

COLLEGE COMPOSITION I ENG 23

Spring 2012: Section 111 TuTh 12-1:20 /Section 120 TuTh 1:30-3

I write entirely to find out what I'm thinking, what I'm looking at, what I see and what it means.—Joan Didion, "Why I Write"

Professor: Dr. Heather H. Thomas
Office: LY 256
Phone: 610 683 4347
Hours: 3-4:30 p.m. Tuesday & Thursday
1-3 p.m. Wednesday
Email: hthomas@kutztown.edu
Website: <http://faculty.kutztown.edu/hthomas>

BOOKS & TOOLS

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader*. New York: Bedford/St. Martin's, 2010.
Maddox, Marjorie and Jerry Wemple. eds. *Common Wealth: Contemporary Poets on Pennsylvania*. University Park, PA: Penn State UP, 2005.
Good-quality dictionary & thesaurus (or bookmark www.m-w.com on computer)
Notebook/journal for in-class writing, notes and homework
Working KU email and Desire to Learn/D2L accounts
USB flash drive or other backup system for work

USEFUL WEBSITES:

- *Patterns* website
<http://bcs.bedfordstmartins.com/patterns11e/>
- Exercise Central
<http://bcs.bedfordstmartins.com/exercisecentral/>
- Rohrbach Library: Reference
<http://www.kutztown.edu/library/reference/citation.asp>
- MLA 2009 Format for source citation and works cited
<http://owl.english.purdue.edu/owl/resource/747/01/>
- Evaluate Web Content
<http://library.albany.edu/usered/eval/evalweb/>
- Avoid Plagiarism
<http://owl.english.purdue.edu/owl/resource/589/01/>
- Build Your Vocabulary
<http://www.freerice.com/index.php>
- Grammar Girl
<http://grammar.quickanddirtytips.com/>

COURSE DESCRIPTION

Welcome to Dr. Thomas's Composition class and our community of writers. Writing is one way of discovering what you think, who you are and are becoming. We learn, inquire, and engage with ourselves, others, and the world through writing. Your work in this course will enhance your skills in the expository writing and critical thinking required for academic success at KU.

We will read through a lens of critical inquiry to consider what writers are saying, what it means, why it matters, and how they use language to say it effectively. Reading critically will improve your analytical and interpretive skills as a writer. You will write essays drawing on your own experience, your reading, and your research. Each project includes a range of creative and critical activities to give you practice in a variety of skills: summary, analysis, interpretation, evaluation, reflection, annotation, and synthesis. We will concentrate on revision, editing, and grammar through steps that include peer review, Writing Center visits, and my evaluation of your work.

My classroom is an open space for creative and critical thinking in which everyone's views may be freely expressed and will be respected. You will be writing for an audience of your peers. Be prepared to challenge others' views and to have your own ideas challenged in the spirit of constructive debate and learning that enlarges us all.

Your work may lead to opportunities for conference presentation, publication, or an award. Writing expert Peter Elbow says, "[E]ven though there are many good ways to think and write, it seems clear that excellence must involve finding some way to be both abundantly inventive yet tough mindedly critical." Finding your way through the writing process will not be easy, but if you work hard and persist, you will improve. You may even discover something about yourself.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

- Analyze arguments to determine their main claims and supporting evidence
- Write papers in a variety of genres used in academic contexts
- Substantially revise their written work for content and form
- Use library and on-line databases for research
- Determine the quality of source material
- Seek out resources to assist in revising and editing their papers
- Write for different audiences and for different purposes
- Use acceptable citation methods such as MLA, APA, and Chicago
- Write in order to discover and learn
- Understand their own composing process
- Apply a range of rhetorical strategies and techniques to their own writing
- Better control over the grammar, syntax, and conventions of the English language
- Understand the differences between informal and formal writing conventions

- Understand the significance of written communication for effective participation in 21st Century society
- Complete a limited annotated paper which includes summarizing, analyzing, synthesizing, and paraphrasing ideas from several sources

ESSAY ASSIGNMENTS AND GRADING

Poetry Short Take (due 2/7)	10 %
Autobiographical Essay (due 2/21)	15 %
Poetry Analysis with Author Interview (due 3/8)	15 %
Research Paper Proposal & Revised Proposal (due 3/22; 3/27)	P/F
Annotated Bibliography (due 4/10)	15 %
Research Paper (due 4/26) & Presentation (due 5/1 or 5/3)	20 %
Final Reflection & Revision (due 5/8)	10 %
Class participation (in-class work, discussion, reading papers aloud, homework, quizzes)	15 %

GENERAL CRITERIA FOR GRADING PAPERS

- 1) Did you fulfill all of the stated requirements for the assignment and turn it in on time?
- 2) Have you thoroughly revised your paper? Have you really reconsidered what you're trying to say and made an effort to say it more clearly?
- 3) Does your paper have something substantive to say and do so thoughtfully and clearly?
- 4) Did you provide enough support for your ideas, such as examples, quotes, details, facts, and stories?
- 5) Is your essay organized with coherence and flow in a logical manner?
- 6) Does each paragraph contribute to the whole, and do you provide clear transitions between paragraphs? Does each sentence connect clearly with the next?
- 7) Is the paper thoroughly edited? Have you scrubbed for grammar, including punctuation and spelling? **After content is graded, one point will be deducted for each grammatical error.**
- 8) Are all required parts of a project (prewriting, drafts, peer reviews, etc.) included? **Missed peer reviews will result in papers graded down five points.**
- 9) Papers may be revised for a better grade. Grades will be averaged for paper's final grade.

FORMAT GUIDELINES

- 1) All work done outside of class for handing in must be typed double-spaced in 12-point type and **stapled** (no paper clips or folded corners); work that is not typed and stapled will not be accepted. **Save a backup copy of all drafts and essays.**

- 2) Use heading in upper-left corner: Your name, course name, my name, assignment title, date handed in. Drop down two spaces and center essay title.
- 3) Rough draft and peer review worksheet (if used) must be handed in with final draft. **Staple final draft on top.**
- 4) Papers with outside sources must be formatted according to MLA style rules. Correct use of MLA documentation and citation guidelines is expected.

CLASS POLICIES

Attendance: To succeed, you must attend class. In-class work counts and cannot be made up. If you must be absent, it is your job to get notes and assignments from another student. Please be on time; habitual lateness is rude and disruptive to everyone. However, it is better to be late than absent.

Preparation: Be prepared for each class. **Assignments are due on dates listed.** Read assignments and engage with the texts via highlighting, underlining and marginalia. Have your writing assignments done.

Quizzes: Quizzes on readings and grammar will be given at my discretion.

Gadgets: Before class, please turn off all personal gadgets (cell phones, iPods, etc,) and take off headsets and ear buds. No texting in class.

Participation: Active and constructive involvement will earn a good participation grade; passive presence will not. On the third unexcused absence, a student's participation grade is reduced by one letter grade. Subsequent unexcused absences are graded down accordingly.

Late Papers: Late papers will be graded down a full letter for each day of lateness without an approved extension. If more than five days late without an approved extension or verifiable excuse, the paper will be graded F.

Respect: Speak your mind freely, but respectfully. Mutual respect builds trust and makes for a successful writing workshop.

Disability/Special Needs: Any student with special needs should speak with me privately as soon as possible. You should also contact Disability Resources and Services at 610.683.4108 / 215 Stratton Administration Building so that we can coordinate reasonable accommodations.

Academic Dishonesty & Plagiarism: Will not be tolerated and will result in an F for the paper and possibly for the course. Avoid plagiarism by acknowledging your sources and citing them correctly. More on academic dishonesty:

<http://conduct.dept.kutztown.edu/acadhonesty.aspx#AcademicDishonesty>

Definitions of Academic Dishonesty (from *The KU Key Student Handbook*)

Academic dishonesty involves any attempt to obtain academic credit or influence the grading process by means unauthorized by the course instructor. Academic dishonesty includes, but is not limited to, the following situations and examples:

1. Providing or receiving unauthorized assistance in course work and lab work, or unauthorized assistance during examinations or quizzes.
2. Using unauthorized notes, materials, and devices during examinations or quizzes.

3. Plagiarizing the work of others and presenting it as one's own without properly acknowledging the source or sources. At its worst extreme, plagiarism is exact copying, but it is also the inclusion of a paraphrased version of the opinions and work of others without giving credit. It is not limited to written materials. It includes the wrongful appropriation in whole or in part of someone else's literary, artistic, musical, mechanical, or computer-based work.
4. Presenting material to fulfill course requirements that was researched or prepared by others (such as commercial services) without the knowledge of the instructor.
5. Falsifying or inventing data to be presented as part of an academic endeavor.
6. Gaining unauthorized access to another person's or the University's computer system. Violations include tampering with or copying programs or data or access codes associated with coursework.
7. Possessing or arranging for someone else to possess course examination or quiz materials at any time without the consent of the instructor.
8. Altering or adding answers on exercises, exams, or quizzes after the work has been graded.
9. Making fraudulent statements, excuses, or claims to gain academic credit or influence testing or grading.
10. Taking examinations or quizzes for someone else or arranging to have someone take examinations or quizzes in place of the person registered for the course.

CONFERENCES & KU WRITING CENTER

Each student is required to have at least one conference with me. Conference times are scheduled during class, in lieu of class, by appointment during my office hours, or at another mutually convenient time. Please visit me during my regular office hours if you are unclear about an assignment, concerned about your work or grade, or just want to talk. Visits to the KU Writing Center are required. Email or call for an appointment, or walk in. Appts. suggested

KU Writing Center / Old Main 132
Mon.-Fri. 8-4, Mon. and Wed. evenings 7-9
phone 610.683.4733
wrcenter@kutztown.edu
www.kutztown.edu/writingcenter

(Reading assignments refer to *Patterns* unless specified otherwise. *Calendar subject to change*)

Week 1

1/24 Introductions to course and ourselves. Pennsylvania Map:
http://images.statemaster.com/images/motw/us_2001/pennsylvania_ref_2001.jpg

1/26 Find a poem in *Common Wealth* that speaks to you. How to read a poem: creative (Czury's Guide) & critical (Dr. T's Unpacking a Poem). Also read to find a poem that relates to your sense of place, and a poet you'd like to interview.

Week 2

1/31 Come to class with typed creative and critical responses to *Common Wealth* poem. How to read a poem:
<http://writing.wisc.edu/Handbook/ReadingPoetry.html>

2/2 Combine your creative and critical poem responses into one clear, well-organized document. Bring two copies. Read Chap 5 Editing & Proofreading, 67-79.

Week 3

2/7 **Poetry Short Take Due. Mapping Due for Autobiographical Essay**
Read Chap 2 Invention for cluster 30; informal outline, 31; and tentative thesis 35. Find a *Common Wealth* poem from your current or home region. Freewrite in response to discover your own story about a place (public or private) where you come from. Describe this place in detail and use as "setting" for a story about an experience that defined or changed you. Read Chap. 7 Description, 143-160 and Allison, "Panacea" 162-66.

2/9 Bring Draft 1 Autobiographical Essay to class. Select a descriptive and a narrative paragraph from Draft 1 to share. What is the difference between description and narration? Be prepared to talk about your choices and to take notes on others' responses. Read Maya Angelou, "Finishing School," 107-113; Read Chap. 6 Narration, 83-92. <http://www.poetryfoundation.org/bio/maya-angelou>

Week 4

2/14 Draft 2 Due. Expand narrative by zooming in on a particular moment and describing in more specific and sensory detail: sights, sounds, tastes, textures/feelings, smells, direct speech. Bring two or three copies for peer review. Review Chap 5 Editing and Proofreading, 67-79

2/16 Conferences (no regular class) For another draft, revise by choosing a paragraph in the middle of the paper that you like and beginning a new version with it. Bring all drafts to conference. **Visit Writing Center if not meeting with me.**

Week 5

2/21 **Autobiographical Essay due.** Read Mirikitani, "Suicide Note," 377-379. Animated reading:

http://www.youtube.com/watch?NR=1&feature=endscreen&v=Hch_I6MNS3w

Discuss explication of Mirikitani poem:

<http://jottedlines.com/literature/poem-analysis-suicide-note-by-janice-mirikitani/>

How to write a poetry explication:

<http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/poetry-explications>

2/23 Bring *Common Wealth* poem for research and poet interview. Analyze poem using Unpacking a Poem Worksheet and draft poetry analysis. Bring to class with list of interview questions. **Research and contact to poet to arrange email, phone, or in-person interview.** Read Levine, "What Work Is," 542. Hear Levine read "What Work Is":

<http://www.pbs.org/newshour/art/blog/2010/01/tuesday-on-the-newshour-philip-levine.html>

Read two interviews of Phillip Levine. Which one do you like best? Why? How do they compare? Contrast? Do they appeal to different audiences?

Poets & Writers, 2008:

http://www.pw.org/content/interview_poet_philip_levine?cmnt_all=1

Fresno Famous, 2007:

<http://fresnofamous.com/01/30/07/interview-philip-levine>

Week 6

2/28 Draft 1 due. Thesis workshop. Read "Developing a Thesis," 32-36 and Chap. 4 Drafting and Revising, 51-65. Bring typed interview transcript.

3/1 Draft 2 due: Combine analysis with interview and revise thesis. Bring two copies. Be prepared to discuss your strategy for organizing the essay. Read Chap. 3 Arrangement, 37-50. Group work and conferences.

Visit Writing Center this week or next.

Week 7

3/6 Draft 3 due for peer review and conferences: Bring three copies. Read *Documenting Your Sources*, 772-788. Using literary quotations in MLA style:

<http://writing.wisc.edu/Handbook/QuoLiterature.html>

Sample Works Cited page: <http://owl.english.purdue.edu/owl/resource/747/12/>

3/8 **Poetry Analysis with Author Interview due.** Discuss Research Paper topics and requirements for proposal. Consider a local, regional, or statewide issue that you want to learn more about. Create a strong, clear thesis. You will need to prove your thesis using research to support your argument. At least six sources are needed; they should include both print (books, newspapers, periodicals, scholarly journals) and web sources (authoritative, credible sources through library databases). *Common Wealth* poems may suggest a topic of interest, such as mining (or natural gas fracking), farming, food, racism, urban life, rural life, poverty, health care, environment, education, economic growth, careers and employment, arts and culture, etc. These general topics must be narrowed to a specific topic and a research question. Example: Environment = climate crisis = pollution of PA rivers = why can't we eat the fish caught in the Schuylkill River?

Week 8
3/13-15 Spring Break

Week 9
3/20 **Library Day:** Meet in library to learn how to use the library's databases for research. Begin search for six sources (print and web). Read "Using Research in Your Writing," 757-788, including "Evaluating Sources and Taking Notes" (paraphrasing, summarizing, and quoting sources), 760-64; and The Works-Cited List (MLA Style) 774-81. Lau, "The Limitations of Wikipedia," 782-88.

3/22 **Proposal Due for Research Paper** (post to Dropbox)

Week 10
3/27 **Revised Research Paper Proposal due.** Bring hard copy and source material to class. Discuss Annotated Bibliography sample. Bring questions on use of research including "Avoiding Plagiarism," 766-69. Read Argumentation, 547-574.

3/29 Read Current Debates on Global Warming: Gore, "The Time to Act Is Now, 617; Botkin, "Global Warming Delusions," 623. Be prepared to compare and contrast their arguments and to offer a credible, authoritative source that updates this debate.

Week 11
4/3 Annotated Bibliography Due for peer review. Each annotation must include 1) complete bibliographic information in MLA style, 2) summary of content, 3) evaluation of relevance and usefulness, and 4) demonstration of your ability to use summarize, paraphrase, and directly quote this source material.

4/5 View and discuss *Gasland*

Week 12

4/10

Revised Annotated Bibliography Due

Finish *Gasland* viewing and discussion

4/12

Research Paper Draft 1 Due: Bring three copies. Bring a question about your paper and be prepared to discuss your work with two other students and with me. How can your thesis be clearer, stronger, and better supported? How do you answer the "so what?" question? Read "Synthesizing Sources," 764-765, and discuss how to do this in your paper.

Week 13

4/17

Conferences. **Visit Writing Center this week by appt.**

4/19

Research Paper Draft 2 Due for peer review: Post to Dropbox before class. Bring three copies and a question about your paper for peer editing. Do you have a strong and effective introduction and conclusion? Read Arrangement, 38-49 for guidelines and examples.

Make sure paper includes at least one page of "synthesis" that demonstrates your ability to accurately and clearly compare and contrast your sources' ideas, to decide your own viewpoint, and to show how the sources are related to your viewpoint. Review for guidelines and example, "Synthesizing Sources," 764-765.

Week 14

4/24

Scrub and polish peer editing session: Clear topic sentences, coherently organized paragraphs, exact word choice, effective sentence structure, grammatical usage, punctuation. Paper will be graded down for grammatical errors.

Wed., 4/25 Attend KU Composition Conference in SUB.

4/26

Research Paper Due. Post to Dropbox and bring hard copy to class. Paper is not considered "in" until I received hard copy.

Week 15

5/1

Oral Presentations of Research (options include note cards, audio &/or visual aid, PowerPoint or Prezi)

5/3

Oral Presentations of Research conclude

Week 16

Due Tues., 5/8 11 a. m. delivered to my office LY 256 in a pocketed folder: Final reflection letter and revision of one course project. **Include graded original with revision.**

Research papers returned in LY 256 during final exam period:
12:00 class: Tues., May 8, 11-1 / 1:30 class: Thurs., May 10, 11-1

COURSE PROJECTS

Poetry Short Take (500 words/two pages)

A creative and critical response to one poem in *Common Wealth* that relates to your home region or Part II Beginnings, which includes Kutztown. May also include original poem written in response to *Common Wealth* poem.

Autobiography (Description & Narration: 1,000 words/five pages)

For inspiration, read some *Common Wealth* poems about different places. For the essay, tell a story about a place where you come from. Describe this place in detail and use as “setting” for a story about an experience you had that defined or changed you in some way. You may have realized, discovered, lost, or gained something. Show the struggle or conflict within yourself, with another, or with some force beyond your control. Show what role the place played in your experience. Detail—specific particulars of sight, sound, time, place, smell, taste, texture and feeling—will make the tale ring true.

Poem Analysis & Author Interview (1,000 words/five pages)

Critical analysis of a poem from *Common Wealth* informed by your close reading of the poem, by your unpacking of this poem, and by research into the poet’s life and work, including an interview with the poet by email, phone, or in person.

Annotated Bibliography (for Research Paper): 1,000 words/five pages)

Complete bibliographic listing for each of five sources in MLA style. Summary and evaluation of each of 5 online or print sources for research paper. Each annotation must include 1) complete bibliographic information in MLA style, 2) summary of content, 3) evaluation of relevance and usefulness of source for your project, and 4) demonstration of your ability to use summarize, paraphrase, and directly quote this source material.

Research Paper (1,500 words/seven pages, six sources)

Consider a local, regional, or statewide issue that you want to learn more about. Create a strong, clear thesis. You will need to prove your thesis using research to support your argument. At least six sources are needed; they should include both print (books, newspapers, periodicals, scholarly journals) and web sources (authoritative, credible sources through library databases). *Common Wealth* poems may suggest a topic of interest, such as mining (or natural gas fracking), farming, food, racism, urban life, rural life, poverty, health care, environment, education, economic growth, careers and employment, arts and culture, etc. These general topics must be narrowed to a specific topic and a research question. Example: Environment = climate crisis = pollution of PA rivers = why can’t we eat the fish caught in the Schuylkill River? **Includes oral presentation.**