Please note the following:

(1) There will sometimes be a quiz at the beginning of the class to be sure that you have done the reading assignment.
(2) All papers written outside of class must be typed, double-spaced.
(3) We may stray from this outline at times to accommodate the needs of the class.
(4) Explanations of assignments with their due dates are listed on the last page of this course outline.
(5) Read the attached syllabus for policies concerning objectives, attendance, grades, etc.
(6) Bring both books to each class since we may be spending some time during particular classes to talk about mechanical or grammatical problems that I see on many of your papers.
(7) Look to see what the assignment is and come to class prepared. For example, on 9/6 we will be discussing *Salvation* by Langston Hughes. Come to class on 9/6 having read the memoir and ready to discuss it. On 9/18 we will be discussing *Flavio=s Home* by Gordon Parks.

Texts:
The *Longman Reader*, 8th edition, Eds. Judith Nadell et al. The *Little Brown Handbook Brief Version*, Longman Publisher, Jane Aaron, first or edition - that=s why there are no page numbers indicated; use the index.)
Course Outline

WEEK 1 - 9/4, 9/6

9/4 - Handouts: Syllabus, Course Outline
Introduction to the course, how to read course outline.
Introduction to Chapter 1 - in the Longman Reader (LR)
ΑUnderstanding The Reading Process≅ - pp.1-5.
A discussion of common mistakes made in essays.
Assignment: Buy texts and read ΑSalvation≅ by Langston Hughes - pp. 155-158 in your Longman Reader (LR). Be prepared to answer questions at the end of the story and think about the writing ideas that are presented at the end of the story.

9/6 - Discussion of ΑSalvation≅ and Appendix B in LR, pp.634- 646. (This is a continuation of common mistakes made in essays.) Discussion of first essay assignment and its thesis and organization.

WEEK 2 - 9/11, 9/13

9/11 - Handbook - Eliminating wordy sentence structures. Do a few exercises. ΑVerb Tense≅ ΑKeep tenses consistent≅ ΑThe Apostrophes≅

WEEK 3 - 9/18, 9/20

9/18 - ΑFlavio=s Home≅ by Gordon Parks - (pp. 84-91 in LR )
9/20 - How to summarize (handout and Handbook) and how and when to quote (Handbook)

WEEK 4 - 9/25, - 9/27

9/25 - Developing a thesis for ΑFlavio=s Home” and practice writing the essay
9/27 - ≅ Discussion - Maya Angelou=s ΑSister Flowers

WEEK 5 – 10/2, 10/4

10/2 - In class writing exercise - summary of ΑSister Flowers≅
10/4 - Discussion - Audre Lorde’s “The Fourth of July.” Be sure you read this selection before you come to class.

WEEK 6 - 10/9 -10/11

10/9 - How to compare/contrast and synthesize. Discussion of AESister Flowers≈ and AFourth of July≈ and their common themes: Influence, Overcoming Adversity, Epiphany. Write a thesis for this next paper based on these two readings. Essay 3 is based on these readings
10/11 - How to use parenthetical documentation; the use of incident summary, and how to paraphrase and quote to support a thesis. To prepare, read AWriting About Literature≈ in Handbook. In-class exercise writing a paper with a thesis, integrating the above two readings. (Group work)

WEEK 7 - 10/16, 10/18

10/16 - Parallel construction. Do some exercises. Find examples of parallelism in the pieces we read or any other reading.
10/18 - ABeauty When the Other Dancer Is The Self≈ by Alice Walker. Be sure that you’ve read this selection before coming to class.

WEEK 8 - 10/23, 10/25

10/23 - Cause/Effect Chapter in LR pp. 381-396. Group work - find cause/effect in Walker’s memoir
10/25 - AAnd Then I Went to School≈ by Joseph Suina - Be sure that you’ve read this selection before coming to class.

WEEK 9 - 10/30, 11/1

10/30 - Synthesizing the last two readings; practice developing a thesis statement for the next essay using these two readings (Walker’s and Suina’s) - One possible common theme: the destruction of self image.
11/1 - ALn Praise of the F Word≈ by Mary Sherry (pp. 510-514 in LR)
Be sure that you’ve read this selection before coming to class.

Registration for English Composition Departmental Final - 10/28-11/15
You will receive a handout with particular details concerning registration.
WEEK 10 - 11/6, 11/8

11/6 - *Workers* by Richard Rodriguez. Be sure that you’ve read this selection before coming to class.

11/8 - In class writing based on Mary Sherry’s essay or Richard Rodriguez’s memoir. This will be considered essay 5.

WEEK 11 - 11/13, 11/15


11/15 - Practice for essay #6 and practice for departmental exam.

NOTE: English Composition 101 Departmental Final - Thursday, 11/26 through Tuesday, 12/1. During registration you chose the time and day. Do not miss my class or any other class to take the exam! The score you receive on the departmental final will count as two grades and is mandatory. If you miss it, you will receive an I (Incomplete) if you are passing the course and will need to take it the following semester. It will be your responsibility to inquire about when it will be given and if you fail to take it that following semester, the I automatically turns to an F.

WEEK 12 - 11/20, 11/22 (Thanksgiving – no class – have a nice holiday)

11/21 - Examination of student essays in Handbook and LR and in-class preparation for essay #6

WEEK 13 - 11/27, 11/29

11/27 - Oral deliveries - will be directly connected to essay #6. **Note that oral deliveries will be counted toward your class participation grade.** Also note that you are expected to provide an audience for your classmates; your attendance will count very heavily toward your class participation grade as well.

Explanation of Oral deliveries:
- You will announce your choice of reading.
- You will summarize and analyze it.
- You will read particular passages from the reading that impressed you and that exemplify the author’s style of writing.
- You will recommend (or not recommend) the reading and state reasons for your opinion.
11/29 - Oral deliveries (continued)

WEEK 14 - 12/4, 12/6

12/4 and 12/6 - Chapter on Argumentation/Persuasion and Discussion of an argument - Handout

WEEK 15 - 12/11, 12/13

12/11 - No class - holistic reading
12/13 - Choosing an article for essay 7 due 12/18; writing a thesis - in-class exercise

WEEK 16 - 12/18

12/18 - Collect essay #7. Leave a SASE if you’d like the essay returned to you.

NOTE:

The last page of this course outline contains the due dates and explanations of each essay assignment. Read each direction carefully. I will be happy to discuss each of these assignments with you in class – if time permits- or in my office. Don’t hesitate to ask questions or make an appointment to see me. Provide a SASE if you want me to return your final paper.

Writing Assignments:

Be sure that your paper contains a thesis statement that you have either highlighted or underlined. All out-of-class papers must be typed, double-spaced. Save your paper on disk!!! This will make revising much easier. Revised papers must be stapled to the original.

Essay #1 - Due: 9/20

Choose 1 of the following:
(1) Respond to #1, #2 #3 at the end of ASalvation≅ in LR under AWriting Assignments ...
(2) Describe a time in your life when you did or did not bend to peer pressure. In the conclusion, explain the long term effects.
(3) Describe an event that caused a significant change in your life
**Essay #2 - Due: 10/16**
Essay based on the reading *A Flaviów’s Home.* You will need to develop a thesis statement and refer to the reading to defend your claim. You will also need to demonstrate the skills you have learned about summarizing.

**Essay #3 - Due: 11/1**
Compare/contrast the childhood memories in the two readings by Angelou and Lorde to illustrate how particular experience(s) in their lives affected their perception of the world. Develop a thesis that synthesizes the essays.

**Essay #4 - Due: 10/26**
Compare/contrast the childhood memories in the two readings by Walker and Suina to illustrate how particular experience(s) in their lives affected their perception of the world. Develop a thesis that synthesizes the essays.

**Essay #5 - Due: 11/13**
In class writing based on Mary Sherry’s essay or Richard Rodriguez’s memoir. Take a position and defend it.

**Departmental Final - 11/26-12/1**

**Essay #6 - Due: 11/27**
Select a reading from our anthology that we did not do in class. Develop a thesis and summarize and analyze that part of the reading that defends your thesis. Check the course outline for details, especially concerning the oral delivery.

**Essay #7 - Due: 12/18**
Argumentation-Persuasion Paper: Choose one of the essays in the Argumentation/Persuasion section or in another section if you can develop an argument from the reading or from an editorial in the newspaper. Write an essay arguing your position; use the essay or article to support your argument. You may also voice your own opinion, but remember to develop your arguments logically.
Syllabus English Composition 1 - fall 2001  Professor Claire Berger

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Home Phone 856 - 428-5707 Office 856 - 227-7200 x 4713

Where to find me:

Day        Course               Time          Place
MWF        Eng. Comp. 1        11:00-11:50   Lit (Laser Bldg) - Room 102
MWF        American Lit 2      12:00-12:45   Lincoln - Room 19
TR         Intro, to Lit.      9:30-10:45    Madison - Room 304

See me before or after class to make an appointment. Office hours:
MWF 10 - 10:45, TR 11:30-12:15, or by appointment. NOTE: Blackwood:
There is a writing lab on the third floor of the library (Wolverton Learning Center).

PURPOSE AND GOALS:
1. To write effectively by achieving clarity of expression
2. To learn how to present ideas or communicate thoughts without confusion or unnecessary words
3. To read, analyze, discuss and write essays
4. To learn to make oral presentations

COURSE DESCRIPTION:
The following are the major points that are covered in this course:
1. Develop efficient and effective writing skills
2. Appreciate fine literature
3. Respond to readings
4. Summarize/analyze readings
5. Use appropriate rhetorical methods of paragraph development: Narration, Description, Compare/Contrast, Cause/Effect, Classification, Definition, Example (Illustration), Process Analysis, Argumentation/Persuasion
6. State a clear thesis which the whole paper develops with specific and logical support
7. Be familiar with the different parts of the essay: Common Methods of Introduction, Paragraphs of the Body, Common Methods of Conclusion
8. Prepare for Composition 2 - The Research Paper

METHODS OF MEETING OBJECTIVES:
1. Exercises in recognizing grammatical errors
2. Reading essays and short stories
3. Writing, proofing, editing, rewriting papers
4. Studying my comments on the returned papers and incorporating these suggestions into your revisions
5. Quizzes and tests to evaluate progress
6. Class discussions of readings
7. Writing summaries and analyses of readings
8. In-class writing as well as out-of-class writing
9. Working in groups; working individually
10. The final paper is one that has a thesis and integrates readings from the test.
ATTENDANCE:

Maximum number of absences - 4 (TR classes) 6 (MWF classes) Preferred number of absences - 0

Class attendance is expected. Course related learning situations do not occur for you if you are not present. Please be ready to begin class at the time it is scheduled to start. 1. You are expected to attend every class on time. 2. If you must be absent, speak to me beforehand. 3. If you are absent because of illness or any other reason, you should make every effort to contact either me or another student to find out what material was covered in class and what assignment was made. (There may have been a variance from the course outline, but always check your course outline.) 4. Each student should have the phone numbers of at least four other students in the class. 5. You are expected to come to class on time but A better late than never. If you are unavoidably detained, please enter the classroom as unobtrusively as possible.

ASSIGNMENTS:

1. Assignments are to be submitted when they are due. Late penalty is one half grade loss per class session. Any assignment not submitted will be grade AF. 2. An assignment should be completed prior to the class session that it is due and should not be done in class on the day it is to be submitted. Anyone doing the assignment in class rather than participating in the class discussion or lesson will be marked absent. Do not miss class because you have not prepared your assignment. 3. All essays, except those written in class, or otherwise noted, must be typed, double-spaced, an inch and a half margin on each side, a cover page with the title, your name, course and section number and date.

GRADES:

Grades are A, B, C, D, F, I, N, and W.

The mid-term grade will be an average of all your work (assignments, quizzes, exercises, and class participation). The final grade will be calculated as follows: The mid-term grade will count as one grade. Quizzes will be averaged into one grade; the lowest quiz grade will be dropped. Each long essay and summary will be counted as one grade; a rewrite of any paper will be averaged with the original grade to form one grade. Always staple the original paper in back of the rewrite. The final paper will count as two full grades; because of time constraints, there will be no rewrites of the final paper. A = 4.0; A X3.7; B+=3.5; B=3.0; B-=2.7; C+=2.5; C=2.0; C- =1.7; participation = 1.5; D = 1.0; D- = .5; F = 0. Example: mid-term grade B+; essay -B+; summary - C+; class participation - A; quiz average - A; final paper -A; final grade calculation = 25.5 divided by 7 = 3.64 = B+.

INSTRUCTIONAL MATERIALS:


Other materials: (1) Notebook, (2) Folder, (3) Word processing program