

Class Date, Time and Place:	11:00 -11:50, MWF, H205 2:00-2:50, MWF, H128
Your Instructor:	Dr. Julie Barak
Office Phone:	248-1072
Office:	LHH 452
Office Hours:	MWF 8:00-8:50, 1:00-1:50 T 11:00-11:50
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Syllabus subject to change. Changes will be announced in class.

Course Goals: To examine, discuss, and practice composing various styles and modes of writing in order to develop the confidence, independence, and skills necessary to tackle virtually any writing task assigned in any college class. In particular, this will include learning to read, think and write critically about literature and other types of texts; discovering the steps in the research process and applying those steps in our own writing; analyzing, summarizing, paraphrasing, quoting and citing source material without plagiarizing; eliminating distracting mechanical errors, developing an awareness of various citation styles, including, but not limited to, MLA.

State-wide General Education Requirements: This course has been accepted by the CCHE as a General Education Transfer course. To meet this requirement, the course must meet minimum reading and writing requirements, as well as address the following critical thinking skills: a) Identifying and differentiating questions, problems and arguments, b) Evaluating the appropriateness of various methods of reasoning and verification, c) Identifying and assessing stated and unstated assumptions, d) Critically comparing different points of view, e) Formulating questions and problems, f) Constructing and developing cogent arguments, g) Discussing alternative points of view, h) Evaluating the quality of evidence and reasoning.

MESA STATE GENERAL EDUCATION OBJECTIVES ADDRESSED IN THIS COURSE:

The following have been chosen from the list of General Education Objectives shown in its entirety in the Mesa State College Catalog:

OBJECTIVE 1—Students will be able to think critically and recognize issues across a broad spectrum of subjects.

OBJECTIVE 2—Students will be able to communicate effectively in the English Language.

Course Methods: Two things are important about the course in terms of methods. First of all, the course is designed as a writing workshop. That means that we'll spend most of our class time writing, reading, and talking about writing and/or reading. We'll write about others' writing, write about our own writing process, write about various subjects, read our own writing out loud in large and small groups, read others' writing, and discuss everything! Second, I've chosen a topic to help us begin our reading/writing/conversing. That topic is race/race relationships in a postcolonial environment. As we read and discuss the literature and the essays I've selected for the class, research topics and projects should begin to develop for you. We'll spend time investigating how to turn these ideas into a researched writing project.

Required Texts:

Harris, Joseph	<i>Rewriting: How to Do Things with Texts</i>	Utah State UP
Atwood, Margaret	<i>Wilderness Tips</i>	Anchor
Anderson, Sherwood	<i>Winesburg, Ohio</i>	W. W. Norton and Co.

Other Expenses:

Occasional copies of your own writing for large and small group discussion.

Course Requirements:

1. **Almost daily journal entries practicing a technique from Harris or some other related technique related to researched writing.** (375 points). I'll pick these up every day and assign a grade of +, √ or – to indicate quality. At the end of the semester, I'll pick up your entire journal packet to assign a final grade.
2. **Three Papers:** One essay on Anderson (100 points), one on Atwood (150 points), and one extended research paper (250 points). More details about these assignments will follow.
3. **Various Assignments Connected to Research Paper:** a) Thesis statement and outline (10 points); b) Annotated Bibliography (50 points); c) Prospectus (50 points); d) Research log (15 points). More details about these assignments will follow.
4. **Attendance, Participation, and Late Work:** In a workshop setting, your contributions to discussion are very important. If you're not here, you not only can't learn from what goes on, you also can't share what you know. So, show up and speak up. Attendance is required and points are lost when you don't come to class. After 3 absences, **every hour of class you miss, costs you 4 points.** If you don't miss any class time, you'll receive 20 bonus points at the end of the semester which you can apply to any other grade you've received for the class.

Policies and Procedures:

1. **Academic Honesty:** Refer to the Student Handbook for college policies on Academic Honesty. You are cautioned a) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; b) against using with only slight changes the materials of others; and c) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers. (Department of English, Purdue University) Violations will be handled according to the guidelines suggested in the Student Handbook.
2. **Students w/ Disabilities:** In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor the first week of class to make arrangements. Educational Access Services can be contacted at 248-1856, or in person in Houston Hall, Room 100.
3. **Tutorial Learning Center = TLC:** The TLC is a FREE academic service for all MSC students. Tutors are available on a walk-in basis for many courses. Needing to ask a quick question? Seeking homework clarification? Looking for feedback on a paper? Reviewing for a test? Come to Houston Hall 110 on Mondays through Thursdays from 8AM-7PM and Fridays from 8AM-5PM to meet with one of our peer tutors. Please call 970-248-1392 with any questions.

Points and Grades:

Journal Entries	375 points
Tempest Essay	100 points
Heart of Darkness Essay	150 points
Research Essay	250 points
Research Question	10 points
Prospectus	50 points
Bibliography	50 points
Research Log	15 points

A = 900-1000 points, B = 800-899 points, C = 700-799 points, D = 600-699 points F = below 600

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Calendar – English 112 – Fall 2009			
Date	Reading Assignment	Activity	Project Due 3
Week 1 – Unit 1 – Summary and Response			
August 17	Read Syllabus in class	Introductions Questions	
19	Lesson 1 – Defining the Project Harris 13-19 Anderson – The Book of the Grotesque, Hands, Paper Pills, Mother, The Philosopher, Nobody Knows (5-29)	Review Harris Discuss Anderson’s Project Assignment Introduction/Review MLA Style	
21	Lesson 2 – Note Key Words and Phrases Harris – 19-24 Anderson -- A Man of Ideas, Adventure, Respectability, The Thinker, Tandy, The Strength of God (53-86)	Review Harris Discuss Anderson’s Project Assignment	500 word essay on the Project of Your Life – MLA Style.
Week 2 – Unit 1 – Summary and Response			
24	Lesson 3 – Uses and Limits Harris – 24-28 Anderson – The Teacher, Loneliness, An Awakening, “Queer”, The Untold Lie, Drink (86-122)	Review Harris Discuss the Uses and Limits of Anderson’s Stories Assignment	250-500 word essay on the key people, books, influences in your life –MLA Style.
26	Lesson 4 – Responding to Texts Anderson – Death, Sophistication, Departure (122-138)	Powerpoint/Lecture Practice Responding Assignment	250-word summary of one of Anderson’s stories – MLA Style. Define the project, define key words and phrases, and discuss uses and limits.
28	Lesson 5 – MLA Style w/ in-text citations Harris – 29-32	Powerpoint/Lecture H: Drive— handout/review Assignment	250-500 word response to one of Anderson’s stories.
Week 3 – Unit 1 Summary and Response			
31	Lesson 6 – Ways of Reading – Or, What do critics do, anyway? Anderson – 169-177, 178-188	Powerpoint/Lecture Discussion of Anderson’s Critics Assignment	Revision of response from yesterday, including sandwiches and four techniques in Harris.
September 02	Lesson 7 – Yes, No, Okay but . . . Anderson – 189-194, 203-210, 211-229	Powerpoint/Templates In-class essay response employing templates Discuss Anderson’s Critics Assignment	Response to one of Anderson’s critics – Define the project, discuss key terms, note uses and limits.
04	Lesson 8 – Putting it all together -- Title, Thesis, Support, Conclusion, Works Cited Page.	Powerpoint/Lecture Share Essays/Discuss Assignment Hand out rubric.	250-500 word response to one of Anderson’s critics employing template.
Week 4 – Unit 1 – Summary and Response			
7		Conferences	Draft Due – 3-4 page double-spaced essay on one of Anderson’s stories: Summarize (define the project, discuss key terms, note uses and limits). Respond by evaluating, explaining, problem solving or arguing. MLA Style. See rubric for more specific

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			instructions.
9		Conferences	See above. 4
11		Conferences	See above.
Week 5 – Finish Unit 1 – Summarize and Respond; Begin Unit 2 – Taking up a Position			
14		Share Essays	Essay #1 Due.
16	Lesson 1 – Illustrating Harris – 34-44 Atwood – True Trash – 1-30	Powerpoint/lecture Discuss Atwood	
18	Lesson 2 – Authorizing and Borrowing Harris – 44-46 Atwood – Hairball – 31-47, The Bog Man, 75-95	Powerpoint/lecture Discuss Atwood Practice Borrowing	Short Response (no more than 750 words) to one of Atwood's stories in which you point to a repeated symbol and illustrate how it works in the novel. Include at least three illustrations as you work with your symbol. Include works cited page.
Week 6 – Unit 2 – Taking up a Position			
21	Lesson 3 – Extending Harris – 46-52 Atwood – Death by Landscape—97-228, The Age of Lead – 147-162	Powerpoint/lecture Practice Extending Discuss Atwood	Short response, (no more than 750 words, to one of Atwood's stories in which you borrow a concept from some other field and apply it to the story's characters or situations. Use at least one authority to support or define your concept. Include works cited page.
23	Lesson 4 – Argue the Other side Harris – 54-60 Atwood – Wilderness Tips – 179-204, Hack Wednesday – 205-228	Powerpoint/Lecture Practice Arguing the other side Discuss Atwood	Short response (no more than 750 words) to one of Atwood's stories in which you extend a concept or term from some other field and apply it to your reading of the novel. Use at least one authority to support or define your concept. Include works cited page.
25	Lesson 5 – Uncovering Values Atwood – PDF on H:Drive	Powerpoint/Lecture Practice Uncovering Values Discuss Atwood	Short response (no more than 750 words) in which you choose to argue against Botta or Goldman. Include a works cited page.
Week 7– Unit 2 – Taking up a Position			
28	Lesson 6 – Dissenting Harris – 64-71 Atwood – PDF on H:drive	Powerpoint/Lecture Practice Dissenting civilly. Planting a Naysayer Discuss Atwood	Short response (no more than 750 words) in which you uncover the values of either Beran or Davidson. Include a works cited page.
30		Powerpoint/Lecture – Taking up a position. Share Rubric. In-class brainstorming. In-class writing.	
October 02	Harris 98-113	Workshop	Draft Due.
Week 8– Unit 2 – Taking up a Position			
5	Harris 113-116	Workshop	Draft Due. Revision Plan Due.
7	Harris 116-122	Workshop	Draft Due. Revision Plan Due.
9		Celebrate the midterm Review what's coming up next.	Essay #2 Due.

		Determine a subject. Break it into parts. Assign researchers.	5
Week 9 – Unit 3 – The Research Project			
12 – Fall Break	Lesson 1 -- Research -- Copies of three articles on your subject. Include proper citation somewhere on the copy.	Share brief summary of your articles. Lecture Note Taking Practice each w/ your articles. MLA Citation Guide	Begin keeping Writing Log. See Harris 94-95.
14		Library Day.	Update Writing Log.
16	Research – Copies of two articles from Journal in Academic Search Premier.	Share brief summary of your articles. MLA Citation Guide	Update writing log. Notes on articles. Include works cited page.
Week 10– Unit 3 – The Research Project			
19	Research – Copies of two newspaper articles from Lexis-Nexis.	Share brief summary of your articles. MLA Citation Guide	Update writing log. Notes on articles. Include works cited page.
21	Research – Copy of one article from another library database of your choice.	Share brief summary of your article. MLA Citation Guide	Update writing log. Notes on articles. Include works cited page.
23	Nicholson Article – Handout	Powerpoint/Lecture/Review tools for building an essay. In-class activity Assignment	Update writing log.
Week 11– Unit 3 – The Research Project			
26	Find an example of . . .	Share and discuss how the writer developed the move.	Update writing log. Short essay describing when you've used the following modes in your own writing: compare/contrast, narration, cause/effect, description, definition, analysis, problem solving, explaining concepts, evaluation, classification/division.
28	Find an example of . . .	Share and discuss how the writer developed the move.	Short essay describing how you might apply any of the modes listed in the box above in your own essay. What might the sections of your draft do? Why would this be useful to the reader?
30	Lesson 2 – Transforming Harris – 73-79 Reading/Research	Powerpoint/lecture Practice Transforming Assignment	
Week 12– Unit 3 – The Research Project			
November 2	Lesson 3 – Acknowledge Influences Reading/Research Harris – 79-82	Powerpoint/Lecture Practice Acknowledging Influences Annotated Bibliography	Update writing log. Short essay (no more than 750 words) in which you transform somebody else's idea to make a point of your own. Include works cited page.
4	Lesson 4 – Reflexivity Reading/Research Harris – 85-96	Powerpoint/Lecture Practice Reflexivity Review Thesis Statement Principles.	Update writing log. Short essay (no more than 750 words) in which you acknowledge what/who has influenced your thinking on the topic of our research.

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			Include a works cited page.
6	Reading/Research	Small Group Conferences	Update writing log. Thesis Statement Due Annotated Bibliography Due
Week 13– Unit 3 – The Research Project			
9	Reading/Research	Small Group Conferences	Update writing log. Thesis Statement Due. Annotated Bibliography Due.
11	Reading/Research	Small Group Conferences	Update writing log. Thesis Statement Due. Annotated Bibliography Due.
13	Lesson 5 – A Bigger Plan – the Prospectus Reading/Research	PPT/Lecture In class writing	Update writing log.
Week 14– Unit 3 – The Research Project			
16			Prospectus Due
18	Reading/Research	Workshop	Update writing log. Epigraph and Introduction Due.
20	Reading/Research	Workshop	Update writing log. First “move” Due.
Week 15– Unit 3 – The Research Project			
23	Reading/Research	Workshop	Update writing log. Second “move” Due.
25 - Break			
27 – Break			
Week 16– Unit 3 – The Research Project			
30	Reading/Research	Workshop	Update writing log. Third “move” Due.
December 2		In-class reading	Final essay due.
4		In-class reading	Final essay due.
Week 17 – Exam Week			
7	3:00 – Final Exam – Section 008	Finish In-class reading	Writing Log Due.
9	10:00 – Final Exam – Section 004	Finish In-class reading	Writing Log Due.