

English 1A

Reading and Composition

Fall (Aug. 14-Oct. 12) 2006

Instructor: Susan McLenithan

Class Time: M T W Th 8:00-9:50 am

Room: Mon.=Hum 62; Tues. INC 1; Wed. SOC 35; Thurs. INC 4

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Required Texts:

Motives for Writing, fifth edition, by: Robert Keith Miller

Brief Handbook for Writers third edition, by: James F. Howell and Dean Memering

Course Description:

Discovering the writer within is the main objective of this course. Richard Fulkerson writes that "good writing is good thinking." This course is designed to cultivate critical thinking skills through reading, writing, and analyzing rhetorical compositions at the college level. Emphasis will be placed on exposition: studying writing as a process, exploring different composing structures and strategies, editing and revising, conducting research, and learning to critique peer writing.

Course Requirements:

Attendance is highly important. This course is only nine weeks long and if you fall behind in the daily assignments you **cannot** make them up. You will be required to do daily writing assignments. Homework will consist of double-entry journals from the assigned reading. You will be expected to come to class prepared to discuss the homework assignment. Four essays will be assigned and make up 60% of your grade. One essay can be rewritten if you receive a grade of C or below.

Attendance:

Tardiness is not acceptable. If you are late three days it will equal one full day of absence. Four days of absence will lower your grade in the class one full letter grade. If you will be absent due to a prolonged illness, please let me know and arrangements can be made to get class assignments to you.

Grading:

The four essays assigned will be given letter grades. Short writing assignments done in class will be graded on a point system of 1-10 points. These points will accumulate and

make up your class participation grade. You will be given a writing prompt for each essay along with an example of how each essay will be graded. Please feel free to ask about your standing in the class at any point during the nine weeks. Keep all papers since they are important and I am not infallible.

Essay #1: Personal Narrative Paper 3-5 page essay	(10%)
Essay #2: Analytical Critique Paper 3-5 page essay	(20%)
Essay #3: Compare and Contrast 3-5	(20%)
Essay #4: Academic Argument/Analysis Research Paper 5-7 page essay	(20%)
Final: Consisting of short answer questions and a timed essay. 3-5 page essay	(10%)
Class Participation	(20%)
Total	(100%)

90-100 % = A
80-89 % = B
70-79 % = C
60-69% = D
0-59 % = F

An essay paper that is technically correct and meets the criteria established for the assignment will receive a passing grade. If the paper demonstrates competent, college level work, is coherent and demonstrates a knowledge of the subject, if the writer uses fluent dialogue within the academic conversation, if the paper is interesting, well-thought out and creative, and if the paper is free from mechanical errors, it will receive an A grade. Using spell-check on your computer is a must. Examples of A work will be available. If you have any questions or problems, please feel free to e-mail me at any time. I will be available for appointments. Call or write to schedule an appointment at any time during the nine week course.

Workshop Groups

Knowing your audience is important in order to reach and hold the attention and sympathies of readers. All of you will be assigned to a peer group of three to five students. This will be your "test group," and each member of the group will be required to give written and oral critique of each paper. Criticism is more than simply saying, "I

like this paper,” or “I don’t like this paper.” The most important aim of the peer review is to get the writer to understand how it is that their paper needs to be revised, and to determine strategies for that revision. Questions are a good way to begin this process; questions about parts that are not clear, questions about the writer’s process and what aspect of the process he/she might find difficult, questions about the writer’s intent and questions about the rhetorical strategies the writer used. Remember that the peer workshops are a learning experience for the whole group, so it is important to treat the other members of your group with the same respect that you would want. You **cannot** miss a peer work shop. Final essay papers must be turned in with the rough draft and the work sheets written by the members of your group. **An essay that is turned in without this material will be reduced one full grade.**

Late Papers:

Papers are due at the beginning of class. No late papers will be accepted. One essay paper can be revised for a higher grade and must be turned in on or before the last day of class.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the college. **BOTTOM LINE: JUST DON'T CHEAT!**

Disruptive Classroom Behavior

I am in class to teach. You should be in class to learn and contribute in meaningful ways. Any disruptive behavior is unacceptable. **Disrespect toward me, or other students will not be tolerated.**

Please note: I consider cell phone usage disruptive classroom behavior, and I will not tolerate cell phone usage during class time. Cell phones should be turned off, put on vibrate or silent, and are strictly prohibited while in class.

****Note: Accommodations for students with disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.**

Class Agenda (Subject to change at anytime)

Date	Topic / Assignment
Aug. 14	<ul style="list-style-type: none">• Handout syllabi. Students should be in class with a text and ready to write on Tuesday.
Aug. 15	<p><u>In Class:</u></p> <ul style="list-style-type: none">• Introductions.• Syllabus handed out and discussed.• Free write on expectations for English 1A class and past experience in English classes.• Handout on Rhetorical Writing with discussion to follow.• Double-entry Journals explained. <p><u>Home work:</u></p> <ul style="list-style-type: none">• Read Introduction in <i>Motives</i> (pgs. 1-38)• Write two paragraphs that answer question #2 on page 7.
Aug. 16	<p><u>In Class:</u></p> <ul style="list-style-type: none">• Free writing assignment.• Handout: “5-step process to paragraph development.”• Discuss Reader Response• Read “Levi’s” Pg. 47• Answer questions at end of story• Writing assigned <p><u>Homework:</u></p> <ul style="list-style-type: none">• Do Double-entry journal for “Levi’s”• Read “Life with Father” in <i>Motives</i> (pg. 71)• Double-entry journal for “Life with Father.”
Aug. 17	<p><u>In Class:</u></p> <ul style="list-style-type: none">• Free writing assignment.• Discuss “Life With Father.”• Handout: “Sentence Structure.”• Read “Grub” pg. 60• Answer questions• Handout Prompt for Essay #1• Discuss <p><u>Homework:</u></p> <ul style="list-style-type: none">• Write first draft for personal narrative. Rough draft for peer review due Tuesday. Read “Living Like Weasels” and do double-entry journal.
Aug. 21	<p><u>In Class:</u></p> <ul style="list-style-type: none">• Free writing exercise.• Discuss homework readings.• Answer questions 1-6 Pg. 85• Write an essay answering questions #1 in “Suggestions for Writing.”

Homework:

- Work on essay #1. **Rough draft due tomorrow.**

Aug. 22

In Class:

- Free writing exercise.
- Discuss how to work shop papers
- Get into groups for work shopping
- Come together as a class to discuss any problems or concerns.

Homework:

- Read “The Meanings of a Word”
- Do double-entry journal.

Aug. 23

In Class:

- Free writing assignment.
- Discuss readings.
- Handout on paraphrasing and using quotes.
- Do sentence structure exercises

Homework:

- Work on revision of Essay #1. **Final Draft Due Tomorrow.**

Aug. 24

In Class:

- Free writing exercise.
- Hand in Essay #1.
- Read Peter Stark’s, “As Freezing Persons Recollect the Snow” pg. 107 *Motives*
- Answer questions 1-6.
- Hand out prompt for Essay #2
- Discuss

Homework:

- Read 241-250 in *Motives* Read Pg. 260-261 in *Brief Handbook for Writers* and do “Activity 1” questions 1-6.

Aug 28

In Class:

- Free writing exercise.
- Read “She: Portrait of the Essay as a Warm Body” pg. 295
- Answer questions 1-6
- Write an essay answering #1 in “Suggestions for Writing”

Homework: Read “Sweet and Lowdown” Pg. 258 and do double-entry journal

Aug. 29

In Class:

- Free writing exercise.
- Discuss “Sweet and Lowdown”
- Read. 381-393.
- Discussion of analyzing texts.
- Read and respond exercises.

Homework:

- Work on rough draft of essay #2. **We will work shop papers**

tomorrow.

Aug. 30

In Class:

- Free writing exercise.
- Work shop papers
- Discuss any problems or concerns

Homework:

- Read “The Sad Comedy of Really Bad Food” pg. 266 and do double-entry journal

Aug. 31

In Class:

- Free writing exercise.
- Discuss readings.
- Read “Reach Out and Annoy Someone” pg. 251
- Answer questions 1-6

Homework:

Work on revision of Essay #2. **Final Draft Due on Tuesday.**

Sept. 5

In Class:

- Free writing exercise.
- Turn in Final Draft of Essay #2.
- Hand out prompt for Essay #3
- Discuss.
- Read 466 “Majoring in Debt.”
- Answer questions 1-6

Homework:

- Read “Please, Please, You’re Driving Me Wild” pg. 313 and do double-entry journal

Sept. 6

In Class:

- Free writing exercise.
- Discuss homework reading
- Read “Flunking the NCAA” pg. 471
- Answer questions 1-6

Homework:

- Read “Conveying Atrocity in Image” pg. 359 and do double-entry journal
- Work on essay #3.

Sept. 7

In Class:

- Free writing exercise.
- Read “A Hanging” pg. 557
- Answer questions 1-6.

Homework:

- Read pgs. 331-346 in *Brief Handbook for Writers*.
- Write rough draft for essay #3. **Rough Draft is Due on Monday.**

Sept.11

In Class:

- Free writing exercise.
- Work Shop Papers

	<ul style="list-style-type: none"> • Read “Am I Blue?” pg. 563. • Discuss questions at the end of the story. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read “In Japan, Nice Guys (and Girls) Finish Together” and do double-entry journal. • Work on revision of essay #3
Sept. 12	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Discuss Readings from homework • Read “Technology Makes Me Mad” pg. 577 and discuss. • Work on revision techniques. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read pgs.86-92 in <i>Brief Handbook for Writers</i> and do activity 5 and 6.
Sept. 13	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Discuss revision strategies. • Read “I Have a Dream” pg. 535 • Answer questions 1-6 <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Revise papers for essay #3. Final Draft due tomorrow.
Sept. 14	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Hand out prompt for Essay #4 • Discuss • Get into groups for brainstorming ideas <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read pages 452-464 in <i>Motives</i>. Be prepared for quiz on persuasive arguing.
Sept. 18	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Practice making a Thesis • Practice Summarizing • Handout on Revision Techniques <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read pages 394-410 • Write a summary of the two articles critiquing Kate Chopin’s story.
Sept. 19	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Discuss homework. • More about revising essays. • Practice making a thesis <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Write your thesis for research paper and turn it in for approval.

Sept. 20	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Read articles on Euthanasia • Get into groups to argue sides of the issue • Handouts on MLA format • Go over Rhetorical Framework for writing a persuasive argument <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Find two articles, one pro, one con, and summarize the arguments.
Sept. 21	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Read “Racial Profiling” pg. 476 • Write a short essay answering question #2 in “Suggestions for Writing” <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read “Majoring in Debt” pg. 464 and do double-entry journal.
Sept. 25	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise • Read Martin Luther King’s Letter from Prison. • Discuss persuasive techniques used. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Work on rough draft of Essay # 4. Rough Draft is Due Tomorrow.
Sept. 26	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Workshop Papers. • Come together as a class to discuss areas of concern or problems you might have run into. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Work on revising essay
Sept. 27	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise • Read “I Have a Dream” pg. 535 • Answer questions 1-6 <p><u>Homework:</u></p> <p>Work on revising essay.</p>
Sept. 28	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Read “Vacation: His and Hers” pg. 596 • Answer questions 1-6 <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Research for essay articles and work on essay revision.
Oct. 2	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Free writing exercise. • Read “The Learning Curve” pg. 584 • Answer question #3 in “Suggestions for Writing”

Homework:

- Read pages 665-690 in *Motives*

Oct. 3.

In Class:

- Free writing exercise.
- Read "Breakfast at the FDA Café" pg. 580
- Answer questions 1-6

Homework:

- Read pages 266-273 in *Brief Handbook for Writers* and complete Activity 4

Oct. 4

In Class:

- Free writing exercise
- Read "Marrakech" pg. 633
- Answer question #2 in "Suggestions for Writing"

Homework:

- Work on essay #4 **FINAL DRAFT DUE TOMORROW.**

Oct. 5

In Class:

- Free writing exercise.
- Read "At the Café" pg. 540
- Answer questions 1-6

Homework:

- Read "Would Hemingway Get into Harvard?" pg. 603 and do double-entry journal

Oct. 9

In Class:

- Free writing exercise.
- Read "Tough Break" pg. 148
- Answer questions 1-5
- Hand out Final Review Preparation

Homework:

- Go over material for final.

Oct 10-11

In Class:

- Free writing exercise.
- Prepare for final.

Homework:

- Revise any essays for a better grade.

Oct. 12

FINAL

- Revision of papers due.