English Composition 1
Camden County College, Fall 2017

Instructor: Joshua Prichard
Meeting Time: T/Th 8:00 - 9:15 AM
Meeting Place: CTC 208
Course Website: http://camdenenglish101.weebly.com
Instructor’s Email: jprichard@faculty.camdencc.edu
Office Hours: TBD

Course Description
Throughout the semester you will tell us something we don’t know. By engaging with the writing process we will engage with a wide variety of text and expand our ability to express ourselves and our ideas. By writing about important and relevant issues discussed in our culture we will better understand these topics and how we relate to them. We will learn to read critically, write coherently, efficiently and effectively, and speak well before an audience.

Course Outcomes
Through this course we will:

• Learn and use key rhetorical concepts through analyzing and composing a variety of texts.
• Read carefully assigned essays, short stories and poems, and identify the rhetorical modes, themes, implications, figures of speech, and, in general terms, discuss the relevance of the readings to their world and the world of others. Your writing will often reflect these readings.
• Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes.
• Summarize particular essays, poems, or short stories to demonstrate our ability to read critically and write coherently and concisely.
• Discover and evaluate outside sources for use in the development of our own writing, and be able to recognize the connection between these sources and to integrate them.
• Develop the ability to respond to a variety of situations and contexts by shifting voice, tone, level of formality, design, medium, and/or structure.
• State a clear thesis that our writing develops and supports, and construct a sound conclusion.
• Rewrite and improve our writing to illustrate editing practices and our ability to respond to the critical analysis of the instructor and our peers.
• Create and connect with a larger community of writers, and contribute to a larger cultural conversation.
**Format & Technological and Material Requirements**
Our class is about learning from other writers and composers, which includes each other. Participation in class and/or in our online community is critical to our experience. If you’re not in class, you’re not participating. You will also need regular access to the internet to obtain certain readings. Please let me know if this will be an issue. Some of our compositions will be written on Medium, and I will provide instructions on how to register for an account. Please come to class everyday ready to write. That means you should always have paper and a pencil or pen. Sometimes your attendance will be marked by turning in short writing exercises. Most of your assignments, even ones that are posted online, will need to be turned into the instructor on paper. Though we will take advantage of the technology available to us, your instructor is still old fashioned and likes to read compositions on paper.

**Attendance Policy**
Participation in this class is essential to our learning community, and you cannot participate if you are not here. You are allowed up to six unexcused absences throughout the semester. Any additional absence after six will drop your grade by fifty points (5%). Example: 1 unexcused absence will drop you from 80% (B) to 75% (C). 2 unexcused absence drops you from a 70% (C) to 60% (D). An excused absence will include a doctor’s note, or written corroboration of a true emergency. A flat tire on the way to class is not an emergency.

**Instructor Tardiness**
If ever I, for unforeseen circumstances, am late or absent for class, I will do my best to let you know ahead of time. However, if I am more than 15 minutes late and you have not heard from me, you may leave class without being charged with an absence.

**Classroom Behavior**
We will do our best to create a healthy community within the classroom, a comfortable place to learn and share our ideas and opinions about a wide range of topics. This requires a relationship built on respect between one another. We will show this respect by always speaking to others in a mature manure, and listening intently (not just waiting to speak). No one will be allowed to hijack the conversation. Any rude, disruptive, or immature behavior will not be tolerated. If you exhibit this kind of behavior, including verbally or physically harassing another student, you will be asked to leave and will be marked absent for that day. If the offense is egregious enough, you will be reported to the college’s Dean of Students. Please be considerate.

**Electronic Devices**
We will do our best to incorporate all the technology available to us. These are great tools for expanding our knowledge and research, as well as engaging in the larger social conversation. I encourage to use your laptop, tablet or phone in order to access readings or the course website during class. However, I will not allow these devices to become a distraction. Please silence your phone, and don’t use any device for social or entertainment purposes while in class. This will be considered disruptive, and you will be marked absent and no longer allowed the privilege of using your device in class.
Required Texts

Purchase


Recommended Texts

via Online
- Shakespeare, William. Excerpts from Hamlet, King Lear and Macbeth.
On 100 Word Story

• Heathcott, Joesph. “Skin Flâneur.”
• Hummel, H.K. “Life by Bicycle.”
• Starke, Jonathan. “Skinning the Gloves.”

**Major Assignments**

“Tell me Something I Don’t Know.”
Write a 1000-2000 word personal essay where you describe a world in which you are a participant or avid observer. This could be a fan community, sport, art medium, a job or hobby you have/had, or even a description of your unique family dynamic. Please keep in mind your audience. The instructor and many of your peers will be reading your essay, so your subject matter will be public knowledge. Free tip: While sexual exploits and criminal activity may seem interesting to you, these are often cliché and boring subjects. Be original, be candid, but not explicit. **Rough draft due 9/19 * Final Draft due 9/26**

Rhetorical Essay
Write a 1500-2500 word essay on an artistic, cultural or political topic of your choosing. You must be able to take a clear and arguable stance on this topic. This may include a current artistic movement (example: the importance of street art, or spoken word poetry, etc.) cultural discussions (example: the lack of women directors in Hollywood, or concerns with violence in sports) political arguments (example: the flaws and strengths of the primary process, protections in voters rights etc.) Subjects you should avoid are ones that have been discussed ad nauseam (abortion, or gun rights etc.) and ones that are either too easy, or too difficult to prove. Your essay must include 3 sources, one of which must be from a book, or print (magazines and periodicals are acceptable.) The topic for your essay must be approved by the instructor no later than 11/9. **Rough Draft due 11/14 * Final Draft due 11/21**

Oral Presentation
Give a 5-7 minute presentation on any essay in the Norton that we haven’t read in class. Your oral presentation should gives us a short background on the writer (what is their background, other notable works and accomplishments etc.), an explanation on the genre of the essay (personal, exemplification, process, argumentative etc. If you we did not cover your particular genre consult Patterns), and your analysis of the essay. If the essay has a thesis, identify and summarize it. If there is no thesis (a personal essay may not have a concrete thesis), then tell us what made it a particularly effective or moving essay. Your presentation must include citations from the text to back your claims. You must also cite the essay itself at the end of the presentation using MLA format. Using a visual tool such as Prezi or Power Point is not required, but very helpful. Please use if you can. **Due 5/1**
Short Compositions

100 Word Essay
Write a 100 word essay. Tell a true and personal anecdote in the 100 word format. You must use 100 words exactly (excluding the title), no more, no less. You may want to expand on this anecdote for your upcoming personal essay. Due 9/14

Open Letter
Write an Open Letter, 250-750 words, posted on Medium. Address your open letter to an individual of your choosing, but also keep the larger, public audience in mind. This person should be a public figure (a celebrity, artist, politician, C.E.O. etc.). Your letter must include one source, which you will link to in your post. Due 10/24

Medium Response
Write a 750-1000 word response to any article on Medium. Example: “I’m With Banned” by Laurie Penny. Search for a post or article on a topic that interests you. In your response you must cite essays or stories we’ve read so far in class. Assume that the writer of the original article, or your other readers, have not read the essay you are citing and provide a brief summary. You must also include an analysis of the essay you’ve chosen, as well as demonstrated synthesis between the essay and the Medium post. The purpose of this response is to continue the conversation, not comment on the strength of the writing or the execution. You must turn in a hard copy to the instructor. Due 10/31

Grading Breakdown
• 100-90% = Very well-written and conceived, both in execution and subject matter. Demonstrates a mastering of the format and genre, including full awareness of your audience and the intention of the composition.
• 89-80% = Well written, but may show some flaws in execution. Rhetorical decisions, or subject matter works on the whole and is mostly effective except for a few errors in presentation.
• 79-70% = Demonstrates the bare minimum to meet the requirement. The writing is bland; the rhetorical choices and subject are too obvious. There is little to no real insight, and includes distracting errors in grammar and execution.
• 69-60% = Underdeveloped essay with very little purpose and no insight into subject, genre or audience. Too many distracting errors in grammar and execution.
• 50-0% = Fails to present a university-quality composition.

Revision Policy
A draft of each major assignment will be due the week prior to the final due date for workshop and revision. However, you may revise your essays after their due date for a better grade. These revisions will be accepted no later than one week after they are returned to you. If you turn in a revised essay you must also include the original essay with my notes. I will average both the
original and revised essay for the final grade. I will do my best to make myself available if you need further help in the revision process.

**Late Assignments**
All assignments will receive a 10% deduction every class period it is late. This includes not turning in a hard copy of your major assignments. Emailed papers will not be accepted and will be counted as late until I receive a hard copy in my hand.

**Participation & In-Class Writings**
Participation is essential to this course. This includes not only being present for every session, but also contributing to discussions about the readings and our own writing. I know that not everyone is comfortable expressing their thoughts and opinions amongst their peers. However, a large part of this course is learning to engage in debate and discussion among each other. We will all strive to create a safe and open environment where everybody’s voice is heard and no one feels threatened or intimidated to stay quiet. Please inform me if you ever feel uncomfortable or incapable of participating. We will find another way for you to contribute to the discussion. If you do not participate in these discussions it will affect your final participation grade.

This means that everyone must come prepared to discuss the readings. If you have not done the readings you will not be able to participate, and will therefore affect your grade for the day. If this becomes a continuing problem for several students, I will be forced to have reading quizzes after all readings. Please don’t make me quiz you every class. Nobody will be happy.

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<th>Area of Evaluation</th>
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<td>In-Class Writings</td>
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<td>100 Word Essay, Medium Response etc. (short compositions).</td>
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<td>10%</td>
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<td>“Tell US Something…”</td>
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<td>Rhetorical Essay</td>
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<td>Oral Presentation</td>
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Camden County College’s Policies and Procedures

Plagiarism
All students are expected to do their own work. All forms of academic dishonesty are absolutely forbidden. Students who cheat, plagiarize or commit other acts of academic dishonesty will be subject to immediate disciplinary action. This may result in an automatic grade of F for an assignment and/or for the course. Academic dishonesty may also be subject to additional penalties as determined by the College in accordance with sanctions for violations of the Student Code of Conduct. (taken from the Camden County College Catalog, p. 37)

Plagiarism is the intentional or unintentional copying of another person’s work without giving credit to that person. “Work” includes published information, data, charts, graphs, and even ideas. Plagiarism is a serious offense that can result in dismissal from a college. Therefore, it is important to understand how to incorporate another writer’s work into a college essay.

Changes to the Syllabus
I reserve the right to make any change necessary to the syllabus and schedule. If necessary, these will hopefully be minor changes and a new, revised version of the syllabus and schedule will be distributed.

Important Dates
Labor Day, College Closed September 4 (M)
Last Day to drop, 50% refund September 14 (Th)
Audit deadline September 21 (Th)
Withdrawal deadline October 26 (Th)
No evening classes November 22 (W)
Thanksgiving Holiday, no classes November 23 – 26 (Th-Su)

Schedule

Week 0
8/31 - Discuss Syllabus. Get to know each other. Fill out info forms.

For next class: Read “Bullet in the Brain” by Tobias Wolff and be ready to discuss. Read “Sex, Death and the Short Story” by Sarah Hall on the Guardian.

Week 1

9/5 - Discuss “Bullet in the Brain.” Writing exercise.
For next class: **Read** “How it Feels to be Colored Me” by Zora Neale Hurston in *Norton*. **Read** “Now We Are Five” by David Sedaris on *The New Yorker*.

**9/7** - Discuss the personal, or narrative essay. Discuss “Now We Are Five” and “How it Feels to be Colored Me.”

For next class: **Read** Chapter 6, “Narration” in *Patterns*. p.97-117. **Read** an excerpt from *Fun Home* by Alison Bechdel, p. 12-34 in *Norton*. **Read** three selections from 100wordstory.org: Life by Bicycle; Skinning the Gloves; Skin Flâneur and Dinty W. Moore’s interview. Found online.

**Week 2**

**9/12** - Writing Exercise. Discuss 100 Word Essay. Working on language craft, sentence structure. Getting creative to meet the requirements. Discuss Narration and *Fun Home*.

For next class: **Write** a 100 word essay. Tell a true and personal anecdote in the 100 word format. You must use 100 words exactly (excluding the title), no more, no less. You may want to expand on this anecdote for your upcoming personal essay.

**9/14 - Assignment Due:** 100 Word Essay.

Discuss in small groups how we might improve our 100 word essays. Discuss *Fun Home*.

For next class: **Write** your draft for Assignment 1. This is not your final draft and will not be graded. However, it should be completed to the best of your ability. We will be workshopping your essays next week, and if your essay is incomplete, it may be difficult to discuss and improve.


**Week 3**

**9/19 - Rough draft of Assignment 1 Due.** Please distribute all copies to your groups. Writing exercise. Discuss Angell and Oates essay. Discuss synthesis. Discuss rules and tips for peer workshopping.

For next class: Read and make notes for your group’s essays.

**9/21** - Peer workshop.

**Week 4**

9/26 - **Assignment 1 Due.** “Tell me Something I Don’t Know.” Write a 1000-2000 word personal essay where you describe a world in which you are a participant or avid observer. This could be a fan community, sport, art medium, a job or hobby you have/had, or even a description of your unique family dynamic. Please keep in mind your audience. The instructor and many of your peers will be reading your essay, so your subject matter will be public knowledge. Free tip: While sexual exploits and criminal activity may seem interesting to you, these are often cliché and boring subjects. Be original, be candid, but not explicit.

Writing exercise. Discuss Diaz story, Kingston and Malcolm X essays.

For next class: **Read** Ch. 2 “Invention” p. 29-47 in Patterns. **Read** Ch. 4: Drafting and Revising p. 65-93 in Patterns. **Read** “How to Read Intelligently and Write a Great Essays” by Maria Popova on Brainpickings.

9/28 - Discuss brainstorming, journaling, free writing etc. What is your writing process? Discuss structuring an essay and revision.

**Week 5**

10/2-10/5 Watch Enron: The Smartest Guys in the Room


**Week 6**

10/10 -Writing exercise. Discuss Enron both the film and the play. Begin discussion of audience and rhetorical modes. Discuss Hasselstrom essay.

For next class: **Read** “When the King Saved God” by Christopher Hitchens, p.956-64. **Read** “Blue-Collar Brilliance” by Mike Rose, p. 449-56 in Norton.

10/12 - Discuss Hitchens and Rose essays. Discuss perception and realities about class and religion. Discuss Audience.

**Week 7**

10/17 - Discuss “Letter from a Birmingham Jail” and “Letter to My Nephew.” Discuss the open letter format.

For next class: **Read** “Going to Meet the Man” by James Baldwin.

10/19 - Discuss Baldwin. Discuss creating a Medium account.

For next class: **Write** an Open Letter, 250-750 words, posted on Medium. Address your open letter to an individual of your choosing, but also keep the larger, public audience in mind. This person should be a public figure (a celebrity, artist, politician, C.E.O. etc.). Your letter must include one source, which you will link to in your post.


**Week 8**

10/24 - **Open Letter Due.** Writing exercise. Discuss experiences with writing a Medium Response and Synthesis. Discuss “Java Man” and “Kid’s Stuff.”


10/26 - Writing exercise. Discuss Stanton and Jefferson in context with argumentation.

For next class: **Write** a 750-1000 word response to any article on Medium. Example: “I’m With Banned” by Laurie Penny. Search for a post or article on a topic that interests you. In your response you must cite essays or stories we've read so far in class. Assume that the writer of the original article, or your other readers, have not read the essay you are citing and provide a brief summary. You must also include an analysis of the essay you've chosen, as well as demonstrated synthesis between the essay and the Medium post. The purpose of this response is to continue the conversation, not comment on the strength of the writing or the execution. You must turn in a hard copy to the instructor.

**Week 9**

10/31 - 11/2 **Medium Response Due.** Individual meetings to discuss your writing and progress in the course.
For next class: Read excerpts from “Elements of Style.” Read “Decolonizing the Mind” by Ngũgĩ wa Thiong’o, p.896-904 in Norton.

Week 10
11/7 - Improving sentences exercise. Discuss “Decolonizing the Mind.”

For next class: If you haven’t already, get your topic approved by the instructor. Read Ch. 16 “Finding and Evaluating Sources” & Ch. 17 “Integrating Sources and Avoiding Plagiarism” p. 711-28 in Patterns. Read and or look-over Ch. 18 “Documenting Sources: MLA” p. 729-50. Read “Consider the Lobster” by David Foster Wallace, p. 697-709 in Norton.

11/9 - Discuss MLA rules for essays. Discuss citing properly. Discuss intros and conclusions, incorporating your thesis. Appropriate topics. Discuss “Consider the Lobster.”

For next class: Write your first draft of the Rhetorical Essay. It doesn't have to be finished, but a large portion of your essay should be written, including your intro with thesis, and plenty of paragraphs in support. Read “The Braindead Megaphone” by George Saunders online.

Week 11
11/14 - First Draft of Rhetorical Essay Due. Bring in enough copies to share with your small group. Writing exercise. Discuss the writing process. Discuss “The Braindead Megaphone.”

For next class: Read your small groups essays and be prepared to discuss.

11/16 - Peer Workshopping.


Week 12
11/21 - Final Essay Due: Write a 1500-2500 word essay on an artistic, cultural or political topic of your choosing. You must be able to take a clear and arguable stance on this topic. This may include a current artistic movement (example: the importance of street art, or spoken word poetry, etc.) cultural discussions (example: the lack of women directors in Hollywood, or concerns with violence in sports) political arguments (example: the flaws and strengths of the primary process, protections in voters rights etc.) Subjects you should avoid are ones that have been discussed ad nauseam (abortion, or gun rights etc.) and ones that are either too easy, or too difficult to prove. Your essay must include 3 sources, one of which must be from a book, or print (magazines and periodicals are acceptable.) The topic for your essay must be approved by the instructor no later than 11/9.

Discuss experience finishing the rhetorical essays. Discuss “The Boston Photographs” and “The Death of the Moth.”
11/23 - No Class!

For next class: Read “The Swimmer” by John Cheever online. Read “Good Country People” by Flannery O’Connor online. Read “The Nature and Aim of Fiction” by Flannery O’Connor online.

**Week 13**


11/30 - Discuss Yates essay and the symbolism in Yates’s own poems. Learn how to read a poem for analysis. Discuss analyzing Shakespeare.

For next class: Read any essay in *Norton* that we have not read as a class. Be prepared to discuss your essay. This essay will be a part of your oral presentation, so choose carefully. You may need to read more than one until you find one you like.

**Week 14**

12/5 - Writing exercise. Discuss essays you read in Norton. Begin to discuss the oral presentation.

For next class: Continue searching for the essay you would like to present on. This would be a good opportunity to read another essay or two. You might find one you like better. Discuss Oral Presentation. Tips for success. Demonstrate Prezi. Technological requirements.

12/7 - Oral Presentation Due: Give a 5-7 minute presentation on any essay in the *Norton* that we haven’t read in class. Your oral presentation should gives us a short background on the writer (what is their background, other notable works and accomplishments etc.), an explanation on the genre of the essay (personal, exemplification, process, argumentative etc. If you we did not cover your particular genre consult *Patterns*), and your analysis of the essay. If the essay has a thesis, identify and summarize it. If there is no thesis (a personal essay may not have a concrete thesis), then tell us what made it a particularly effective or moving essay. Your presentation must include citations from the text to back your claims. You must also cite the essay itself at the end of the presentation using MLA format. Using a visual tool such as *Prezi* or *Power Point* is not required, but very helpful. Please use if you can.

**Week 15**
12/12-12/14 - Finish Oral Presentations.