

English 14.020—English Composition

Instructor: Melissa Antinori

Fall 2012

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Credits: 3

Prerequisites: English 13 or Placement Test or Placement by SAT scores

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Course Description:

The Undergraduate Bulletin describes English 14 like this: In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments.

This semester, we are part of a learning community the theme of which is leadership. Clearly this is a huge topic, and you'll be approaching it from many angles in this and your other learning community classes. Here, we'll read and write about the way leaders speak and write (using both speeches from the current election and historical documents), and we'll delve into the Civil Rights movement in Brooklyn (you'll be conducting some research in the archives at the Brooklyn Historical Society). We'll end with the novel *To Kill a Mockingbird*, which you'll also read in your Psychology 3 course—thus, the assignments based on the novel will ask you to approach it from the perspective of different fields of study. You'll learn how to be careful listeners and readers, how to sift through conflicting information and points of view, and how to express your own position in a careful and clear manner.

Required Texts/Materials

Harper Lee, *To Kill A Mockingbird*

The *English Department Handbook*

Articles posted to Blackboard, printed out or accessed on an e-reader

A good college dictionary, such as *Webster's Collegiate Dictionary*

One 8 ½ x 11 notebook for informal writing

Course Goals and Objectives

English 14 is a course in reading *and* writing. By the end of the semester, you should be fluent, critical readers of several genres, with strategies for appropriating new language, concepts, and discourses. In order to accomplish this goal, you will:

- build skills of fluency, comprehension, and interpretation, with an increasing emphasis on analysis;
- understand the need to reread and appropriately mark and annotate a text to develop a “reading”;
- become conversant with several genres, including fiction, nonfiction narrative, and the analytical essay;
- practice using texts both as source material and writing models;
- practice close reading strategies such as paraphrasing, summarizing, marginal notation, and locating key words; and
- practice library, Internet, and research skills, including evaluating, analyzing, and synthesizing primary and secondary sources.

In addition, you should be able to write clear, reasonably correct, thesis-driven, expository essays. In order to accomplish this goal, you will:

- learn the importance of purpose, audience, context, and voice
- use writing for inquiry, learning, thinking, and communicating;
- understand writing as a staged process involving invention, drafting, revising, and editing; learn to use rhetorical strategies of definition, division, and classification;
- engage in peer editing and writing workshops;
- learn basic library, Internet, and research skills and concepts, including thesis development, integration of primary and secondary sources, citation, documentation, and how to avoid plagiarism;
- develop control over the conventions of format and writing, including syntax, grammar, mechanics, and punctuation; and
- become acquainted with a variety of writing technologies, including basic word processing and computer skills, Web navigation, and multi-media tools like PowerPoint.

Course Policies:

1. Reading material. The course readings are listed in the schedule, and you need to download them from the course Blackboard page (or access the links) and print them out or be able to access them on an e-reader. Bottom line: you need some version of the reading for the day to refer to in class, and you need to be able to take notes on it. I can help you with some programs that allow you to annotate text on e-readers.
2. Attendance. You are expected to be here on time for each class period. After your fifth absence, your final grade will be lowered one letter; after your sixth absence, you will lose two letter grades; and after your seventh absence, you will fail the course. Please make an effort to contact me at the number or email address above if you must miss a class (and please do not call the English Department's main number to report absences). I will keep track of the minutes you are late (or leave early), and these will add up to absences.
3. Technology. As almost all the work you hand in must be typed, you will need to be familiar with a word-processing program and have access to a computer and printer. You should activate—and check regularly—your LIU email account as this is the easiest way for me to send messages to the class through Blackboard. You will also need to learn how to access Blackboard. We will occasionally have Mac laptops in class so that you can write, for example, your in-class essays on them. You may submit papers in hard copy or via email, through GoogleDocs, or through the Blackboard system.
4. Timeliness. Your work must be ready to hand in at the beginning of class on the day on which it is due. Late papers (including drafts) will be penalized 1/3 of a letter grade for each class they are late, and papers will not be accepted more than two weeks after the original due date. If you are submitting a paper electronically, you must have access to a copy on the day it is due in order to use it for in-class activities. **You must complete all writing assignments to pass the course.**
5. Classroom Etiquette. As this is college, I don't expect this to be an issue. However, there are some requests I would like to make:
 - a) Please don't talk while others are speaking or working. If this becomes a problem, I will require you to move your seat.
 - b) Please keep eating in class to a minimum. You may bring a small snack or a drink, but you may not bring hot food or full meals.
 - c) **All cell phones and pagers must be turned off.**
 - d) All headphones must be removed and music players turned off and put away.
 - e) No work for other classes may be done during this class.

Writing Assignments and Portfolio: You will do a number of writing assignments this semester, including:

- Three formal essays (4-6 pages in length), with at least two drafts
- At least three in-class essays, including a two-stage course-specific essay and the English Department Exit Exam
- Meta-text for each formal essay (in class)
- Informal writing (notebook entries, reading response, peer review, etc.)

- Blog posts on your work at the Brooklyn Historical Society
- Web site text for the BHS project
- Self-assessment

At the end of the semester, you will submit a portfolio that contains the following:

- Your self-assessment
- Two of the three formal essays, revised, with at least two drafts and the in-class meta-texts
- Your BHS material
- One two-stage in-class essay
- The English Department Exit Exam

If you fail to submit a *complete* portfolio by the due date on this syllabus, you will fail the course.

Revision Policy: If you earn a grade with which you are not satisfied, you may revise the paper for a higher grade, following this procedure: 1) Meet with me within ten days of receiving a grade to discuss the essay and come up with a revision plan; 2) Turn in the revision on the date we agree on, usually about two weeks after the appointment. Revisions must be significant to earn a higher grade; simply correcting typos and grammar/mechanics is not enough! You may **not** wait until the end of the semester to decide to revise all your papers. These revisions are in addition to the revisions required for the portfolio. You may not revise any individual essay more than twice.

Grades: At the end of the semester, you will receive one of the following grades: A/A-/B+/B-/C+/C-/D/F//U/W/WF/UW/I. The U (Unsatisfactory Progress) grade is given to students who have completed all of the coursework but who have not made sufficient progress to move on to English 16. Students may only get one U grade per course. The W (Withdraw) grade indicates that a student has officially withdrawn from the course, while a WF (Withdraw Failing) indicates that a student has officially withdrawn with a failing grade. The UW (Unofficial Withdraw) indicates that a student did not officially withdraw but stopped attending classes. The I (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time the grade will become an F. Please note that I reserve the Incomplete for students who have kept up with their work and who have good attendance records but who experience some emergency at the end of the semester that prohibits them from completing the coursework. In other words, don't disappear in, say, October and then come to me in December expecting to be able to make up the work.

Your final grade will be determined by the following scale: final portfolio 60%, formal papers 30%, journals and in-class writing 10%.

Writing Center: You are not required to attend the Writing Center, but it is highly recommended. It is located on the second floor of the H building. Enrollment is free, and you'll meet for one hour/week with a tutor. In addition, students enrolled for weekly tutoring have access to the Writing Center's computer lab and printers. Drop in hours are also available on a limited basis.

Plagiarism: Plagiarism is the use of another person's ideas or words as your own—and it will not be tolerated. The English Department has instituted a plagiarism program, which we will be completing early in the semester. In these workshops, we will be discussing the correct way to quote, paraphrase, and cite texts, and I will expect you to follow these guidelines carefully. While I will be understanding of honest mistakes (e.g. punctuating quotes and citations), I will not excuse blatant acts of plagiarism (such as copying a paper or part of a paper from another student or from a website or websites). If you plagiarize once, you will fail that paper (even if you are caught at the first draft stage), and, although you may still choose to complete the assignment for the writing practice, this paper will not be eligible for inclusion in the final portfolio. If you plagiarize a second time, you will fail the course.

Brooklyn Historical Society

LIU Brooklyn has entered into a partnership with the Brooklyn Historical Society (BHS). Funded by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE), the project, called Students and Faculty in the Archives (SAFA), will run for three years and is designed to introduce students to archival research and to the wonderful collections housed at the BHS.

For us, this means that we will visit the BHS once during the semester and will be using archival material to explore both our course theme and further our reading/writing goals. While you won't be doing formal research (I spent a week this summer identifying the material you'll be using) you will be using the materials I've selected as the basis for several projects: the second of your formal essays, some blog posts on your reading and experience in the archives, and an online version of your project.

The material we'll be using comes from the Arnie Goldwag/Brooklyn Congress of Racial Equality (CORE) Collection, which includes letters, fliers, clippings, pamphlets, etc. related to the activities of CORE in Brooklyn in the early 1960s. Topics covered include desegregation in housing and education, a Christmas boycott, and CORE's attempt to create a city-wide traffic jam to block the 1964 World's Fair—all topics we'll be reading about in preparation for our visit to the library and you'll be writing about in your assignments.

Although I'll be asking you to look at some specific parts of the BHS web site as we get closer to our visit, I encourage you to check them out at brooklynhistory.org. Lately, I've been having a lot of fun with their online image gallery (<http://brooklynhistory.pastperfect-online.com/>), where you can find lots of photos of early Brooklyn, searchable by neighborhood!

Schedule

Except for *To Kill a Mockingbird* and the articles that you'll find during your library visits, all of the readings listed here will be posted to Blackboard. When possible, I will also provide links so that you can access them on the Internet. It is your responsibility to have the reading material in class on the day it is due, either in hard copy or on an e-reader. You should also bring your iPads and the *English Department Handbook* to class every day.

Date	Class	Reading Due	Writing Due
Th 9/6	Introductions/Diagnostic		
T 9/11		Abraham Lincoln, Gettysburg Address and Second Inaugural Address	
Th 9/13	Assign essay 1	John F. Kennedy, Inaugural Address	
T 9/18	Plagiarism packet	Barack Obama, 2012 Convention Speech	
Th 9/20	Summary, paraphrase, quotation introduced.	Mitt Romney, 2012 Convention Speech	
T 9/25			Blog post 1
Th 9/27	Workshop essay 1	Martin Luther King, "Letter from Birmingham Jail"	Essay 1 draft
T 10/2	Primary vs. secondary sources; MLA citations	Malcolm X, "Learning to Read"	
Th 10/4	Assign BHS writing components	Brian Purnell, "'Drive Awhile for Freedom': Brooklyn CORE's 1964 Stall-In and Public Discourses on Protest Violence" and "Civil Rights: The Flop"	
T 10/9		Look at the description of the Arnie Goldwag CORE collection. http://brooklynhistory.org/library/wp/?s=core&submit.x=0&submit.y=0&submit=Search Images from the Civil Rights Movement: http://www.crmvet.org/index.htm	Essay 1 due
Th 10/11	Practice in-class essay		Blog post 2
T 10/16	BHS Visit		
Th 10/18	Workshop item descriptions	<i>New York Times</i> articles on CORE	Blog post 3
T 10/23	LIU Library Visit		
Th 10/25		Background readings on <i>To Kill a Mockingbird</i> from the library visit	Draft of essay 2
T 10/30	Workshop essay 2	Harper Lee, <i>To Kill a Mockingbird</i>	
Th 11/1	Workshop essay 2	<i>TKM</i>	
T 11/6		<i>TKM</i>	Essay 2 due
Th 11/8		<i>TKM</i>	
T 11/13		<i>TKM</i> and supplemental articles	
Th 11/15	Practice in-class essay	<i>TKM</i>	
T 11/20	Workshop essay 3		Draft of essay 3
Th 11/22	Thanksgiving	No Class	

T 11/27	Workshop web site text and revise.		Web site text due
Th 11/29		Pre-reading for two-stage essay	
T 12/4	Two-stage in-class essay		Essay 3 due
Th 12/6	Two-stage in-class essay	Pre-reading for Impromptu essay (handout)	
T 12/11	Workshop self-assessment letter and revise		Self-assessment letter draft
T 12/13	Impromptu Essay		Portfolio Due