

MAPPING THE SELF

COMPOSITION 1

FALL 2004

Nits:

Course: Composition I
Course no.: 52-1151
Meetings: Section 03: MW 8:30-9:45pm; C 305
Section 04: MW 10-11:15am; C 320
Section 09: MW 11:30am-12:45pm; C 215
Institution: Columbia College Chicago
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* Please don't call after 9 p.m.

** Email is the best way to reach me.

Disclaimer:

This syllabus may be amended as the course progresses. If any elements of the syllabus *other than the schedule* are amended, you will be given a handout detailing the changes. **You are responsible for checking the schedule on-line regularly. Daily assignments and other information will change frequently.**

Required Texts and Materials:

Elbow, Peter and Pat Belanoff. *Being a Writer: A Community of Writers Revisited*. New York: McGraw Hill, 2003. ISBN: 0-07-237873-5

Maimon, Elaine and Janice H. Peritz. *A Writer's Resource: A Handbook for Writing and Research*. New York: McGraw-Hill, 2003. ISBN: 0-07-294404-8

You should also have an unabridged College Dictionary, writing supplies (paper and pens or pencils), and two folders for this course (one folder for turning in your projects).

Introduction:

This course enhances the writing skills you will need in and beyond college. Our writing will move from expressive to informative, exploring the concepts of self and community in a variety of methods; we will also explore *community* by means of collaborative work on both small and large scales. Over the term, you will "map" your relationship with four different institutions of culture: discipline*, family, entertainment, and community. As we do so, we will explore writing processes and mechanics, covering as many aspects of writing for public and private spaces as we can.

* *Discipline* here refers to your chosen career path, such as the discipline of film making.

About the course:

Catalog description:

The first required course in a two-semester sequence, English Composition I teaches techniques for brainstorming, planning, drafting, revising, editing, and proofreading. Students move from expressive to persuasive writing while improving reading skills. Course work includes student-instructor conferencing, small groups, and multi-draft approach to assignments. Students keep an informal journal.

Prerequisites:

52-1101 INTRO TO COLLEGE WRITING or
52-1100 ESL INTRO TO COLLEGE WRITING

Goals and Objectives:

- Use processes of brainstorming, drafting, revising, and editing to compose original essays that generate and communicate personal and intellectual discoveries;
- Develop a controlling idea, exploring it in depth with illustrative detail;
- Use organizational strategies appropriate to their audience and purpose;
- Craft coherent, well-developed paragraphs and sentences free from distracting mechanical error;
- Read and respond to student and published writing critically;
- Respond to 2-3 published authors in the context of an essay, using MLA style citation.

Course Overview:

This course is divided into four units, each lasting approximately three weeks. Each unit will build on the previous one, expanding on the writing methods we learn and the explorations we conduct. The units explore four facets of our culture that effects who we are and how we relate to the world.

Unit 1: Discipline (Career)

In unit one you will begin to explore your writing style and practice doing short bursts of writing. You will use this time to consider your burgeoning relationship

to your *discipline*. (In this context, discipline refers to the field you're working in rather than punishment.) You'll ask what your discipline means to you, why you are considering it, and how your writing will affect your performance in it.

Unit 2: Family

Unit two expands from private to public writing spaces; we will move from individual writing activities to collaborative ones. In doing so, you will explore the relationship between yourself, your family, and your discipline. As you connect these disparate elements, your map will become more clear.

Unit 3: Entertainment

As we pass the half-way point of the semester, we will take time to consider more strategies for revision and focus on audience and purpose. Your map will expand to include culture—you will ask how the institution of entertainment orients your world, and what how it relates to the other institutions.

Unit 4: Community

The end of the semester will present a navigation challenge to the course. We will move from more abstract, personal writing to specific public writing, considering how argument and persuasion come into play in writing. You will use the self-map you have been constructing to generate “directions” to the solution of a public-policy issue.

Grading Policies and Procedures:

Credit hours:

3

Grading Scale:

A	1000 – 900 points
B	890 – 800 points
C	790 – 700 points
D	690 – 600 points
F	590 or fewer points

Assignments and Grading:

Category	Point value	Percentage
Homework and Quizzes	200	20%
Grammar Panels	100	10%
Peer Review	100	10%
Project 1: Discipline	100	10%
Project 2: Family	150	15%
Project 3: Entertainment	150	15%
Project 4: Community	200	20%
Total	1000	100%

Homework and quizzes:

I will regularly assign readings and short writing assignments as homework. Make sure you do the homework for every class. Not only will this help your grade, it will insure that you get the most from our in-class work.

See below for reading/writing grading standards.

Reading Responses, other Hand-ins:

When we do readings for this class, I will usually ask you to write a short response to the readings. These responses guide your reflection on the reading and prepare you for discussion or other class activities. All responses and other hand-ins are due **at the beginning of class**.

Responses and other short writings are generally worth 5 – 10 points

Quizzes:

On the occasions that I hold quizzes, I hold them at the beginning of class. This means that *if you're late, you will miss the quiz and receive a zero*. Only people who have excused absences will be allowed to make up quizzes.

Quizzes are generally worth 5-10 points.

Grammar Panels:

Each band will be required to do two presentations each semester. These presentations will focus on different sections of *A Writer's Resource*, our grammar and style handbook. Refer to appendix B for details.

Presentations are generally worth 50 points each.

Peer Review:

Peer Review plays a key role in our coursework. The more effort you make to return thorough, careful reviews to your peers, the more beneficial the process will be for everyone.

Peer Review is worth 25 points per project.

Projects: See appendix A for paper grading standards.

See grading breakdown (above) for project point-values.

Classroom Policies:

Attendance Policy:

Since much of our work is collaborative, it is absolutely necessary that you attend each class. **Students who miss more than three classes after the first week will be penalized 50 points for each additional absence.**

While I do allow for excused absences, such cases are rare and require written proof of absence for each occasion. In the case of excused absences, class work missed is due the class period after the student returns to class.

Events that do not excuse absences:

- Short term illness—if you are not sick enough to require a doctor visit and/or multiple days in bed, your illness will not excuse your absence. This does **not** mean that you should come to class if you are ill. Such illnesses are the perfect use for your three “freebies.”
- Car / transportation trouble.
- Leaving early/ returning late from holiday or other school breaks.

If you know ahead of time that you will have an excused absence, you must notify me **before** you miss class. Such absences may include: academic events, scheduled medical procedures, conflicts with other courses. Foreseeable absences will not be excused after the fact.

Work due for unexcused or pre-excused absences is due **the day you return**.

Turning in work:

All work is due at the beginning of class on the day it is assigned. Work done outside class must be typed and printed double-spaced on white, 8.5x11" paper.

I accept assignments by email, but you should not assume that I have received an assignment until you receive a confirmation email from me. If I do not receive the email before the assignment is due, late-work penalties will apply. **In other words, if you turn in assignments by email, you do so at your own risk.**

If you do not have regular access to a computer, please speak to me after class and we will discuss options for turning in work.

Tardiness:

Class starts on time. If you are late, you will miss information and disrupt other students when you arrive. If tardiness becomes a problem, I may institute a tardiness policy. Please be on time.

Late work and makeup assignments:

Daily assignments will not be accepted late. Students who miss class for un- or pre-excused absences must turn in any daily assignments on the day they return. Students who miss class for excused absences may turn in missed work the class after they return.

Peer Reviews should be given to band-mates on the date due. Students should keep a copy for their records. Peer Reviews turned in after the due date are worth half credit. Peer Reviews turned in after the project due date are worth zero points.

You will be allowed one late project/paper without penalty (because dogs DO sometimes get hungry). The late paper is due at the beginning of the next class. After that, every day the work is late will cause a drop of 1 letter grade (10%). If you turn in any other projects late, the penalties begin accruing immediately.

Extensions:

For whatever reason, if you discover that you will not be able to meet the project deadline, you may ask for an extension. I do not guarantee that I will grant one, but I usually do. Below are two tips for extension seekers:

- Ask for the extension either in class or by email 48 hours before the project is due. If seek an extension with less time remaining, you probably won't get it.
- Keep up with the "stepping stone" assignments. If I see that you've been working on the project all along, I'm much more lenient.

Extra Credit:

As the semester progresses, I will offer some extra credit opportunities. Extra credit options will generally be worth 10-20 points each. However, any student may use **one** extra credit assignment to “cancel out” an unexcused absence. There is no limit to how many extra credit assignments any student may do.

All extra credit is due on the date listed. No extra credit will be accepted late for any reason. Note: my extra credit assignments are usually fun, but more work than the daily assignments for the course.

Academic Integrity:

All students are expected to honor their commitment to the Code of Conduct.

The Student Handbook states: “Academic Honesty is a cherished principle in the life of the College community. Students are expected to adhere to this principle by understanding the nature of plagiarism, and by not plagiarizing materials, by refraining from the use of unauthorized aids on tests and examinations, by turning in assignments which are products of their own efforts and research, and by refusing to give or receive information on tests and examinations. Persons who violate these principles of simple honesty risk embarrassment, course failure, or disciplinary action.”

In this course, there are several ways students might violate college rules regarding academic integrity:

- **Multiple submissions**—all the work you do for this course should be original work unless I specifically say otherwise. You should not turn in anything written or used in another course.
- **Improper citation**—use of someone else's work, ideas, data, or statements without adequately noting where the work comes from.
- **Plagiarism**—deceptive use of someone else's work, ideas, data, or statements in order to pass such work off as one's own.

Students suspected of violating these policies will meet with the instructor to discuss the matter. If the student has indeed violated the policy, the instructor will impose an appropriate penalty up to and including failure for the course.

Students who plagiarize work will receive an F for the course.

I take academic integrity very seriously, and am deeply insulted by it. Do not plagiarize work for this class.

Conduct:

All students are expected to be familiar with (and follow) the CCC Student Code of Conduct. If you haven't read it, you can download a copy here:

http://www.colum.edu/student-affairs/The_Student_Code_of_Conduct.pdf

Harassment:

In order to succeed in class, every student has to be willing to be open, honest, and involved. At the same time, we must have respect for one another's ideas,

beliefs and statements. Therefore, each student is expected to participate in a reasonable, respectful manner in class--we can disagree and discuss, but we need to do so in a way that is not offensive or uncomfortable. Failure to do this, or disruptive behavior in class, will not be tolerated, and will result in disciplinary action.

Complaints:

Complaints about the class and/or grades should be addressed to the instructor, either before/after class, or during office hours (or another scheduled appointment).

Conway Center Statement:

Students with disabilities are requested to present their Columbia accommodation letters to their instructor at the beginning of the semester so that accommodations can be arranged in a timely manner by the College, the department, or the faculty member as appropriate. Students with disabilities who do not have accommodation letters should visit the office of Services for Students with Disabilities in room 520 of the Congress building (312.344.8134/V or 312.360.0767/TTY). It is incumbent upon the students to know their responsibilities in this regard.

Useful information:

How to succeed in this course:

There are no simple rules for how to succeed in this course, but I can give you a few tips that seem to have helped my students in the past.

Be prepared for class. You should bring your folder with handouts and other class materials every day; you should also bring your course textbooks every day. Don't forget to bring paper and something to write with.

Do your homework. If you look at the grading policies and breakdown, you'll see that 40% of your grade comes from small assignments and participatory activities rather than the "big" projects. Students who keep up with the daily assignments usually do very well in my classes. (Also, since the daily assignments help prepare you for the big projects, you'll do better on those too.)

Come to class. Each semester I have one or more students drop or fail because they missed too many classes. Make the most of your time here.

Participate actively in the collaborative work. You'll get more from your peers when they are getting more from you.

Don't cheat. Passing off someone else's work as your own is just about the most insulting thing you can do in this course. It does a disservice to your classmates who are working hard and it defeats the purpose of taking this class.

Keep in touch. If you keep in contact with me, we can work together to help you keep up if life gets in the way of your studies. If you drop out of touch for a while, it will be much harder to catch up later.

Feedback:

Teaching is very important to me. I work hard at it and hearing about your experience helps me grow as an instructor. At the end of this syllabus (Appendix C), you'll find a feedback form you can use to give me input.

Just fill out the form and turn it in to my campus mailbox in the English Department.

Remember that constructive criticism is the most useful kind. If something in the course didn't work for you, please be specific about how it didn't work and what you think might work better.

Computer literacy assumptions and suggestions:

I make frequent use of computers and the internet in my courses. As you already know from the syllabus above, the schedule for the course is posted on the web, as are all the other relevant details.

The best way to contact me is by email—I usually respond to any email you send within 24 hours. I do accept assignments by email. See the caveats above for more details.

Many aspects of this course will be managed through OASIS. We will cover some aspects of OASIS in class, but you may need to explore it a bit on your own. If you have any questions about how it works, please ask me.

I assume that you know how to use word processors and email. If you find that you are not as computer-savvy as I seem to expect, speak to me about it and we'll work something out.

Course calendar:

Note: Content in my courses is quite flexible. The day-to-day assignments and even some of the units may change as the course goes along. **Thus, it is crucial that you consult the daily schedule on the course website.** Use the schedule included here as a general guide, but keep in mind that **the website schedule takes precedence.**

Key Dates

Date	Event
28 October	Project 1 due
18 November	Project 2 due
24-26 November	No Class
15 December	Project 3 due
20-31 December	No Class
19 January (2005)	Project 4 due

1 (27, 29 Sept):

Introduction to the course.
Preliminary exercises.
Meet-n-greet.
Introduction to OASIS.

Unit 1: Discipline

2 (4, 6 Oct):

Introduction to unit 1.
More OASIS intro.
Elbow & Belanoff, ch 1.
Project 1 assigned.

3 (11, 13 Oct):

Elbow & Belanoff, ch 2.
Grammar Panel 1.

4 (18, 20 Oct):

Peer Review.
Grammar Panel 2.
Project 1 draft due.

5 (25, 27 Oct):

Grammar Panel 3
Project 1 final draft due.
Intro to Project 2.

Unit 2: Family

6 (1, 3 Nov):

Elbow & Belanoff, ch 3.
Grammar Panel 4.
Project 2 assigned.

7 (8, 10 Nov):

Elbow & Belanoff, ch 5.
Revision exercises.
Project 2 draft due.
Grammar Panel 5.

8 (15, 17 Nov):

Grammar Panel 6.
Sign up for conferences.
Project 2 final draft due.
Introduction to Unit 3.

9 (22, 24 Nov):

No class meetings.
Individual conference meetings.
Thanksgiving week.

Unit 3: Entertainment

10 (29 Nov, 1 Dec):

Grammar Panel 7.
Elbow & Belanoff, ch 4.
Project 3 assigned.

11 (6, 8 Dec):

Elbow & Belanoff, ch 6.
Grammar Panels 8, 9.
Draft of project three due.

12 (13, 15 Dec):

Grammar Panel 10.
Project 3 final draft due.
Introduction to unit 4.

Unit 4: Community

13 (3 – 6 Jan):

Project 4 assigned.
Elbow & Belanoff, ch 8.
Grammar Panel 11.

14 (10 – 13Jan):

Course evaluations.
Elbow & Belanoff, ch 9.
Grammar Panel 12.
Project 4 draft due

15 (17 – 20 Jan):

MLK Day (no class Monday).
Project 4 final draft due.

Appendix A

Grading Standards

Grades for papers for this course will be assessed using the standard English Dept. writing rubric.

The **A** Paper: Superior

The A paper exhibits these strengths:

1. Has a controlling sense of purpose (to express, to persuade, or to inform).
2. Exhibits a mature level of thought (that is, exhibits the ability to draw inferences and make analogies which show insight into the topic).
3. Is tailored for a given audience.
4. Achieves clarity throughout.
5. Has unified organization with an apt introduction, graceful transitions, and a vigorous conclusion.
6. Has a clear thesis developed thoroughly with abundant, fresh support (such as concrete details, examples, reasoning).
7. Uses variety in sentence structure, precise word choice, emphasis, figures of speech.
8. Is free from any serious errors in Standard English and from common weaknesses in writing (ineffective use of passive voice, inexact word choice, inappropriate shifts in tense and person, wordiness).

NOTE: The A paper is distinguished from the B paper by a more assured prose style, more creativity in form or content, more subtlety in rhetorical strategy.

The **B** Paper: Good

The B paper exhibits most of these strengths:

1. Has a controlling sense of purpose (to express, to persuade, or to inform).
2. Exhibits a mature level of thought.
3. Is tailored for a given audience.
4. Achieves clarity throughout.
5. Has unified organization with an apt introduction, clear transitions, and a good conclusion.
6. Has a clear thesis, reasonably developed with effective support (concrete details and examples).
7. Uses variety in sentence structure and accurate word choice.
8. Has few errors in Standard English and few stylistic weaknesses (such as ineffective use of passive voice, inexact word choice, inappropriate shifts in tense and person, wordiness).

NOTE: Mere absence of errors will not be rewarded with a B

The **C** Paper: Satisfactory

The C paper exhibits these characteristics:

1. Displays a sense of purpose.
2. Is logical, but rarely thought provoking.
3. Displays a sense of audience and usually addresses that audience.
4. Is clear throughout.
5. Is organized well enough to be easily readable, with a beginning, middle, and end.
6. Has a clear thesis, reasonably developed with some concrete details and examples.
7. Has adequate but undistinguished word choice and sentence structure.
8. Contains few serious errors in sentence boundaries, grammar, punctuation, and spelling.

The **D** Paper: Deficient

The D paper exhibits some but not all of the following weaknesses:

1. Fails to rise above the obvious in content, substitutes repetition for development, or relies too heavily on a secondary source.
2. Lacks a sense of appropriate audience.
3. Has lapses in clarity.
4. Has lapses in organization shows weakness in introduction, transitions, and/or conclusion.
5. Has a single subject but no controlling idea.
6. Lacks variety in sentence structure and/or accuracy of word choice.
7. Has some errors in Standard English:
 - a. Mixed constructions (confused sentences),
 - b. sentence boundary errors such run-on (or fused) sentences, unjustifiable sentence fragments, comma splices,
 - c. agreement errors (subject/verb; pronoun/antecedent),
 - d. inappropriate shifts in tense, voice, mood or person.

NOTE: Originality of style or thought will not excuse the deficiencies listed for D or F papers.

The **F** Paper: Failing

The F paper exhibits some of the following weaknesses:

1. Lacks content
2. Lacks any sense of audience.
3. Consistently lacks clarity.
4. Lacks unified organization; lacks adequate introduction, transitions and/or conclusion.
5. Lacks both a single subject and a controlling idea.
6. Has frequent errors in Standard English (see list for D paper, item 7).

NOTE: Failure to fulfill the assignment will result in a grade of F

Appendix B

Grammar Panels

Purpose:

Grammar panels help us focus on the nitty-gritty of writing. Each band is required to do two panels this semester.

To conduct a grammar panel:

Examine the assigned reading closely. Assemble a presentation that conveys the information in the reading to the class. Your presentation should be lively and entertaining—try to keep your classmates engaged. I encourage you to create visual aids or other presentation materials. (If you will need specific equipment, please let me know at least two days in advance.) You must create and distribute a handout that reinforces the key points of your presentation. Try to include examples of correct *and incorrect* grammar. Be creative. The grammar panels will be as fun (or as dull) as you make them.

Panel Schedule:

Each panel occurs on a Monday or Tuesday. Check the course schedule to see which bands have been assigned to which panel, and which panel presents on which day. All readings come from *A Writer's Resource*.

Panel 1	11.51	Sentence Fragments
Panel 2	12.57-58	Commas, Semicolons
Panel 3	11.52	Comma Splices and Run-on Sentences
Panel 4	12.59-60	Colons, Apostrophes
Panel 5	11.53	Subject-Verb Agreement
Panel 6	12.61-62	Quotation Marks, Other Punctuation
Panel 7	11.54	Problems with Verbs
Panel 8	12.63-64	Capitalization, Abbreviations and Symbols
Panel 9	11.55	Problems with pronouns
Panel 10	12.65-66	Numbers, Italics
Panel 11	11.56	Problems with Adjectives and Adverbs
Panel 12	12.67-68	Hyphens, Spelling

Appendix C

Course Evaluation Form

At the end of the semester, I will ask you to fill out this form as part of our “official” evaluation process. However, if you have ideas or suggestions that you would like to give me while they can still affect the way *our* course will progress, please don’t hesitate to give them to me, either in person or with this form.

How has this class compared with your expectations for it? Were the objectives and workload set out clearly in the syllabus and beginning materials?

What elements of the course need improvement? Why? (Please be specific.)

What elements of the course work well? Why? (Please be specific.)

If you could change one thing in the course, what would it be?

What would you tell students considering taking this course they should expect to learn?