

Syllabus

English 101: College Composition (31397)

Instructor: Alice Crosby

Room: 223E

Hours: Mon. and Wed: 2:00 p.m. – 3:15 p.m.

Office Hours: Mon and Wed: 3:15 – 4:00

Required Text: Rereading America, 7th Ed.

Colombo, Cullen, Lisle

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.

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. However, I will observe a grace period of 48 hours. If work is not turned in before the end of the grace period, it will not be accepted, no exceptions, no excuses.

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 essay.

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 or

the learning disabilities counselors on campus. Together we can work out an appropriate plan to meet your learning needs.

2. **September 9, 2009 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. In-class writing.

August 31

Readings: p. 132 Moore, "Idiot Nation", and p. 848 Langston Hughes, "Let America Be America Again".

September 2

Reading: p 161 Rose, "I Just Wanna Be Average"

September 7

Labor Day – College Closed

Reading: p 173 Anyon, from "Social Class and the Hidden Curriculum of Work"

September 9

Reading: p 219 Tannen, "The Roots of Debate in Education and the Hope of Dialogue"

September 14

Reading: p. 239 Kozol, "Still Separate, Still Unequal"
p. 257 Further Connections; p. 260 Fast Facts

September 16

Reading: p. 152 Gatto, "Against School"

September 21

Reading: p.598 Yoshino, "The Pressure to Cover"

September 23

Reading: p 665 McKibben, "The Christian Paradox"

September 28

Reading: p 417 Kilbourne, "Two Ways a Woman Can Get Hurt"

September 30

Readings: p. 381 Kincaid, "Girl"
p. 443 Morgan, "From Fly"

October 5

Readings: p. 21 Rockwell, "Family Tree"
p. 450 Mansfield, "Manliness of Men"

October 7

Reading: p. 285 Hamblin, "The Black Avenger"

October 12 Columbus Day – Classes in Session

Readings: p. 98 Wolfson, "What is Marriage?"
Excerpt from Kritzer, Jewish Pirates of the Caribbean
Visitor: Professor Hammond, Chair

October 14 Draft due essay 2
Reading: p. 31 Coontz, "1950's"

October 19
Reading: p. 264, from "Ragged Dick"

October 21
Reading: p. 26, Soto "Looking for Work"

October 26
Readings: p. 814 Press, "In Torture We Trust?"
p. 794 Andreas, "The War on Terrorism"

October 28 Essay 2 due
Reading: p. 210 Malcolm X, "Learning to Read"

November 2 Present research topic and annotated bibliography – at least two resources
Reading: p. 56, Jack, "An Indian Story"

November 4 No class session

November 9 Present complete bibliography (6 source minimum); outline draft collected, writing workshop

November 11 Veteran's Day – No class session

November 16 Formal outline due, collected; writing workshop

November 18 Outlines returned, writing workshop

CONFERENCE WEEK

November 23 Research paper 3 due
Writing workshop

November 25 No class session

THANKSGIVING RECESS

November 30 Draft due essay 4
Writing workshop; essay 3 returned

December 2
Reading: p. 561, Fredrickson "Models of American Ethnic Relations"

December 7
Reading: p. 270, Bambara, "The Lesson"

December 9
Reading: p. 193, Rodriguez, "Achievement of Desire"

December 14

Reading: p. 353 Terkel, "Stephen Cruz"

December 16 LAST DAY OF CLASSES

Essay 4 due