

English 111 Syllabus

Fall 2007

MWF 10:30-11:20

OLSC 227

Note: Due dates and events on this syllabus are subject to change. I will inform you in advance of any changes to this syllabus.

*Abbreviations: Writing: A Guide for College and Beyond = Writing
The Simon and Schuster Handbook = SSH*

Important Dates:

9/3: Labor Day, no class
9/5: Rough Draft of Essay #1 due, peer review day
9/17: Final Draft of Essay #1 due
9/24: Rough Draft of Essay #2 due, peer review day
10/4-10/7: Fall Break, no class
10/8: Final Draft of Essay #2 due
10/15: Rough Draft of Essay #3 due, peer review day
10/19: Revision of Essay #2 due (optional)
10/26: Final Draft of Essay #3 due
11/2: Rough Draft of Essay #4 due, peer review day
11/5: Revision of Essay #3 due (optional)
11/9: Final Draft of Essay #4 due—No class
11/12: Veteran's Day, no class
11/19: Rough Draft of Essay #5 due, peer review day
11/21-11/25: Thanksgiving Break, no class
11/28: Revision of Essay #4 due (optional)
12/3: Final Draft of Essay #5 due
12/7: Portfolio due (no exceptions)
12/12-12/16: Finals Week
12/13: (Thursday) Portfolio Pick-Up, 2:30-4:30 pm, my office
(360 East Hall)

Week 1: 8/20-8/24

Monday, August 20: Course introduction, achievement requirements, introductory activities.

Homework (due on Wednesday): 1) Log in to MyBGSU and make sure you can access our course site. 2) Buy all books and supplies needed for the course. 3) Read *Writing* Chapter 1, pp. 2-11, and *SSH* Chapter 2a, pp. 28-30 on the writing process. 4) Bring your writing log to class on Wednesday, and every day. 5) Make an introductory post to our class blog, telling us about yourself in 1-2 paragraphs.

Wednesday, August 22: In-class practice essay, to be completed by the end of class.

Homework: 1) Read Kincaid, “A Small Place” (*Writing* pp. 128-132), and post a 1-2 paragraph response to Question #2 p. 128 to our class blog, and respond to the blog of at least one peer.

Friday, August 24: Discussion: what is writing? In-class written observation, discussion of Kincaid article.

Homework: 1) Bring in an object to share that’s special to you, but may seem rather ordinary to others. In 1-2 paragraphs, write about what it means to you in your writing log. 2) Read *SSH* Chapter 2g-2p, pp. 38-46, on invention. 3) Read Adams, “Photographs of Japanese Americans at Manzanar” (*Writing* pp. 123-127), and Embrey, “Some Lines for a Younger Brother. . .” (*Writing* pp. 56-59). 4) Post a response to Question #1 p. 123 on our class blog, and respond to at least one peer’s posting.

Week 2: 8/27-8/31

Monday, August 27: Writing groups assigned. Object “show and tell.” Hand out Essay #1: Making an Observation. Writing practice with invention. Discuss Adams and Embrey articles.

Homework: 1) Read “Writing Observations,” *Writing* pp. 110-111. 2) Read Dillard, “Living Like Weasels” (*Writing* pp. 112-116). 3) Read “1: Choose a Subject” (*Writing* pp. 148-151), and choose an object/place to observe for your Essay #1.

Wednesday, August 29: Writing practice with invention. Lesson on and practice with writing descriptions. Discussion of Dillard essay.

Homework: 1) Read Hameed, “The Travelogue of an Astronomer” (*Writing* pp. 142-145), and post a response to Question #1 p. 142 to our class blog, and also respond to at least one peer. 2) Skim *SSH* Chapters 2q and 2r, pp.46-52, on thesis statements and outlines. 3) Read “2: Make Observations” (*Writing* pp. 152-153) and begin observing your subject.

Friday, August 31: Practice in writing descriptions to influence an audience. Discussion of Hameed article.

Homework: 1) Using the skills you have learned, write a strong description for your essay that persuades the audience to see the uniqueness of your object. Use this to begin drafting your Essay #1. 2) Skim *SSH* Ch. 2s-2t, pp. 53-56, on drafting. 3) Read “3: Write a Draft” (*Writing* pp. 154-157), and finish your rough draft of Essay #1, due Wednesday. Bring two copies to class.

Week 3: 9/3-9/7 (Monday 9/3 Labor Day, no class)

Wednesday, September 5: Rough Draft of Essay #1 due; Peer Review Day. Meet in Computer Lab (MMAC 108). Student self-evaluation, practice in giving effective feedback. Peer review of drafts.

Homework: 1) Begin planning for revision: Read “4: Revise, Revise, Revise” (*Writing* pp. 158-163). 2) Skim *SSH* Chapters 2u-2w, pp. 56-64, on revision.

Friday, September 7: Class workshop on student paragraphs. Lesson on revision, practice in revising.

Homework: 1) Work on revising essay. 2) Read student essay (class handout), post feedback to your writing log.

Week 4: 9/10-9/14

Monday, September 10: Class workshop on sample student essay. In-class writing activity on anticipating audience objections.

Homework: 1) Skim *SSH* Chapters 32d-32j, pp. 516-536, on using the Library and searching for sources online. 2) Read *SSH* Chapter 5l, pp. 162-163, on opposing arguments.

Wednesday, September 12: Review of search strategies. Lesson on counterargument. Practice in writing counterargument, feedback from writing groups.

Homework: 1) Read Douglass, “What to the Slave is the Fourth of July?” and post a response to Question #1 to our class blog, responding to one peer.

Friday, September 14: Discussion of Douglass essay, discussion and activity on making arguments.

Homework: 1) Finish revising final draft of Essay #1, due Monday. 2) Find one example of a real-life argument, and bring it to class on Monday. 3) Remember to respond to at least one peer’s counterargument paragraph (on our class blog) by Monday.

Week 5: 9/17-9/21

Monday, September 17: Final Draft of Essay #1 due. Sharing and discussion of arguments in everyday life, analysis of the parts of an argument. Hand out assignment sheet for Essay #2: Arguing a Position.

Homework: 1) Read Koppel, “Take My Privacy, Please!” (*Writing* pp. 430-434). 2) Narrow down a topic for Wednesday’s class. 3) Read *SSH* Chapter 2q (pp. 46-50), 5a-5c (pp. 149-152) on thesis writing and argumentation, and *Writing* pp. 460-469 on how to write a position argument. 4) Read “Introduction: Entering the Conversation” (pp. 1-14) (class handout).

Wednesday, September 19: Lesson on thesis statements. Activity on developing strong thesis statements. Discuss Koppel article.

Homework: 1) Read Johnson, “Hillary vs. *Grand Theft Auto*” (*Writing* pp. 452-454), and post a response to Question #1 (p. 452) to our class blog, and respond to at least one peer’s posting. 2) Read *SSH* 5i and 5j (pp. 159-160) on writing to your audience. 3) Bring “Audience and Values Exploration” sheet (from your 111 Portfolio). 4) Read Chapter 1 “They Say: Starting with What Others are Saying” (pp. 17-27) (class handout).

Friday, September 21: Discussion of Johnson article. Lesson on audience awareness, practice with identifying an audience and writing to one.

Homework: 1) With a specific audience in mind, finish your rough draft of Essay #2, due Monday. Bring two copies to class. 2) Read *Writing* pp. 470-473 on writing a draft of an argument essay.

Week 6: 9/24-9/28

Monday, September 24: Rough Draft of Essay #2 due; Peer Review Day. Meet in Computer Lab (MMAC 108).

Homework: 1) On our class blog, post (in 1-2 paragraphs) a brief discussion of who your audience is, an explanation of why your issue is especially suitable for this audience, and give an example of one strategy you use to address your audience. Responses to peers' postings are not necessary. 2) Skim/read/review *Writing* Chapter 21: MLA Documentation (pp. 604-631), and bring both textbooks to class Wednesday. 3) Read Chapter 4, "Yes/No/Okay, But: Three Ways to Respond" (pp. 51-63) (class handout).

Wednesday, September 26: Class workshop on audience awareness. Review of MLA format. Discussion of counterargument.

Homework: 1) Review *SSH* Chapter 5L, pp. 162-163 on counterargument. 2) Read *Writing* pp. 474-481 on revising an argument essay. 3) Read Clark, "Life Without Health Insurance" (*Writing* pp. 455-456), and post a response to Question #2 (p. 455) to our class blog, responding also to one peer.

Friday, September 28: Discussion of Clark article. Lesson and activities on writing counterargument, and on revision.

Homework: 1) Read *SSH* Ch. 4i-4j (pp. 140-148) and *Writing* pp. 18-19 on logical fallacies. 2) Read sample student essay (class handout), write feedback in your writing log.

Week 7: 10/1-10/5 (Friday 10/5 no class—Fall Break)

Monday, October 1: Class workshop on sample Arguing a Position essay. Lesson and activities on logical fallacies.

Homework: 1) Identify and edit out any fallacies you find in your own writing. 2) Read "Making an Argument for Change" and Jefferson, "Declaration of Independence" (*Writing* pp. 486-494), and post a response to the prompt on our class blog, responding to at least one peer.

Wednesday, October 3: Online Class—Instructions available on our BlackBoard site. Discuss Jefferson text. Analyze real life examples of proposals.

Homework: 1) Finish the final draft of Essay #2, due Monday. 2) Have a great Fall Break!

Week 8: 10/8-10/12

Monday, October 8: Final Draft of Essay #2 due. Hand out assignment sheet for Essay #3: Proposing a Solution. Discussion of components of a proposal. Group proposal competition.

Homework: 1) Read “How to Write...” (*Writing* pp. 522-531). 2) Choose a problem and develop a potential solution in your writing log, to share in your writing groups on Wednesday. 3) Read Nixon, “Building the Interstate Highway System” (*Writing* pp. 503-506), and post a response to Question #1 (p. 503) to our class blog, responding to one peer.

Wednesday, October 10: Discussion of Nixon article. In-class work on developing strong thesis statements. Writing group work on solutions.

Homework: 1) Read “United States Marine Corps Recruitment” (*Writing* pp. 513-517), responding to Question #1 (p. 513) in a post to our class blog, responding also to one peer. 2) Read the “Write a Draft” section (*Writing* pp. 532-533) and develop a draft outline of your essay in your writing log. 3) Skim *SSH* 3b and 3k (pp. 84-87 and pp. 113-114) on introductions and conclusions. Skim *SSH* 3d-3e (pp. 88-91) on constructing unified paragraphs

Friday, October 12: Review and practice with counterarguments, group work on writing strong paragraphs.

Homework: 1) Finish rough draft of Essay #3, due Monday. Bring two copies to class. Bring four highlighters.

Week 9: 10/15-10/19

Monday, October 15: Rough Draft of Essay #3 due, Peer Review day. Meet in computer lab (MMAC 108).

Homework: 1) Read Saffo, “A Trail of DNA and Data” (*Writing* pp. 496-499), and respond to Question #2 (p. 496) in a post to our class blog, and respond to at least one peer’s post. 3) Finish your revision of Essay #2 (optional). 4) Read *SSH* 32k (pp. 536-37) and *Writing* pp. 575-576, on evaluating web sources.

Wednesday, October 17: Revision of Essay #2 due. Discuss Saffo essay. Lesson on evaluating websites.

Homework: 1) Post either your newly revised introduction or conclusion to our class blog by Friday, and respond to at least peer’s paragraph by Monday. 2) Bring *two* examples of different writing styles to class on Friday (for example, a formal letter, an email to a friend, a course syllabus, an instructional manual, a recent Presidential speech, an IM chat, etc.)

Friday, October 19: Lesson on and practice with writing styles.

Homework: 1) Complete the Style Imitation worksheet. 2) Remember to respond to at least one peer’s revised opening or concluding paragraph on our class blog by Monday.

Week 10: 10/22-10/26

Monday, October 22: Class workshop on developing a writing style. Practice with developing your own writing style.

Homework: 1) Read the Revision section, *Writing* pp. 534-543. 2) Read Kelman, “New Orleans’ Blessing; New Orleans’ Curse” (*Writing* pp. 315-319), post a response to Question #3 (p. 315) to our class blog, and respond to at least one peer’s posting. 3) Read “Writing to Analyze Causes” (*Writing* 306-309). 4) Skim/read *Writing* Chapter 17: Exploring Online Libraries (pp. 566-579).

Wednesday, October 24: Meet in computer lab (MMAC 108). Discussion of Kelman essay. Identification of components of a Speculating About Causes essay. Analysis of real-life examples of speculating about causes. Research activity on speculating about causes.

Homework: 1) Finish the final draft of Essay #3, due Friday.

Friday, October 26: Final Draft of Essay #3 due. Hand out assignment sheet for Essay #4: Speculating About Causes. Brainstorming work on potential trends/phenomena. Begin organizing for group work.

Homework: 1) Meet with your group, either in person or in online chat, sometime before Monday’s class to get going on your project. 2) Read Raine, “Why Should I Be Nice To You?” (*Writing* pp. 326-334), and respond to Question #3 in a post to our class blog, and respond to one peer. 3) Read “How to Write...” (*Writing* pp. 344-351).

Week 11: 10/29-11/2

Monday, October 29: Discussion of Raine essay, group practice with speculating about causes. Discussion of possible structures of Essay #4.

Homework: 1) Read sample student essay (class handout), write feedback in your writing log. 2) Read the “Write a Draft” section (*Writing* pp. 352-355) on drafting a causes essay.

Wednesday, October 31: Meet in Computer Lab (MMAC 108). Class evaluation of sample essay. Group work time.

Homework: 1) Finish your section of Essay #4 for Friday, bring both a hard copy and one on disk to class.

Friday, November 2: Rough Draft of Essay #4 due by the end of class. Meet in computer lab (TECH 247D). Peer Review Day. First part of class: group compilation of written sections. Second part of class: separate into different groups, peer review of essays. Last few minutes of class: essay #4 groups reconvene, summarize possible revision strategies, according to feedback gained from peer review. (*Homework on next page*)

Homework: 1) Schedule a meeting with your group to work on organizing for revision. 2) Skim the Revision section (*Writing* pp. 356-363). 3) Finish your revision of Essay #3 (optional). 4) Read Cain, “Barbie’s Body May Be Perfect...” (*Writing* pp. 335-338), respond to Question #4 (p. 335) in a post to our class blog, and respond to one peer. 5) Bring your draft to class Monday.

Week 12: 11/5-11/9

Monday, November 5: Revision of Essay #3 due. Discuss Cain article. Lesson on and practice with transitions.

Homework: 1) Using one paragraph you have written for your group project, incorporate what you have learned about transitions into a revised paragraph using them. Post this paragraph to our class blog, and read your other group members’ postings. Responding to these postings is optional. 2) Read Curtis, “Television Violence and Aggression” (*Writing* 339-341), respond to Question #3 (p. 339) in a post to our class blog, responding also to one peer.

Wednesday, November 7: Workshop on transitions in paragraphs. Hand out assignment sheet for Essay #5, Justifying an Evaluation. In-class practice with making evaluations.

Homework: 1) Meet with your group, if necessary, and complete the final draft of Essay #4, due Friday. 2) No class Friday—hand in final draft packet to my office door.

Friday, November 9: Final Draft of Essay #4 due—No Class. Hand in Final Draft (one copy per group) at my office, 360 East Hall.

Homework: 1) Email me (efleitz@bgsu.edu) a short (1-2 paragraph) evaluation of your own experience in your Essay #4 group. Specify the roles each member played in the group, and especially note if any one student did significantly less work—or poor work—than the other members. 2) Read “Writing to Evaluate” (*Writing* pp. 368-370). 3) Read Crane, “McNasty: The New ‘Healthy’ Fast Food Items Taste Bad...” (*Writing* pp. 384-389), respond to Question #3 (p. 384) in a post to our class blog, responding to at least one peer.

Week 13: 11/12-11/16

Monday, November 12: Veteran’s Day, No class.

Wednesday, November 14: Identification of components of an evaluation. Analysis of sample evaluations. Discuss Crane article.

Homework: 1) Find a film review to use for your evaluation, and bring it to Friday’s class. 2) Read Dyson, “Gangsta Rap and American Culture” (*Writing* pp. 390-397), respond to Question #3 (p. 390) in a post to our class blog, responding to one peer. 3) Skim “How to Write...” (*Writing* pp. 402-411).

Friday, November 16: Analysis of sample film evaluations. Discuss Dyson article. Group workshop on developing criteria.

Homework: 1) Complete the rough draft of Essay #5 for Monday, bring three copies to class. 2) Skim “Write a Draft” (*Writing* pp. 412-413).

Week 14: 11/19-11/23 (Wed. and Fri. 11/21-23 Thanksgiving—No class)

Monday, November 19: Rough Draft of Essay #5 due, Peer Review day. Meet in Computer lab (122 Jerome Library). Remember to sign up for a conference time if you wish, *especially if you have not yet completed your second required conference.*

Homework: 1) Begin planning for revision—skim the Revision section (*Writing* pp. 414-421). 2) Have a great Thanksgiving Break!

Week 15: 11/26-11/30

Monday, November 26: Further practice with developing criteria for evaluation, and writing for your audience.

Homework: 1) Finish your revision of Essay #4, due Wednesday (optional). 2) Read Byrne, “Learning to Love PowerPoint,” and Tufte, “PowerPoint is Evil,” (*Writing* pp. 377-383), responding to Question #1 (p. 380, before Tufte’s article) in a post to our class blog, and respond to one peer.

Wednesday, November 28: Revision of Essay #4 due. Discuss Byrne and Tufte essays. Class workshop on writing strong paragraphs.

Homework: 1) Read sample student essay (class handout), write feedback in your writing log.

Friday, November 30: Discuss student essay. Review of elements in an evaluation.

Homework: 1) Complete the final draft of Essay #5, due Monday. 2) Bring your off-white Instructor Evaluation sheet from your portfolio to class Monday. 3) Bring Portfolio to class Monday.

Week 16: 12/3-12/7

Monday, December 3: Final Draft of Essay #5 due. Also hand in your Instructor Evaluation sheet. Essay sharing activity in writing groups.

Homework: Bring your portfolio to Wednesday’s class.

Wednesday, December 5: Sign up for portfolio pick-up times next Thursday. Course evaluations.

Homework: If you haven’t yet turned in your Portfolio, do so on Friday.

Friday, December 7: Portfolio due (no exceptions). No class—I will be in my office.

Homework: Remember to pick up your Portfolio on 12/13, anytime between 2:30-3:30, in my office. If you can’t make this time, let me know ASAP.

Finals Week: 12/10-12/14

Thursday, December 13: Portfolio Pick-Up Party, 2:30-3:30 pm., my office (360 East Hall). Stop by my office anytime during these hours on Thursday to pick up your Portfolio. Cookies provided. Remember, picking up your Portfolio is mandatory. If you can't make this time, let me know at least a week in advance and we can make other arrangements.

Great Job! You Made It! Good Luck in 112!