

SCHEDULE OF ASSIGNMENTS: Spring 2009

CRN# 10446 Rm D222 Monday, Wednesday & Friday 10:00-10:50

COMPOSITION-ENG*K101 T03

INTRODUCTION

This course is built on the assumption that **good academic writing develops out of a sustained process of revision**. We will engage in thoughtful discussion on a variety of subjects, reflecting personal points-of-view while taking into account the views of others. It is one of the purposes of education to help students question their assumptions, and to develop broader perspectives on many issues.

What you discover in the process of reading and writing and revising promises to be exciting and difficult, *confusing and entertaining, challenging and rewarding, instructive and transformative*. You will, I think, learn to revel in the meaning, the life, the **energy that occurs in the relationship between what you read and what you think: between what the texts reveal and what you make them mean** to you. I anticipate that you will realize that academic writing is most satisfying when it becomes a process of discovery rather than a process of statement.

Revision is the key to everything that we will do in this class. I vow to revise my ways of thinking about you, about what we read, about what you write. I ask you to engage in a process of revision that calls into question what you think about teachers, what you think about reading, and what you think about writing. In order to stimulate this process, **I will assign challenging assignments that will require RE-READING and RE-WRITING of your spoken and written responses.**

Because **this is a revision-centered course** you are required to take an active part in peer groups and in class discussions. You will produce essays adding up to a minimum of 20-25 pages of typed, double-spaced prose (one-inch margins). Each essay will be accompanied by at least one rough draft (draft may be handwritten). Rough drafts and final drafts will be kept in a folder that will be collected at the middle and end of the semester. Your portfolio will, in essence, comprise a major part of your grade for this course. The requirements have been explained in the first part of this syllabus, and will be discussed as we progress through the assignments.

Our **SYLLABUS** is not written in stone. It may change according to our focus on themes. **Reading and Writing assignments need to be completed by the dates specified below.** We will also occasionally include handouts/articles of interest for In-class Writing.

We will have a **scheduled LIBRARY DAY to be announced....**
You will be introduced to Research methods for your Modern Language Association Paper. (MLA)

SCHEDULE OF ASSIGNMENTS: COMPOSITION

INTRO: WED 1/21

Introductions. We will **review the SYLLABUS** and look over the texts that we will be using this semester. **Short in-class essays.**

WEEK 1: FRI 1/23 WE WILL PERUSE Assigned READINGS for MON Class
Reading Due: Portfolio Keeping. Introduction and Part One. **READ** from **Cultural Conversations**, Introduction 1-15 and "The Frontier" Chapter 6: **READ** 555-557 (C.W. Dana), 557-562 (Theodore Roosevelt), 562-564 (Plenty Coups), and 564-569 (Albert Yava).

MON 1/26

Use **Idea for Rereading** 569, #1. Use **Idea for Writing** on 570, #2. **Be prepared to discuss ideas** on the Frontier.

WEEK 2: WED 1/28

Reading Due: Portfolio Keeping. Write about your reading assignments.
Re-Read Frontier Reading Due: Cultural Conversations, 587-603 (Jane Tompkins). Use **Idea for Rereading** 603, #2. Use **Idea for Writing** 604, #2.

FRI 1/30

Reading Due: Cultural Conversations, 615-624 (Leslie Marmon Silko). Use **Ideas for Rereading** 625, #2. Use **Ideas for Writing** 625, #1. **Take notes**, as this idea will be developed in class.

We will use some class time today and Tues for **one-on-one discussions** (with me) about your progress so far. People will be able to read and rewrite in class, so be sure to **bring ALL materials with you**. We will discuss applications and ways that we can *effectively* use the texts in our rewritten essays.

Peer-Response Groups will share ideas/approaches, and discuss each other's work today. Read from **Portfolio Keeping** ideas will be completed in class. **Begin revising Frontier rough draft** IDEAS/Responses using notes from homework on Silko and Tompkins.

MON 2/2

Reading Due: Cultural Conversations Chapter 2, "African American Identity" 127-128 and 153-154 (Marcus Garvey) and 155-156 (Anna Julia Cooper) 159-162 (W.E.B. DuBois).

WEEK 3: WED 2/4 Reading Due: Cultural Conversations, 163-171 (Alice Walker). Use **Ideas for Rereading** 172, #3. Use **Ideas for Writing** 172, #1. **Peer Group** work will utilize the **drafts of Frontier Essays-Ideas** for class discussion.

FRI 2/6 Continue one-on-one discussions about each student's progress

MON 2/9

Reading Due: Cultural Conversations 200-205 (Joan Morgan). Use Idea for Rereading 205, #2. Use Ideas for Writing 206, #2 OR #3. These ideas will constitute beginning of **African-American Identity DRAFT and ESSAY ideas**

WEEK 4: WED 2/11

We will review ALL Working Portfolio Contents that we have developed thus far. We will decide which ones are to be rewritten, and discuss possible themes for (Individual) **Ideas for Research Paper using cross-chapter interests and correlations. Please **organize your Working Portfolio** with **First Drafts** of each assignment so far, **Peer-Review Sheets** (when applicable), and **Rewritten Essays**.**

FRI 2/13

Reading Due: Portfolio Keeping. We will explore elements of the text in class today. **Reading Due: Cultural Conversations Chapter 1 "Gender" 17- 19**

MON 2/16 NO CLASS TODAY: Washington's BD

WEEK 5: WED 2/18: READ 19-41 (Virginia Woolf). Use Ideas for Rereading, 41, #2. Use Ideas for Writing 42, #2. Read 43-46 (Charlotte Perkins Gilman)

FRI 2/20 READ 46-53 (Virginia Woolf). Read "The Four Marys" 53. Use Idea for Rereading 63, #2. **Begin GENDER ESSAY DRAFT ideas**

MON 2/23

Reading Due: Cultural Conversations Read 78-81 (Audre Lorde). Use Idea for Rereading 81, #2. Use Idea for Writing 82, #2. Portfolio Keeping. In class discussion.

WEEK 6: WED 2/25 We will explore connections and contrasts between the writers that we have read so far in this course. Ideas for Portfolio organization will be discussed. Peer Group discussions and Review Sheets will be evaluated. Begin deciding on your possible Research Paper Topics. Frontier, African-American, and Gender ESSAY Re-Writes will be included

FRI 2/27 REVIEW ENTRIES for MIDTERM PORTFOLIO

MON 3/9

WEEK 7: WED 3/11

FRI 3/13 *MIDTERM WEEK. Please be putting finishing touches on your re-writes!

Be prepared to **submit Working Portfolio I** for evaluation!!

WEEK 8: NO CLASS SPRING BREAK (3/15-3/22) Hand out NEW SCHEDULE