

*College Composition/English 101 [CRN10453]*

*Spring 2009– A.Gardner*

*WP= The Writer's Presence*

*BPH= Brief Penguin Handbook*

- Thursday 1/22** Course Introduction + policies and requirements  
Opening discussion of central reading/writing theme: achieving individual and social identity  
Introducing yourselves through writing: the reader/writer essay
- Tuesday 1/27** **Reading Due and Response Due:** “Once More to the Lake,” WP 311-316. After a careful reading of the essay, write your first journal response: Why is White writing this? Does anything he says or describes strike a chord with you? What did the essay make you see or think about? [Bring a typed copy of your response to class on Thursday.]
- In-class writing: Cite *three* passages which contain strong sensory details that contribute to the overall effect of the essay and explain why you chose them.  
*Rhetorical strategy: writing and revealing through sensory detail*
- Thursday 1/29** **Reading + Response Due:** “Take the F,” [Handout], with developed response to Questions 1 and 2.  
*Rhetorical strategies: Working with relevant details/ citing the text*  
*Discussion of the four rhetorical modes: the writer's purpose*
- Tuesday 2/3** **Reading + Response Due:** “The Price We Pay,” WP43-48 and “The First Hours,” WP 51-54. Compare these two eyewitness accounts of the destruction of the Twin Towers. How do they differ and which seemed most informative and relevant to you?
- Poem for Discussion: “Scars”- Letting details “tell a story”/diction and syntax  
Assignment of Essay I with a grading rubric and student models
- Thursday 2/5** **Reading + Response Due:** Read the two student models carefully in terms of the essay assignment and accompanying rubric. Using these guidelines, cite with commentary at least *three* specific strengths of each model. Choose your own topic for the Place Essay, rough out a plan or attempt a free-write from your memories and bring it to class with you.

**In-class writing:** Re-visit your first attempts at a draft of your own and plan your essay with emphasis on the design and relevant details you plan to include.

**Tuesday 2/10**

**First Draft of Essay I due for Peer Review**

**Thursday 2/12**

**Reading and Response Due:** “The Brown Wasps” [Handout] with journal response centered on the author’s purpose as you see it and how his method of development helps him achieve that purpose.

*Rhetorical strategy: Adapting method to purpose*

Any remaining time in class today will be spent on a discussion of revision techniques—please have the most current draft of your paper with you.

**Tuesday 2/17**

**FINAL DRAFT OF ESSAY I DUE**

In-class reading: “My Father’s Life,” WP 103-110 with a journal response to Questions 1 and 2. Attempt to draw some conclusions here. Type this at home and bring a hard copy to class on Thursday.

Poem for Discussion : “Parents”

**Thursday 2/19**

**Reading and Response Due:** “Shooting an Elephant” WP 221-227 with a well-developed response to Question 1.

*Rhetorical strategy: Deciphering the narrative thesis*

**Tuesday 2/24**

**Reading and Response Due:** “Just Walk On By: Black Men and Public Space”, 283-287+ Alternate Version 287-289. In your journals and for class discussion today, write about the differences you find between the two versions (note specific examples/cite textual references) and discuss why you think he made these changes.

*\*\*Rhetorical strategy: Comparing and contrasting texts (this is an essential skill. Put some time into this writing.)*

**Thursday 2/26**

**Response Due:** Writing Prompt on Orwell and Staples [Handout]: Comparing two writers’ stories for *tone* and *point of view*.

**Tuesday 3/3**

**Reading and Response Due:** “Politics and the English Language,” WP 533-543 with an open-ended response to Orwell’s thesis on the corruption of the English language and his proposals for reversing this decline in our own use of it.

**Thursday 3/5**

**Reading and Response Due:** “Aria: A Memoir of a Bilingual Childhood,” WP 239-255. Respond in a typed page to the prompt given

**3/10 and 3/12 on students' copies (see extras) Spring Break 3/17 and 3/19 [work on narratives]**

**Tuesday 3/24** Return of in-class writing on Rodriguez passages. Small-group analysis of three scored responses using AP scoring guidelines. [Follow-up assignment: *revise* and type your own response for your working folder and final portfolio.]

Poem for Discussion: "Parents"- William Meredith

**Thursday 3/26** **Final Draft of Essay II Due (with a copy of your peer-reviewed draft)** Culture discussion with brainstorming of paper topics for the research essay. [Handout: Choosing a topic and asking the right questions to frame your research]

Assignment for Tuesday's class: Choose a topic for your paper and come to class with *five* questions similar to those on the handout. Do some initial research to help you get some direction.

**Tuesday 3/31** **Reading and Response Due:** "The Museum of Me," *WP 601-607* with one well-developed response to Question One in your journals. Be prepared to discuss.

Discussion Two: Your topics and research questions

In-class reading: "How Dumb Can We Be?" – Susan Jacoby [Handout] If time permits we will discuss this essay as a model for the next paper. To be continued on Thursday if needed.

**Thursday 4/2** Persuasive Research Essay Handout with Guidelines and using the TRCC Library databases on campus and at home. *You will need your Handbooks for today's class.*

**Tuesday 4/7** **Reading and Response Due:** "It's Important to Feel Something When You Kill" [Handout]. What is the thesis of the writers' argument (in your own words) and how well do they support it? [You will need a typed page for this discussion.]

**Thursday 4/9** Today, we will work in the computer lab searching for full-text, peer-reviewed articles on your research topics. Hard copies of TWO of these types of articles must be brought to class on Tuesday 4/21 along with Works Cited entries (correctly done) for each.

**Classes will not meet on Tuesday 4/14 and Thursday 4/16. Your assignment for this week is to work on your paper. In addition to the two articles and Works Cited entries due on 4/21, you must have your thesis statement for your paper with you. We will work on refining these in class.**

- Tuesday 4/21**      *Research Strategies: Refining the thesis; integrating opinion and critical source material; using internal documentation.* [Handbooks needed today]
- In-class reading and notetaking from your sources. One-on-one conferences as needed.
- Thursday 4/23**      **Reading Due:** “Letter From Birmingham Jail,”- Martin Luther King *WP* 738-753. We will read, discuss, and write on this essay in class.
- Rhetorical strategies: the four main principles of argument*
- Tuesday 4/28**      Bring drafts in progress to class today.
- Thursday 4/30**      **First full Draft of Research Essay due for Peer Review in groups. Have *three* copies of your paper with you. [You must be present today to avoid losing credit for Draft I]**
- Tuesday 5/5**      Have Handbooks and your working draft with you today. I will review MLA format for the paper and answer any final questions you may have.
- Thursday 5/7**      **FINAL DRAFT OF RESEARCH PAPER DUE (with peer-reviewed draft and a revision plan)**  
Today we will discuss the requirements and format for the **Final Portfolio**. Models will be available for your perusal.
- Tuesday 5/14**      **Reading and Response Due:** A free-choice essay from *The Writer’s Presence* with an open-ended response to a prompt. Writing the Reflective Introduction to the Portfolio.
- Thursday 5/18**      **FINAL SESSION: PORTFOLIO IS DUE AT THE START OF CLASS.** Although this will be a shortened session, you must attend. This is your only opportunity to turn in the Portfolio—no late work will be accepted.





**Tuesday 3/10** In-class writing on an additional short passage from Richard Rodriguez' memoir: Responding to a prompt [40 minutes]  
*Rhetorical Strategy: Developing inferential skills*

**Thursday 3/12** **Initial Drafts of Essay Due for Peer Review in small groups: please have *three* copies of your paper with you at the start of class.**

**Spring break - no class on 3/17 or 3/19 *Work on your narratives!!***

**Tuesday 3/24** Return of in-class writing on Rodriguez passage. Small-group analysis of three scored responses using AP scoring guidelines.

Poem for Discussion: "The Illiterate"

**Thursday 3/26** **Final Draft of Essay II Due** (with a copy of your peer-reviewed draft and revision plan)

For discussion: American culture vs. popular culture in America. Today we will brainstorm possible paper topics for the research paper.

**Tuesday 3/31** **Reading and Response Due:** "The Museum of Me," WP 601-607 with a developed response to Q's 1 and 2.

In-class: Write down three possible *research topics* based on your own genuine interests and last week's class discussion. Then, for each topic, write a hypothetical *research question*: what do you want to know?

*Rhetorical strategy: Moving from thesis question to thesis statement*