

Syllabus

Composition- Eng K101 T14 CRN 30213

Instructor: Alice Crosby

Room: 223E

Hours: T R 4:00-5:15

Office Hours: after class

Required Text: *Rereading America* 8th Ed.
Colombo, Cullen, Lisle

Recommended: *The Brief Penquin Handbook* 4th Ed.

Supplies: Writing journal (notebook)
A College Dictionary
Ink pens, paper, folder, mini stapler

Course Description

“Individuals who are critical thinkers and thoughtful writers are *curious, open-minded, knowledgeable, and creative.*” – John Chaffee

In this course students will enhance their abilities to be “critical thinkers and thoughtful writers” as they discover and develop the strategies necessary for composing a fully developed, well researched, carefully-crafted, critical essay. Strong written communications skills create a sure foundation for academic success. This course will stress the importance of formulating and communicating ideas to a broad variety of audiences with purpose, coherence, and clarity. In order to develop and enhance these skill, students read good writing, think about important issues, and discuss divergent viewpoints, but most of all they write-in class, outside of class, in small groups, and as a whole class.

Reading stimulates the writing process, so students will read challenging essays and other materials, think critically about the issues expressed, and write responses of their own. Students are required to maintain a writing journal, and should expect to complete frequent journal-writing exercises. Other, more formal, writing assignments, argued cogently and supported carefully, will advance students’ own ideas and opinions. These “research essays” will use appropriate MLA documentation to identify and credit supporting evidence that students have consulted to help them amplify their work.

This course is based upon the core principle that writing is a “process” of thinking, drafting, revisioning, re-thinking, and re-writing before a final writing product can be produced. Often various steps in the writing process must be retraced or repeated in the development of the final work. Students can *expect* to reconsider and should *plan for rewriting* their essays as their thinking evolves. This is the nature of good writing.

In addition, some course time will be devoted to sharing writing and reviewing the writing of peers whether in small groups or during whole class discussion. Peer review, as an element of the social construction approach to writing, will also be central. This will enable students to hone their critical thinking skills in the context of a dialectical and communicative environment.

Learning Outcomes

Upon successful completion of English 101, students will be able to:

- Read and understand essays, which offer differing points of view on a topic
- Understand how audience, purpose, genre, and context shape the meaning and effectiveness of all writing, especially writing done in college settings
- Use writing and reading for inquiry, learning, thinking, and communicating in a college setting
- Compare and contrast various perspectives on a topic
- Analyze a particular perspective or argument on a topic and evaluate its merits
- Develop a perspective on a topic and state that perspective clearly in a thesis
- Support the thesis with specific and detailed evidence
- Craft effective sentences and paragraphs
- Employ strategies for effective revision and editing
- Conduct basic library research
- Document information from sources using MLA format
- Collaborate with others in analyzing writing, developing points of view, conducting research, and revising drafts

THIS COURSE IS A DEMANDING ONE, REQUIRING AT LEAST TWO HOURS OF STUDY AND HOMEWORK FOR EVERY HOUR SPENT IN THE CLASSROOM.

Attendance

Regular attendance is essential to success in the course. Any student's absence undermines the effectiveness of the whole class. Your classmates expect and deserve your contribution. If you must miss a class meeting, you are still responsible for the work of that day.

Late Paper Policy

All written work is due on the day indicated by the Schedule of Assignments attached.

Assignments and Grading

It is important that students attend class, come with assignments completed, and share their ideas both in discussions and in writing. These shared activities help all writers explore and develop the ideas they want to write about. The final grade in the course will be awarded based upon the following: 25% for each of three essays, eight pages each. The remaining 25% includes student presentation and participation.

Academic Honesty

Plagiarism is a violation of the academic code of honor. This violation occurs when a writer takes credit for someone else's work and submits it as his or her own. Plagiarism can also occur through sloppy documentation of sources. *Any* plagiarized work will result in an F on that writing assignment and may well result in an F in the course, or other sanctions. Please refer to the Student Handbook for more details on this important issue.

Other Notes of Importance

1. Any student with a hidden or visible disability that may require classroom modifications or other accommodations should see me immediately. If necessary, I can refer you to one of the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.

2. **December 9, 2010 is the last day to withdraw** from classes. You may withdraw without a signature from your instructor or academic advisor, but you must report, in person, to the Registrar's Office and complete the necessary paperwork to withdraw. **A student who merely stops attending, but does not officially withdraw, will receive an F in the course.**
3. I encourage all students to visit me during my office hours to talk about their progress in the course or any difficulties they may be having with an assignment. If my office hours are inconvenient for your schedule, ask to set up an appointment for a different time.

Schedule of Assignments

August 26

Introduction to the course and to one another

August 31

Reading: Lame Deer p. 686

September 2

Reading: Lame Deer p. 686

September 7

Reading: Hua Hsu p. 497

September 9

Reading: Martinez p. 473

September 14

Reading: Morales p. 511

September 16

Reading: Anyon p. 601

First draft of first paper due

September 21

Reading: Fredrickson p. 449

September 23

Reading: Fredrickson p. 449

September 28

Reading: Parrillo p. 384

First paper due

September 30

Reading: Parrillo p. 384

October 5

Readings: Bambara p. 264

Avila p. 207

October 7

Reading: Cofer p. 537

October 12

Reading: Lecture, lots of writing and peer review

First draft of second paper due

October 14
Reading: X p. 210

October 19
Reading: Sullivan p. 102

October 21
Reading: Wolfson p. 89

October 26
Reading: Velasquez p. 764

October 28
Reading McKibben p. 743
Second paper due

November 2
Reading: Ganga p. 357

November 4
Reading: Willams p. 705
Sources for third (research) paper due

November 9
Reading: Mantsios p. 304
Student presentations begin today

November 11 VETERANS DAY – class not in session

November 16
Reading: Gerstel and Sarkinsian p. 61
Research paper outline due

November 18
Reading: Morgan p. 601

November 23
Reading: Kilbourne p. 575
First draft of research paper due

November 25 THANKSGIVING RECESS

November 30
Reading: Moore p. 128

December 2
Reading: Rose p. 157

December 7
Reading: Gatto p. 148

December 9
Reading: Thoreau p. 639
Research Paper due

December 14
Reading: Wood p. 756

December 16
Reading: Louv p. 664
Last classroom day for this class