



## English Composition - 37-098-02

3 Credits

Mrs. Chani Hadad

Fall 2018

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Thursdays 2-4 PM

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*Writing is a craft. Learning the fundamentals of English composition is vital for both business and personal applications, as well as academic environments. Acquiring the skills to organize a thesis and compose an essay will primarily assist anyone applying to school or interviewing for a job. Proper writing skills are necessary for written presentations and reports in the professional and business world. Developing and utilizing college-level vocabulary, articulating effective arguments, and learning to critically assess challenging rhetorical readings will prepare the student for exchanges with other colleagues, contacts, and social peers. Additionally, competency in expression enhances personal written communication.*

### **Course Objectives:**

To pass English Composition, students must demonstrate the ability to develop informative, coherent essays organized around a central idea, respond analytically and critically to college-level reading material, produce a three page research paper properly annotated, and master standard grammar, syntax, punctuation, usage, and spelling.

### **Course Description:**

English Composition is structured around seven rhetorical essay forms. On alternate weeks, students will read and analyze selections written in a particular mode, followed by student submission of four types of five-paragraph essays. Revisions are not required but strongly recommended. Midterm, students will be taught research skills, MLA citation, and thesis requirements. Students will present a three page research paper at the end of the semester.

### **Course Materials:**

Students will require internet access for this course. Online sources and attachments of all readings will be emailed. Bring a computer or notebook and pen, plus the texts will be studying, to each class meeting. All written work may be submitted electronically.

Any printed or online reference for MLA 8th edition is acceptable. I recommend the resources at Purdue Owl:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)



## Course Requirements:

Students must keep up with the assigned readings. Active participation will be assessed at 10% of the final course grade. There will be four in-class essays which together will comprise 60% of the grade. (Revisions are encouraged and rewarded.) A final three page research paper will contribute towards 30% of the grade. The paper will be due one week after our final meeting.

## Detailed Lesson Plan

Lesson:	Topic:	Required Reading:
1	Introduction; Narration/Description	Bronte, from <i>Villette</i> Kaufman, <i>Up the Down Staircase</i>
2	Writing a Five-Paragraph Essay	Dickens, "Murdering the Innocents" Gatto, "I Quit, I Think"
3	Comparison/ Contrast	Tannen, "Cross Talk" Twain, "Two Views of the River"
4	In-class essay #1	
5	Process Analysis/ Revision Process	King, "Everything ... Successfully" Eighner, "On Dumpster Diving"
6	Cause and Effect	Goleman, "Peak Performance"
7	In-class essay #2	
8	Paper Topics and MLA	
9	Division and Classification	Morris, "Territorial Behavior" Thomas, "Notes on Punctuation"
10	Definition	Twain, "Concerning the Jews" Bettelheim, "The Holocaust"
11	In-class Essay #3	
12	Argument and Persuasion	Winn, "Mystery of the Declining SAT" Swift, "A Modest Proposal"
13	Final in-class essay	



### **Required Readings:**

Dickens, Charles. "Murdering the Innocents." from *Hard Times*. Retrieved from <https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/chapter2.html>

Gatto, John. "I Quit, I Think" Retrieved from <http://www.educationrevolution.org/blog/i-quit-i-think/>

Bronte, Charlotte. "Chapter Eight." from *Villette*. Retrieved from <http://www.gutenberg.org/cache/epub/9182/pg9182-images.html>

Eighner, Lars. "On Dumpster Diving."  
<https://scholarworks.umb.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1539&context=nejpp>

Goleman, Daniel. "Peak Performance: Why Records Fall."  
<https://www.nytimes.com/1994/10/11/science/peak-performance-why-records-fall.html>

Kaufman, Bel. "Hi Teach." from *Up the Down Staircase*. Retrieved from <http://www.e-reading.club/book.php?book=100741>

King, Stephen. "Everything you Need To Know About Writing Successfully."  
[https://msu.edu/~jdowell/135/King\\_Everything.html](https://msu.edu/~jdowell/135/King_Everything.html)

Morris, Desmond. "Territorial Behavior."  
[http://homepage.smc.edu/zehr\\_david/desmond\\_morris.htm](http://homepage.smc.edu/zehr_david/desmond_morris.htm)

Swift, Jonathan. "A Modest Proposal."  
<https://www.gutenberg.org/files/1080/1080-h/1080-h.htm>

Tannen, Deborah, "Cross Talk: Women and Men Talking."  
<https://static1.squarespace.com/static/5523ffe4e4b012b2c4ebd8fc/t/5617e2e0e4b0ba8234c3009b/1444405984801/crosstalk-women+and+men+talking.pdf>

Thomas, Lewis. "Notes on Punctuation."  
<http://www-personal.umich.edu/~jlawler/punctuation.html>

Twain, Mark. "Concerning the Jews."  
<https://sourcebooks.fordham.edu/mod/1898twain-jews.asp>

---. "Two Views of the River."  
<http://web.mnstate.edu/gracyk/courses/phil%20of%20art/printer-friendly/Mark%20Twain.pdf>

Winn, Marie. "Mystery of the Declining SATs."  
<http://www.mariewinn.com/plugin.htm>