

College Composition/English 101 [CRN10452]

Spring 2010– A.Gardner

WP= The Writer's Presence

- Thursday 1/21** Course Introduction + policies and requirements
Opening discussion of central reading/writing theme: individual and social identity
Introducing ourselves through writing: The Reader/Writer Essay
- Tuesday 1/26** **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 by addressing both parts of the prompt given out on Thursday (author’s intended effect and three passages which contribute to it).
- Rhetorical strategy: writing and revealing through sensory detail*
- Thursday 1/28** **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
- Poem for Discussion: “Scars”- Letting details “tell a story”/diction and syntax
- Tuesday 2/2** **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? Cite the texts to support your views.
- Assignment of Essay I with a grading rubric and two student models
- [Reminder: No class on Thursday – College Professional Day]**
- Tuesday 2/9** **Reading + Response Due:** Read the two student models carefully in terms of the essay assignment and accompanying rubric (given out in class on 2/2). Using these guidelines, *cite with commentary at least three specific strengths of each model.*
- Choose your topic for the Place Essay, and rough out a plan or attempt a free-write from your own memories. Bring to class on Thursday.

- Thursday 2/ 11** **In-class writing:** Meet with members of your assigned writing group to discuss the writing rubric and share your first attempts at a draft with emphasis on the design and relevant details you plan to include.
- Tuesday 2/16** **First Draft of Essay I due for Peer Review. You must have three additional copies of your essay for this activity.**
- Thursday 2/18** **Reading and Response Due:** “My Father’s Life,” *WP* 103-110 with a journal response to Questions 1 and 2. Attempt to draw some conclusions here.
Poem for Discussion: “Parents”
- 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 2/23** **FINAL DRAFT OF ESSAY I DUE [Include annotated working draft]**
- In-class reading:** “The Brown Wasps”- Loren Eiseley [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*
- Thursday 2/25** **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 3/2** **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 3/5** **Response Due:** Writing Prompt on Orwell and Staples [Handout]: Comparing two writers’ stories for *tone* and *point of view*.
- Assignment of Essay II: Writing your own personal narrative [Handout] + discussion of reading assignment due on Tuesday 3/16.

SPRING BREAK: 3/7 – 3/13

- Tuesday 3/16** **Reading and Response Due:** “Aria: A Memoir of a Bilingual Childhood,” –Richard Rodriguez WP 239-255. Respond in a *typed page* to the prompt given out before spring break (Q1, 2, or 3). Small-group sharing of ideas followed by full-class discussion.
- Thursday 3/18** In-class writing on an additional short passage from Rodriguez’ memoir: Response to a prompt [45 minutes]
Rhetorical Strategy: Developing inferential skills
+
In-class reading and sharing of a student model in preparation for drafting your own analytic narrative.
- Tuesday 3/23** **First Draft of Essay II Due for Peer Review in writing groups: you must have three additional readers’ copies of your paper with you at the start of class.**
- Thursday 3/25** **Reading and Response Due:** “The Museum of Me,” (Ellen Ullman)WP 601-607 with a developed response to Q’s 1 and 2.

A discussion of popular culture in America followed by brainstorming of paper topics for Essay III, the Research Paper.
- Tuesday 3/30** **FINAL DRAFT OF ESSAY II DUE with peer-reviewed, EDITED draft attached.**

Persuasive Research Essay Handout with Guidelines and using the TRCC Library databases on campus and at home.

Discussion Two: Choose at least two research topics that interest you and come up with *five* relevant research questions for each: What do you need/want to know?

In-Class Reading: “How Computers Change the Way We think,” (Sherry Turkle) WP595-601.
- Thursday 4/1** **Response Due:** Synopsis of Turkle’s main point with at least two examples from the text that illustrate it (in your own words).

Research Topic + Research Questions Due
Rhetorical strategy: Moving from thesis question to thesis statement

Tuesday 4/6

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.]

[Note: I will begin collecting working folders for initial grading today]

Thursday 4/8

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 4/13 along with Works Cited entries (correctly done) for each.

[Note: I will collect all remaining folders today. This will be the last opportunity to hand in your journal responses for interim grading]

Tuesday 4/13

Two articles/Works Cited entries Due. In-class reading and notetaking from your sources. One-on-one conferences as needed.
Research strategies: Refining the thesis; integrating opinion and critical source material; using internal documentation

Thursday 4/15

THESIS STATEMENT DUE (I will ask you to submit a written copy at the start of class)
In-class reading: “Letter From Birmingham Jail,” – Martin Luther King WP 738-753.
Rhetorical strategies: the four main principles of argument

Classes will not meet on Tuesday 4/20 and Thursday 4/22. Your assignment for this week is to work on your paper and write a first draft to be submitted to me on Tuesday 4/27.

Tuesday 4/27

Draft in Progress Due: After submitting hard copies of your first drafts, we will move to the computer lab for one final session before the peer review on Thursday. Work on refining and revision (or fill in obvious gaps) so that your paper will be as clear as possible for sharing with your peers.

Thursday 4/29

First full draft of Research essay due for Peer Review. Have reader copies with you for members of your writing group.

We will spend the last part of today’s class reviewing MLA format. Have your final questions ready. (This is your last chance to get help on your paper)

Tuesday 5/4 **FINAL DRAFT OF RESEARCH PAPER DUE** with peer-reviewed, hand-edited draft attached. Today we will discuss the requirements and format for the Final Portfolio. Models will be available for your perusal.

Thursday 5/6 **Reading and Response Due:** A free-choice essay from *The Writer's Presence* with an open-ended response (see handout) In class: planning the Reflective Introduction to the portfolio.

Tuesday 5/11 Final readings and detailed course evaluations. Research papers will be returned today.
Poem for Discussion: "The Illiterate"

Thursday 5/13 **Final Session: PORTFOLIOS ARE DUE AT THE START OF CLASS.** Although this will be a shortened session, you must attend. This is your only chance to turn in the portfolio—no late work will be accepted.

