

# **COMPOSITION I: ENG 111A/Monday & Wednesday**

Winter 2012 SEMESTER

*PROFESSOR: MRS. KAREN RANDOLPH*

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Campus Office Hours: Mondays and Wednesdays, 8:30-9:30 am; Wednesdays, 12-2 pm

**Don't forget to purchase the course pack in the Delta College Bookstore**

## **Optional Textbook:**

- *From Critical Thinking to Argument, Third Edition* (Barnet and Bedau)

## **Recommended:**

- A good dictionary and a good thesaurus

## **Required:**

- Computer use and back-up computer use
- Thumb drive or CD to save and/or back up work
- An active Delta email account that you check frequently
- Access to eLearning: <http://elearning.delta.edu>
- Basic tools for note-taking and word processing: pens/pencils, a notebook for just this class, a stapler, and access to a reliable printer

The purpose of this class is to learn to write effective, coherent, unified, organized, well-developed and supported multi-paragraph essays. The class develops fluent, effective, and confident writers. It helps students practice the process of composing, generating ideas, shaping and evaluating writing. The class uses reading and language awareness to further the development of writing.

Note: Of the five credits earned in this course, three will transfer to universities and partially fulfill the college's English composition requirement. Although the other two hours do not transfer, they do provide a solid background necessary toward success in all college courses.

Note: This document is not a contract and the Professor reserves the right to change any aspect of the syllabus/schedule/assignments if needed to meet the course objectives. Students will be informed of such in a timely manner.

## **Workshops:**

- For three of our papers, we will conduct workshops in order to “tinker” with our writings as they are in progress. When these “pieces” of your paper are due for workshop, make sure to bring them on a half-sheet of paper, typed up, no name, and in 14-size font (for readability).

## **POLICIES**

**DISABILITIES:** If you have a documented disability that affects your academic

performance, and need an academic accommodation, please contact the Office of Disability Services in D-102.

**PLAGIARISM:** Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "Students' Rights, Responsibilities, and Conduct" section of the Delta College Catalog or the English Division home page: ([www.delta.edu/english/plagiarism.html](http://www.delta.edu/english/plagiarism.html)). If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet and television sources) without proper citation is also plagiarism; to check for this, I use various Internet-based tools. In this class, we will discuss and use MLA citation methods.

**DISRUPTIVE STUDENT POLICY:** Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the formal procedures will be implemented. Those can be found in the Delta College catalog.

**Initiated Drop for Lack of Attendance:** Your English Division instructor may drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester (or term), that means in excess of four (4) class periods. This is an English Division policy. Missing class can seriously and negatively affect your grade. Studies show students who do not attend class on a regular basis do not do well.

The last day to withdraw with a grade of W, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of WI is April 6. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D-102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D-101, 686-9080). If you stop coming after this date, you will receive an F instead of a W/WI at the end of the semester. This is College policy.

**ABOUT LATE PAPERS:** If your paper is not handed in to me by the end of class, a full letter grade will be taken off. Papers will be accepted only one day late (not class, DAY). If not handed in by one day late, it will not be accepted, and you will receive a zero.

**PEER REVIEW INFORMATION:** for all papers, all students must participate and prove participation in peer review. For papers 1, 2, and 3 students must perform two separate peer reviews for two classmates and must have two separate peer reviews done for themselves by two separate classmates (do two...and have two done for you). **THESE**

**PEER REVIEWS MUST BE DONE IN CLASS BY CLASSMATES.** Not participating in peer review means 10 percent will possibly be taken off your paper's grade. For example, if a paper is worth 200 points, up to 20 points could be deducted from that paper's score for that student not participating fully or at all in peer review.

**FORMAL PAPER REQUIREMENTS:** All formal papers must be word-processed, double-spaced, with a first page heading, and numbered. You must meet these requirements or your paper will be returned. We will discuss these MLA formatting requirements in class.

**TIME COMMITMENTS:** Be prepared to spend at least one hour each week, outside of class time, for each hour of in-class time for each of your college classes. This class meets 5 hours per week, which means that (most weeks) you will need at least 5 additional hours to complete your English 111A work satisfactorily. Most new college students significantly underestimate how much time to set aside for class work each week and end up disappointed in their grades, so keep this time commitment in mind.

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### **JANUARY 9 AND 11**

Introductions, explanation of syllabus, assignments, course overviews and diagnostic

### **JANUARY 16 TO FEBRUARY 15—UNITS ZERO AND ONE**

*For these units, you can read the optional chapters 1, 2 3, and pages 146-182 of chapter 6 (Unit Zero) and chapters 4 and 5 (Unit One)*

Getting started with the Building Blocks of Writing: discussion on thesis statements, paragraphs, topic sentences, and more

Discussion of writing--the process method v. the creative method/your strengths and weaknesses

Critical thinking/reading/writing strategies

January 16: Paper #1 Discussed in class (detailed later in this syllabus)

Writing effective introductions, conclusions and titles

January 23: thesis and summary due for workshop

January 25: Quiz #1, in class

February 6: Peer Review for Paper #1--bring a full draft to class

February 8: Peer Review continued, if necessary

February 13: Paper #1 due

### **FEBRUARY 13 TO MARCH 21—UNIT TWO**

February 13: Paper #2 Discussed in class

*For this unit, you can read the optional chapters 6, 8, 9 and 10*

Discussion of what's arguable/not

In-class exploration and readings

In-class discussion on modes of development (writing strategies)—handouts for examples of such strategies as comparison/contrast, cause/effect, definition, exemplification, etc. will be given.

February 22: Topic, thesis due for workshop

February 29: Quiz #2, in class

In class work on paper #2

MID-SEMESTER BREAK: NO CLASS ON MARCH 5 AND MARCH 7

Discussion of audience/purpose with argumentative papers  
In-class writing/discussion/revision  
March 12: Topic, thesis and outline due for workshop  
March 12: Students start to be responsible for class brain teasers  
March 19: Full draft due in class for Peer Review for Paper #2  
March 21: Paper #2 Due

**MARCH 19 TO APRIL 18—UNIT THREE**

March 19: Paper #3 discussed in class  
*For this unit, you can read the optional chapters 1, 5 and 6*  
Example film criticisms brought to class  
Discussion of making aesthetic evaluations  
In-class writing/exercises--making criticism outlines  
March 26: film for class evaluation/criticism (started here)--Group work and discussion of movie evaluation  
March 28: Class Film Criticism assignment due  
Important information on borrowing from sources and correct MLA documentation  
March 28: Library tutorial—to find criticisms of your #3 film for the library assignment (*Read chapter 7*)  
In-class work on paper #3  
In-class work on library assignment  
April 4: Topic and thesis due for workshop  
April 4: Discussion of oral presentations  
April 9: Quiz #3, in class  
April 9: Continued discussion of oral presentations  
April 11: Topic, Thesis and synopsis due for workshop  
April 11: Peer Review for Paper #3—bring a full draft to class  
April 13 (Friday): Library Assignment due (can be handed in earlier, however)  
April 16 and 18: Oral presentations of Paper #3 in class  
April 18: Paper #3 (film criticism) due

**WEDNESDAY, APRIL 25 (Final Exam Week)**

Any papers returned/any “catch-up” work done

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Good luck this semester. Let me know if you have any questions or concerns.

**Breakdown of grades:**

Paper #1	100 points
Paper #2	200 points
Paper #3	200 points
Oral of Paper #3	50 points
Library Assignment	25 points
Class Film Criticism Assignment	25 points
Quiz #1	40 points
Quiz #2	40 points
Quiz #3	50 points

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Total	730 points
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## Grading Scale (percentages)

100-95	A	79-77	C+
94-90	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69-67	D+
83-80	B-	66-64	D
		63-59	D-
		58/below	F

Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas, shaping and evaluating their writing. Uses reading and language awareness to further the development of their writing. This course will transfer to universities and partially fulfill the college's English composition requirement.

## Outcomes and Objectives

### **Write effectively for appropriate rhetorical situations.**

#### Objectives:

- A. Use the writing process: pre-write, write, and revise.
- B. Write with clarity.
- C. Select, organize, and present details to support a main idea.
- D. Use generalizations and details effectively.

### **Read effectively.**

#### Objectives:

- A. Demonstrate the ability to derive meaning of text from multiple perspectives.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended purpose.
- C. Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

### **Develop critical thinking skills.**

#### Objectives:

- A. Explore the relationships among language, knowledge, and power.
- B. Develop critical thinking skills and apply them to reading texts.
- C. Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

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## **Paper #1—Reacting to a Political Cartoon or Documentary Photograph**

Length: 500 words (minimum 2 pages, maximum 2 ½ pages)

Format: MLA style: first-page heading, double-spaced, 1" margins, etc.

Subject: Pick either... 1. A social documentary photograph from:

- A. <http://www.socialdocumentary.net/>
- B. <http://www.pulitzer.org/bycat>
- C. <http://www.pulitzer.org/awards/2011>

Or...

2. A political cartoon from one of the following:

- A. <http://townhall.com/cartoons/>
- B. <http://editorialcartoonists.com/>
- C. <http://www.creators.com/editorialcartoons.html>
- D. <http://www.nytimes.com/>

- E. <http://www.chicagotribune.com/> (click on Opinion and then Stantis cartoons)
- F. <http://www.pulitzer.org/bycat/Editorial-Cartooning>
- G. or head to any major newspaper and type in the search box “editorial cartoons” or “political cartoons”)

Once you have found your visual argument (either a photograph or a cartoon—the date is not important [it doesn’t have to be recent but it might help]), think critically about what message the image sends and whether or not you feel that message is something you agree with or not. This will help shape your thesis statement. Your critique of the image will expand from that main point.

#### COMPONENTS OF A GOOD CRITICAL ANALYSIS OF A VISUAL ARGUMENT:

- A bold, blunt thesis statement that relates directly to the point made in the visual and a judgment of it.
- Paragraphing and structure—introduction, support, and conclusion. Also includes an early paragraph that describes the cartoon/photograph.
- A unique consideration of audience. Who is being targeted?
- Reasoning and solid supporting evidence.

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#### Paper #2--Taking a Position or Offering a Proposal for Change

**Length:** 625 words (minimum 2 pages, maximum 4 pages)

**Format:** same as paper #1/MLA style

**Subject:** 1. Write a position paper on a controversial issue. Examine the issue critically, take a position, and develop a reasoned argument in support of your position. OR...2. Write a proposal paper (problem/solution paper). Examine the problem, offer specific solutions, and develop a reasoned argument in support of those solutions.

This is NOT a research paper; all information and argument must come from your own knowledge and experience, so choose something you're familiar with and that you are interested in. There cannot be any borrowed material in this paper. The assignment asks you to consider yourself as a resource first and foremost.

#### COMPONENTS OF A GOOD ARGUMENTATIVE/PERSUASIVE PIECE:

- A bold, blunt thesis statement.
- Paragraphs that are organized emphatically (move in order from weakest point of support to the strongest point of support).
- Tells and shows readers.
- Uses logic and shows that logic to readers in a methodical manner, if necessary.
- Has a unique consideration of audience. Who is being targeted?
- Uses reasoning and solid supporting evidence.
- Does not use borrowed material, material that would have to be documented.
- Can use factual material (material considered common knowledge).

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#### Paper #3--Film Criticism

**Length:** minimum of 750 words (minimum 3 pages, maximum 4 pages)

**Format:** same as before

**Subject:** write an aesthetic judgment in which you critique a film. Your judgment may be good or bad (or both), but it must use solid supporting evidence from the film itself to prove its aesthetic thesis statement. Must look at one but no more than three aesthetic aspects of the film.

**Requirement: please choose a film from 1986 or later (this will aid you in the completion of the library assignment)**

**COMPONENTS OF A GOOD FILM CRITICISM:**

- A workable awareness of the film.
- A critical judgment made about the film, proven with adequate examples and put into an aesthetic thesis statement.
- A brief (5-6 sentences) synopsis of the film placed early on in the paper (either in the introduction itself or in the paragraph immediately following).
- A knowledge of the genre.
- The use of critical language in evaluation.
- The use of several writing strategies.

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**Quizzes (three of them)**

Each is a group of short answer, multiple choice and true/false questions over important material studied in that area.

--Quiz #1 covers the material under The Writing Process and is worth 40 points

This quiz covers:

- Thesis statements (and the different types) and their role in the paper
- Topic sentences
- Paragraphs (all three types—introduction, supporting and conclusion)
- Prewriting techniques
- The Writing Process and specific steps in that process
- The three purposes for writing
- Consideration of audience in writing

--Quiz #2 covers the material under Argumentation and Persuasion (Unit Two) and is worth 40 points

This quiz covers:

- Position and proposal arguments
- Goals in argumentative writing
- Recognizing and refuting the opposition
- The different types of judgments
- What good, successful argumentative/persuasive writing involves
- Facts vs. statistics
- Opinion vs. judgment
- Argument as a form of persuasion

--Quiz #3 covers the material under Criticism (Unit Three) and is worth 50 points

This quiz covers:

- Aesthetic Judgments (see handout from your email)
- Aesthetic Thesis Statements
- Two questions about genre
- A couple of questions about purpose
- Organization for film criticism

- Question on effect on the audience (immediate or latent)
- Also, look at the paper requirements in the syllabus--there is a question about the essential elements of a film criticism.

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### **Class Film Criticism Assignment (practice for paper #3)**

In order for you to practice the art of the aesthetic judgment for paper #3, we will review and evaluate a film together as a class. This assignment is worth 25 points and will be discussed in class at the appropriate time.

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### **Library Assignment (relates to paper #3 film criticism)**

At the end of the semester, we'll be spending time with the library's resources, learning how to search for and use the quality writing of others. For this assignment, you'll be searching for professional criticisms on your paper #3 film (whatever you have chosen for paper #3 is the same topic/film for this assignment).

**Assignment:** Your assignment is to critique the professionals. What unique things do they have to say and how do you respond to those comments?

You are to find two (2) legitimate criticisms of the film you are writing about for your paper #3.

The majority of time and energy for this assignment will be finding your quotes. They aren't just going to fall into your lap. You'll have to read and evaluate sources, and this takes time and energy.

**Requirement:** Please find one source from an electronic database and one source from the Internet. You need to be looking for two quality quotations from two separate professional reviews.

When you have found your two criticisms, photocopy or print them, read them, and annotate them. Save them for your packet submission.

In your paper, incorporate one quote from each source (two total) in the body of your paper that you believe is a unique and creative example of professional criticism. Your explanation as to why they are unique and creative must follow in the paper itself. You must analyze the quote you chose.

Your "packet" will include the two professional criticisms and your essay, as well as the rubric (see course pack). Your paper should be double-spaced, a minimum of 400 words, with paragraph structure, a thesis statement (the thesis statement should judge the two reviews in one sentence), and accurately documented borrowed material.

This assignment is worth 25 points.

ENG 111/111A Grade Calculation Sheet

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Name \_\_\_\_\_

Quiz #1	worth 40 points	you received _____
Paper #1	worth 100 points	you received _____
Quiz #2	worth 40 points	you received _____
Paper #2	worth 200 points	you received _____
Class Film Criticism	worth 25 points	you received _____
Quiz #3	worth 50 points	you received _____
Library Work	worth 25 points	you received _____
Paper #3	worth 200 points	you received _____
Oral of Paper #3	worth 50 points	you received _____

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Total Points for semester:    750 points                      Your Total Points \_\_\_\_\_

Your Grade \_\_\_\_\_

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**Grading Scale (percentages)**

100-95	A	79-77	C+
94-90	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69-67	D+
83-80	B-	66-64	D
		63-59	D-
		58/below	F

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