

FRESHMAN LEARNING COMMUNITY: UNDERSTANDING POWER
ENG 101 P Q: English Composition I
Fall Semester 2008



Name and Title: Connie St. Clair-Andrews, M.A., Assistant Professor of English, Composition & Writing Center Coordinator

Credit Hours: 3 credit hours

Location: Kenan 429

Meeting Times: ENG 101 P TR 9:30-10:45a.m.
 ENG 101 Q TR 11:00a.m.-12:15p.m.

Office Location/Hours: Kenan 342 MW 10:00a.m.-12p.m.; F 10:30a.m.-12p.m.; TR 9-9:30a.m.

Molly's Place 102 MW 9-10:a.m.; F 9a.m.-10:30a.m

**Note: I will be in K-342 for all office hours until Week 3 of the semester for add/drop sessions. Also, office hours may change occasionally due to student learning community commitments and meetings. All changes will be posted on the door of K-342.*

Office Telephone: Kenan 342: 819-6242; Molly's Place:

E-mail: cstclair@flagler.edu

Course Description:

Introduction to the writing process concentrating on building individual student's writing habits and behaviors. Includes a study of prewriting, idea development, organization and form. A series of short papers is required. *Students who earn a grade of D, F, WF or WP in ENG 101 must retake the course until achieving a grade of C or higher. Any student withdrawn from this course as a result of excessive absences will receive a 'WF' and must retake the course.*

Course Pre-requisites: Placement

Expected Student Learning Outcomes: At the end of this term, students should be able to exhibit the following skills:

1. Foster the idea that writing has a purpose and audience.
2. Instill the idea that effective writing requires a thesis.
3. See writing as an open, recursive process, with revision at its core.
4. Explain and enact flexible strategies for generating, drafting, revising and editing prose.
5. Develop confidence in expressing oneself in written language.
6. Develop a willingness to adapt writing to audience and the effect intended.
7. Develop an awareness that writing is integral to problem solving and critical thinking.
8. Control such surface features as syntax, grammar, punctuation, and spelling.
9. Develop an awareness of the uses and variety of writing.
10. Cultivate a desire for self-directed inquiry and an awareness that "authority of experience" is one basis of a relationship with audience.
11. Gain awareness and appreciation for the power of rhetoric, especially in persuasive communications.
12. Gain greater skills in both verbal and written communications.
13. Learn to apply the different rhetorical modes.
14. Develop techniques of invention (brainstorming, listing, cubing).
15. Learn and apply the structure of an essay.
16. Appreciate, evaluate, and interpret literary works.
17. Foster the student's ownership of his/her writing.
18. Write a minimum of 4000 words.

19. Promote self-reflection and self-evaluation.

Required Text(s) and Supplemental Readings:

Faigley, Lester. The Little Penguin Handbook. Flagler College Edition. Boston: Pearson Custom, 2007. With MyCompLab supplement.

James, Missy and Alan P. Merickel. Reading Literature and Writing Argument. 3rd edition. New Jersey: Pearson/Prentice Hall, 2008. With MyLiteratureLab and Responding to literature: A Writer's Journal supplements.

Luntz, Dr. Frank. Words that Work: It's Not What You Say, It's What People Hear. New York: Hyperion, 2007.

The Writing Center:

The Writing Center is located in Ponce, Molly's Place, in the Flagler College Learning Resource Center. The hours are Monday and Wednesday from 9a.m. to 5p.m. and Tuesday and Thursday from 9:30a.m. to 5p.m., beginning September 22nd, 2008. Tours and brief orientations for composition courses will be offered from Monday, September 15th through Thursday, September 18th. The Writing Center is staffed with peer tutors and is open for all students who want feedback on their writing. Composition professors may require their students to attend the Writing Center for their assigned writings. Conferencing with tutors will be required for all three formal writing assignments given in ENG 101 P and Q. The Writing Center is run by Flagler College Students with the guidance of Assistant Professor Connie St. Clair-Andrews. All tutors meet the qualifications needed to enroll in the class and elect to voluntarily. Tutors help students recognize and improve their writing skills. They do not edit! Students are not permitted to drop off a paper and leave. However, tutors basically conduct one-on-one peer revision workshops, going over papers with visiting students and encouraging them to make suggestions and ask questions. The Writing Center offers help during all stages of the writing process (from brainstorming for ideas to the finished paper). Students attending the Writing Center will find a nurturing environment that stimulates both creativity and intellect to help them successfully accomplish their academic endeavors.

Course Requirements and Methods of Assessment:

Congratulations! You are participating in Flagler College's pilot program student learning community. By taking this course, you have decided to go beyond the basic educational experience by joining a program that facilitates a "discourse community." Throughout this semester, your writing assignments and activities will reflect this integration. This class has been designed to give you the skills, practice, and confidence to improve your ability to communicate, to work as a team member, to use critical thinking skills, and to integrate the theme of *power* across traditional disciplinary divisions. No matter what your current level of writing is, this course will support your continuing development as a communicator, both written and oral, for your future scholarly and professional endeavors.

You will be on time for all class meetings and prepared by reading all assignments ahead of time, ready to write an in-class reading-response and participate in class discussions. You may have an occasional pop quiz on the readings.

Throughout the semester, you will be writing both in and out of class, developing your powers of using language and argument, and articulating your thoughts by focusing on the student learning community theme, "power," using examples from all three classes, research, observations, collaborative projects, and socials. Through collaborative workshoping, you will develop your writing, your critical reading, thinking, and critiquing skills by writing essays, and participating in group projects, peer-evaluations and holistic scoring workshops.

The following is a general list of assignments:

In-class Diagnostic Writing	Formal Writing #1	Group Project I
In-class Writing Assignments	Formal Writing #2	Group Project II
In-Class Final Essay	Formal Writing #3	
Self Reflection & Group Critique		

Methods of Instruction:

team and class discussions	In-class writing assignments	multimedia
lectures	library research	collaborative assignments
Workshops	conferences	MyCompLab
presentations	campaign advertisement observation	MyLiteratureLab
social events		

Grading Standards/Scale:**A. Grade Computation:**

Participation (<i>attendance, pop quizzes, discussions, in-class writing assignments, workshops</i>)	15%	150 points
Final In-class Essay	10%	100 points
Final Exam: Self-Reflection & Group Critique	10%	100 points
Group Project I	15%	150 points
Group Project II	15%	150 points
Formal Writing 1	15%	150 points
Formal Writing 2	5%	50 points
Formal Writing 3	15%	150 points
Total	100%	1,000 points

B. Grading Scale for Final Grade:

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

Class Attendance Policy:

Students may have up to two unexcused absences without penalty. Class participation is essential. Consequently, for every unexcused absence over two (beginning with the third), there will be a half-a-letter grade penalty each. Chronic tardiness will count as absences after the third time. A student who is absent, for any reason, (excused or unexcused), more than 20% of the scheduled class meetings for the academic semester or term *will not receive credit for the course*. For a Tuesday-Thursday course, this means that students cannot miss more than 5 class periods and still receive credit. Students must request excused absences through the Office of the Assistant Dean of Academic Affairs or through the College Nurse and must provide appropriate documentation to obtain an excused absence. Please note the Flagler College policy regarding Class Attendance noted in the Flagler College Catalog.

Academic Honesty:

Cheating, plagiarism, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College expectations and is subject to immediate disciplinary action. Final authority on what constitutes "plagiarism" in this course will be made by the instructor and the Dean of Academic Affairs. The Flagler College policy regarding Academic Honesty can be found in the Flagler College Catalog.

Statement on Disabilities:

Flagler College offers special academic accommodations to students with documented disabilities. Services include alternative test administration and/or services of interpreters, note-takers, and readers. In order to receive special academic accommodations, a student must register with the Office of Services for Students with Disabilities (OSSD) and provide documentation of the disability. Students must contact Ms. Deborah Kamm, at 891-6460, or at dkamm@flagler.edu. The Flagler College policy regarding Services for Students with Disabilities can be found in the Flagler College Catalog.

Course Schedule:

Tentative Schedule: Note: schedule is subject to change to meet the needs of the class. Class participation and student engagement is required, so all assigned readings and typed reaction paragraphs must be completed before the class in which we are to discuss them. I reserve the right to give pop reading quizzes, so be sure to read and be on time. Assignments are due at the beginning of class. Collaborative presentations and workshops as assigned throughout the semester are required.

RLWA=Reading Literature Writing Arguments.

PHB=The LittlePenguin Handbook;

AWJ=Responding to Literature: A Writer's Journal;

WTW=Words That Work: It's Not What You Say, It's What People Hear.

Week	Tuesday	Thursday
1	XXX	9/4 <ul style="list-style-type: none"> • Introduction to Course. • Speed Meeting.
2	9/9 <ul style="list-style-type: none"> • <i>In-class Writing Assignment--Diagnostic.</i> • MyCompLab workshop. 	9/11 <ul style="list-style-type: none"> • <u>Writing Process.</u> • PHB: Ch. 1-3 p. 3-13. • <u>Rhetorical Modes:</u> Narrative, Descriptive. • AWJ: • Library Research Strategies. • Exploring Campaign Advertisements.
3	9/16 <ul style="list-style-type: none"> • Writing Center Tour. • Library Research Day. 	9/18 <ul style="list-style-type: none"> • WTW: Introducton; The War of Words; ch. I The Ten Rules of Effective Language; • Team 1 Summary & Lead discussion due: • WTW: ch. II Preventing Message Mistakes; ch. III. Old Words, New Meaning. • Team 2 Summary & Lead discussion due. • Film clips • Sharing Favorite Campaign Ads.
4	9/23 <ul style="list-style-type: none"> • [film] Thank You For Smoking. 	9/25 <ul style="list-style-type: none"> • [film] Thank You For Smoking. • WTW: ch. V. Be the Message and Appendix B. The 21 Political Words and Phrases You Should Never Say Again...Plus a Few More. • Team 3 Summary & Lead discussion due.
5	9/30 <ul style="list-style-type: none"> • WTW:; ch. VI. Words We Remember; ch. IX Myths and Realities About Language and People. • Team 4 Summary & Lead discussion due: • <u>Commentary Writing.</u> • Commentary Assignments. • <u>Rhetorical Modes:</u> Compare & Contrast, Classification and Division, and Process. • RLWA • Jonathan Swift, "A Modest Proposal" 230. • John F. Kennedy, "Inaugural Address" 676. 	10/2 <ul style="list-style-type: none"> • WTW: ch. VIII Political Case Studies. • Team 5 Summary & Lead discussion due: • Political Commentary Assignment (Written & Visual Text): Formal Writing #1. • RLWA Ch. 1 Reading to Explore, Analyze, and Evaluate: * Evaluate: Audience Appeal and Tone (Aristotle) & Rogerian Argument Strategy p. 11-25. • Reading listed below subject to change: • Etheridge Knight, "Hard Rock Returns to Prison from the Hospital for the Criminal Insane" 186 • Claude McKay, "Outcast" 189. • John Crawford, "Lies" 660. • Team 5 Discussion/Prompt due. • In-class Writing Activity.
6	10/7 <ul style="list-style-type: none"> • Conferences. 	10/9 <ul style="list-style-type: none"> • Formal Writing #1 Draft due: workshop. • Sharing Favorite Campaign Ads.
7	10/14	10/16

	<ul style="list-style-type: none"> • Formal Writing #1 Due. • Team 4 Discussion/Prompt due. 	<ul style="list-style-type: none"> • Holistic Scoring Workshop. • Political Campaign Advertisement-Persuasion (Written and Visual Text Using Technology) • Formal Writing Assignment #2
8	<p>10/21</p> <ul style="list-style-type: none"> • Formal Writing #2 Workshop. • RLWA Ch. 2: Examining Thinking and Shaping an Argument. * Examining Thinking * Deduction and Induction Logical Fallacies p. 27-35. • <u>Reading listed below subject to change:</u> • Alex Epstein and Yaron Brooks, "The Evil of Animal 'Rights'" 666. • Thomas Hardy, "The Ruined Maid" 466 • Gary Soto, "Mexicans Begin Jogging" 196. • Team 3 Discussion/Prompt due. • In-class Writing Activity. • Sharing Favorite Advertisements 	<p>10/23</p> <ul style="list-style-type: none"> • Group Project Formal Writing due for peer-critique.
9	<p>10/28</p> <ul style="list-style-type: none"> • Formal Writing #2 due. • Group Project I due. 	<p>10/30</p> <ul style="list-style-type: none"> • In-class Reflection on Group Project • Holistic Scoring Workshop.
10	<p>11/4</p> <ul style="list-style-type: none"> • RLWA Ch. 2: Examining Thinking and Shaping an Argument: * Shaping an Argument p.35-63. • <u>Reading listed below subject to change:</u> • Linda Pastan, "Ethics" 610 • George Orwell, "A Hanging" 681 • Dwight Okita, "In Response to Executive Order 9066" 190. • Langston Hughes, "Democracy" 601 • Langston Hughes, "Theme for English B" 602. • Team 2 Discussion/Prompt due. • In-class Writing Activity. • 	<p>11/6</p> <ul style="list-style-type: none"> • RLWA Ch. 3: Participating in an Academic Community : * Clarifying a Subject, Purpose, and Audience * Organizing a Research-Based Argument Essay * The Rogerian Argument p. 65-79 (activity 88-90). • <u>Reading listed below subject to change:</u> • Martin Luther King, Jr., "Letter from Birmingham Jail" 204 • Public Enemy, "Fight the Power" 608 • John Hope Franklin, "The Train from Hate" 203. • Dudley Randall, "Ballad of Birmingham" 473. • Team 1 Discussion/Prompt due. • In-class Writing Activity. • Formal Writing Assignment #3.
11	<p>11/11</p> <ul style="list-style-type: none"> • Conferences. 	<p>11/13</p> <ul style="list-style-type: none"> • Group Project II Workshop. • Formal Writing Assignment #3 Draft due for workshop.
12	<p>11/18</p> <ul style="list-style-type: none"> • Group Project II workshop & conferences. 	<p>11/20</p> <ul style="list-style-type: none"> • Formal Essay #3 Due. • Final In-Class Essay.
13	<p>11/25</p> <ul style="list-style-type: none"> • Holistic Scoring. 	<p>XXX</p>
14	<p>12/2</p> <ul style="list-style-type: none"> • Group Project II finals. 	<p>12/4</p> <ul style="list-style-type: none"> • Group Project II finals
15	<p>12/9</p> <ul style="list-style-type: none"> • Self-Reflection & Group Critique Due 	<p>12/11</p> <ul style="list-style-type: none"> • Self-Reflection & Group Critique Due

	• ENG 101 Q 10-11:45a.m.	• ENG 101 P 8-9:45a.m.
--	--------------------------	------------------------

Other Possible and Suggested Readings in RLWA for Formal Essay #3:

- * Sullivan Ballou, "Major Sullivan Ballou's Last Letter to His Wife" 501
- * Schaeffer, "My Son the Marine?" 698
- * Louise Erdrich, "The Red Commvrtible" 115
- * Mary Oliver, "The Black Walnut Tree" 472
- * Nadine Gordimer, "Terminal" 540
- * Constance L. Hays, "What Wal-Mart Knows about Customers' Habits" 671
- * Tim O'Brian, "The Things They Carried" 556
- * Edward Abbey, "Eco-Defense" 350
- * Rachel Carson, "The Obligation to Endure," from *Silent Spring*" 352
- * Jane Goodall, "A Plea for the Chimpanzees" 364
- * Katherine Anne Porter, "To Dr. William Ross" 685
- * Gwendolyn Brooks, "The Boy Died in My Alley" 596
- * Cherylene Lee, "Safe" 423 p.
- * Ernest Hemingway, "Hills Like White Elephants" 419

Flagler College Core Competencies:

Flagler College has identified seven core competencies—reading, writing, speaking, mathematics, technology, research, and critical thinking as essential components of the academic program. All graduates, regardless of their major, must demonstrate that they are competent in all seven areas; therefore, each Flagler College course emphasizes at least two core competencies. The first competency, reading, is an underlying skill in all Flagler College courses; therefore, the reading competency is measured by general student success in the class. All courses address at least one core competency in addition to the reading. ENG 101 English Composition I addresses the following core competencies, which are measured by the methods listed below the competency.

1st Core Competency: **Reading (common to all Flagler College courses):**

Measured by: Students can demonstrate competence in comprehension, interpretation, evaluation, and analysis by reading an anthology, a handbook, and various research and critical materials so they can appreciate a range of texts in different formats as well as in various media. Students will demonstrate this by writing essays and formal writing assignments, in-class writing assignments, class discussions, group lead discussions and prompts, freewriting, and group projects.

2nd Core Competency: **Writing:**

Measured by: Students can demonstrate engagement in the writing process as they communicate ideas in composition using various rhetorical modes that maintain focus, demonstrate organization, contain adequate supporting details, and conform to the conventions of standard American English in their in-class assignments, essays, self & group reflection, and group projects.

3rd Core Competency: **Critical Thinking:**

Measured by: Students can demonstrate competence in critical thinking skills during their analysis of the 2008 presidential campaign, during their critical interpretations of readings and research regarding issues and controversies, during their formal writing assignments, and during their group projects, in which they produce persuasive campaigns for the national election and a community project call to action.