

ENG 1111: College Writing II

Spring 2002

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Office hours: Wednesdays 9:30–10:30 or by appointment

Required Texts

Bartholomae & Petrosky, *Ways of Reading*, 5th ed. (St. Martin's)

Anson & Schwegler, *The Longman Writer's Companion* (Longman)

Additional readings TBA

Required Materials

Standard three-ring binder with one partition (first half for papers, second half for quizzes)

Introduction

ENG 1111 is a course in reading, writing and critical thinking. Writing is our main focus, so expect to write constantly, both in and out of class. We will build on your writing ability through drafting, developing, revising, and editing your and your peers' work. You will need to write throughout your college career and in your professional life; take full advantage of this course by being an active participant.

It is important to recognize that reading is a necessary, complementary activity to writing. This is a collaborative course—we will “compose” together, build off each other's ideas, and help each other advance in the writing process. In order to succeed in this class, you must be present, prepared and ready to share your ideas. From time to time, I will hand out photocopies of student papers (kept anonymous) for group revision. In addition, I will be asking you to present your writing in class, in both large and small group settings. Sharing your drafts may seem intimidating at first, but the exchange of ideas is an essential part of this course and will improve your writing.

We will be exploring that writing is a process. Just like playing a sport, the final product (a well-written paper or a three-point shot) occurs only after the techniques have been practiced through a learning process. Writing can be a process of discovery. Beginning to write a paper does not mean you know exactly what you want to say by the end—writers sometimes write to discover what they want to say. Writing can be a process of re-discovery, making the familiar unfamiliar. And, writing can be a way to reclaim what has been lost either by you, your age group, or society as a whole.

Finally, I assume that you are here to learn all you can. I want to spend time with you learning, exploring ways to write and think, and making progress in your writing—NOT haggling over requirements, late assignments, absences, etc. You must adhere to the policies stated below.

Attendance

Do not miss class. Attendance is required. The only exceptions are documented medical excuses, athletic absences, or excused religious holidays (see Student Handbook for excused holidays). You are allowed three unexcused absences. After a third unexcused absence, you will lose points from your final grade and could result in failing this course. If you are absent, you are responsible for any work that was done in class and must make arrangements to get that work from either a classmate or myself. In-class quizzes cannot be taken at a later date.

Do not come late. You miss important announcements and disrupt the class. If you are more than 15 minutes late or late often, you will be marked as absent.

Due Dates

Do not turn in work late. Assignments are due at the beginning of class (8 AM) on the day that they are due. Being absent does not give you the right to turn in work late unless you have a documented medical excuse. Late work will be graded as such and you can expect a lower grade. **NOTE:** Computer glitches, errors, faulty printers, etc. are *not* valid excuses for not bringing homework and papers to class. In addition, I will not accept emailed homework and papers—if you do bring your homework or a paper to class, bring it to the following class (with the realization that it will be marked as being late).

Annotated Journal

The annotated journal is an important aspect in this class and will be graded as part of the final project grade for each paper. Use the questions on the syllabus as guidelines, not as blueprints or laundry lists, which you must adhere to. The journal will be graded in the check minus/check/check plus system.

Quizzes

At the beginning of each class I will conduct a quiz concerning the assigned reading. The quizzes will serve as a starting point for our class discussion and as an indicator of how you are responding to the text. Quizzes are part of the final project grade of each paper and by themselves count for a small amount of the grade—but be cautious, because, like absences and homework, they add up quickly. Quizzes will be graded in the check minus/check/check plus system.

Papers

Drafts-in-progress and final papers *must* be typed/word-processed. Use a standard Times 12-point font (not all italics, not cursive), double-spaced, with one-inch margins. Northeastern has several computer labs available to you in which you can complete your work. Save your work often and always make a back-up copy on another disk.

Do not use a coversheet, a backsheet, or plastic folders. The first page of your paper should look like this (note that the heading is *not* double-spaced):

Your Name
ENG 1111/Spring 2002
Ms. Karen Gulbrandsen
Date
Paper #, Draft #

Title

[no all caps, no underlines, no italics, bold optional]

[Text...]

The rest of the text, including block quotations and the “Works Cited” page (we’ll go over this in class), should also be double-spaced. Page numbers are optional on drafts, but are required on the final draft. They should go in the top right hand corner, skipping the first page.

You must bring two copies of your drafts to class each due date. I will collect one and the other will be used for in-class revisions. All Final Papers must be at least five pages. Papers are graded on organization, originality, clarity, correct grammar, effective sentence structure, among other criteria.

For each paper, I encourage you to visit the Writing Center at 412 Holmes Hall. Call ahead to make an appointment; bring a hard copy of your paper, earlier drafts, and the assignment to the center. Phone 617/373-4549 or <http://www.dac.neu.edu/owl/>.

Portfolio

DO NOT THROW AWAY ANY OF YOUR WORK! Keep all of your work in your Portfolio folder, in chronological order from final draft to the first day’s homework—that is, your latest work goes on top. When you hand in each of your final papers, you will also hand in your Portfolio to date with a table of contents. Don’t throw away or lose your work. You will not get credit for work that I cannot see.

Grading

Classwork, quizzes, the annotated journal, and some drafts will be graded on a check minus/check/check plus system. A check minus means that your work seems rushed and not well thought out, or that you missed the purpose of the assignment, or that you missed some key elements in the assignment. A check means you are right on track. A check plus means that you've included some extraordinary and unique insights. The final draft papers will be graded in letter grades and will correspond to the 4.0 system.

During the quarter, we will do three projects, each worth 30 points of your final grade. Each project includes the final draft paper and all work leading up to the final draft paper (annotated journal, quizzes, classwork, drafts, portfolio table of contents, etc.).

Project One	30 points
Project Two	30 points
Project Three	30 points
Participation	5 points
Portfolio	5 points

A student must receive a grade of C or better in order to pass all Department of English writing courses (first year and middler year). (C or better in a required writing course is necessary for graduation.) No C- or D grades are allowed in writing courses in the Department of English. If a student's work in a required writing course is not up to the level of C, that student will receive a U grade, and repeat the course. A U grade indicates that the student has made an effort and has met all the requirements as specified, but is not writing at C level or above. In effect, repeating the course with a U grade simply gives the student more time to work on her or his writing.

An F grade indicates that the student has not fulfilled the requirements of the course as specified in the course syllabus.

Incompletes are not an option.

Plagiarism and Academic Dishonesty

Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work on tests and in assignments. For details about the specifics of academic dishonesty and plagiarism, see the Student Handbook (p. 114–115), and/or the department handout "Plagiarism." If you have questions about proper attribution of work to others, contact your professor prior to submitting work for evaluation.

The penalty ranges from an 'F' grade on the paper in which the violation occurs to expulsion from the class, and possibly, from the University.

ACE

This course emphasizes the university-wide ACE goals of effective thinking (critical thinking, creative thinking; logical analysis and deduction skills; evaluation skills; synthesis), effective communication (perceptive and active reading, listening, and observing; well-organized writing to transmit results of one's own thinking, personal opinions and feelings; convincing, persuasive theses; the ability to express ideas and convey meaning clearly, concisely, and imaginatively; employing rhetorically effective grammar, syntax, spelling, and punctuation) information literacy (employing technology ethically and in the service of society; using competently the tools appropriate to a field), life management, career, and interpersonal skills (learning from experience; planning and managing time and resources; viewing oneself as an agent of change; working cooperatively in a team setting; understanding and operating within institutional cultures). The course develops students' understanding of the social and cultural world within the contexts of history, ethics, aesthetics, and personal perspective.

ENG1111: College Writing II Project I Schedule

Writing as a Process of Discovery

Wednesday, March 27 Topic: Introduction
Writing as a Process

Thursday, March 28 Topic: Annotation

Assignment: Read Paul Auster's essay "Portrait of an Invisible Man," pages 49-71

Annotated journal: use the following questions as a starting point. You have read half of Auster's essay and, so far, what do you see Auster as trying to accomplish? What are his goals? Does he have a thesis? How do you expect this piece to end? What "conclusions" (if any) do you anticipate Auster coming to? What are the strengths and weaknesses you see in Auster's approach to his topic?

Monday, April 1 Topic: Understanding/Critiquing Auster

Assignment: Read Paul Auster's essay "Portrait of an Invisible Man," pages 71-99

Annotated journal: use the following questions as a starting point. After finishing Auster's piece, were you surprised at the ending? Why or why not? What lessons does the writer learn about his father? About himself? About writing? Now, what do you see as Auster's goals with this piece? How does he accomplish them? What forms (e.g. stories, lists) does he use in his essay? How do the separate forms correspond with each other? Critique Auster's essay as a whole—what are its strengths? Its weaknesses?

Wednesday, April 3 Topic: Understanding/Critiquing Auster

Assignment: Skim and mark sections where Auster talks about his work as a writer, re-read those sections. In this essay, Auster invites the reader to think about his attempts in this essay as writer's "problems." What are the problems Auster faces? How are they writing problems? How does he solve or attempt to solve them? If Auster is an expert writing about his work, what lessons does he offer? What can a student writer learn from what he says and what he does? What can *you*, also as a writer, gain from Auster's "discoveries" about writing?

Thursday, April 4 Topic: Using Auster

Assignment: Pre-writing for Paper #1

Monday, April 8 Topic: Finishing Auster, Pre-writing workshop

Assignment: First Draft for Paper #1

Wednesday, April 10 Topic: Generating and developing ideas

Assignment: Second Draft for Paper #1

Thursday, April 11 Topic: In-class group revision

Assignment: Third Draft for Paper #1

Monday, April 15 Topic: Peer-commenting

Assignment: Fourth Draft for Paper #1

Wednesday, April 17 Topic: Peer-commenting

Assignment: Final Draft for Paper #1

Thursday, April 18 Topic: FINAL DRAFT FOR PAPER #1 DUE

Assignment: Read Walker Percy's essay, "The Loss of the Creature," pages 564-578

Annotated journal: use the following questions as a starting point and annotate specific passages to back up your ideas—What is Percy's goal in writing this essay? Who is his audience? What does Percy want us (as his audience) to be convinced of? How does he want us to do "it"? (If it helps, first write about what he *doesn't* want us to do.) Percy uses certain words (like sovereignty and consumer) applying his own definition to them. List some of those words and try to figure out his definition for them.

Topics and Assignments subject to change.

ENG1111: College Writing II Project II Schedule

Writing as a Process of Rediscovery

Monday, April 22 Topic: Understanding Percy (Quiz)

Assignment: Re-read Percy's essay

Annotated journal: use the following questions as a starting point. Percy's essay is filled with the loss of "it," but he never specifies what the "it" is. As you reread the essay, note the passages that describe the elusive "it." How do you think Percy defines "it"? What are the strengths of Percy's argument about "it"?

Wednesday, April 24 Topic: Critiquing Percy (Quiz)

Assignment: Re-read Percy's essay

Annotated journal: use the following questions as a starting point. Learning (as in Percy's essay) is a process. How does the learning process Percy sets up correspond to the writing process? What are some practical ways to apply what Percy is writing about to the writing process? How does Percy's essay connect to what Auster is writing about? Where would they both agree? Where would they disagree?

Thursday, April 25 Topic: Using Percy (Quiz)

Assignment: Outline for essay 2, stating your goals and objectives. Outline your main points and the quotes and evidence you will use to present your argument.

Monday, April 29 Topic: Finishing Percy, Pre-writing workshop

Assignment: First Draft for Essay 2

Wednesday, May 1 Topic: Peer commenting

Assignment: Second Draft for Essay 2

Thursday, May 2 Topic: In-class group revision

Assignment: Third Draft for Essay 2

Monday, May 6 Topic: Peer commenting

Assignment: Fourth Draft for Essay 2

Wednesday, May 8 Topic: Peer commenting

Assignment: Final Draft for Essay 2

Thursday, May 9 Topic: FINAL DRAFT FOR ESSAY 2 DUE

Assignment: TBA

Topics and Assignments subject to change.

ENG1111: College Writing II Project III Schedule

Thursday, May 9 Topic: FINAL DRAFT FOR ESSAY 2 DUE

Assignment: Read Jane Tompkins, *"Indians": Textualism, Morality, and the Problem of History*, pages 672–689.

Annotated journal: use the following questions as a starting point: What is Tompkin's goal in writing this essay? Who is her audience? What does she want us (as her audience) to understand? Tompkins uses several terms, such as epistemology, post-structuralism, anti-foundationalism. After you read her essay, locate some of those words and try to figure out what they mean within the context of her essay.

Monday, May 13 Topic: Understanding Tompkins (Quiz)

Assignment: Re-read the first two sections of Tompkin's essay

Annotated journal: use the following questions as a starting point. Tompkins presents many passages from other researchers' work to illustrate her argument. How does she use these passages to support her argument? How does her analysis of these passages change our definitions for truth and fact? Are there other ways to interpret the passages?

Wednesday, May 15 Topic: Critiquing Tompkins (Quiz)

Assignment: Re-read the conclusion of Tompkin's essay

Annotated journal: use the following questions as a starting point. Research (as in Tompkin's essay) is a process. How does the research process Tompkin talks about correspond to the writing process? What are some practical ways to think about what we do in the library and outside of it when applying research? How does Tompkin's essay connect to what Percy and Auster are writing about? Where would they agree? Where would they disagree?

Thursday, May 16 Topic: Using Tompkins (Quiz)

Assignment: Outline for Essay #3, stating your goals and objectives. Outline your main points and the quotes and evidence you will use to present your argument.

Monday, May 20 Topic: Finishing Tompkins

Assignment: First Draft for Essay #3

Wednesday, May 22 Topic: Peer Commenting

Assignment: Second Draft for Essay #3

Thursday, May 23 Topic: Peer Commenting

Assignment: Third Draft for Essay #3

Monday, May 27 Memorial Day: No Class

Wednesday, May 29 Topic: Peer Commenting

Assignment: Final Draft for Essay #3

Thursday, May 30 Topic: FINAL DRAFT FOR ESSAY #3
PORTFOLIO DUE

Topics and Assignments subject to change