**English Composition - 37-098-02/03**

**3 Credits Mrs. Chani Hadad**

**Fall 2020 054-626-6373**

**Thursdays 2-4/4-6 PM themesinlit@yahoo.com**

*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 be required to bring the sources booklet to all classes. Home readings will be assigned from that booklet, as well. No computers or phones will be allowed out during class. Bring plenty of paper and pens. Only the final paper will 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

**Course Requirements:**

Students must keep up with the assigned readings. Quizzes 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 Diagnostic

2 Writing a Five-Paragraph Dickens, "Murdering the Innocents"

Essay Gatto, "I Quit, I Think"

3 Narration/Description Wright, “The Library Card”

Douglas, from “Narrative of a Slave”

4 Comparison/ Tannen, "Cross Talk"

Contrast Twain, "Two Views of the River"

5 In-class essay #1

6 Process Analysis/ Eighner, "On Dumpster Diving"

Revision Process King, "Everything … Successfully”

7 Cause and Effect Goleman, "Peak Performance”

Buckallew, “Operation Cat Drop”

8 In-class essay #2

9 Paper Topics and MLA

10 Argument and Winn, "Mystery of the Declining SAT"

Persuasion Vonnegut, “Harrison Bergeron”

11 In-class essay #3

12 Definition Twain, "Concerning the Jews"

Bettelheim, "The Holocaust"

13 Division and Morris, "Territorial Behavior"

Classification Thomas, "Notes on Punctuation"

14 Final in-class essay