ENGL 100

ENGLISH COMPOSITION COURSE DESCRIPTIONS

SPRING 2013
Fredonia students who are strong writers can be excused from the requirement of a semester course in English Composition on the basis of a portfolio of high school work. If you are a good writer, have been admitted to SUNY Fredonia and have decided to attend, you are encouraged to send a portfolio to the English Department as soon as possible. If your portfolio is received by June 1st, you will know whether you are excused from ENGL100 (English Composition) before you select courses for your first semester. The guidelines for preparing this portfolio are listed below:

- Most of the papers should be typed, although an occasional handwritten paper is fine. Copies with teacher’s comments may be submitted.
- A portfolio must contain at least four papers.
- At least one paper, but preferably more, must be a finished product with its earlier draft or drafts.
- You may include papers on any subjects, for any classes. If you intend to be an English major, you should be sure to include some papers you wrote for English classes.
- At least one, but preferably more, must be an expository or persuasive paper, a paper in which you state and defend some ideas or views, or a paper in which you present your research findings; ideally, at least one paper should be longer, perhaps 1000 words.
- At least one paper should have footnotes and a list of works cited in proper form (MLA, APA, or whatever documentation system is appropriate).
- You may include creative submissions like poems or stories, as long as you also include expository or persuasive papers.
• The papers do not need to be “clean” copies, so you may send copies of papers as your teachers returned them to you.
• In keeping with these guidelines, a paper explaining an event is acceptable but not all of the papers should be personal narratives.

Please send or bring your portfolio to the English Department, 277 Fenton Hall, SUNY Fredonia, Fredonia, NY 14063.

In a brief cover letter, kindly include the name and address of your high school and your Fredonia major (including “liberal studies”). We would like to notify your future department if you are granted an exemption. Also be sure to include your home, local, and Email address.
Description:
A writing-workshop course in which students understand and practice writing-process elements; compose essays using a variety of rhetorical strategies and research methods; and use critical reading, writing, and discussion as a means of situating themselves in a world of ideas.

Readings:


Assignments:
Five argument papers (3 – 4 pages), journals, speech, and source review

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets:  
01 MWF 8-8:50  
02 MWF 9-9:50  
06 MWF 10-10:50  
09 MWF 12-12:50

Instructor: K. Brown
Description:
English Composition is a student-centered writing-workshop course in which students experiment with and practice various stages and strategies of the writing process. Students will compose essays using narration, description, persuasion, exposition, and explanation. They will use writing and discussion as a means of situating themselves in a world of ideas. Emphasis will also be based on reading and thinking critically. As a class students will utilize and experiment with multiple reading, writing, planning, editing, and revising techniques in order to individually find successful strategies.

Readings:
- various handouts and online readings

Exams, Papers:
- several formally evaluated papers, writing process self-assessment

CCC Fulfilled:  Cat. 10a - Basic Written Communication

Time Class Meets:  MWF  8-8:50

Instructor:  J. Hebert
Description:

Writing is required constantly and across all disciplinary boundaries at the college level. More importantly, writing is a vehicle for expression. Whether this expression is artistic, philosophical, scientific, economic, etc., the most important thing to remember is that your expression cannot occur at the college level without attaining a certain proficiency in writing.

In this section, we will write often and build a community of writers through in class writing workshop, peer revision and editing, as well as multiple stages of drafting. The aim of this course is to become familiar with the writing process by participating in it and discussing it often.

Due to the importance of in-class discussions and workshop activities this course contains a strict attendance policy.

Readings:

Writings will be focused around a selection of pertinent contemporary topics. Readings will consist of periodical articles and excerpts from pertinent non-fiction works.

Exams, Papers:

Personal Response Notebook
5-6 Short Argumentative Papers (2-3 pgs.)
Formal research paper (6-8 pgs.)
Writing Portfolio

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: MWF 10-10:50

Instructor: B. Blood
Description:

ENGL 100 is a student-based writing workshop course heavily focused on reading critically, engaging sophisticated arguments, and conducting thorough academic research in order to compose essays using narration, description, persuasion, exposition, and explanation. Students will use various methods of communication, interpretation, and observation in order to find their place in both the digital and traditional world of ideas. The primary goal of ENGL 100 is to improve students’ ability to communicate effectively (both speak and write), and to conduct research thoroughly. Gradually accelerating, students will engage in the writing process, enabling them to be more independent, careful, and critical writers, thinkers, readers, listeners and speakers.

Readings:


Exams, Papers:

Four major writing assignments: a narrative, an analysis, and two research-based argumentative papers, accompanied by an annotated bibliography. Additional assignments include weekly journal entries, a research presentation, and peer-review workshops.

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Time Class Meets: TR 8-9:20

Instructor: M. Stephan
Description:
I believe that writing creates and promotes “good” writing. To that end, I focus on the process of writing and the process of revisioning one’s writing. I utilize small group writing and editing and “free” writing, in addition to allotting time in class for one-on-one instruction.

Readings:
Diana Hacker’s A Pocket Style Manual (4th ed.); Student samples.

Exams, Papers:
“Soundtrack of My Life” (in 3 parts); Letter-to-the-Editor; Annotated Bibliography; I-Search Essay; Journal entries; and peer response sessions.

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: 07: MWF 11-11:50
11: MWF 1-1:50

Instructor: A. Fearman
Description:
This section of English Composition will allow students to improve their writing, research, and speaking skills through the investigation of the question: “What is normal?” As a class we will read, critically examine, discuss, research, and write about a wide variety of topics pertaining to the subject of how ideas of “normalcy” and “deviance” are defined within American culture. We will spend a great deal of time focusing on the writing process through in-class writing activities and peer review workshops, and will also work on honing our skills as scholarly researchers.

Readings:
- Freakery: Cultural Spectacles of the Extraordinary Body, edited by Rosemarie Garland-Thomson
- A Pocket Style Manual Sixth Edition, Diana Hacker and Nancy Sommers
- Various other readings that will be available through Angel.

Exams, Papers:
Four major writing assignments: a memoir, a literary analysis, a research-based argumentative paper, and an annotated bibliography. Other assignments will include weekly blog responses, a research presentation, and peer-review workshops.

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: 08 MWF 11-11:50
14 MWF 2-2:50

Instructor: J. Iovannone
Description:
A writing workshop course in which students understand and practice writing process elements; compose essays using a variety of rhetorical strategies and research methods; and use critical reading, writing, and discussion as a means of situating themselves in a world of ideas.

Readings:
- Changing Minds
  Jon Ford and Marjorie Ford
- A Writer's Reference 7th Ed
  Diana Hacker

Exams, Papers:
- Five to seven papers using a variety of rhetorical strategies
- A research paper based on student inquiry (I-Search)
- Class discussions on important issues of the day

CCC Fulfilled:
Cat. 10a - Basic Written Communication

Time Class Meets:
MWF 12-12:50

Instructor:
C. Craig
Description:
College students are required to write daily, for a number of purposes and audiences. *English Composition with an ESL Emphasis* is a student-centered workshop designed to support English language learners in developing the strong academic writing skills needed to be successful in their University studies and beyond. This course will provide opportunities for students to practice writing college-level essays and reports in explanatory, persuasive, reflective, and expository genres to name a few. An introduction to Reed Library will be built into class time to familiarize students with electronic resources and basic research skills. Through a process-driven approach, students will use effective brainstorming strategies, multi-stage drafting, and peer review to refine their writing and editing skills. In addition to traditional lectures students will be assigned short readings, participate in language and grammar-based mini-lessons, and take part in regular writer's workshops for the purposes of discussion, peer-editing, and sharing of written work.

Readings:
- TBA

Exams, Papers:
- 4-6 Essays (various genres, 2-3 pages)
- 3 Short Expressive Journals/Reflections (1-2 pages)
- Academic Research Paper (MLA and/or APA citations, 5-8 pages)
- Writing e-Portfolio

**CCC Fulfilled:** Category 10a: Basic Written Communication

**Time Class Meets:**
12: MWF 1-1:50
13: MWF 2-2:50

**Instructor:** A. Walters
Description:
An experimental, student based workshop course in which students understand and practice various stages of the writing process; compose essays using narration, description, persuasion, exposition, and explanation; and use writing and discussion as a means of situating themselves in a world of ideas. Emphasis as well on critical reading.

Readings:


One book from the list for reading and analysis:
- M. Bulgakov, *The Master and Margarita*
- Franz Kafka, *The Metamorphosis*
- Milan Kundera, *Immortality*
- Ernest Hemingway, *A Movable Feast*
- Garcia Marques, *100 Years of Solitude*
- Albert Camus, *The Plague*

Assignments:
At least four major papers: on narration, illustration, analysis of literary features, persuasion

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: M 3-4:20

Instructor: J. Mineeva-Braun
Description:

English Composition is an experiential, student-based writing-workshop course in which students understand and practice various stages of the writing process. Students will compose essays using narration, description, persuasion, exposition, and explanation. Students will use writing and discussion as a means of situating themselves in a world of ideas. Emphasis will be placed on reading and thinking critically.

Readings:


Exams, Papers: TBA

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: 17: MW 3:40-4:20

18: MW 4:30-5:50

Instructor: D. Laurie
Description:
This is a workshop-based course that focuses on developing skills in becoming thoughtful and critical readers, writers, and speakers. Our goals, as a class, include:
1. Understanding and demonstrating the writing process;
2. Constructing logical and coherent arguments adapted to a particular audience;
3. Demonstrating authority, point of view, and individual voice and style;
4. Participating effectively in groups with emphasis on listening, critical and reflective thinking, and responding; and
5. Demonstrating the ability to address diverse audiences.

The bottom line is thinking about writing and communication – our own and others – and how they shape the world.

Readings:
- Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves that Matter in Academic Writing (Second edition)
- Various readings posted on ANGEL

Exams, Papers:
- Two major papers
- Portfolio-based mid-term and final evaluations

CCC Fulfilled: Cat. 10a - Basic Written Communication

Time Class Meets: TR 8-9:20

Instructor: K. Niemi
Description:
Compositions is an experiential, student-based workshop in which students practice and understand various stages of the writing process through composing various genres using narration, description, persuasion, exposition and explanation. Students will recognize the use of writing and discussion as means of situating themselves in a world of ideas.
Critical reading will also be a part of the course.

Required texts:
*Easy Writer*
Fourth Edition
Ed. Andrea A. Lunsford
Bedford/St. Martins’s Publisher
Copyright 2010
ISBN-10: 0-312-55425-7

Assignments include but are not restricted to the following:
- Personal writing
- Business letter
- Critical review
- Taxonomy essay
- Problem/solution essay
- Persuasion/argument essay
- I-Search paper

Additional writing may be included as desired or needed.

**CCC Fulfilled:** Basic Written Communication

**Time Class Meets:**
- 20 TR 9:30-10:50
- 23 TR 2-3:20

**Instructor:** D. Johnston
Description:
This is a student-centered writing workshop course designed to enable students to become better acquainted with the functions and techniques of the basic forms of discourse---narration, exposition, description, and argumentation. Students will practice various stages of the writing process while crafting essays within these four basic forms. The underlying goal of this particular course is to improve students’ ability to write effectively as well as to help them approach a writing assignment of any kind with less anxiety and trepidation. The thought here is that the more we write the more comfortable we become with the writing process.

Readings:
Diana Hacker: RULES FOR WRITERS 6th edition
Kirszner & Mandell: PATTERNS FOR COLLEGE WRITING 11th edition

Assignments:
Methods and activities for instruction include lecture, reading assignments, class discussion, group work, peer editing, in-class “sharing” of written pieces, and journal use. Students will complete five or six formal essays that demonstrate their competency in regard to the four forms of discourse. They will also be keeping a six week journal in the hope that, through regular writing, they will discover not only improved ability at written expression but also a greater ease at writing and, perhaps, even unexpected enjoyment!

CCC Fulfilled: Basic Written Communication

Time Class Meets: TR 9:30-10:50

Instructor: B. Barnard
ENGL 100 22, 24    ENGLISH COMPOSITION

Description: Welcome to the world of non-fiction where everything is “true” and no single source provides the truth. In the digital decadence of our interactive information age, finding the truth has never been more compelling. The discovery journey begins here.

This section of Composition focuses on developing the critical mind and individual voice in writing. It is a structured writing workshop with particular emphasis on the prewriting and the revision process. Students will examine various approaches to the writing process; discover and design a personalized writing method; develop a critical eye for editing and revising; and explore the interdisciplinary applications of good writing.

We use all available technology to enhance our learning environment by meeting two days a week in the computer lab. Students will design websites through Google to showcase blogs, writing modes, personal development, and research. Angel will provide an online community for communication, material distribution, and assignment submission.

Assessment for this course is portfolio based. There are no quizzes or tests. Students are evaluated on their growth as writers and ability to demonstrate that growth. Portfolio reviews and writing conferences are scheduled regularly throughout the semester to provide individualized coaching opportunities.

Readings: There is no designated textbook for this course. All required reading and course materials are provided electronically.

Assignments: Students will complete a minimum of 20 pages of polished (revised and edited) writing through a variety of writing assignments.

Formal Writing ..........................................................60%
(Including drafts, peer reviews, self-reflections, and final papers)
Electronic Portfolio ......................................................30%
Participation ...............................................................10%

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Time Class Meets: 22: TR 9:30-10:50
                             24: TR 2-3:20

Instructor: K. Hamilton-Kraft
Description:
The course adopts the suggestions of James Moffet in *Universe of Discourse* that students should learn the process of writing by engaging in many forms of composing.

Readings
Readings include selections of essays that emphasize organizational strategies recognized by traditional principles of rhetoric. *The Sundance Reader* exemplifies this tradition. Critical reading of popular short novels is also featured in the course. Past novels include works such as *Dances with Wolves*, *Playing for Pizza*, *Sarajevo*, works by Cather, Tolstoy, etc. This semester’s work(s) has yet to be selected.

Assignments:
Students will write reflections on readings for each class, a research paper, partner paper and five to six additional compositions dealing with organizational structures or issue-driven subject matter.

CCC Fulfilled: Basic Written Communication

Time Class Meets: TR 3:30-4:50

Instructor: J. Glovack