

## Syllabus

**English K101:** College Composition

**Instructor:** Alice Crosby

**Room:** Bld. 9 Rm. 24 York, Niantic CT

**Hours:** Tues: 5:00 p.m. – 8:00 p.m.

**Required Text:** Rereading America, 7<sup>th</sup> 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, 10 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 26**

Reading: Ines Hernandez-Avila p. 206 "Para Teresa"  
Introduction to study of power dynamics in America

### **February 2**

Reading: p. 270 Toni Bambara, "The Lesson"

### **February 9**

Reading: p 417 Jean Kilbourne, "Two Ways"

### **February 16**

Reading: p 443 Joan Morgan, "From Fly"

### **February 23**

Reading: p 48 Melvin Dixon, "Aunt Ida Pieces a Quilt"

### **March 2**

Reading: p. 472 Carmen Vasquez, "Appearances"

### **March 9**

Reading: p. 607 Aurora Levons Morales, "Child of the Americas"  
First paper due

### **March 16**

Reading: p.848 Langston Hughes, "Let America Be America Again"

### **March 23**

Reading: p 781 Mark Hertsgaard, "The Oblivious Empire"

### **March 30**

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

### **April 6**

Readings: p. 561 George Fredrickson, "Models of American Ethnic Relations"

### **April 13**

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

### **April 20**

Reading: p. 330 Dana Gioia, "Money"

### **April 27**

Readings: p. 676 Eric Marcus, "The Bridge Builder"  
Second paper due

### **May 4**

Sapphire

**May 11**  
Sapphire