

Mr. Joseph Mangarella
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 Office hours: by appointment

Composition (35 880)
 Summer Semester 2018
 Wed. 10:00 am -12:00 pm

Course plan:

| | | Writing Process | Language/Mechanics | Homework Assigned | Document(s) Assigned |
|---|----------|---|--|--|--|
| 1 | April 18 | Course introduction, <i>LBH</i> Chapter 1 "The Writing Process" Summaries | | Book Quiz <u>Writing: Summary</u> | NYT op-ed |
| 2 | April 25 | 7a-b (reading and summarizing) 3b-c (revising, editing) Peer Review | 28a-e (comma) | 7.3 applied to "The Age of Industrial Conflict" 28.3, 28.5 and 28.7 <u>Writing: Edit the Summary</u> | "The Age of Industrial Conflict", p. 124 Optional: Fitz John Porter & "Labor's Great Army" |
| 3 | May 2 | 2a (developing ideas) 3a (drafting) 4 (paragraphs, unity, coherence) 7c (developing a critical response) | 28f-j (comma) 33 (capitals) | 4.6 and 4.13 28.8 and 28.9 33.1 <u>Writing: Rough draft paragraph (critical response)</u> | "A Northern Unionist Lectures Ex-Slaves..." (p. 96) & "We Demand Land': Petition..." (p. 97) |
| 4 | May 9 | 44, 45 (avoiding plagiarism, documenting sources) 47 (MLA documentation and format) | 31 (quotation marks) 34 (italics, underlining) | 44.1 and 44.2 31.1 31.3 or 31.4 34.1 <u>Writing: Revised paragraph (150 words)</u> | "The Cultures of First-Generation Industrial Workers" (p. 179) |
| 5 | May 16 | 2b-c (thesis, organization) 6 & 7e-f (writing in academic situations) | 32 (other marks) 36 (numbers) 40 (spelling/hyphen) | 2.9 6.1 32.1, 32.4, 32.5, Exercise on Ch. 27-32 (p. 489) 36.1 40.1-40.5 (pick the exercises you have trouble with), 40.6 | "An A.F.L. View of Women Workers in Industry..." (p. 209) & "The Shirtwaist Strikers Win" (p. 210) |

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| 6 | May 23 | 8a-g (elements of argument, fallacies) Review 3a (first draft) | 12 (sentence grammar) 24 (coordination and subordination) | 8.1, 8.2 and 8.3 12.4 or 12.5, 12.8, 12.10, 12.12, or 12.13 (pick one) 24.1 or 24.2 <u>Writing: Text response, rough draft</u> | TBD (to be determined) |
| 7 | May 30 | 7d, 7f.2, 8h (viewing and writing about visuals) | 17 (fragments) 18 (comma splices, fused sentences) 29 (semicolon) | 8.5 18.1 29.2, 29.3, and 29.6 <u>Writing: Text response, 250 words (20%)</u> | TBD |
| 8 | June 6 | 9a-c, review 2a (subject, thesis statement, purpose, audience) 41a-c (planning a research project) | 21 (misplaced and dangling modifiers) 22 (mixed and incomplete sentences) | 9.1, 9.2, 9.3 21.6 and 22.4 <u>Writing: Visual analysis, rough draft</u> | TBD |
| 9 | June 13 | 46a, review 2b, 9b (research project thesis statements) | 25 (parallelism) | 25.2 and 25.3 <u>Writing: Visual analysis, 250 words (20%)</u> <u>Short essay subject and question</u> | TBD |
| 10 | June 20 | 41d (annotated bibliography) 43a (evaluating sources) 42, review 44-45 and 47 (working with sources) | 39 (writing concisely) | 47.1: type and format a Works Cited page in a paper 43.1 for one of the sources you will use in your paper 39.2 and 39.4 <u>Writing: Compare and contrast, rough draft</u> <u>Preliminary thesis</u> | TBD |
| 11 | June 27 | 9d-e, review 8 (reasoning and evidence) | 23 (emphasis) | 9.4, 9.5, 9.6 23.1 and 23.5 <u>Writing: Compare and contrast, 300 words (25%)</u> <u>Annotated bibliography</u> | TBD |

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| 12 | July 4 | 9f-l (reaching readers, organizing, sample argument) 46b, Review 2c (structure, outlines) | 15 (agreement) 16 (adjectives and adverbs) | 9.8, and 9.9 (structure your argument for an outline) 9.11 15.1 and 15.2 16.1 and 16.2 <u>Writing: Thesis statement and formal outline</u> | TBD |
| 13 | July 11 | 43b-e (working with sources) 46c, 47, 48 (drafting, MLA documentation) | | 43.5, 43.7 <u>Writing: Short essay, rough draft</u> | TBD |
| 14 | ????? | 46d-e, review 3 (drafting, revising, editing) | | <u>Writing: Short essay, 500 words due ? (35%)</u> | TBD |
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Course Prerequisites and Goals:

The primary goal of this course is to introduce students to the basics of writing at university level. Weekly reading and writing assignments give students the chance to develop a number of important skills, culminating in a short research project. Upon completing the course, students should be able to write more successful papers and exams throughout their academic career.

Textbook:

Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 13th ed. Global ed. Boston: Pearson, 2013. Print. (= *LBH*; available at Pustet on campus)

YOU MUST HAVE EITHER THE 12th or 13th EDITIONS OF THIS BOOK. DO NOT PURCHASE ANY EARLIER EDITIONS.

Other Resources

Additional materials are provided on GRIPS.

Assignments and Grades: The portfolio

You will write on a quasi-weekly basis throughout the semester. Four assignments will be graded by the instructor; these four assignments will be worth 100% of your course grade. For each assignment you will be expected to write a rough draft, a final draft and a rewrite based on the instructor's corrections. For your rewrite you should use the "Track Changes" function of your word processor. All three versions of each assignment should be included in your portfolio, along with any peer review sheets that you received.

Two additional assignments are optional and will be graded by the instructor if you choose to turn them in. They are, however, not included in your final grade. If you choose to do these assignments, include all versions of them in your portfolio as well.

The three graded assignments are as follows:

1) Text response: 3 paragraphs, 250 words (20%)

Use one of the approaches listed in LBH 7e.1. Begin with a short introduction that ends with your thesis statement. Then, in two well-structured paragraphs, cite details from the text to support your thesis. Each paragraph should have a clear topic sentence that is directly related to the thesis statement. A conclusion is not necessary. For an example of a text response essay, see Charlene Robinson's essay, LBH 7f.1 (pp. 187-189) based on the text by Sowell printed in Ex. 7.1 on pp. 162-63.

2) Visual analysis: 3 paragraphs, 250 words (20%)

Begin with a short introduction ending in a thesis statement that either interprets the visual's message or evaluates the quality and/or significance of the visual. Then, in two paragraphs with clear topic sentences related to the thesis, support your central idea. DO NOT simply describe the visual. Instead, synthesize description of elements in the visual with your interpretation to show how these elements relate to the topic sentence of each paragraph. A conclusion is not necessary. See LBH 7d and 8h for more on reading and analyzing visuals. An example of a visual analysis essay can be found in LBH on pp. 190-91.

3) Compare/contrast: 4 paragraphs, 300 words (25%)

Compare or contrast two texts. Begin with a short introduction that ends with a thesis stating in how the two texts are either primarily similar or different. Support this claim in two well-structured paragraphs, following one of the patterns of organization described in LBH on pp. 107-08. Provide a short conclusion.

4) Short Essay: 500 words (35%)

Details TBD...

Ground rules for the course:

Please include the NUMBER OF WORDS at the bottom of all written assignments. Stick to the assigned limit (plus or minus 10%). Anything significantly more or less than that will negatively affect your grade.

All source references and citations should be in MLA FORMAT for all writing assignments.

I DO NOT ACCEPT LATE WORK. This includes all written assignments. For optional assignments, this means you will not get feedback if the assignment is late. A required assignment will not be given a grade if it is late.

In addition, I will only accept writing assignments that are TYPED, DOUBLE-SPACED, and PROPERLY FORMATTED.

REGULAR ATTENDANCE is essential in order to successfully complete the course. You may miss two sessions unexcused; two additional absences are allowed with an excuse in written form demonstrating good reason (such as a doctor's certificate if you are ill).

Please note: you must turn in a complete portfolio, and all elements must receive a passing grade in order for you to pass the course.