if citations are used.

Conferences:
After writing a final draft, you will have a conference with me. This is a time to really get insight into what you can do to improve your paper. If you have questions and don’t understand something, you need to ask me. I want conferences to be productive—so while one person is conferencing, I will expect the rest of the class to be busy working on papers, reading or writing in your journal. **YOU SHOULD HAVE A NOVEL OR BOOK WITH YOU AT ALL TIMES TO READ** (it can be for pleasure or an assignment from my class, but you should not be doing other homework).

Course Policies:
Students are expected to follow deadlines set forth in the syllabus or class schedule. Essays should be given to me at the beginning of class by the date established in the schedule. **NO LATE PAPERS WILL BE ACCEPTED.** If for whatever reason you cannot make it to class on the day the essay is due, you can email it to me by the time class would be in session or have a friend/relative deliver it to me. **Students are expected to arrive in class ready to discuss the previous night’s reading and/or writing assignments.**

Rules and Expectations:
Students are expected to behave with respect for others’ opinions though they might differ greatly from one’s own. This means listening to these views in a courteous manner and then, when appropriate, engaging in a thoughtful, intelligent rebuttal or response. The goal is to create an environment where we can share our views and reactions to writing, published and personal, without fear of putdowns or reprisals from fellow classmates. There will be no toleration to rude, demeaning behavior from anyone.

Students are expected to arrive **ready to discuss** assignments. In addition, students should come to class with all the necessary items. Because this is a college level course I will not verbally remind you daily what your reading homework is. You are expected to refer to the board or the homework page independently for your own preparation. If you have to miss class for any reason, you may want to check with someone else in the class to see if they took notes you missed and copy them.

When computers are used they are used for assignments only. You will not play games without penalty.
**Attendance:** As a college level class, your attendance is very important to your grade. Missing classes will lower your grade, as you are not in class participating.

**Plagiarism:**
To use or pass off as one’s own the **ideas or writing** of another constitutes plagiarism. A first offense will result in automatic failure of the assignment (a zero); a second offense will result in removal from the class.

**Grading Criteria:**
The “A” essay is organized, well developed, and demonstrates a clear understanding of the topic and fulfillment of the assignment. Paragraphs are fully developed with interesting and vivid details, clear topic sentences, lively vocabulary and syntactic complexity, and are linked by seamless transitions. The essay is virtually free of mechanical and punctuation errors.

The “B” essay develops controlling ideas and supports them with vivid specific examples, but may lack the sentence variety and graceful transitional phrases characteristic of an “A” paper. The “B” essay may contain grammatical or mechanical flaws; however, it demonstrates overall competence.

The “C” essay is logically organized, but usually general and bland, with paragraphs that lack controlling ideas and specific examples, and writing that lacks syntactic complexity. This essay may contain a distracting number of grammatical and mechanical flaws.

**Novels:**
We will read at least one novel this semester together. You will be expected to keep a reading log for this assignment to assist you in having meaningful class discussion. You will be expected to participate in discussion. **In addition, you should have a novel or other book with you to read during conferences or other down time.**

**Other Important Skills to Gain:**
Because this is like a college class, I want you all to learn to speak up for yourselves. It is important at the college level that you take responsibility for your education. You will get out of this class whatever you are willing to put into it. You can do the bare minimum, but you’ll be more prepared for next year if you push yourself. Never be afraid to ask for help either. Many college students fail because they are unwilling or afraid to get help. We do not have a writing center here like you will have at college, but I am always available before or after school to help you with an assignment you may be struggling with. Ask for help!

**Planner/passes:** I will allow five passes out of class per quarter, which amounts to 20 total passes for the year. Please use them wisely. You **must** have your own planner in order to leave the room. I will not write a pass on anything but **your** planner pass pages.

**Technology in my classroom:** When you come into class this year, I want you to place your phone on the desktop as soon as the bell rings. This will allow me to see that your phone is off and not in use. You **MAY NOT** use your phone in my classroom. You **MAY** use your ipod/mp3 player **DURING SILENT READING ONLY.** You may not use your phone for music per school rules.
Ms. Riehle’s Schedule

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<tr>
<th>Hour (before lunch)</th>
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<th>Hour (after lunch)</th>
<th>Class</th>
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<tr>
<td>1st</td>
<td>Eng. 3</td>
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<td>Eng. 4</td>
<td>7th</td>
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<td>4th</td>
<td>Eng. 2</td>
<td>8th</td>
<td>Prep.</td>
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If you ever need help with any English work, you may come see me during 8th period, or before or after school. I’m usually in my room by 7:30 a.m. and don’t leave until 3:45.

**Assessment syllabus statement** -
Sauk Valley Community College is an institution dedicated to continuous instructional improvement. As part of our assessment efforts, it is necessary for us to collect and analyze course-level data. Data drawn from students’ work for the purposes of institutional assessment will be collected and posted in aggregate, and will not identify individual students. Your continued support in our on-going effort to provide quality instructional services at SVCC is appreciated.

**Privacy** -
The College policy on student records complies with the “Family Educational Rights and Privacy Act.” This Act is designed to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for correction of incorrect or misleading data through formal and informal hearings. A copy of the Act or questions concerning the Family Educational Rights and Privacy Act may be referred to the Dean of Student Services, Ext. 271.

**Disability** -
If you have a disability or suspect that you have one and want to request a classroom accommodation, it is your responsibility to inform your instructor. Reasonable accommodations will be made after verification from the Student Needs Coordinator's Office located in Room 1G24, or by calling extension 246.