

College Composition/English 101 [CRN 30213]

Fall 2008 – A.Gardner

WP= The Writer's Presence

BPH= Brief Penguin Handbook

- Tuesday 9/2** Course Introduction + policies and requirements
Opening discussion of central theme: individual and social identity
- Thursday 9/4** **Response Due:** The Reader/Writer Essay
In-class reading: "Once More to the Lake," WP 311-316. Choose three passages which contain 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
- Tuesday 9/9** **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
- Thursday 9/11** **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
- Tuesday 9/16** **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.
- Thursday 9/18** **First Draft of Essay I due for Peer Review**
Have Penguin Handbooks with you today.

- Tuesday 9/23** **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.
- Thursday 9/25** **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.
- Poem for Discussion : “Parents”
- Tuesday 9/30** **Reading and Response Due:** “Shooting an Elephant” WP 221-227 with a well-developed response to Question 1.
Rhetorical strategy: Deciphering the narrative thesis
- Thursday 10/2** **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
- Tuesday 10/7** **Response Due:** Writing Prompt on Orwell and Staples [Handout]: Comparing two writers’ stories for *tone* and *point of view*.
- Thursday 10/9** **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.
- Tuesday 10/14** **Reading and Response Due:** “Aria: A Memoir of a Bilingual Childhood,” WP 239-255. Respond in a typed page to the prompt given out during last week’s class (Q 1, 2 or 3). Small-group sharing of ideas followed by full-class discussion.
- Review of usage and grammar quiz: Technical errors to avoid in formal writing/ Improving accuracy and achieving fluency
- Assignment of Essay II : Writing our own Narratives [Handout]

- Thursday 10/16** In-class writing on an additional short passage from Richard Rodriguez’ memoir: Responding to a prompt [40 minutes]
Rhetorical Strategy: Developing inferential skills
- No reading due for next Tuesday’s class: Continue working on initial drafts of personal narratives—due on Thursday 10/23
- Tuesday 10/21** Return to Rodriguez passages: Small-group analysis of three scored responses using AP scoring guidelines
- Poem for Discussion: “The Illiterate”
- Thursday 10/23** **First Draft of Essay II Due for Peer Review in small groups: you must have *three* copies of your paper with you at the start of class.**
- Tuesday 10/28** **Reading and Response Due:** “The Museum of Me,” WP 601-607 with a developed response to Q’s 1 and 2.
The “culture” discussion (finally!) followed by brainstorming of paper topics for the research paper
- Thursday 10/30** **FINAL DRAFT OF ESSAY II DUE** (with peer-reviewed draft and revision plan)
In-class reading: “Worried? Us?” WP 763-768 followed by a response to Q’s 1 and 2 for class discussion
- Tuesday 11/4** **Reading and Response Due:** “All-Consuming Patriotism,” WP 422-426 with a journal response comparing Ian Frazier’s discussion to Bill McKibbens.’ Use Question 3 on page 768 to get you started.
- Thursday 11/6** **Reading and Response Due:** “It’s Important to Feel Something When You Kill” [Handout]. What is the thesis of the writers’ argument (in your words) and how well do they support it? [a typed page is needed for this]
- In-class: Write down three ideas you have selected or considered as possible research topics and write a hypothetical *thesis question* for each one.
Rhetorical strategy: Moving from thesis question to thesis statement
- Tuesday 11/11** **Initial Topic Selection for Research Essay Due:** Bring with you to class two articles on your chosen topic—from the online research you have found so far. Do not miss this class since it is your opportunity to get some direction on the process of selecting and incorporating ideas from your sources in search of and defense of a thesis.

- Thursday 11/13** **Assignment Due: Five relevant *research questions* related to your topic.** Today we will work in the computer lab [Rm. 216] searching the library's databases for full-text articles on your research topics. *Three* of the required five critical sources must come from these journal and newspaper databases.
- Tuesday 11/18** **Assignment Due:** You must have printed copies of one or two relevant articles on your topic taken from the library databases. Also have your handbook in class today as we work toward defining your thesis for the paper.
- Thursday 11/20** **Reading Due:** "Letter From Birmingham Jail" (Martin Luther King) *WP* 738-753. We will read, discuss and write on this essay in class.
- Tuesday 11/25** **First Draft of Research Essay due for Peer Review in small groups. Have *three copies* of your paper with you. [You must be present for today's class to avoid losing credit for Draft I]**
- [Thanksgiving Break]**
- Tuesday 12/2** Have handbooks and your working draft with you today. We will review MLA format for the paper in some detail.
- Thursday 12/ 4** **FINAL DRAFT OF RESEARCH PAPER DUE with peer-reviewed draft and revision plan** Today we will discuss the requirements and format for the Final Portfolio. Models will be available for your perusal.
- Tuesday 12/9** **Reading and Response Due:** A free-choice essay from *A Writer's Presence* with an open-ended response. Writing the Reflective Introduction to the Portfolio.
- Thursday 12/11** **Final Session: PORTFOLIO IS 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 can be accepted.

- Wednesday 10/10** **Reading and Responses Due:** “Aria: A Memoir of a Bilingual Childhood,” 239-255. Respond in your journals to the prompt given out during last week’s class . (*Rhetorical strategy: Arguing with and against the text*)
Poem for Discussion: “The Illiterate”
- Monday 10/15** In-class writing on an additional short passage from Rodriguez’ memoir followed by analysis of three scored responses using advanced placement scoring guidelines (working in small groups)
- Wednesday 10/17** **FIRST DRAFT of Essay II Due For Peer Review in small groups**