

Syllabus

English K101: College Composition

Instructor: Alice Crosby

Room: Bld. 19 Apprentice School, Groton CT

Hours: Mon. & Wed: 10:00 a.m. – 11:30 a.m.

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: 50% for each essay, ten pages each.

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. **April 16, 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.**

Schedule of Assignments

January 25

Introduction to study of power dynamics in America

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

January 27

Kenji Yoshino

Liberty Analysis as legal paradigm for human rights

February 1

Kenji Yoshino

February 3

Reading: p 561 George Frederickson, "Models of American Ethnic Relations"

Hierarchy assimilation cultural pluralism separatism

February 8

George Frederickson

February 10

George Frederickson

February 15

Reading: p 210 Malcolm X, "Learning to Read"

European imperialism colonialism anglocentricity in America

February 17

Malcolm X bio Dr. King Rosa Parks

February 22

Reading: p 417 Jean Kilbourne, "Two Ways"

Objectification, exploitation, dehumanization, desensitization to violence

February 24

Jean Kilbourne

March 1

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

Reinforcement of class stratification in American schools

March 3

Jean Anyon

First paper due: Race/Class/Gender

March 8

Readings: p. 307 Gregory Mantsios, "Class in America"

March 10

Gregory Mantsios

March 22

Reading: p. 504 Vincent Parrillo "Causes of Prejudice"

March 24

Vincent Parrillo

March 29

Reading: p. 472 Carmen Vasquez, "Appearances"
Heterosexism, homophobia, discrimination, violence

March 31

Carmen Vasquez

April 5

Reading: p. 98 Evan Wolfson, "What is Marriage?"
Struggle for legal rights

April 7

Evan Wolfson

April 12

Reading: p. 781 Mark Hertsgaard "The Oblivious Empire"
Imperialist empire mentality, unilateral policies overseas

April 14

Mark Hertsgaard

April 19

Reading: p. 132 Michael Moore, "Idiot Nation"
Ignorance is not bliss

April 21

Moore

April 26

Reading: p. 443 Joan Morgan, "From Fly"
Multidimensional oppression in popular music

April 28

Joan Morgan

Research paper due: race/class/gender 10 pages, with outline and 6 source minimum Works Cited page

May 3

Reading: p. 61 Judy Root Aulette, from "Changing American Families"

May 5

Judy Aulette

May 10

Student Choice – In-house writing