

College Comp

EN 101-04 Spring 2002
M, W, Thurs. 2--2:50 p.m.

Instructor Prof. Christine Flanagan

Required Texts *The Brief Holt Handbook* (3rd ed) Kirzner/Mandell
Patterns for College Writing (8th ed), Kirzner/Mandell
College Dictionary

Office Hours Tuesday/Wednesday/Thursday, 9—10 a.m.
The Annex #201 x8899
c.flanag@usip.edu

COURSE GUIDELINES

This writing class will be different than courses you may have taken in the past because there will be an experiential component to this course. Our experiences focus on issues of Community and Power, specifically here, in West Philadelphia. A series of experiences will serve as a kind of “text” that we will analyze; our readings and personal experiences will also shape our analysis of these experiences. Writing will be our way to clarify, articulate, question, and draw conclusions about Community and Power—so while you sharpen your writing skills, you will be equally sharpening your skills of observation, your ability to read and confront difficult texts, and your critical analysis skills. This is a new, experimental course strategy. I welcome your feedback at any time.

ATTENDANCE

This is not a lecture class; you will actively take part in running our class—from discussing texts to teaching aspects of the craft of writing. Every class member’s attendance and participation is necessary. For this reason, a substantial portion of your grade will be based on class attendance and participation (??%). Students who exceed six (6) absences (no matter what the reason) have missed too much course material to successfully complete the class and will be dropped from the course.

ASSIGNMENTS

All writing assignments must be typed and double-spaced with one inch (standard) margins. Please keep a copy of all work for your files. No late papers will be accepted after the due date. Extensions must be approved before the assignment’s due date. This semester, you will complete ??? writing projects. Readings are assigned throughout the term; please complete all syllabus assignments before the date we discuss them in class. We will discuss each writing assignment in detail as it approaches. I am available to help you with all assignments; we can meet regularly to talk about your writing. Be sure to take advantage of the Writing Center whenever possible.

GRADING

Final grades will be calculated by combining scores of each assignment listed below. Failure to complete any assignment could result in failure of the course.

Essay 1	10%	Revision (Essay 2)	5%
Essay 3	10%	Revision (Essay 4)	5%
Essay 5	10%	Final Exam (Essay 8)	15%
Essay 6	10%	Summary/Responses/Journals	10% (average)
Essay 7	15%	Attendance & Participation	10%

WITHDRAWALS

Withdrawals are permitted according to college policy.

PLAGIARISM

At USP, as in all institutions of higher learning, ideas are highly valued, and so is the language that expresses those ideas. In both a legal and moral sense, words and ideas are the property of their authors. Plagiarism is the theft of that property. When you plagiarize, you are presenting someone else's words and/or ideas as if they are your own. Plagiarism, whether intentional or unintentional—whether for a sentence or paragraph or an entire essay—carries severe penalties, including failure of the assignment (first offense), failure of the course (second offense) and/or expulsion from the institution. If you're uncertain of how to avoid plagiarism, please ask me. We'll review how to use outside sources during the semester.

WRITER'S NOTEBOOK

Journals, commonplace books, or writer's notebooks have long been indispensable tools for many writers. Writers use the notebook to respond to readings, to organize random thoughts, to break through problems, to reflect, to draft, to revise. Your notebook may be handwritten or electronic (or both); all assignments will be based on these preliminary writings.

Notebooks should be used to:

1. **QUESTION.** For each reading, bring three questions to class for discussion. These may be questions on content or style.
2. **SUMAMRIZE.** Draft a summary for each assigned reading on the syllabus (numbered on syllabus). You will be responsible for turning in these one paragraph summaries (see syllabus for due dates).
3. **RESPOND.** For each reading, write a one paragraph response. You may react to the content to the writer's style. Be sure you note what specifically evoked your particular response. You will turn these one paragraph responses in with the summaries.
4. **PREPARE FOR CRAFT WORKSHOPS.** Ah, misery. Grammar. Assigned readings in the *Holt Handbook* will help you elevate your style and confidence as a writer. Every week, there will be a craft workshop where one student presents an element of the craft of writing. When you read the *Holt Handbook* assignments, please bring your questions to class. This is the time when you will dispel any and all difficulties with the technical side of language.
5. **DRAFT & REVISE.** Work on drafts of essays. We will often start the first drafts of essays in class. If you work on a computer, print out your drafts and keep them in a folder. Keep a record of your revisions; when your papers are returned, see if you can make any connections between your grade and your writing process.

HH= Holt Handbook
PCW= Patterns for College Writing

*Please read and complete assignments **before** scheduled class date.
Syllabus subject to change!*

Week One January 14—18

M Diagnostic Essay/Course Introduction

W

R

Craft workshop: Writing the Summary, Paraphrase & Response (HH 88-91)
Reading to Write (PCW 1-4), Invention (PCW 13-33)
In-class writing, essay #1
Self-assessment letter due.

Week Two January 21—25

M

W

R

Week Three January 28—February 1

M

W

R

Week Four February 4—8

M

W

R

Week Five February 11—15

M

W

R

Week Six February 18—22

M

W

R

Week Seven

February 25—March 1

M
W
R

Week Eight

March 4—8

M
W
R

Reading TBA

T **Conferences**

R Craft: Logical Fallacies (HH 60-64)
“Love is a Fallacy” (handout)

Week Nine

March 11—15

SPRING BREAK

Week Ten

March 18—22

M
W
R

T Discussion: Southwest Community Enrichment Center project
Kozol, “The Human Cost of an Illiterate Society” (PCW 203)
Response question: What is the value of literacy? How is society hurt when members are not literate?

R **ESSAY #7 DUE + WORKBOOK ASSIGNMENT DUE**

Eyes on the Prize (film)

Week Eleven

March 25—29

M
W
R

T Racism Today: Current News
Citation review

R Power Today: Current News
Craft workshop: Avoiding Plagiarism (HH 134-142)

Week Twelve

April 1—5

M
W
R

T Swift, “A Modest Proposal (648)

R “The Untouchable” (student essay PCW 461)
Response question: Are there any untouchables in our society today? Who are they? Describe.

Week Thirteen

April 8—12

M
W
R

T Responses (Kozol, “Untouchables”) due
“The Ways We Lie” (PCW 426)

R **Thanksgiving Break**

Week Fourteen *April 15—19*

M
W
R

T Grammar Jeopardy
Writing Tips

R Citation Workshop: Bring Final essay with all research
Incorporating research

Week Fifteen *April 22-26*

M
W
R

T Thursday Schedule—
Essay #8 Due

mmmmmm

Week One *August 28—30*

T

R

Week Two *September 4—6*

T Narration (PCW 69-73)
Craft workshop: Sentence Fragments (HH 265-269)
(1) Smith-Yackel, “My Mother Never Worked” (PCW 94)
Arrangement (PCW 33-45)

R Craft workshop: Comma splices (HH 270-273)
Craft workshop: The Thesis (HH12-17)
(2) Malcolm X, “My First Conk” (PCW 228)

Week Three *September 11—13*

T **Essay #1 (Narration) Due**
Craft workshop: Drafting and Revision (PCW 45-60)
(3) Gansberg, “Thirty-Eight Who Saw Murder Didn’t Call the Police” (PCW 99)

- R **Bring Revised essay #1 to class** (2 copies, typed and double-spaced)
Craft workshop: Commas, Part I (HH 373-379)
Craft Workshop: Commas, Part II (HH 380-383)

Week Four

September 18–20

- T **Revision Due (Essay #2) + Paragraph: Detail what revisions you made and why**
Summaries/Responses Due (#1-3)
Image Notebook: Three-week assignment
(4) Cohen, “Words Left Unspoken” (PCW 133) – *Read in class*
- R Description (PCW 119-125)
(5) Orwell, “Shooting an Elephant” (PCW 104)

Week Five

September 25–27

- T **Essay #3 (Description) Due**
Writing Project A (assigned)
- R Peter Elbow: Writing Description (Advanced Revision)—Bring 1 copy of Essay #3 to class
Peer workshop

Week Six

October 2—4

- T **Revision (Description) Due—Essay #4**
Exemplification (PCW 169-174)
Craft: Choosing words (HH 343-350)
(6) Goodman, “The Company Man” (PCW 478)—*read in class*
- R (7) Staples, “Just Walk on By” (PCW 197)
(8) Lederer, “English is a Crazy Language” (PCW 192)
Craft workshop: Semicolons (PCW 384-386)

Week Seven

October 9—11

- T **DON’T MISS CLASS!**
Assignment #5 Due: Travel Guide (writing Project A)
Orientation: Southwest Community Enrichment Center (FIELD TRIP)
Writing Project B (assigned)
- R (9) Tannen, “Sex, Lies and Conversation” (PCW 367)
Craft: Writing Emphatic Sentences (HH 325-328)
Craft: Preparing for the Essay Exam (HH 228-231)
Summaries & Responses Due (# 4-9)

Week Eight

October 16—18

- T **Essay #6 (In-class essay—Exemplification)**
- R Craft: Troublesome words (HH 354-365)
Craft: Misplaced/Dangling Modifiers (HH 286-289)
(10) Brown, “On Fire” (PCW 243)

Week Nine

October 23—25

For the rest of the semester, no summaries will be due. For some readings, I will ask you to answer a RESPONSE QUESTION—responses will be due on Tuesday, Nov. 20 (a half-page to one page in length).

Essay #1: Narration

Essay #2: Revision of Essay #1

Essay #3: Description: West Philadelphia

WRITING PROJECT A

Write a guide for first-year students at USP.

Essay #4: In-class essay exam: Exemplification (Using Examples)

WRITING PROJECT B

Your next writing project has a number of parts:

- 1.) Orientation to the Southwest Community Enrichment Center
- 2.) Spend one hour (you will be given class time) at the Center
- 3.) Write a narrative of your experience at the Center
- 4.) Develop one writing project, assignment, or worksheet to contribute to a workbook on writing for the Center.

Essay #5: In-class essay (argument/persuasion)

Essay #6: Argument (using comparison & contrast)

From the Tallahatchie River to Osage Avenue: Thoughts on Racism