

ENG 111: College Composition I, Fall 2006

course information:

Section 27PR
W 1-3:40 pm
Burnette 120

instructor:

Jennifer Merrifield
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AIM: jlmerrifield

office hours:

W 4-5 pm
Burnette 201-C
(804) 523-5607

Required Texts

Yagelski, Robert P. *The Thompson Reader: Conversations in Context*
Kirszner & Mandell. *The Concise Wadsworth Handbook*

Required Resources

A college dictionary and thesaurus (the web has free, if less convenient, alternatives)
Reliable access to a computer with email, web access, and printing

Goals & Outcomes

The primary goal of English 111 is to make you a better writer, reader, thinker, and speaker, and to prepare you for the variety of communication challenges you will face not only through your college career but throughout your life. I've often heard people say that writing is a dead art form. Nobody writes letters these days because of cell phones and text messages; nobody reads books because of television and gaming. But in this age of the computer screen and the 24-hour news cycle, clear and persuasive communication—in all its mediums—is even more important today.

ENG 111 will focus on finding our individual voices as a means of expressing our thoughts, our feelings, our beliefs and our selves in order to participate more effectively with our world. We'll focus on writing well-informed essays based on source material (magazine & journal articles, essays, observations, and interviews) and learn how to properly document those sources so others can further participate in our thoughts and discoveries. ENG 111 will guide students through the writing process: understanding purpose and audience, exploring ideas and information, composing, revising, and editing. Furthermore, each class will explore the workings of perception, imagination, thought, and our individual sense of communicating these things. You will be asked to examine your personal histories, the culture around you, and the issues of the day as you see them. I want you to write papers that interest you and involve you, because those will be papers that interest and involve a reader, whether that reader is me, another teacher, a friend or a colleague.

More specifically, the primary goals of this class are:

Competency in writing academic essays and adapting the writing process to varied writing tasks

Competency in reading, summarizing, and responding to college-level texts—your own and others—of varying lengths

Basic familiarity with computer assisted applications (e.g., word processors) for writing

The ability to retrieve and evaluate source materials accessed from electronic data bases and the Web

The ability to write a documented essay based on multiple sources—secondary (e.g., articles) and primary (e.g., interview & observations)—using standard documentation formats (MLA & APA)

Experience in the preparation and delivery of a speech

The appropriate use of grammatical and mechanical conventions in the preparation of readable manuscripts

Requirements and Activities

The following tasks will help you achieve the aforementioned outcomes:

Write four formal, typed academic essays using the following rhetorical modes: description and narrative, analysis, persuasion, and argument

Prepare and deliver a speech

Read and respond to professional and student essays, verbally and on the page

Read from and complete exercises in *The Concise Wadsworth Handbook*

Participate in workshop activities that help create a sense of academic community

Participate in class discussion

Evaluation/Grading

The guidelines for every major assignment will include an explanation of the criteria I will use when grading; electronic copies of the guidelines and explanations will be posted on Blackboard under “Course Documents.” Please keep in mind that A’s are reserved for excellent work; B’s for above-average work; C’s for average work; D’s for below-average work; and F’s for work that does not fulfill the minimum requirements of an assignment. Unless an extension was granted, late work will receive a zero.

Your overall grade for the course will be determined as follows: 60% by the four formal essays, 15% for the preparation and delivery of a speech, 10% for homework, and 15% for your level of participation and professionalism as a student.

The participation grade is based on your informal writings, ungraded activities, contributions to class discussions, and professionalism as a student (preparation, discipline, attendance, and attitude). In order to help you gauge your progress during the writing process, certain ungraded activities will receive a check-plus (above average), check (average), or check-minus (below-average).

Policies and Expectations

Attendance

Because each class will be spent discussing our own methods, actually writing, and giving feedback, your attendance is crucial to your success in the class. You are allowed to miss one (1) class without academic penalty; if you miss more, your final grade may drop. Since each missed class is the equivalent of one entire week of missed work, missing three (3) or more classes may cause you to fail the course, regardless of the quality of your work. Because there’s no such thing as an “excused absence,” I strongly suggest you save your one (1) freebie for an emergency. Habitual tardiness will also lower your final grade; please make sure you’re ready to begin class promptly at 1pm.

Revisions

If you are not satisfied with your grade on a formal essay, you may revise it and resubmit it to me at your discretion. All revisions must be submitted within two (2) weeks of receiving the initial grade, and it is your responsibility to submit it within that timeframe, even if I don’t prompt you. I will record the higher of the two grades. *Essays that receive a zero may not be revised for credit.*

Late Work

If you are struggling with an assignment or have a question about how to complete it, contact me well in advance of the deadline so you have ample time to receive assistance and complete the assignment before it is due. I will only accept late work if you have requested and received an extension from me before the assignment is due, and only in the most extreme of circumstances. If you will be absent the day an assignment is due, it is your responsibility to send your work to class with another student and/or email the assignment to me before 1pm. If you email the assignment, be sure to save it in Rich Text Format (RTF) before attaching the file to your email.

Americans with Disabilities Act (ADA)

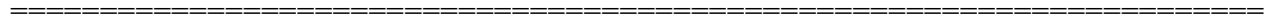
J. Sargeant Reynolds provides high quality services to students with disabilities and we encourage you to take advantage of them. Students with disabilities needing academic or physical accommodations should register with the Office of Student Accommodations (Downtown Campus 786-2628, or Parham Road Campus and Western Campuses 523-5289). You will need to provide documentation of your disability. Please contact me if you need any assistance.

Academic Honesty Policy

The Academic Honesty Policy of J. Sargeant Reynolds (Policy 1-34) asserts that students are held to the highest standard with regard to academic integrity. As such, each student is responsible for 1) upholding the highest standards of academic integrity; 2) refusing to tolerate violations of the academic honesty policy in the college; and 3) fostering a sense of integrity and social responsibility at the college. Any allegations of violations of the academic honesty policy will be pursued.

Student Conduct

In order to maintain an environment conducive to learning, J. Sargeant Reynolds upholds the highest standards of behavior by its students. As such, disruptive behavior of any sort, either inside or outside the classroom, will not be tolerated. Disruptive behavior will be addressed by the instructor and/or reported to the Associated Vice President for Student Affairs for judicial processing. If you have any questions regarding the Student Conduct Policy (#1-35), please refer to the Student Handbook online, or contact the Student Affairs Office at 523-5296.



The Daily Syllabus: A living, breathing organism, thus subject to change

Wk 1: 8/23

Missed First Class

Wk 2: 8/30

Introductions

Introductory activities, in-class writing, film and handout: The Persuaders, Wadsworth 10-16, receive first essay assignment

Wk 3: 9/6

Two Tin Cans and a Piece of String

Readings:

Discuss readings; Interactive lecture on purpose, audience, narrative and descriptive techniques; in-class writing: specialized audiences; Focus Groups. Introduction to Students (xxviii-xxix) | Chapter 1: Understanding the Contexts of Writing (3-15) | Bill McKibben, "A Shirt Full of Bees" (691-695) | Kristin Van Ogtrop, "Attila the Honey I'm Home" (225-34) | Maxine Hong Kingston, "No Name Woman" (83-92)

Due:

First Draft of Essay #1

Wednesday, September 6th: Last day to withdraw from class with a refund

Wk 4: 9/13

Brick by Brick

Discuss readings; Interactive lecture on foundational elements of essays; brick-by-brick and shaping activities; grammar and usage diagnostic, 4c5 checklists; Focus Groups

Readings: Chapter 3: “Entering the Conversations” (32-44) | Wadsworth, “Chapter 3: Shaping Your Material” (26-31) | “5d: Patterns of Paragraph Development (73-79) | “5e: Writing Special Kinds of Paragraphs” (79-84)

Due: Second Draft of Essay #1

Wk 5: 9/20

Beyond the Checklist

Discuss readings, homework; in-class writing;

Readings: Paulo Freire, “The Banking Concept of Education” (166-78) | Richard Rodriguez, “The Achievement of Desire” (179-96) | Wadsworth, “4d: Editing and Proofreading” (53-56)

Due: Using 4c5 and 4d, complete Exercise 4.4 in Wadsworth (52) | Using your personalized checklist from Exercise 4.4, complete Exercise 4.5 (56) | Essay #1

Wk 6: 9/27

Wired to Affect

Meet in computer lab; in-class writing; complete and present Power Point Presentations

Readings: Wadsworth, “Chapter 11: Designing Effective Documents” (135-43)

Due: Power Point Presentations

Wk 7: 10/4

Writing to Inform

Interactive lecture on critical thinking, assumptions, using evidence effectively and evaluating sources; Discuss readings; in-class writing; Brick-by-brick activity; Focus groups

Readings: Bobbie Ann Mason, “Being County” (77-81) | Jack Turner, “Economic Nature” (497-511) | “Chapter 4: Engaging in Research and Inquiry” (45-59) | Wadsworth, “7b: Using Evidence Effectively” (100-03) *NOTE: Be sure to read all marginal cross-references that correspond with topics in 7b in the order in which you come to them. As always, note-taking is strongly encouraged.*

Wk 8: 10/11

Beyond First Impressions

Discuss readings; in-class writing; focus groups; interactive lecture on bias and evidence

Readings: Wadsworth, “Chapter 6: Thinking Critically” (85-97) | Will Yandik, “Riddling the American Landscape of Lawn” (516-20)

Due: Draft of Essay #2 | Written responses to Wadsworth Exercise 6.3 (89-90)

Wk 9: 10/18

Writing to Persuade

Brick-by-brick and shaping activities; Interactive lecture on style and purpose
Donella Meadows, “The Ski Store and the Real Cost of Fun” (634-638) | Gregory Jay, “Who Invented White People?” (96-103)

Due: Essay #2

Wk 10: 10/25 **Individual Conferences**
Due: Pre-conference Worksheet (Blackboard) | Written responses to Gregory Jay, “Exploring the Issues: 1-4” (103) | Draft of Essay #3

Thursday, October 26th: Last day to withdraw from class with a grade of “W”

Due 10/28: Blackboard Peer Review Responses

Wk 11: 11/1 **Reengaging in Research and Inquiry**
Interactive Lectures: Experts, Research, and Learning; From the Research Question to the Thesis Statement; Grammar Module; in-class writing; in-class reading (45-47)
Readings: “Punctuation as Road Signs” (Blackboard) | Wadsworth 167-175
Due: Essay #3 | Wadsworth Exercise 17.1 (175)

Wk 12: 11/8 **Writing the Argument**
Readings: Michael Chabon, “Solitude and the Fortress of Youth” (356-59)
Due: Written Responses to Understanding the Text: 1-5 (360)

Wk 13: 11/15 **Considering Other Voices**
In-class writing; Focus groups; Interactive lecture on negotiating sources and complex issues within an argument, organization and structure
Readings: Gregory Jay, “Who Invented White People?” (96-103)
Due: Draft of Essay #4 | Detailed outline of Essay #4

Extra Credit: Create a detailed outline of the argument in Gregory Jay’s “Who Invented White People,” remembering to distinguish between main claims, subclaims, and supporting evidence

Wk 14: 11/22 **Happy Fall Break!**

Wk 15: 11/29 **It’s Not Just for Politicians**
Interactive lecture on the hallmarks of effective speaking; adapting oral arguments for audience and purpose
Readings: “It’s Not Just for Politicians” handout (Blackboard)
Due: Essay #4

Wk 16: 12/6 **Speeches**

Final Exam: December 13th, 1-3:40pm: Finish Speeches