

UNIVERSITY OF LOUISVILLE

ENGL 101 Introduction to College Writing Sample Course Outline Panama Program

Course Goals:

This is a course about helping you develop as a writer, reviser, and researcher. It will emphasize the rhetorical and stylistic demands of college writing through focus on experiential, expressive, and analytic writing. This includes learning the principles of writing and revising essays; adapting writing for an audience; finding, summarizing, analyzing, and synthesizing information from single and multiple texts; organizing information into a persuasive and coherent essay; understanding elements of style and grammar; and giving oral presentations that skillfully combine argument with the exposition of appropriate evidence.

We learn best by doing, and this class is all about active learning. We will be writing, revising and researching within the context of a positive, collaborative environment. The benefits you derive from this experience are directly related to the effort you put into the work and your reflection on the work of others.

You will be expected to write weekly, preparing drafts of your essays and revising your work, which will be shared with both your peers and your instructor. In turn you will receive ample written and oral responses from me and from your classmates.

Required Materials:

Writing Research Papers, 12th edition, James D. Lester and James D. Lester, Jr.,
Pearson Longman, 2002.

A thesaurus

An English-English dictionary

A two-pocket folder for turning in assignments

Money to print hard copies

At least two CDs, or a memory stick to save all your writing

Course Structure

For the most part, the class will be structured as a writing workshop, which means you will work in permanent groups of three or four students. You should expect to show your group a new piece of writing or substantial revisions frequently. An important part of the course entails learning how to respond to drafts in various stages of development; this kind of reading is one form of critical reading--a goal of the course.

For this course to be more than a group of people talking about writing, we need a set of themes around which to build common experiences and a common store of knowledge. To help us do this, we will be doing selected readings in different areas. Moreover, we will work with handouts on grammar, mechanics and writing skills as well as on writing short essays before we move on to the portfolio essays which are the main concern of this course.

In this course you will write three **portfolio essays**. The first essay, based on personal experience, asks you to narrate a dream, encounter with nature, or memory for the purpose of conveying a central point to a clearly defined audience. The second essay, requiring the writing of preliminary notes, asks you to write a researched argumentative essay which carefully considers different points of view. The third and final essay asks you to collaboratively watch, research, and write a critical response to a film.

In addition to the three portfolio essays, you will be expected to write **one in-class essay**. For all of them you will be given ample time, information, and direction to consider the subject, so there's no need to worry about being put on the spot. You will also be required to give an oral presentation about the collaborative film essay at the end of the semester.

Course Topics

Session 1	<ul style="list-style-type: none">-Introduction to class-The Writing Process<ul style="list-style-type: none">-Brainstorming, gathering material, editing, and rewriting-Kinds of writing-The organization of an essay-Writing thesis statements and topic sentences-Writing supporting material
Session 2	<ul style="list-style-type: none">-Writing from Research-What is a narrative essay?-Guidelines for personal experience essay
Session 3	<ul style="list-style-type: none">-Getting Ready to Write: Begin at the Beginning-Finding a Topic-Guidelines for the Writing Workshop
Session 4	<ul style="list-style-type: none">-Gathering Data in the Library-In-class 5-paragraph essay
Session 5	<ul style="list-style-type: none">-Gathering Data in the Library-Workshop

	Due: Typed draft of in-class 5-paragraph essay
Session 6	-Searching the World Wide Web
Session 7	-Searching the World Wide Web Due: Final copy of in-class 5-paragraph essay
Session 8	-Field Research: Collecting Data Outside the Library -Guidelines for Argumentative/Dialogic Researched Essay
Session 9	-Organizing Ideas and Setting Goals -Workshop Due: Typed draft of personal experience essay
Session 10	-Finding and Reading the Best Sources
Session 11	-Finding and Reading the Best Sources Due: Final copy of personal experience essay
Session 12	-Practicing Academic Integrity
Session 13	-Writing Notes
Session 14	-Writing Notes
Session 15	-Drafting the Paper in an Academic Style -Workshop Due: Notes for argumentative/dialogic researched essay
Session 17	-Blending Reference Material into Your Writing -Guidelines for Collaborative Film Essay -Watch <i>Films</i> for Collaborative Film Essay
Session 18	-Blending Reference Material into Your Writing
Session 19	-Blending Reference Material into Your Writing -Workshop Due: Typed draft of collaborative film critique
Session 20	-Persuading: Making a Case -Writing the Introduction, Body, and Conclusion Due: Final copy of collaborative film critique
Session 21	-Revising, Proofreading, and Formatting the Rough Draft -Works Cited: MLA Style

- Session 22 -Revising, Proofreading, and Formatting the Rough Draft
 -Works Cited: MLA Style
 -Workshop
 Due: Typed draft of argumentative/dialogic researched
 essay
- Session 23 -Oral presentations
- Session 24 -Oral presentations
- Session 25 -Oral presentations
 Due: Final copy of argumentative/dialogic researched essay