

HOUSTON COMMUNITY COLLEGE

Course: English 1301

Course Title: Composition I

Course Number: 13014

Schedule: February 12, 2019 - May 12, 2019
Tuesday/Thursdays, 2:00 pm - 3:50 pm

Location : Katy Campus, Room 360B (subject to change)

E-mail: eugene.penzien@hccs.edu

Office Hours: By appointment

E-mail is the best way to get in touch with me. I will check my email periodically Monday through Friday, 8 am to 8 pm. I rarely check my e-mail Saturday and Sunday.

Course Description:

English 1301 is a course devoted to improving the student's writing and critical reading. The course involves writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. English 1301 is a core curriculum course.

Core Objectives:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. Students enrolled in this core curriculum course will complete a research project or case study designed to cultivate the following core objectives--

- Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

- Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making;
- Teamwork —to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- Social Responsibility —to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Student proficiency in Communication Skills will be assessed as a formal written out-of-class essays, which are at least 3 pages long. Student proficiency in Critical Thinking will be assessed by a formal out-of-class essay assignment. Personal, Social Responsibility, and Teamwork will be assessed as part of long unit or major essay assignment, which will include assigned reading responses, pre-writing activities, multiple drafts, and group activities (such as peer review or group presentations).

English Program Student Learning Outcomes (Composition, Literature, Creative Writing, and Technical Writing):

- Write in appropriate genres using varied rhetorical strategies.
- Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
- Analyze various genres of writing for form, method, meaning, and interpretation.
- Employ research in academic writing styles and use appropriate documentation style.
- Communicate ideas effectively through discussion.

English Composition I Student Learning Outcomes:

- Demonstrate knowledge of writing as process.
- Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
- Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.
- Write essays in appropriate academic writing style using varied rhetorical strategies.
- Synthesize concepts from and use references to assigned readings in their own academic writing.

Required Texts:

- Goldthwaite, Melissa, et al, eds. *The Norton Reader*. 14th ed., W. W. Norton and Company, 2015.

If you wish to purchase the text, you may do so.

I will provide all readings via handouts in person, or PDFs in **Eagle Online**.

Required Course Materials:

- Pen and/or pencil
- Paper for taking notes and in-class writing
- A thumb drive for saving drafts of formal essays
- Access to a good collegiate dictionary of English (a collegiate dictionary has the term “explicate” in it; a good one defines explicate as something more complicated than “to explain”).

Grading Percentages:

- In-Class/Out of Class Writing Assignments 10% (20 prompts)
- Essay 1 20% (DUE **March 01, 2019 at 11:59 pm; 1500 words**)
- Essay 2 20% (DUE **March 22, 2019 at 11:59 pm; 1500 words**)
- Essay 3 20% (DUE **April 12, 2019 at 11:59 pm; 1500 words**)
- Essay 4 30% (DUE **May 03, 2019 at 11:59 pm; 2000 words**)

Assignments:

- All assignments must be turned in and accepted in order to potentially pass English 1301.
- Essays must be submitted via Eagle Online in to the correct submission boxes; they must each be Microsoft Word files (.doc or .docx); PDFs will not be accepted English 1301.
- Absolutely no late work will be accepted. No exceptions will be made; no excuses will be accepted. Extensions are at the discretion of the instructor.
- All essays and final exams must conform to MLA standards for formatting and citation and be in Times New Roman 12-point font.
- Drafts of essays may be emailed directly to the professor by 12pm on the Wednesday before the date upon which the essay is due will receive pre-grading feedback. After that time, no feedback from the professor will be available. Drafts of assignments should be sent directly to the professor’s email account as Microsoft Word documents attached to a brief email explaining what, precisely, the student is looking for regarding feedback. The professor will **NOT** edit the essay. Be sure that the draft sent is as complete as possible, as the professor will only give feedback once per assignment.

- Be aware that neither the header nor the first page information nor the title nor the work cited entry count towards the required length for any assignment.
- Students are expected to use standard academic American English in all writing. This is a composition class, not a grammar class. If a student needs help with grammar, there are tutors available through the Department of Developmental Studies, as well as a wide range of resources available on the Web.
- There is no rounding up, nor is there a curve.
- There will be no extra credit assignments given. Students will receive the grades they have earned in the course.
- Absence is not an acceptable excuse for failure to turn in work.
- Essay 1 (Personal Narrative) – students will individually compose, word-process, and submit an original, unique, MLA-compliant personal narrative essay. This essay must be a minimum of 1500 words in length. **DUE March 01, 2019 at 11:59 pm on Eagle Online.**
- Essay 2 (Biographical Essay) – students will individually compose, word-process, and submit an original, unique, MLA-compliant biographical essay. This essay must be a minimum of 1500 words in length. **DUE March 22, 2019 at 11:59 pm on Eagle Online.**
- Essay 3 (Textual Analysis) – students will compose, word-process, and submit an original, unique, MLA-compliant textual analysis essay. This essay must be a minimum of 1500 words in length and will include outside sources documented properly and accurately. **DUE April 12, 2019 at 11:59 pm on Eagle Online.**
- Essay 4 (Argumentative Essay) – students will individually compose, word-process, and submit an original, unique, MLA-compliant argumentative essay. This essay must be a minimum of 2000 words in length and will include outside sources documented properly and accurately. **DUE MAY 03, 2019 at 11:59 pm on Eagle Online.**

Grading Criteria:

- A (90-100) = Exceptionally fine work, superior in mechanics, style, and content
- B (80-89.99) = Above average work, superior in one or two areas listed above
- C (70-79.99) = Average quality work, good, unexceptional
- D (60-69.99) = Below average work, noticeably weak in the areas listed above
- F (0-59.99) = Failing work, clearly deficient in the areas listed above
- Evidence of plagiarism will be graded "0."

INSTRUCTOR POLICIES

- Food is strictly prohibited from the class. This policy will be enforced.
- To be successful in this course, you will need to pay attention and participate in your education. To that end, all technologies more complicated than pen and paper are not allowed in class. That means NO SCREENS. Unless you have an ADA accommodation

and I have the paperwork, there are no exceptions to this rule. If there is a time for use of such devices, I will specifically announce it in class. If I see a screen, I will ask you to leave.

- You are expected to be in class when it starts; arriving late, you will be marked tardy, and that time will accumulate towards the 6 hours of absence you are allowed by the State of Texas. All work must be submitted through Eagle Online. To access this learning management system, go to the HCC homepage and click on the link at the top labeled “Student Sign-ins.” Then click on the link for “Eagle Online.” Instructions are available there regarding how to sign in for the first time.
- The professor reserves the right to submit any and all student work to TurnItIn.com for evaluation regarding potential plagiarism. The professor additionally reserves the right to check all student work via other resources available to the professor for evaluation regarding potential plagiarism.
- In this class, the consequence of Academic Dishonesty is a zero (0) for the assignment, resulting in an F for the course. This policy will be STRICTLY enforced. ALL source material MUST be documented in compliance with MLA guidelines in all drafts of all assignments submitted to the instructor. Students need to be able to access the Eagle Online shell for this course; the prompts and depositories for assignments will be posted there.
- Be aware that deadlines are real and not negotiable. All readings are should have been completely read by the day listed on the calendar. Consider that your perpetual homework.
- If you request an extension for your assignments, you must e-mail the professor the reason. The e-mail is eugene.penzien@hccs.edu. Otherwise, all assignments are due on the assigned days. No late work will be accepted.
- While there will be some aspect of lecture in each class, the goal is to have a productive, critical discussion of the readings to understand both the original rhetorical situation and the modern rhetorical situation in relation to your understanding of the readings and their relative relation to modernity.

HCC POLICIES

Please see <http://www.hccs.edu/district/students/student-handbook/> for any changes to HCC policies that might happen during the semester.

Classroom Etiquette:

- “Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for

Students with Disabilities for information regarding reasonable accommodations” (Spangler 2007).

Attendance Policy:

- If a student misses more than 6 hours of class – there is only absence or presence in a college class – the student may be dropped from the course.
- Not being present at the beginning of the class meeting time will count as being tardy.
- Three tardies equal one absence.
- Entering class 10 minutes after it begins is the equivalent of absence.
- Leaving early will be evaluated the same as being late to class.
- Presenting the appearance of sleeping is the equivalent of being absent.
- It is the responsibility of the tardy student to make sure, at the end of the particular class meeting, that her or his attendance has been recorded. Otherwise, such students will be considered absent.
- If students stop attending the class, it is their responsibility to formally withdraw by **April 1, 2019**. If they do not, they will receive an Fx for the course.
- Students who fail to withdraw themselves prior to the official drop date (**April 1, 2019**) and have accumulated more than 6 hours of absence will receive an Fx for the course, without regard to the grades that student has earned on the assignments graded. This is to keep the class in compliance with state regulation.
- If absent or late to a class, the student is responsible for any information missed. Each student is to exchange contact information with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if anything important was missed. If you know you must be absent or if you have an emergency, let me know **before class** by e-mailing me at eugene.penzien@hccs.edu.
- Attendance is required. Students who have no record of attendance before the Census Date (the Official Day of Record) will be automatically dropped from the course by the Registrar’s department. Students who are dropped for nonattendance will not be reinstated.
- **How to Drop:** If a student decides to withdraw from a class upon careful review of other options, the student can withdraw online prior to the deadline through their HCC Student Center. HCC and/or professors may withdraw students for excessive absences without notification (see Class Attendance above). Students should check HCC’s Academic Calendar by Term for withdrawal dates and deadlines. Classes of other duration (flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines. International

Students Receiving a “W” in a course may affect the status of your student visa. Once a “W” is given for the course, it will not be changed to an “F” because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and any other transfer issues. Policy on Repeating Courses "NOTICE: Students who repeat a course three or more times will be charged an additional fee at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades."

Scholastic Dishonesty:

- According to the Student Handbook for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.
- Plagiarism means the appropriation of another’s words or ideas and the unacknowledged incorporation of that work in one’s own written work offered for credit.
- Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.
- Possible punishments for scholastic dishonesty may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.
- Students are responsible for complying with the concepts of scholastic honesty.
- Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

Campus Carry:

- At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

Campus Safety:

- If you are on campus and need emergency assistance, call 713-718- 8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which

gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

EGLS3 (Evaluation for Greater Learning Student Survey System):

- At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

Final Grade of FX:

- Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending. Please note that HCC will not disburse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

International Students:

- Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face oncampus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Repeating Courses:

- Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities.

Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

Sexual Misconduct:

- Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence.
- Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity.
- The director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) and complaints may be directed to: David Cross, Director EEO/Compliance, Office of Institutional Equity and Diversity, 3100 Main, Houston, TX 77266-7517, or institutional.equity@hccs.edu.

Title IX Discrimination:

- Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to: David Cross Director EEO/Compliance Office of Institutional Equity & Diversity 3100 Main (713) 718-8271 Houston, TX 77266-7517 or Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

Withdrawal Policy:

- Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **1 April 2019**. Please remember that it is the

student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

Student Support Services:

Ability Services:

- Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services. If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.
- Ability Service Contact Information:
 - 1) Central College 713.718.6164
 - 2) Coleman College 713-718-7376
 - 3) Northeast College 713-718-8322
 - 4) Northwest College 713-718-5422; 713-718-5408
 - 5) Southeast College 713-718-7144
 - 6) Southwest College 713-718-5910
 - 7) Adaptive Equipment/Assistive Technology 713-718-6629; 713-718-5604
 - 8) Interpreting and CART services 713-718-6333

Accommodations due to a Qualified Disability:

- HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an

interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Libraries:

- HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: http://library.hccs.edu/about_us/intersession_hours **Online Tutoring:** The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time. Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is. Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to hccs.upswing.io. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password. **Open Computer Labs:** Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation. **Tutoring Centers:** The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners. Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: hccs.edu/findatutor for times and

locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Calendar (Subject to Change)

All assigned essays will be available in Eagle Online.

February 12, 2019

In class: Read and discuss syllabus

Homework: Read “Introduction: Reading and Writing with The Norton Reader” pp. xxxix-lxxiv

February 14, 2019

In class:

- Read and discuss “Introduction: Reading and Writing with The Norton Reader”
- Discuss Personal Narrative

Homework:

- Read and annotate “From *Fun Home*” by Alison Bechdel, pp. 12-34

February 19, 2019

In class:

- Discuss Essay #1
- In-Class Essay #1: “What is home to you?”
- Discuss “From *Fun Home*”

Homework:

- Read and annotate “In the Kitchen” by Henry Louis Gates, Jr., pp. 245-251

February 21, 2019

In class:

- In-Class Essay #2: Write an essay in which you use memories from childhood--including sensory details, popular allusions, and brand-name products--to describe some elements of your culture or identity
- Discuss “In the Kitchen”

Homework:

- Read and annotate “Salvation” by Langston Hughes, pp. 947-949
- Write rough draft of essay #1

February 26, 2019

In class:

- In-Class Essay #3: Write a first-person narrative in which you describe a failure--yours or someone else’s--to live up to the expectations of parents or other authority figures.

- Peer Review
- Discuss “Salvation”

Homework:

- Read and annotate “How to Tame a Wild Tongue” by Gloria Anzaldua, pp. 465-471
- Work on Essay #1

February 28, 2019

In class:

- In-Class Essay #4: Think of a word that has several different meanings in your own family or community. Write a personal essay in which you detail those meanings. Use grammatical terms (as well as age- and gender-specifics, if applicable) to categorize the different meanings
- Discuss “How to Tame a Wild Tongue”

Homework:

- Work on Essay #1 (**DUE March 01, 2019 at 11:59 pm in Eagle Online**)

March 05, 2019

In class:

- Discuss biographical essay
- Discuss Essay #2: Biographical Essay
- Read and discuss “Ellen Terry” by Virginia Woolf, pp. 124-129

Homework:

- Read and annotate “The Woman in the Photograph” by Rebecca Skloot, pp. 862-867

March 07, 2019

In class:

- In-Class Essay #5: Write the story of a research project of your own. What or who motivated you to undertake the project? How did you go about your research? What obstacles did you encounter? What discoveries did you make? Looking back on the process, what did you learn about yourself as a researcher or as a person?
- Discuss “The Woman in the Photograph”

Homework:

- Work on Essay #2
- Read and annotate “Eulogy for Clementa Pinckney” by Barack Obama, pp. 949-955

March 12, 2019--NO CLASS (Spring Break)

March 14, 2019--NO CLASS (Spring Break)

March 19, 2019

In-class:

- Discuss “Eulogy for Clementa Pinckney”
- Peer Review

Homework:

- Work on Essay #2
- Read and annotate “Falling Down is Part of Growing Up” by Henry Petroski, pp. 187-193

March 21, 2019

In class:

- Discuss Essay #3: Textual Analysis
- In-Class Essay #6: Henry Petroski begins his essay with a metaphor: “We are all engineers of sorts, for we all have the principles of machines and structures in our bones.” Does he convince you of his point by the end of the essay? How are we like and not like engineers and the structures they build?
- Discuss “Falling Down is Part of Growing Up”

Homework:

- Finish Essay #2 (**DUE March 22, 2019 at 11:59 in Eagle Online**)
- Read and annotate “Decolonizing the Mind” by Ngugi wa Thiong’o, pp. 896-904

March 26, 2019

In class:

- In-Class Essay #7: Imagine an English class for a bilingual or bicultural community. Write an essay justifying the ideal balance between texts from the second language or culture (in translation or not) and English.
- Discuss “Decolonizing the Mind”

Homework:

- Read and annotate “Mark My Words, Maybe” by Leslie Jamison, pp. 458-461

March 28, 2019

In class:

- In-Class Essay #8: Jamison writes about the power bodies have to communicate messages that would otherwise be expressed through speaking and writing. Write an essay discussing the power and the limitations of tattoos as a mode of

communication. If you have a tattoo, consider incorporating your personal experience.

- Discuss “Mark My Words, Maybe”

Homework:

- Work on Essay #3
- Read and annotate “The Motive for Metaphor” by Northrop Frye, pp. 888-896

April 02, 2019

In class:

- In-Class Essay #9: At what point in his essay does Frye come to explain the meaning of his title? What is the conception of the motive for metaphor? Why does he wait to explain it?
- Discuss “The Motive for Metaphor”

Homework:

- Work on Essay #3
- Read and annotate “On Writing” by Stephen King, pp. 493-495

April 04, 2019

In class:

- In-Class Essay #10: Write about a time someone responded to your writing in a way that helped you learn to be a better writer. What kinds of comments and edits did that person make? Why was that response helpful to you?
- Discuss “On Writing”

Homework:

- Work on Essay #3

April 09, 2019

In class:

- Peer Review

Homework:

- Work on Essay #3
- Read and annotate “The ‘Busy’ Trap” by Tim Kreider, pp. 380-384

April 11, 2019

In class:

- Discuss Essay #4: Argumentative Essay
- In-Class Essay #11: Tim Kreider writes against the American penchant for “busyness” and in favor of idleness. What reasons does he give for being against “busyness”?

- Discuss “The ‘Busy’ Trap”

Homework:

- Work on Essay #3 (**DUE April 12, 2019 by 11:59 pm in Eagle Online**)
- Read and annotate “Rewriting American History” by Frances FitzGerald, pp. 786-793

April 16, 2019

In class:

- In-Class Essay #12: FitzGerald says that in the new texts “the word ‘progress’ has been replaced by the word ‘change’” (paragraph 8). Write an essay in which you consider the difference between those two words and the changes that the replacement of one by the other reflects.
- Discuss “Rewriting American History”

Homework:

- Read and annotate “Writing Like a White Guy: On Language, Race, and Poetry” by Jaswinder Bolina, pp. 496-505

April 18, 2019

In class:

- In-Class Essay #13: Using Bolina’s essay as a starting point, write about how an artist should balance artistic ambitions with the need or desire to speak for a group to which she or he belongs (e.g. racial or ethnic minority, religion sexual orientation, and so on).
- Discuss “Writing Like a White Guy: On Language, Race, and Poetry”

Homework:

- Work on Essay #4
- Read and annotate “Letter from Birmingham Jail” by Martin Luther King, Jr., pp. 806-819

April 23, 2019

In class:

- In-Class Essay #14: Imagine an unjust law that, to you, would justify civil disobedience. In an essay describe the law, the form your resistance would take, and the penalties you would expect to incur.
- Discuss “Letter from Birmingham Jail”

Homework:

- Work on Essay #4
- Read and annotate “Why Colleges Shower Their Students with A’s” by Brent Staples, pp. 388-390

April 25, 2019

In class:

- In-Class Essay #15: Have you or your friends ever experienced grade inflation like the kind Brent Staples describes? What do you think were the causes for it taking place? Is grade inflation fair?
- Discuss “Why Colleges Shower Their Students with A’s”

Homework:

- Work on Essay #4

April 30, 2019

In class:

- Peer Review

Homework:

- Work on Essay #4

May 02, 2019 (LAST DAY OF CLASS)

In class:

- Peer Review

Homework:

- Work on Essay #4 (**DUE May 03, 2019 by 11:59 pm in Eagle Online**)