

FALL 2009 SCHEDULE OF ASSIGNMENTS

CRN: 30224 ENG*K101 T12M

TRCC Rm D224 FRIDAY Evenings 6:00-8:45

COMPOSITION-ENG*K101

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 WEEK 1: FRI 8/28/2009

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

WEEK 2: FRI 9/4

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).

Use **Idea for Rereading** 569, #1. Use **Idea for Writing** on 570, #2.

Be prepared to discuss ideas on the Frontier.

Reading Due: Portfolio Keeping. Write about your reading assignments.

Reading Due: Cultural Conversations, 587-603 (Jane Tompkins).

Use **Idea for Rereading** 603, #2. Use **Idea for Writing** 604, #2.

Discuss Tompkins in class.

WEEK 3: FRI 9/11

Discuss Tompkins

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 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 re-reading and re-thinking about Frontier Ideas for a rough draft**, using notes from homework on Silko and Tompkins.

WEEK 4: FRIDAY 9/18

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).

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 and other new drafts for class discussion/Peer crit**. Continue one-on-one discussions about each student’s progress so far.

WEEK 5: FRIDAY 9/25

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**

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** or (Individual) **Ideas for Research Paper** using cross-chapter interests and correlations.

WEEK 6: FRIDAY 10/2

Please **organize your Working Portfolio** with **First Drafts** of each assignment so far, **Peer-Review Sheets** (when applicable), and **Rewritten Essays/Ideas** **BRING EVERYTHING TO CLASS!!!!!!!!!!!!!!**

Reading Due: **Portfolio Keeping**. We will explore elements of the text in class today.

Reading Due: **Cultural Conversations** Chapter 1 “Gender” 17- 19

READ 19-41 (Virginia Woolf). Use **Ideas for Rereading**, 41, #2. Use **Ideas for Writing** 42, #2.

READ 43-46 (Charlotte Perkins Gilman)

READ 46-53 (Virginia Woolf). Read “The Four Marys” 53.

Use **Idea for Rereading** 63, #2. Begin **GENDER ESSAY DRAFT** ideas

WEEK 7: FRIDAY 10/9

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. We have reserved some time to address Library and Research Skills Development **MLA Documentation Style** will be explored

Please be putting **finishing touches on your re-writes!**

Be prepared to **submit Working Portfolio I** for evaluation! When you return to class!

WEEK 8: FRIDAY 10/16 *MIDTERM WEEK .

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

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

WEEK 9: FRIDAY 10/23

We will **review MIDTERM and Working Portfolio II ideas, drafts so far.....**

I will evaluate all of the work that you have produced to this point. Have NEW Essay IDEAS and Rewrites ready TO DISCUSS

I will meet with each of you INDIVIDUALLY

Reading Due: Cultural Conversations, Chapter 3 “Disabled Persons”, 209-210, and 210-221 (Helen Keller).

Use **Ideas for Rereading** 221, #1. Use **Ideas for Writing** 222, #2.

Read 223-224 (Charles Dickens), 224-225 (Alexander Graham Bell), 226 (Mark Twain), 227-228 (Anonymous) and 228-233 (Helen Keller). Use **Ideas for Rereading** 234, #1 OR #2.

Use **Ideas for Writing** 234, #2. Begin drafts **DISABLED PERSONS ESSAY** ideas.

WEEK 10: FRIDAY 10/30

Reading Due: Cultural Conversations, 280-297 (Simi Linton). Use **Ideas for Rereading** 298, # 2, and **Ideas for Writing** 298, #2.

Read 299-307 (Slackjaw).

Use **Idea for Rereading** 307, #1 and **Ideas for Writing** 307, #1 OR #2.

Read Portfolio Keeping suggestions

Rewrite/add to DISABLED PERSONS ESSAY drafts.

WEEK 11: FRIDAY 11/6

We will discuss “Choosing the Entries” from your **WORKING FOLDER I** and you will begin **WORKING FOLDER II**: both will contain **entries** for the **FINAL PRESENTATION PORTFOLIO**. Discussion of “**Reflective**” writing, and the Introductions (**Cover Letters**) that you will prepare.

I will begin handing back Portfolios and discussing assessment thus far.

Class discussion of Linton and Slackjaw continued.

Nov 11th NO CLASSES Veteran’s Day observed

WEEK 12: FRIDAY 11/13

Reading Due: Cultural Conversations. Chapter 4 “The Unconscious” 311-314.

Read 314- 349 (Freud). Use **Ideas for Rereading** 356, #1 OR #2.

Use **Ideas for Writing** 357, #3. Beginning of the **UNCONSCIOUS ESSAY** drafts.

Please prepare extensive notes for this reading, as we will discuss it in class at length: In Peer Groups and as a Whole. **The Chronology of Dora’s Treatment**

WEEK 13: FRIDAY 11/20 **Reading Due: Cultural Conversations**, 389-404 (Carol Gilligan). Use **Ideas for Rereading** 406, #1. Use **Ideas for Writing** 406, #1. **The UNCONSCIOUS ESSAYS**

Drafts/rewrites. We will **conduct an overview of the authors we have read thus far**. A **compilation of ideas and reactions will be created in Peer Groups**, and shared with the class as a Whole. Library research will be conducted for MLA Paper.

Reading Due: Cultural Conversations, Chapter 5 “Nonviolence”, 443 Intro and 444-459 (Mahatma Gandhi). Use **Ideas for Rereading** 460, #2. Use **Ideas for Writing** 460, #2.

Read 464-465 (Leo Tolstoy) and 467-469 (Jawaharlal Nehru). **Idea for Writing** 471, #2. Begin draft ideas for **NONVIOLENCE ESSAYS**.

WEEK 14: FRIDAY 11/27 NO CLASSES Nov 26-29 THANKSGIVING BREAK!!!!!!!!!!!!

WEEK 15: FRIDAY 12/4

Reading Due: Cultural Conversations, Chapter 5 “Nonviolence”, 443 Intro and 444-459 (Mahatma Gandhi).

Use **Ideas for Rereading** 460, #2. Use **Ideas for Writing** 460, #2.

Read 464-465 (Leo Tolstoy) and 467-469 (Jawaharlal Nehru).

Idea for Writing 471, #2. Begin drafts for **NONVIOLENCE ESSAYS**.

Reading Due: Cultural Conversations, 471-486 (Martin Luther King, Jr.). Use Idea for Rereading 486 #1 OR #2. Use **Ideas for Writing** 486 #2 OR 487, #3.

We will review all Presentation and MLA Paper drafts/Rewrites and Reflective Letter. We will discuss how Nonviolence has been used and observed by all of us, what we feel is effective and/or ineffective about it. All will share Peer Group discussions.

You will show me your **Presentation Portfolio** and your **MLA RESEARCH PAPER**. We will discuss the process and works-in-progress. We will work individually on any last minute details that you may not have covered sufficiently. We will work out any “last minute details”.

FINISH PRESENTATION PORTFOLIOS

WED 12/9 LAST DAY TO WITHDRAW FROM CLASSES!!!!!!!!!!!!!!

TUES 12/16 LAST DAY OF CLASSES AT TRCC!!!

WEEK 16: FRIDAY 12/11

FINAL EXAM WEEK

EXTRA: 12/18 Supplemental Make-up/Late Portfolios (at my discretion)

This is your “**FINAL**”! You will hand in your “polished” **Presentation Portfolio**, with your **Reflective Letter**, and your **MLA Research Paper**. And correctly written **Works Cited** page. We will discuss your work one-on-one and we will determine your quality of work on these projects. Remember, since we are not having a Final Exam, your **Portfolio and Research Paper will serve as your Final. ALL students MUST attend the final class.**