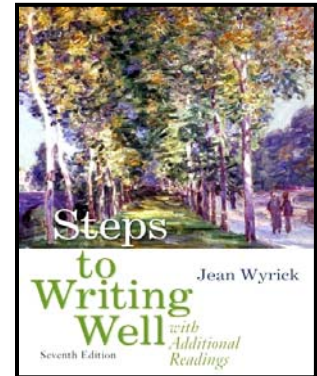
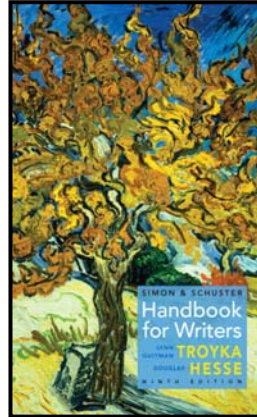


English 111: Written Composition I Instructor's Supplement Dr. Gavin Richardson Fall 2009

Dr. Gavin Richardson
9:25AM - 10:40AM PAC C-8
Office: A-17
Office Phone: 661-5317
Office Hours: 11:00-1:00 T/R and by appt.
E-mail: griehard@uu.edu
<http://www.uu.edu/personal/griehard/>



Required Texts and Materials:

Troyka, Lynn Quitman, and Doug Hesse. *Simon & Schuster Handbook for Writers*. Ninth ed. Upper Saddle River, NJ: Prentice Hall, 2009. (On syllabus as *S&S*.) ISBN-10: 0136028608; ISBN-13: 978-0136028604.

Wyrick, Jean. *Steps to Writing Well with Additional Readings*. Seventh ed. Boston: Wadsworth, 2007. ISBN-10: 1413030564; ISBN-13: 978-1413030563.

Course Description:

This course is designed to help you read, think, and write critically and effectively. Along the way we will expose the invalidity of some writing myths: the myth that some are simply born writers and others aren't; the myth that you will receive eleventh-hour inspiration the night before an essay is due; and the myth that criteria for good writing are "all subjective anyway." While composition instructors differ on a few relatively minor concerns, the essentials for good writing are nearly universally agreed upon, such as an engaging thesis, well-developed paragraphs, and sophisticated prose. We will work towards developing these essentials through textbook and out-of-class exercises, writing assignments, lectures, discussion, and peer critiques.

Evaluation:

Essay #1	20%
Essay #2	20%
Essay #3	20%
Essay #4	20%
Résumé and Cover Letter	10%
Daily Work, Study Questions, Homework, and Participation	10%

The grading scale for this course is detailed in the Union University Undergraduate Catalogue (A 95-100; B 85-94; C 75-84; D 65-74; F 64 and below). All assignments are due at the beginning of class. Late assignments are penalized 1/3 letter for each school (not class) day late. You are responsible for getting me your papers regardless of unfavorable circumstances such as computer glitches. All work must be submitted in order to pass the course. Notify me if accommodations need to be made for disabilities of any kind.

Academic Integrity:

Plagiarism can be broadly defined as using the ideas or words of others in your paper without proper acknowledgment. Using information from other term papers, websites, or even standard research tools without source citation is a serious breach of academic integrity, and ignorance of what constitutes plagiarism is no excuse. When in doubt, please consult your instructor about the appropriate use of quotation marks, paraphrase, and parenthetical citation. Flagrant acts of plagiarism (e.g., downloading all or portions of a paper from the Internet without proper citation, handing in the work of another as your own, repeated instances of plagiarism, etc.) shall result in a failing grade for the course and possible further disciplinary action taken by the University. Punishment for other forms of plagiarism may range from failing the assignment to failing the course. Union University “upholds the highest standards of honesty” (2002-2003 Undergraduate Catalogue 22), and the English department’s policy regarding plagiarism is an attempt to preserve these standards.

Attendance:

You may not earn an A with more than 1 unexcused absence.
 You may not earn a B with more than 2 unexcused absences.
 You may not earn a C with more than 3 unexcused absences.
 You may not earn a D with more than 4 unexcused absences.

If you are absent while representing Union in an official capacity, you may have this absence excused with a written statement from an appropriate authority. If you are absent due to illness, I will excuse the absence *provided that a physician or nurse provides a statement saying that you were too ill to attend class*. Even excessive excused absences may prevent you from fulfilling basic requirements of this course, so please stay healthy!

Study Questions/Homework:

In lieu of quizzes, I will assign a study question or homework assignment per class meeting to help guide your reading and make sure all students are keeping up. On occasion I will ask to see your responses, which will be graded on a $\sqrt{-}$, $\sqrt{}$, and $\sqrt{+}$ basis, roughly equivalent to an C, B, and A. However, the Study Question is not merely a policing measure; often the question will deal with a core concern, a critical term, or a key passage which will help you better engage the text and which you will see again on an exam or as part of a writing assignment option. Study questions also serve as springboards into class discussion. If you are absent on the day I take up these questions, you may only hand in a late assignment if your absence is excused.

The Learning Center: The Hundley Center for Academic Enrichment:

Union University's Learning Center is designed to assist motivated students in achieving their academic goals by exploring possibilities, weighing alternatives, and answering questions with a trained peer tutor. The Learning Center provides free assistance to all Union University students in a variety of disciplines. Students can usually be seen on a walk-in basis, but appointments are recommended. To schedule an appointment, please stop by The Learning Center or call The Learning Center receptionist at 661-5123. For more information, see <http://www.uu.edu/student-services/learningcenter/>

Cell Phone Etiquette:

This class is a “No Cell Phone Zone.” Please turn off all cell phones. If you *must* have your phone on, please set it to buzz/vibrate. Neither cell phones nor digital media players should be used in any way during class. See me about the use of BlackBerry devices and laptops.

Email:

I often use email to communicate information regarding this course to the class at large, and I email the class via a Webadvisor option that allows me to send a note to all student accounts at once. You should regularly check your student email account, or you should make sure that all Union email is forwarded to an account you do check (e.g., Hotmail, Yahoo, etc.). See computing services on how to forward email.

About Our Texts:

A required text means precisely that—*required*. Each student is required to have his or her own copy of the required textbook in the appropriate edition. The admittedly high cost of textbooks has prompted some students to consider “book sharing.” However, in an English course, such a plan is not good in theory, and even worse in practice. Each student ideally will engage in “dialogue” with the textbook, jotting notes, questions, reactions in the margins, not merely highlighting passages. If your textbook pages are clean and blank, you’re doing something wrong. A shared book does not allow for this individuated engagement with the text.


I require each student to have his or her own textbook. After the third day of class, failure to possess your own copy of the required text will result in a 5 point participation grade penalty for each day you do not have a book.


Miscellany:

As per a departmental requirement, I keep all exams and papers for one year. You should also keep a copy of all out-of-class work in case I lose anything. This syllabus and first-day handout may be revised as necessary. I encourage you to call me in my office or at home (668-4888; 8:00 am-10:00 pm, please) if you need anything. If you have any concerns about this course, don't wait until the last minute to voice them—talk to me while we can take steps to make this course a positive experience for you. My office, A-17, is located in PAC in the glassed-in Humanities Vestibule near the art gallery and wellness center, across from the language lab. Once you enter the humanities area my office is down the second corridor to the left, the last office on the left.

English 111: Written Composition I
Dr. Gavin Richardson
Syllabus Fall 2009

DAY	ASSIGNMENT	HOMEWORK/SQ
WEEK 1	THE THESIS STATEMENT	
Tuesday, Aug. 25	Discussion of syllabus, texts, policies, and goals. How to read a syllabus. The rhythms of a college semester; creating a master calendar. Differences between writing in high school and writing in college.	
Thursday, Aug. 27	The thesis statement, <i>S&S</i> §2q. Workshopping sample essays. In class: "Practicing What You've Learned," p. 39; part A only. "Assignment," p. 40.	Review the sample essays and write a paragraph critiquing each. Supply a grade.
WEEK 2	PARAGRAPHS	
Tuesday, Sept. 1 <i>Last day to add a class</i>	Developing paragraphs: RENNS; <i>S&S</i> §3f. Grammar review: Errors with verbs, pp. 521-27.	"Practicing What You've Learned," p. 523. Rewrite complete sentences.
Thursday, Sept. 3	Chapter 9: Exposition & Examples, pp. 183-93. Professional Essay: William Zinsser, "College Pressures," pp. 613-18.	Make a list of at list ten "RENNS" you find in Zinsser's essay.
WEEK 3	EXPOSITORY WRITING	
Tuesday, Sept. 8	Chapter 9: Exposition & Process Analysis, pp. 197-206. Professional Essay: Jessica Mitford, "To Bid the World Farewell," pp. 207-12.	Question #2, p. 210.
Thursday, Sept. 10	Chapter 4: Beginnings and Endings, pp. 79-90.	Using the examples on pp. 80-82, write at least three different "lead-ins" for your likely first paper topic.
WEEK 4	TRANSITIONS	
Tuesday, Sept. 15	Transitions, pp. 70-78.	Jessica Mitford's essay "To Bid the World Farewell" describes a process, yet she doesn't rely on tired transitional devices (e.g., "First," "Second," "Third," etc.). Write a paragraph explaining how Mitford provides inter-paragraph transitions without making her essay sound like a boring list.
Thursday, Sept. 17	<i>Meet in the computer lab to compose/revise Essay 1 (process analysis).</i>	
WEEK 5	WRITING ARGUMENT	
Tuesday, Sept. 22	Individual conferences in my office; <i>regular class meeting is cancelled in lieu of conferences.</i>	
Thursday, Sept. 24	Chapter 10: Argumentation, pp. 277-86. Professional Essays: Ron Kline, "A Scientist: I Am the Enemy," pp. 627-29. Mock Trial Assigned.	Consult the essay topics on pp. 291-92. Using either Pattern A, B, or C on p. 281, or the Rogerian method on p. 285, write a sentence outline for an argumentative paper on one of the topics. (If you do not know what a sentence outline is, consult <i>S&S</i> §2f.) Be prepared to explain/defend your choice of organization. Note: Your real

		essay does not have to be on this topic, though it can be with my approval.
WEEK 6	WRITING ARGUMENT	
Tuesday, Sept. 29 <i>Last day to drop a class</i>	Grammar review: Errors with nouns and pronouns, pp. 527-32. Mock Trial preparation.	“Practicing What You’ve Learned,” p. 531-2, part A only. No need to rewrite complete sentences.
Thursday, Oct. 1	Mock Trial.	
WEEK 7	WRITING ARGUMENT	
Tuesday, Oct. 6	Essay #2 (argument) assigned. Video presentation and discussion: <i>Declining by Degrees, part 1</i>	How well do you think your high school or home school experience prepared you for college?
Thursday, Oct. 8	Video presentation and discussion: <i>Declining by Degrees, part 2.</i>	At one point in this documentary we are told that students secretly want to be challenged and are waiting to respond to challenges in the classroom. To what extent do you agree?
WEEK 8	WRITING ARGUMENT	
Tuesday, Oct. 13 <i>Yesterday progress reports were due</i>	Logical Fallacies, pp. 286-89; S&S §4i. Sample Student Essay: “Students, Take Note!” pp. 293-95.	S&S §4i; exercise 4-9. Identify at least three logical fallacies and explain why they are not logically sound.
Thursday, Oct. 15 	FALL HOLIDAYS; NO CLASS.	
WEEK 9	WRITING ARGUMENT	
Tuesday, Oct. 20	<u><i>Meet in the computer lab to compose/revise Essay 2 (argument).</i></u>	
Thursday, Oct. 22	Individual conferences in my office; <u><i>regular class meeting is cancelled in lieu of conferences.</i></u>	
WEEK 10	COMPARISON/CONTRAST	
Tuesday, Oct. 27	Chapter 9: Exposition; “Comparison and Contrast,” pp. 215-30, including Catton essay.	Review the following essay topics on pp. 219-20: 3, 4, 6, 7, 9, 10, 11, 13, 14, 15, 18, 19, 20. Choose one of these topics, narrow the subject matter, compose a thesis, and write a sentence outline for a comparison/contrast paper according to one of the two methods of organization discussed on p. 216. Be prepared to explain/defend your choice of organization. Note: Your real essay does not have to be on this topic, though it can be with my approval.
Thursday, Oct. 29	Comparison/Contrast continued. Sloan, John Henry, et al. “Handgun regulations, Crime, Assaults, and Homicide: A Tale of Two Cities.” <i>New England Journal of Medicine</i> 10 Nov. 1988. In <i>The Norton Reader</i> . 10th ed. New York: Norton, 1992. 913-26 (supplied).	Why did the researchers decide to compare Seattle and Vancouver? Why not, say, London and New York? And why do we care about what TV shows are watched?
WEEK 11	RÉSUMÉ WRITING	

Tuesday, Nov. 3	Writing a cover letter and résumé; S&S §43k-l.	Think of a job you'd like to apply for, either this summer, winter, or when you graduate. Now write down a list of experiences, skills, classes, etc. that help qualify you for that job.
Thursday, Nov. 5	Writing a cover letter and résumé, continued.	
WEEK 12	RÉSUMÉ WRITING	
Tuesday, Nov. 10	Résumés continued. Revision Workshop: Conciseness and verbs-- Who's Kicking Whom? S&S §11.	S&S Exercise 11-2.
Thursday, Nov. 12	Résumé workshop. Résumé and cover letter due by end of day.	Bring a draft of your résumé and cover letter to class.
WEEK 13	GRAMMAR REVIEW	
Tuesday, Nov. 17	<u>Meet in the computer lab to compose/revise Essay 3 (comparison/contrast).</u>	
Thursday, Nov. 19	Grammar review, Errors with adverbs and adjectives; punctuation: pp. 533-44. Grammar glossary.	"Practicing What You've Learned," p. 535-36. Rewrite complete sentences.
WEEK 14	WRITING & RESEARCH	
Tuesday, Nov. 24	"The Internet," pp. 361-63 and evaluating sources. Using Research I, S&S §35h-k. Proper use of quotations; appropriate paraphrase and avoiding plagiarism. Essay 4 assigned.	S&S Exercise 35-1.
Thursday, Nov. 26 THANKSGIVING 	THANKSGIVING HOLIDAYS; NO CLASS.	
WEEK 15	WRITING & RESEARCH	
Tuesday, Dec. 1	Using Research II, S&S §36a-c. You may simply skim entries in §36c, but read other sections in full. MLA citation.	Bring in three sources which could be used in your final essay. On a separate sheet of paper write how they would appear in a list of works cited in MLA format.
Thursday, Dec. 3	Catch-up/TBA.	
WEEK 16	FINALS	
Tuesday, Dec. 8: 2:00-4:00 pm	<ul style="list-style-type: none"> • Grammar Quiz • <u>Meet in the computer lab to compose/revise Essay 4 (research).</u> 	

**Final Examinations
Fall & Spring Semesters**

Hours for Exam	1st Day	2nd Day	3rd Day	4th Day
8 - 10 am	8:00 MWF	8:00 TR	9:00 MWF	10:50 TR
11 am - 1 pm	1:00 MWF	12:15 TR	12:00 MWF	1:40 TR
2 - 4 pm	11:00 MWF	9:25 TR	2:00 MWF	3:05 TR

Classes which meet at other times will be scheduled by the instructor and the College/School Dean.
See "Academic Programs" section of the Catalogue for policies regarding Final Examinations.