**State University of New York–New Paltz**

**Composition I: Fall 2013**

**ENG160-13—GE III Liberal Arts & Humanities 3 Credits**

Instructor: Joann Deiudicibus Office: Jacobson Faculty Tower 702

E-mail: deiudicj@zmail.newpaltz.edu Office Hours W 5:00-6:00 or by appt.

Classroom: Lecture Center 110

Telephone: (845) 257-2727 Class Time: M & Th 10:50-12:05

**Required Texts**

Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. New York: W.W. Norton, 2011.

Print.

*Composition Program Handbook:* *2013-2014.* SUNY New Paltz, 2013. Web.

Deiudicibus, Joann K., et al. *The Norton Mix: A Composition Reader*. New Paltz: W.W. Norton, 2012. Print.

Rigolino, Rachel, James Sherwood, and Joann Deiudicibus, eds. *New Voices, New*

*Visions 2013: Essays from the Composition Program.* SUNY New Paltz, Aug. 2013.

Web.

Sedaris, David. *Let’s Explore Diabetes with Owls.* New York: Little Brown & Co., 2013. Print.

**Course Description**

Training in critical reading, the process of composing, academic forms of writing, and computer literacy. Movement from expressive to expository writing. Papers assigned to develop particular writing techniques. A first-semester English course, which satisfies GEIII/Comp 1.

**Objectives**

ENG 160

By semester’s end, students will demonstrate the ability to:

1. Write well in different rhetorical situations and modes, i.e., for different purposes, occasions, and audiences.
2. Understand and reflect on key concepts about writing and rhetoric (style, exigence, voice, invention, etc.).
3. Craft well-developed, well-organized, clear, and grammatical sentences, paragraphs, and essays.
4. Think and write as college students (reflecting, observing, explaining, comparing, summarizing, synthesizing, analyzing, evaluating, and interpreting).
5. Approach writing as a process (planning, shaping, drafting, revising, and editing).
6. Critique one’s own writing and the writing of others through reflection on important concepts and issues in composition studies.
7. Evaluate sources of information using criteria such as currency, authority, objectivity, accuracy, specificity, and relevance.
8. Use information ethically and legally.
9. Develop oral presentation skills.
10. Develop computer and library information literacy skills.

**Evaluation**

Diagnostic Essay Sample 0%

Four Take-Home Assignments (Essay lengths vary from 2-5 pages) 60%

Other Practice Writing Assignments 15%

Timed Midterm Essay 5%

Participation in Library Workshop and Research Skills Assignment P/F

Final Oral Presentation P/F

Timed Final Exam essay P/F

Class Preparation/Homework, Blackboard, Quizzes 15%

Class Reading Presentation 5%

Attendance P/F

Portfolio P/F

**The Portfolio**

All eligible students are required to submit a final portfolio in order to advance from Composition I to Composition II. In order to be eligible for submission, students must maintain a grade of D or higher. **Keep everything you write for this class in a folder** and save different (dated) Microsoft Word files of essay drafts. The portfolio is not graded; it is assessed as one of the following: Exceeds/Meets/Approaches/Fails.

The final portfolio will contain the following:

* The diagnostic essay
* Two revised essays (clean copies with multiple drafts), one of which demonstrates argumentative writing, effective research skills, and proficiency in basic MLA documentation methods
* Midterm exam/in-class timed writing
* Final exam/in-class timed writing (i.e., final-exit essay)
* A cover letter—a final reflective statement in which the student articulates his or her writing processes and progress in the course

**Academic Integrity**

“Students are expected to maintain the highest standards of honesty in their academic work. Cheating, forgery, and plagiarism are serious offences, and students found guilty of any form of academic dishonesty are subject to disciplinary action” (*Faculty Handbook* 32). Plagiarism is the unacknowledged (intentional or unintentional) use of summary, paraphrase, direct quotation, language, statistics, or ideas from any information source including the Internet. Cite, for this course, according to Modern Language Association (MLA) format.

**Grading Scale:** A (90-100%) Outstanding scholarship and an unusual degree of intellectual initiative; B (80-89%) Superior work done in a sustained and intelligent manner; C (70-79%) Basic quality work; D (60-69%) Work of the lowest passing quality, the student having mastered the bare minimum of subject matter content; F Unsatisfactory (a failing grade).

**Class Preparation, Participation, and Attendance Policies**

Come to class prepared to engage seriously in the work of the class, which includes reading, critical thinking, and thoughtful writing. Your participation in class and on Blackboard should include insights that move the class forward. Attendance at all class meetings is mandatory. the university policy allows three unexcused absences. Three latenesses equal one full absence. It is your responsibility to contact me in advance for missed work.

**Paper Submission and Revision Guidelines**

Essays are due on the date they are listed. Each assignment carries with it the opportunity for one revision (one week after the paper is returned). Further revisions may be granted, but only if the student displays proper initiative and purpose. Electronic submission is permitted only with prior consent of the instructor.

**Tutoring Incentive**

I encourage students to meet with a writing tutor on our campus Tutoring Center in Old Main. Any student who meets with a tutor on any two of the four take-home essays will receive a partial grade increase (e.g. from a C+ to a B-) in the overall evaluation of that paper. You must have the paper signed by a tutor and the paper must show significant progress.

**Americans with Disabilities Act (ADA)**

Students with disabilities are entitled to the right to accommodation under Section 504 of The Rehabilitation Act and ADA of 1990. ADA students are responsible for self-identifying to the Disability Resource Center who will inform me of your accommodative needs related to the structure of the course.

**Classroom Decorum**

I want our class to be a comfortable and professional environment for engaged writing and respectful discussion. To this end, please keep your cellular phone and other mobile devices silent and invisible or you will be marked absent. We will only be using the computers for particular in-class writings. Please keep your computer off or on standby unless directed to do otherwise. We are only together for a few hours per week and have much to learn, consider, write about, and discuss; let’s use this time well.

**Student Evaluation of Instructor:**

The SEIs will be administered in December. You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of three or more students.  I value your feedback and use it to improve my teaching and planning.  Please complete the form during the open period on-line.

**Nota Bene:**

\*Consider this syllabus and the information in our *Composition Program Handbook* contracts between you and me; read and understand them.

\*I am available to meet with you about any class concerns during my office hours or by appointment. Be prepared when you arrive. Should you need to reschedule or to cancel, call or e-mail me.

\*The semester always proceeds more smoothly when students adhere to deadlines. Late work will only be accepted if an arrangement is made with the instructor at least one week prior to the due date. Late papers are subject to penalty grades.

**\*Students must complete every major assignment** (e.g., essays, portfolio, library session, and presentation) on the syllabus in order to successfully complete Composition I.

**\***No student may withdraw from Composition I; it is a required first-year writing course. You are responsible for reading and understanding the material on the syllabus and in the *Composition Program Handbook (*Bb), which explains the objectives of the course. Numerous resources are available to you here on campus. Visit our program handbook and the college website for information on our Tutoring and Writing, Academic Advising, and Disabilities Resource, and Psychological Counseling Centers.

**Schedule of Assignments**

**Please note:** This schedule is tentative and will change based on the needs of the class. All readings are in the *Norton Mix* and *The Little Seagull Handbook* unless otherwise indicated (Blackboard or Bb). \*For each class meeting, complete and annotate readings, bring all of your texts, homework, as well as a pen and paper. Prepare to discuss and write about the assigned selections as if you were going to teach the class that day. I may call on you to lead a class/group discussion or create questions on the assigned reading(s).

**Week One-** **Introductions; Syllabus; Diagnostic Essay; RENNS**

What, why, *who* is Composition?

**8/26-8/29 Bb: Selections** from Ken Macrorie’s *Telling Writing*; “Standing Still” (Sedaris); “Be Specific” (Goldberg 24).

**Week Two-** Labor Day **(9/2-No Classes)**

**Description; Academic Integrity; Composing with Purpose; Mandatory Conferences**

**9/5** Bb: “Getting Started” (Lamott 101); Bb: “Writing for an Audience” (Flower 98).

*LS 2-13; 46-49; 90-92*

**Presenters: Robert & Stephen**

**Week Three-** **Literacy Narrative/Exploratory Draft**

**9/9-9/12** “What Is Poverty” (Parker 39); from *An American Childhood* (Dillard 14).

*LS 14-26; 25, 46-47*

**Presenters: Taylor & Jessica**

**Week Four-** **Literacy Narrative/Exploratory Final**

**9/16-9/19** Bb: “Shitty First Drafts” (Lamott);“The Maker’s Eye: Revising Your Own Manuscript” (Murray 27).

*LS 12; 262-64; 282-295*

**Presenters: Anil & Faith**

**Week Five-** **Thesis; Mandatory Library Session-Th**

**9/23*-*9/26** “How to Mark a Book” (Adler 7); “Why Women Smile” (Cunningham 56).

*LS 9; 20-21; 63-65; 68-79*

**Presenters: Erin & Maxim**

**Week Six- Rhetorical Appeals (Logos, Pathos, Ethos); Informational Assignment** **Draft**

**9/30-10/3**“A Modest Proposal” (Swift 45).

*LS 32-37; 60-62; 279-281*

**Presenters (2 on Swift): Sara & Eli**

**Week Seven- Locating Rhetorical Appeals; In-class** **Midterm Essay (Th)**

**10/7-10/10** Bb:“Black in Boston” (Howard).

*LS 65*

**Presenter: Breanne**

**Week Eight-** Columbus Day **(10/14-No Classes); Informational Assignment** **Final**

**10/17** **“**How to Write a Letter” (Keillor 65); “How to Write (the Perfect) Email” (Shipley & Schwalbe 70).

*LS* 235-37

**Presenters: Justin & Kate**

**Week Nine- Definition; Comparison and Contrast**

**10/21-10/24** Bb: “Pride” (Frazier); “Neat People vs. Sloppy People” (Britt 35).

*LS 18-20; 68-91*

**Presenters: Hayley & Alexa**

**Week Ten- Situation Essay Draft; on MLA**

**10/28-10/31 “**Desperation Writing” (Elbow 1); **TBA.**

*LS 105, 113, 118, 122; 93-*

**Presenters: Lizzy & Scott**

**Week Eleven-** **Rhetorical Grammar; Situation Essay Final**

**11/4-11/7 “**Girl” (Kincaid 193); “How I Came to Love the Veil” (Ridley 177).

*LS*

**Presenters: Dana & Natalia**

**Week Twelve-**In-class Ad Analysis; **Glogster Assignment**

**11/11-11/14** “The Bias of Language, the Bias of Pictures” (Postman & Powers 81); Dove Campaign Ad (223).

*LS* *9; 29-31*

**Presenters (2 on Postman & Powers): Ernst & Conor**

**Week Thirteen-Portfolio Cover Letter Workshop**

**11/18-11/21** “Marrying Absurd” (Didion 127); What Is Marriage For?” (Rauch 133).

**Presenters: Paige & Meghan**

**Week Fourteen-** **Glogster Assignment Due (Save as finished, private)**

Thanksgiving Recess (**11/27-11/29-No Classes)**

**11/25 TBA**

**Week Fifteen- Five-Minute Glog Presentations; Online SEI**

**12/2-12/5**

**Week Sixteen- Common Final Strategies; Final Portfolio Due**

**12/ 9** **Bring all essays, drafts, and cover letter**

**12/14 Common Final** (In-class Essay for ALL Comp I Students)

**8:30 AM; location TBA**