Course Description: The second of a two-semester course sequence, ENGL 100B is designed to enhance critical reading and thinking skills as they support academic essay writing, particularly the argument essay. The two semesters stretch the same material as ENGL 101 in order to give students more time to master the course objectives. An emphasis is placed on the writing processes, particularly the stage of revision. Students are required to attend 100 minutes a week of lecture and 50 minutes a week of tutoring. Completing both ENGL 100A and ENGL 100B serves as an alternate to ENGL 101, and as such serves as a prerequisite to ENGL 102, 103, or 104.

Aims and Objectives: To complete any section of English 100 successful students should demonstrate competence in the following areas: 1) Apply critical reading/thinking skills; 2) Analyze text closely and render clear, sound ideas; 3) Synthesize information from multiple texts; 4) Construct well-developed essays, with thesis, textual support, and analysis; 5) Employ standard written English correctly; 6) Utilize basic technology to demonstrate research, writing, and thinking skills.


Class Policies:
- Attendance and participation in tutoring are necessary to meet the aims of this course. Every three unexcused absences lower your grade by 2%. Over ten absences: F.
- Plagiarized papers (all or part of a paper submitted that you did not write) will earn you an F on the paper or an F in the class, depending on the severity of the offense.
- Late papers will not be accepted unless you have a medical documentation or you are away on official university business such as team sport, field trip, or conference.
- There will be no additional make-up work for missed class works unless the absence is excused. Student should contact instructor via email in advance of an absence.
- Accommodations. Students with accommodations are encouraged to contact me about this. Please also talk with the Disability Office in the Student Center (876-5453).
- Cell phones may not be used in any fashion in class and must be turned off.

Grading for the course will be based on
a) Out of class essays
b) In-class essays, weekly assignments and participation in tutoring
c) and Portfolio project as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Reading Comprehension Quizzes/Participation</td>
</tr>
<tr>
<td>150</td>
<td>In-Class Essays (3/50 each)</td>
</tr>
<tr>
<td>400</td>
<td>Papers (4/100 each)</td>
</tr>
<tr>
<td>250</td>
<td>Portfolio (2 revised essays and cover letter)</td>
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<tr>
<td>1000</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

A=100-90; B=80-89; C=70-79; D=60-69; F=Below

Class Schedule. Lecture: 6-7:40; Lab: 7:50-8:40/ weekly tutoring. Schedule appointments M-F8:00-4:30 @ www.shepherd.edu/ascweb. Attached tutor: Amanda VanScoy: avansc01@shepherd.edu
**Essay Assignments.** Students will see a tutor for each paper they write. All written work outside of class will be computer drafted, turned in at class, and revised to meet the established goals of this class.

**Final Project (Portfolio) Contents:** Cover Letter, Best Revised Essay, and Second Best Revised Essay. Portfolios are due at class, no late portfolios are accepted.

**Portfolio grading** (two teachers’ scores and point values):

<table>
<thead>
<tr>
<th>Points for</th>
<th>Not Turned in</th>
<th>135 Points for 3+4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points for 1+1</td>
<td>158 points for 4+4</td>
<td></td>
</tr>
<tr>
<td>43 points for 1+2</td>
<td>181 points for 4+5</td>
<td></td>
</tr>
<tr>
<td>66 points for 2+2</td>
<td>204 points for 5+5</td>
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</tr>
<tr>
<td>89 points for 2+3</td>
<td>227 points for 5+6</td>
<td></td>
</tr>
<tr>
<td>112 points for 3+3</td>
<td>250 points for 6+6</td>
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</tbody>
</table>

**Essay Grading Criteria** (10 pts/criteria): Thesis, a clear Main idea and Title; Organization, solid Introduction/Conclusion Thesis; Reading Comprehension and Citing of text; Critical Thinking (making your own argument); Paragraph Coherence/Coherence to Thesis; Support/Use of Evidence; Grammar/Mechanics (Sentence-level Correctness); Style; MLA documentation; Delivery.

If you want to learn more, go to: [http://www.shepherd.edu/ascweb/Engl100info.htm](http://www.shepherd.edu/ascweb/Engl100info.htm)

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**Major Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor sessions</td>
<td>50</td>
<td>Weekly</td>
</tr>
<tr>
<td>Reading quizzes Journals</td>
<td>50</td>
<td>Weekly</td>
</tr>
<tr>
<td>Writing groups Grammar worksheets</td>
<td>150</td>
<td>Weekly</td>
</tr>
<tr>
<td>Paper 1: Douglass/Freire</td>
<td>100</td>
<td>Feb 4, due in class</td>
</tr>
<tr>
<td>In-Class Essay 1</td>
<td>50</td>
<td>Feb 4, done in class</td>
</tr>
<tr>
<td>Paper 2: Hogarth/Gandhi or Marx</td>
<td>100</td>
<td>Feb 25, due in class</td>
</tr>
<tr>
<td>In-Class Essay 2</td>
<td>50</td>
<td>Feb 25, done in class</td>
</tr>
<tr>
<td>Paper 3: Darwin/Carson</td>
<td>100</td>
<td>Mar 25, due in class</td>
</tr>
<tr>
<td>In-Class Essay 3</td>
<td>50</td>
<td>Mar 25, done in class</td>
</tr>
<tr>
<td>Paper 4: HanFei Tzu/Rockwell</td>
<td>100</td>
<td>Apr 8, due in class</td>
</tr>
<tr>
<td>Revised essays for Portfolio</td>
<td></td>
<td>Apr 15, due in class</td>
</tr>
<tr>
<td>Cover letter for Portfolio</td>
<td></td>
<td>Apr 22, due in class</td>
</tr>
<tr>
<td>Portfolio Project (2 Revised essay and Cover letter)</td>
<td>250</td>
<td>Apr 29, due in class</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</tr>
</tbody>
</table>

A) List of Reading Comprehension Quizzes:  
1. Douglass  
2. Freire  
3. Hogarth  
4. Gandhi/Marx  
5. Darwin  
6. Carson  
7. Han Fei Tzu  
8. Ad for Chinese  

B) & Journals: check calendar for due dates  
1. Douglass  
2. Freire  
3. Hogarth  
4. Gandhi/Marx  
5. Darwin  
6. Carson  
7. Han Fei Tzu  
8. Ad for Chinese
Calendar
Assignments are to be read/completed before class; be prepared to take a reading comprehension quiz and to discuss the reading the day it is listed.

Week 1
1/14: Intro Syllabus; Diagnostic essay; The writing process
1/16: LAST DAY TO ADD/DROP by RAIL

Week 2
1/21: Discuss Douglass (507-510); Thesis Statement; Grammar review

Week 3
1/28: Freire (530-534); Structuring Essay; Grammar review

Week 4
2/4: Hand in Paper 1-write in-class essay; Hogarth (306-307); Gr. Quiz; MLA papers

Week 5
2/11: Gandhi (338-343); Support & Audience; Word Choice or Marx (318-334)

Week 6
2/18: Workshop on Paper 2, bring draft to class; Compare/contrast; Style

Week 7
2/25: Paper 2 due-write in-class essay 2; Darwin (408-418); Evidence; Punctuation

Week 8—OFFICIAL MIDTERM WEEK
3/4: Carson (422-427); Researching; Mechanics

Week 9
3/11: Han Fei Tzu (558-561); Synthesizing Ideas; Spelling
MID-TERM GRADES available on RAIL
3/18: Spring Break

Week 10
3/25: Paper 3 due-write in-class 3; Ad for Chinese Population Policy (602)

Week 11
4/1: Workshop on Revising, bring selected papers to class; Gr. Quiz

Week 12
4/8: Paper 4 due; MLA quiz
4/10: LAST DAY to WITHDRAW from semester—see advisor by noon

Week 13
4/15: Revised essays due, individual conferences

Week 14
4/22: Cover letter due, individual conferences

Week 15
4/29: Last day of class: Presentations.

Portfolios due in class.

5/12: FINAL GRADES available on RAIL
F) Tutor Log
As required in this class, see a tutor 10 times in fifteen weeks to complete class. To document your continuous participation in tutor sessions bring the log to class each week and turn it in at the end of the semester for credit.

Have your tutor sign and date log each time

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Signature of Tutor</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<tr>
<td>Week 10</td>
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</tbody>
</table>
G) Grade Keeper

Essay 1 (100/each)
Essay 2
Essay 3
Essay 4
In-class 1 (50/each)
In-class 2
In-class 3
Revised essay 1 (100/each)
Revision 2
Cover letter (50pts)
Class work (200pts) Quizzes (8)
  Journals (8)
  Grammar (2)
  Workshop (2)
Tutor sessions (50pts-10sessions)

Once again, welcome to class. If you have any questions or concerns, please feel free to contact me via email or stop by at the office. I also encourage you to check out http://webpages.shepherd.edu/AFEJER/

I look forward to working with all of you this coming semester.

The signatures below verify that we have read and understand the course overview, policies, and expectations.

Student Name: ____________________________ Date: ____________