

ENGLISH COMPOSITION I
MCC/BSC Fall 20042005

Professor: Linda Cohen

Office: MCC: H 113 BSC: Tillinghast 313

By Appointment

Class times:—: MCC: MWF 11:00-11:50 a.m.; 1:00-1:50

BSC: T/R——2:00-2:50-

_____ Phone: 508-243-8815

_____ Office Hours:

COURSE CATALOG DESCRIPTION:

EN 101-~~27/28/38~~
credits

English Composition/Writing I

3

MCC: English Composition I is a course designed to help students develop and organize extended pieces of writing. Students will focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques and documentation of sources will be included. Constant reading and frequent writing will be required. Prerequisites: Preparing for College Reading I (ENGL091) and a grade of C- or higher in Introductory Writing (ENGL099) or waiver by placement testing results, or Departmental Approval.

~~Welcome to English Composition 101. I look forward to working with each of you over the semester as we strive to expand, strengthen, and sharpen our writing skills. This task will involve reading and writing assignments, both in and out of class, in class discussions, peer reviewing, and revisions. The culmination of this process will be 5 typed final drafts and one handwritten final where you will realize the process of a more developed, more productive style of writing and communication.~~

BSC: By intensive practice in composing short expository essays, the writer explores various techniques for discovering, developing, and organizing ideas. Special attention will be given to mastering essential skills appropriate to academic writing. Satisfies the GER in Writing.

Students' Descriptive Expectation of Course:

PREREQUISITES:

COURSE OBJECTIVES:

English Composition I is a course designed to help you become a better writer. It can help you to think more clearly, plan more efficiently, write with more ease and fluency, and communicate more effectively. By the end of the course you should be able to:

1. Gather information from personal experience as well as reading and research in order to generate ideas and support for essays that will serve in academic settings and help prepare for writing in career and community settings.
2. Assess information and ideas in order to discover connections and develop a clear purpose/thesis for an essay.
3. Write logically organized, analytical essays that will appeal to an audience through introductions that gather attention and provide focus, unified body paragraphs that support a thesis/purpose, and conclusions that reach a satisfying close.

4. Revise drafts of essays with an awareness of audience to improve organization, development, and clarity.
5. Edit essays according to the rules of Standard American English so that the reader is not distracted from the essay’s purpose/thesis by grammatical and mechanical errors.
6. Write essays that analyze and interpret ideas generated by non-fiction readings and thoughtfully integrate material from those readings.
7. Compose essays that apply fundamental techniques of research and documentation.
8. Compose outside of class largely correct, word-processed essays that are written through a process of gathering information, reflecting, crafting, and multiple drafting.
9. Compose a satisfactorily correct in-class essay that demonstrates the ability to write independently and to focus expression within the time constraints of classroom writing across the disciplines.
10. Strengthen Core Competencies* in order to increase success in this and other courses and in the workplace.

CHECKLIST OF OBJECTIVES TO BE DISCUSSED AND CHECKED OFF PERIODICALLY NON NEGOTIABLE

***Critical Thinking, technology skills, oral communications, quantitative skills, reading, and writing**

COURSE GOALS:

STUDENT GOALS AND OBJECTIVES:

EDUCATIONAL PHYLOSOPHY:

**TEACHING PROCEDURES:
WHY DO I DO WHAT I DO?**

COURSE MATERIALS:

- Required: [Escholz, Paul and Alfred Rosa. *Subjects/Strategies: A Writer's Reader*, 9th edition](#)[Patterns](#). Boston: Bedford/St. Martin's, 20022004; [various handouts](#).-
- Hacker, Diana. *Rules for Writers*, 5th edition. Boston: Bedford/St./Martin's, 2003.
- Writing materials [and various handouts](#) as assigned by me
- [WebCt/Blackboard Online Classroom Management: \(add links\)](#)

SUPPLEMENTARY MATERIALS:

CLASS METHODOLOGY: Reading, writing, revision, lecture, discussion, small group work, oral presentations, exercises, peer-assessment, self-assessment, and conference

WORK FOR THE COURSE:

1. **Assigned readings:** Reading should be done prior to class time. Be prepared to discuss readings in class. *Subjects & Strategies* is designed with a “Before You Read” exercise and a “Responding to the Reading” exercise for each essay. Please write a few sentences for each essay read. In addition, you will be assigned other exercises found at the end of each chapter.TBA
2. Essays will be about 500-750 words long—approximately 3-4, double-spaced, typed pages (NOT 2-3 PAGES)

3. A documented essay of approximately 5-8 double-spaced, typed pages
4. **WRITING JOURNALS:** I would like you to keep an on going personal journal. In it you are to write about anything and everything including ideas, situations, discussions, arguments, dreams, problems, and/or poems you have heard and liked or did not like, simply anything. I prefer that you make entries on a daily basis; however, this is not a requirement. Three entries per week are acceptable. Please make the differentiation of days clear. I expect that the length of entries will vary from one sentence to any number of pages. I will not be reading them, although I will check them 2-3 times during the semester and you may be using portions of your journals for writing assignments.
5. This semester we are using WebCt or Blackboard (which are online classroom management systems) and one of the assignments will be to write an online journal where you will be responding to various questions I put online. The questions are meant to be thought provoking so I expect you to put some sincere thinking into it.
6. Other assigned tasks
7. Oral presentation. You will do a brief (5 minute) oral presentation at the end of the semester that will summarize your experiences writing your final argument paper—more details later.

CLASSROOM ATMOSPHERE and PARTICIPATION: Granted this is a writing course; however, often it is very difficult to know what to write about until ~~you~~ the subject has ~~have~~ been discussed, thought out, and analyzed. ~~the subject at hand. For that matter, often through discussion, the subject changes.~~ Often writing is a difficult endeavor which is eased by working through a process of writing; ~~Writing is not something that comes easily and requires a process. t~~ Talking and sharing is part of that process. Consequently, it is very important to speak and share your thinking with the class. I understand that speaking in public is uncomfortable for some. For that reason I like to think we can develop a sense of trust in this classroom. This is your place for learning and you need to share in helping to make it your place. I think I have a fairly open classroom and because of that everything is open for discussion as you keep in mind the idea of respecting your classmates and me.- ~~This means to a~~ Arrive on time and to : ~~P~~ please direct your behavior to support the learning of others and yourself.

ATTENDANCE:

When you are here, be attentive, (Get it? alert, prepared, and eager to participate and learn. You are allowed four absences (I can't imagine missing any class, however, "stuff happens")—more than that will adversely affect your grade—in other words, if your grade goal is an A---think *very carefully* about missing a class. There is no excused or unexcused absence. If you aren't here, you aren't participating in what is going on in the classroom. If you are absent it is your responsibility to get notes and any possible handouts from a classmate **before** the next class. I suggest that you "make a friend NOW, exchange numbers, and email addresses so if you are absent, you have someone to contact: Name _____

Number _____

Email _____

TARDINESS POLICIES: Arriving late for class disrupts what is going on and disrespects classmates who arrive on time. I understand that you may get stuck in traffic if you are commuter, or have a class all the way across campus and so may be late sometimes. Speak to me if you are traveling under these conditions often and we can come to an understanding; otherwise, I don't expect tardiness to be a chronic happening.

CLASSROOM ATMOSPHERE: When you are here, be alert, attentive, prepared, and eager to participate and learn. Arrive on time. Please direct your behavior to support the learning of others and yourself.

ATTENDANCE:

You are allowed four absences (I can't imagine missing any class, however, "stuff happens")—more than that will adversely affect your grade—in other words, if your grade goal is an A—think *very carefully* about missing a class. There is no excused or unexcused absence. If you aren't here, you aren't participating in what is going on in the classroom. If you are absent it is your responsibility to get notes and any possible handouts from a classmate **before** the next class. I suggest that you "make a friend NOW, exchange numbers, and email addresses so if you are absent, you have someone to contact:

Name _____ Number _____

Email _____

GRADING POLICIES: The final grade is based on the first four essays (40%), the documented essay (20%), oral presentation (10%) and your class participation, journals, and Blackboard/WebCt work (30%). Factors such as general attitude, extra curricular work, class attendance will influence any decision required by borderline averages. In other words, if you have a B+ average and you spoke clearly during presentations, were here every class, and overall got involved, you will probably get an A.

PAPERS: All essays are to be submitted in proper manuscript format—that is, typed in Time New Roman 12-point font, one-inch margins, double-spaced, **with your name, class and section number, assignment description, and the date in the upper-right corner**. Pages are to be numbered in multiple page works. All essays that make use of outside sources require a correctly formatted works cited page. For each formal essay, you will submit a portfolio containing all of your work, including prewriting and brainstorming, outlines, notes, drafts, revisions, and group evaluations and feedback. Hand in your portfolio in a manila file folder with your name on the tab. Because papers sometimes go astray, are dropped off in the wrong office, misplaced or lost, keep a copy of every essay you hand in. ([add a link to an example](#))

- Errors in the recording of grades do sometimes occur. For your own protection, please keep all of your class work until you have received your final grade for the semester.
- I will not accept assignments on paper torn out of spiral notebooks. Invest in smooth-edged loose-leaf binder paper, or be prepared to trim all spiral bound paper edges before submitting your assignments.
- I do not provide office supplies. Make sure that multiple page assignments are stapled before you come to class.

REWRITES: You have the option of rewriting any or all of the 2nd, 3rd, & 4th essays to achieve a more desired grade, provided that the following requirements are met:

- You have an individual conference with me about the paper ***before handing in the final paper***.
- You speak with me ***before you begin your rewrite***.
- Your rewrite constitutes substantial revision, not revision based only on my and your classmates' comments.
- You must include your entire original portfolio with all rewrites (rough draft, first draft and final graded paper with your revised paper).
- You have ***one week*** from the time your paper is returned to you to revise a paper.
- Your final grade for the paper will reflect the work you have done in the rewrite.
- Also, be aware that you need to manage your time effectively; do not let your current work fall behind because you are involved in doing a rewrite.

TESTS AND FINAL EXAM: This is a writing class so any exams will be writing samples done in class. Also, I usually do not give a final exam. Your final researched paper and presentation usually are usually sufficient. Your final exam will be a hand-written essay in class during the week of finals. You are expected to use the procedures and concepts that we have discussed during the semester.

MISSED TESTS: You need to speak with me or email me if you will be missing an exam. Depending on the circumstances, there is a good chance you can make it up.

PARTICIPATION:

EXTRA CREDIT:

PLAGIARISM: Plagiarism means using another person's words or ideas without giving that person credit. It is a form of cheating and theft and can easily be avoided by using the documentation we will cover this semester. Plagiarism means an F for the paper and may mean an F for the course. **DON'T DO IT.**

EXTRAS:

THE WRITING CENTER: The Writing Center, located downstairs in the Library Building, is an excellent resource that provides all students with free, drop-in help in all phases of the writing process. Making use of the Writing Center will very likely raise your grade; if you are having difficulty with your writing, I encourage you to visit the Writing Center. In some instances, I may specifically refer you to the Writing Center; in these cases, your visit to the Center is a required class activity.

ACCOMMODATIONS: Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact the Learning Disability Coordinator as soon as possible in order to ensure that such accommodations are implemented in a timely fashion.

TENTATIVE SCHEDULE

(I reserve the right to revise this syllabus during the semester)

Text Key: S&S—Subjects and Strategies R/W: Rules for Writers H/O: Hand out

Week 1 Sept. 7-10	Topics: Introduction to class, course, and texts
Week 2 Sept. 13/17 Sept. 13 Last day to Drop/Add Sept. 17 No Class Convocation	Topics: A Sense of Self Through Language and Communication The reading and writing processes Writing: Writing Sample Reading: H/O: Didion, Keeping a Notebook , pg. 34; S&S: Roberts, How to Say Nothing in 500 Words pg. 284; Adler, How to Mark a Book , pg. 277 Writing: Start jotting down ideas for essay #1
Week 3 Sept. 20/24	Topics: Descriptive/Narratives; Combining strategies; Writing Papers Reading: Goldberg, Be Specific pg. 100; Malcom X, Awareness of Language pg. 222; Dillard, Getting Caught , pg. 228, <ul style="list-style-type: none"> • R/W: 21-74 • Writing: Rough draft of essay #1 discuss in class; First draft essay #1 for peer revision in class
Week 4	Topics: Gaining Perspective of Self Through Education & Learning, People &

<p>Sept. 27/1</p>	<p>Personalities; Using examples; Editing for Grammar Reading: S&S: Silko, Language & Literature from a Pueblo Indian Perspective pg. 26; McDonald, A View from the Bridge pg. 187; Walker, In Search of our Mother's Gardens pg. 128 <i>R/W:</i> 387-430</p> <ul style="list-style-type: none"> • Final Draft Essay #1 Due: Descriptive/narrative essay with a thesis
<p>Week 5 Oct. 4/8</p>	<p>Topics: Using Examples; Editing for Clarity Reading: Britt, Neat People vs. Sloppy People pg. 351; Mairs, On Being a Cripple pg. 490</p> <ul style="list-style-type: none"> • <i>R/W:</i> 339-384
<p>Week 6 Oct. 11/15</p> <p>Oct. 11th Columbus Day No Classes</p>	<p>Topics: Realizing Self from Culture, Race & Ethnicity; Definition; MLA Documentation Style Reading: H/O: Hurston, How It Feels To Be A Colored Me pg.157 Takaki, The Harmful Myth of Asian Superiority pg. 155; Baldwin, Notes of a Native Son pg. 161; S&S Hughs, Salvation pg. 241; Momaday, The Way to Rainy Mountain pg. 199</p> <ul style="list-style-type: none"> • <i>R/W:</i> 203-242 • Essay #2 Due: Essay using examples
<p>Week 7 Oct. 18/22</p>	<ul style="list-style-type: none"> • Individual Conferences
<p>Week 8 Oct. 25/29</p>	<p>Topics: Keeping Sense Self In Relationships & Sexual Politics; Analogies; Editing for Correctness; Comparison and contrast Reading: S&S: Tannen, How to Give Orders like a Man pg. 117; Tannen, Sex, Lies, & Conversation pg. 368; Cofer, Myth of the Latin Woman pg. 416; Katz, How Boys Become Men pg. 521; Young, Sexism & the Death Chamber pg. 650</p> <p><i>R/W:</i></p>
<p>Week 9 Nov. 1-5</p>	<p>Topics: Process analysis, causal analysis Reading: Walker Beauty: When the Other Dancer is the Self pg. 207; Goodman, A Reasonable Standard pg.218; Whitehead, The Making of a Divorce Culture pg. 225; West, On Black Fathering pg. 242</p> <ul style="list-style-type: none"> • <i>R/W:</i> 434-496 <p>Essay #3 Due: Essay using comparison/contrast/ analogy</p>
<p>Week 10 Nov. 8-12</p> <p>Nov. 11: No Class Nov. 13 Last Day to W/D</p>	<p>Topics: Division and classification; apostrophes; punctuation review Reading: Quindlen, Evan's Two Moms pg. 250; Kincaid, Girl pg. 260</p> <ul style="list-style-type: none"> • <i>R/W:</i>TBA
<p>Week 11 Nov. 15-19</p> <p>Nov. 17 No Classes Spring Scheduling</p>	<p>Topics Making An Argument: Philosophy, Ethics, and The Value of Life Argumentation; analysis of paired essays Reading: S&S Orwell, Shooting an Elephant pg.247; Alvarez, Snow pg. 257; Cross, Propaganda: How Not To Be Bamboozled pg.424</p> <p><i>R/W:</i> TBA</p> <p>Writing: Essay # 4 In class essay.</p>

Week 12 Nov. 22-26 Nov.25-27 No Classes Thanksgiving	Reading: Scheer, Violence is Us pg. 609; Hattener, Cause & Violent Effect: Media & Our Youth pg. 616; Federman, What's Natural About Our Natural Products pg. 473; H/O Ehrenreich, Nickel & Dimed: On (Not) Getting by in American pg. 400 <ul style="list-style-type: none"> • R/W: TBA
Week 13 Nov. 29 Dec. 3	<ul style="list-style-type: none"> • R/W: TBA
Week 14 Dec. 6/10	Begin Oral Presentations Continue Oral Presentations
Week 15 Dec. 13-17 Dec. 17 Classes End	Turn in final paper Finish Oral Presentations
Week 16 Dec. 20-23	Final Exam Week (Days)

A Sense of Self Through Language and Communication

H/O:	Keeping a Notebook	(PA)	pg. 34
S&S: Roberts,	How to Say Nothing in 500 Words	(PA)	pg. 284
Adler,	How to Mark a Book	(PA)	pg. 277
Goldberg,	Be Specific	(EX)	pg. 100
Malcom X,	Awareness of Language	(N)	pg. 222
H/O Silko	Language & Literature from a Pueblo Indian Perspective		pg. 26
		(C&C)	

Gaining Perspective of Self Through Education & Learning, People & Personalities

S&S: McDonald,	A View from the Bridge	(D)	pg. 187
Walker,	In Search of our Mother's Gardens	(EX)	pg. 128
Dillard,	Getting Caught,	(N)	pg. 228
Lamott,	Polarids,	(C&C)	pg. 356
Britt,	Neat People vs. Sloppy People	(C&C)	pg. 351
Mairs,	On Being a Cripple	(DEF)	pg. 490

Realizing Self Within From Culture, Race & Ethnicity

H/O: Takaki,	The Harmful Myth of Asian Superiority	(EX)	pg. 155
S&S Hughs,	Salvation	(N)	pg. 241

English Composition I

H/O	Baldwin,	Notes of a Native Son	(N)	pg. 161
	Momaday,	The Way to Rainy Mountain	(N)	pg. 199

Keeping Sense Self In Relationships & Sexual Politics

S&S:	Tannen,	How to Give Orders like a Man	(EX)	pg. 117
	Tannen,	Sex, Lies, & Conversation	(C&C)	pg. 368
	Cofer,	Myth of the Latin Woman	(D&C)	pg.416
	Katz,	How Boys Become Men	(C&E)	pg. 521
	Young,	Sexism & the Death Chamber	(A)	pg. 650
	Walker	Beauty: When the Other Dancer is the Self	(D,EX)	pg. 207
	Goodman,	A Reasonable Standard	(DEF)	pg .218
	Whitehead,	The Making of a Divorce Culture	(C&E,PA)	pg. 225
	West,	On Black Fathering	(C&E)	pg. 242
	Quindlen,	Evan’s Two Moms	(D)	pg. 250
	Kincaid,	Girl	(N)	pg. 260

Making An Argument: Philosophy, Ethics, and The Value of Life

S&S	Orwell,	Shooting an Elephant	(N)	pg. 247
	Alvarez,	Snow	(N)	pg. 257
	Cross,	Propaganda: How Not To Be Bamboozled	(D&C)	pg.424
	Scheer	Violence is Us	(A)	pg. 609
	Hattener	Cause & Violent Effect: Media & Our Youth	(A)	pg. 616
	Federman,	What’s Natural About Our Natural Products	(D)	pg. 473
H/O	Ehrenreich,	Nickel & Dimed: On (Not) Getting by in American	(PA)	pg. 400

Eight Strategies:

D	Description
EX	Exemplification
N	Narration
PA	Process Analysis
C&C	Comparison & Contrast
D&C	Division and Classification
DEF	Definition
C&E	Cause & Effect Analysis
A	Argumentation