# ENGLISH 101- COLLEGE COMPOSITION I

# Section 902 ( Distance)

# Fall 2014

# COURSE INFORMATION

**INSTRUCTOR: Girija Nagaswami**

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**OFFICE HOURS**: TUESDAY /THURSDAY– 11: 00 – 12:00 in C2-09.

**VIRTUAL OFFICE HOURS**:  Will be announced every week.

# COURSE DESCRIPTION

This course is first of a two-part sequence in English composition. This course requires the writing of academic essays of about 500 words, which develop significant ideas in a sequence of well-organized paragraphs with a minimum of errors. Students are expected to use a variety of rhetorical patterns and respond in writing to assigned reading. Prerequisite: "Pass" grade in 098 or satisfactory score on the composition placement test.

In this course you will learn to write academic essays and summaries in response to literary texts and other non-fiction reading materials. You will develop well-organized multi-paragraph essays with a minimum of grammatical errors. You will also gain familiarity in acknowledging primary sources, which will help you to get ready for English 102.

The reading materials selected for this course are drawn from three genres: a) literary texts, b) expository essays/articles, and c) excerpts from social science textbooks. All the reading materials will be thematically connected so you will be able to use ideas from all three types of texts to develop your essays.

COURSE THEME  
Understanding Diversity

Exploring issues related to culture, society, race, and ethnicity

In this course, we will attempt to gain an understanding of our complex society by reading and responding to a variety of written texts. We will read two literary texts: *Breath, Eyes, Memory,* a novel that reveals to us cultural and cross-generational conflicts that arise due to issues of assimilation, and *The Color of Water,* a memoir where the author tries to understand his complex identity and eventually learns to appreciate it even though he confronts racism and prejudice. We will also read excerpts written by sociologists to gain a theoretical understanding of concepts such as culture, identity, and race. The third category of reading will consist of expository essays published in journals and newspapers. Through our readings, we will raise and answer pertinent questions related to the course theme such as factors that affect our identities, role played by culture in formulating our identities, reasons that prompt people to display racism and prejudice and so on. Hopefully, by the end of the semester, after reading and writing about diversity we will all be able to appreciate and understand one another’s differences.

# COURSE OBJECTIVES

Writing is a process that involves brainstorming ideas, planning, writing drafts, revising, and editing. Obviously, this is a time consuming process as effective writing takes careful planning, thinking, gathering ideas by reading what others have written, and then creating your own writing. All this may sound daunting to you, and make you apprehensive. However, the satisfaction you will receive by producing well-written documents is similar to that of an artisan creating his craft. Therefore, the major aim of this course is to make you a confident and an effective writer who will be able to respond to a variety of written assignments that will enable you to handle successfully other college courses including English 102. Specifically, the following list provides the activities we will be doing in this course:

* Annotate assigned reading and respond in writing
* Write, rewrite, and revise
* Paraphrase and summarize non-fiction texts
* Quote from and cite sources using MLA format
* Write well-developed essays using the writing process
* Use peer and instructor’s feedback to revise essays
* Produce writing that contains minimal grammatical errors

Altogether, you will write **five- six** essays of approximately 700 or more words, and **five to six short** summaries.

# STUDENT LEARNING OUTCOMES

# Upon completion of this course you will be able to:

* Use appropriate rhetorical development (such as analysis, comparison/contrast, interpretation and argument) to respond to the central ideas of an assigned text
* Paraphrase sentences and short passages from reading texts
* Analyze a written assignment
* Develop essays of varying length and complexity that incorporate ideas from texts
* Use a variety of sentence patterns, indicating a generally mature style
* Evaluate effectiveness of their own writing via feedback from professor, peers and self to produce a rigorous revision
* Use vocabulary that conveys meaning accurately and appropriately for a college student

# REQUIRED TEXTS AND MATERIALS

You need to purchase all the books by the end of first week of classes, and definitely no later than the second week. Except for the handbook, you can get all the other books in any local bookstore like Borders or Barnes and Noble, or via amazon.com. Since the handbook is a custom publication for CCP, you have to buy it only at the College bookstore in the West building.  I will provide all other reading materials and handouts.

 1) *Breath, Eyes, Memory* by Edwidge Danticat. Published by Vintage Books.

2) *The Color of Water* by James McBride. Published by Riverhead Books.

3) *The Brief English Handbook*, 9th edition by Edward Dornan & Robert Dees. Published by Pearson/Longman.

4) A college level dictionary

5) A flash drive to save all your work/essays

# ATTENDANCE AND IMPORTANT DETAILS

**Though this is an online course, it does not mean that you can submit your assignments whenever you feel like. There are specific deadlines for the assignments each week, and you need to adhere to these deadlines.**

* Since this is an online course, your participation in the Weekly **Gradable Discussion** and completing each week’s assignment is equivalent to attending classes. Every week, your OWN responses to the **Gradable Discussion** question must be posted by Wednesday of the week, and thereafter, you will respond to two different classmates’ responses on subsequent days. Once the week is over, your forum posts will not be read or accepted for grade.
* You need to post two to three different responses during a week. Therefore, you NEED TO post at least at three different times during the week. If you decide to post all of your responses on just one day, your points will be considerably low. The content and participation level will determine your grade for the discussions. Submissions to the discussions will end on the Sunday of that week. Any submissions after this will be considered late. Your grade for the discussions will depend on the level of participation, correct grammar, and specific references to the reading materials.
* Remember that your weekly responses are also the way I take attendance in the course. You will be dropped from the course, or given an "F" if you fail to post two weeks of discussions, without a valid excuse in accordance with College attendance policy. If you know you will be unable to submit a response, please contact me for prior approval. You cannot make up discussions, as these are like classroom discussions. Once the week is over, you cannot participate in that week’s discussions.
* All assignments for each week MUST be completed by Sunday midnight of that week. The deadline for shorter assignments such as summaries or response questions will be due earlier than Sundays, and essay assignments will be usually due on Sundays.
* While this is an online course, and there are no SET times that you must be online, there are deadlines you MUST meet. All the assignments for a particular week are due by Sunday midnight of that week. Late submissions will not be accepted. If there is an extraneous circumstance such as illness or death, you will need to scan and send appropriate documents, which I will submit to my Chair for approval for accepting late work. Any other reason for late submissions will be evaluated on a case-by-case basis.
* Since this is a fully online course, you will need to have the self-discipline to keep up with the work. SO DON’T PROCRASTINATE SUBMITTING YOUR ASSIGNMENTS JUST BECAUSE IT IS AN ONLINE COURSE. You can make it a practice to go online at least once a day. If you had taken this class in person, you would have attended classes in person; instead, you will go online once a day at your convenience. This is important as I communicate via the online course email regularly.

  For all your class assignments such as essays, summaries, and other assignments, please save your work as WORD documents. If you don’t have WORD, MAKE SURE YOU SAVE YOUR WORK AS RTF (RICH TEXT FORMAT) documents. If you send it as any other version, I will not be able to open it.  When you have to revise and resubmit your assignments, make sure you SAVE YOUR REVISED WORK IN YOUR HARDDRIVE FIRST, AND THEN RESUBMIT IT. Very often students don’t check this and end up submitting wrong files/assignments. If this happens, there will be considerable delay in my returning your work.

  PLEASE SUBMIT YOUR ESSAYS AND OTHER WRITING ASSIGNMENTS AS ATTACHMENTS BY USING THE ‘BROWSE’ BUTTON or TYPE IN THE BOX/SPACE PROVIDED. DO NOT SEND AS EMAIL ATTACHMENTS.

# CLASSROOM PROCEDURES

 While engaging in the Forum discussion, you will follow the etiquettes of a normal

classroom discussion.

 Refrain from impolite remarks while communicating with each other.

# ASSIGNMENT POLICY

Please adhere to the policy requirements as not following instructions could result in substantial reduction in your grade.

* ALL THE WORK THAT YOU TURN IN MUST BE YOUR OWN. PLEASE READ THE PLAGIARISM POLICY IN THE STUDENT HANDBOOK. IF YOU CHEAT OR PLAGIARISE YOU WILL FAIL THE COURSE. IN THE PAST, STUDENTS HAVE ATTEMPTED TO BLATANTLY COPY FROM THE INTERNET AND OTHER SOURCES, AND RECEIVED AN F GRADE FOR THE COURSE. THE COLLEGE HAS PROVIDED US WITH RESOURCES WHICH HELP FACULTY MEMBERS TO EASILY IDENTIFY THE PLAGIARIZED SOURCE. IN ADDITION, AT TIMES, STUDENTS GET EXTERNAL HELP TO WRITE THEIR ESSAYS. THIS IS CONSIDERED CHEATING AS WELL. YOU CAN TAKE THE HELP OF A LEARNING LAB TUTOR AS ONLINE TUTORING IS AVAILABLE.
* For the first three essays, you will submit two drafts. I will return your first draft with my detailed comments and editing, and once you revise and resubmit it, I will assign you a grade.
* For subsequent essays, since I would like you to become independent writers, I will offer just general comments when you submit your first drafts, but give you an opportunity to revise the essays.

# READING AND WRITING ACTIVITIES

 Though this is a writing course, you may wonder why we have to engage in reading activities. An effective writer creates his/her writing based not only on personal experiences but also supports these with what others have said on the same topic. Doing so gives credibility to what one says about a certain topic. As students learning to write effectively, by reading what others have written forces you to examine the writers’ choice of words, style, and language, and learn how to express your own ideas in a similar manner. The following details will help you understand the different activities we will be doing in this course:

Annotating and responding to reading assignments

Regardless of what material you will be reading in this class, you will learn to read actively by summarizing and analyzing what you read. You should form a habit of always reading with a pen or pencil and annotate the text. Annotating means underlining key words, writing notes in the margin, noting down your responses and questions. This will help you to discuss the materials and evaluate them. You can then use these ideas to develop your essays.

Journal Writing

Writing a journal is a very useful tool to every writer. While making journal entries, you can freely and spontaneously write your thoughts and opinions. You can use some of these thoughts/ideas later in your essays. It will also help you overcome the writer’s block. What can you write in a journal? Your journal entries can range from your personal responses to the reading materials to notes on class discussions, or your rough drafts on essay topics.

Writing Summaries

Learning to summarize what others have written on a certain topic is an extremely important and useful tool to navigate all college courses. Another benefit in writing summaries is it will help you to incorporate relevant ideas to substantiate your thoughts in your essays.

# GRADING POLICY

 You will be graded on the following:

Gradable discussions

Essays

Summaries

Exercises from handbook

Completing ungraded assignments

# GRADE DETERMINATION

The final grade will be based on a point system. The following **points system** shows the relative weight of the assignments in the course.

* **Gradable Discussions: 10 points each**
* **Summaries: 50 points each**
* **Handbook exercises: 20-25 each**
* **Response to questions on novel/memoir: 50 points each**
* **Essays 1, 2, & 3: 100 points each**
* **Essays 4 & 5: 200 points each**
* **Final Exam: 100 points**

**Points needed to pass the course must equal at least 70% of the total points.**

# ASSIGNMENTS SUBMISSION REQUIREMENTS

* Please keep all your assignments saved in a separate folder titled English 101 so it is easy to access all your course materials until the end of the semester.
* At any time, if you are having difficulty completing the work assigned, make sure you communicate with me to discuss your problems. While I am particular that you meet deadlines, I can be flexible depending on the nature of your problems. The aim of the course is to make you a confident writer and not a frustrated writer! However, remember your excuses need to be valid, and excuses shouldn’t become a regular feature!

# THINGS TO DO EACH WEEK:

A. Check your weekly sessions regularly. This will give you an idea of the workload for that particular week.

 B. If you need to communicate with me, please use the CANVAS email. DO NOT USE THE MYCCP EMAIL.

C. CHECK YOUR CANVAS EMAIL REGULARLY.

D. EVERY WEEK, I WILL BE AVAILABLE FOR LIVE CHAT DURING EVENING HOURS, AND I WILL LET YOU KNOW THE TIME AND THE DAY/DATE . THIS IS AN OPPORTUNITY FOR YOU TO DISCUSS ANY ASSIGNMENT THAT IS NOT CLEAR TO YOU, OR A DRAFT THAT I HAVE RETURNED. IF YOU HAVE A MICROPHONE ATTACHED TO YOUR COMPUTER, WE CAN ACTUALLY SPEAK TO EACH OTHER, AND A WEBCAM WILL ENABLE US TO SEE EACH OTHER AS WELL. IF YOU ARE FREE DURING THE HOURS I AM AVAILABLE FOR LIVE CHAT, DO JOIN IN, AND MAKE USE OF MY VIRUTUAL OFFICE HOURS! YOU WILL BE ABLE TO PARTICIPATE IN THE VIRTUAL OFFICE HOURS VIA THE ‘CONFERENCE’ TAB ON YOUR COURSE HOME PAGE.

 E. Very often I will send common emails giving instructions to complete assignments or some other issue that I find of importance. SO READ THESE EMAILS CAREFULLY. MANY PROBLEMS CAN BE AVOIDED BY READING THE INSTRUCTIONS AND EMAILS CAREFULLY.

F.  If you are unable to open an assignment, or there is a problem with your computer, PLEASE LET ME KNOW IMMEDIATELY. DO NOT WAIT UNTIL THE DAY IT IS DUE TO LET ME KNOW THESE PROBLEMS.

G. Some of you may be under the impression that since this is an online course, you can just visit the CANVAS once a week and complete all of your assignments. This course is exactly like a typical in-class college level course. The only difference is you have the convenience of doing your work at your time and pace. However, in order to be successful in this course, you need to be self-disciplined and follow a regular schedule.

MAKE IT A POINT TO VISIT **CANVAS** ONCE A DAY EVEN IF IT IS TO CHECK THE EMAILS OR WHAT ASSIGNMENTS ARE POSTED AND WHEN THINGS ARE DUE.  SOMETIMES, I WILL SEND IMPORTANT COMMUNICATION VIA WEBSTUDY EMAIL, AND IF YOU DON’T CHECK IT, YOU MIGHT MISS IMPORTANT INFORMATION.

 H. **CANVAS** enables me as an instructor to see what time and day you submitted an assignment, and how often you log in etc. So, I will be in a position to document the submission time of every assignment.

I. SINCE THIS IS A WRITING COURSE, THE WORK AND THE ASSIGNMENTS WILL BE DONE INCREMENTALLY. FOR EXAMPLE, FOR YOUR ESSAYS, YOU WILL FIRST SEND YOUR DRAFTS. I WILL READ IT AND COMMENT ON IT AND SEND IT BACK TO YOU. YOU WILL THEN REVISE IT AND SUBMIT IT FOR A GRADE. USUALLY, I GIVE A WEEK’S TIME FOR SUBMISSION OF DRAFTS AND REVISIONS. WHILE YOU ARE REVISING YOUR ESSAY, YOU WILL ALSO BE WORKING ON OTHER ASSIGNMENTS. THEREFORE, I CANNOT LET YOU JUMP TOO MUCH IN ADVANCE, OR LET YOU SUBMIT TWO TO THREE WEEKS WORTH OF ASSIGNMENTS AT THE SAME TIME. I ALSO READ EVERYONE’S ESSAYS FIRST BEFORE SENDING MY INDIVIDUAL COMMENTS. THIS HELPS ME TO GET A SENSE OF HOW THE ENTIRE CLASS HAS APPROACHED THE TOPIC, AND ALSO ADDRESS COMMON PROBLEMS.

J. If you are planning to be away for a long period of time during the semester, and will not be able to access **CANVAS**, then it is not a good idea to take this online course.

# Rules of Netiquette

Netiquette is similar to etiquette. Netiquette is conversation rules to follow while interacting online. Since we will be interacting online, it is extremely important for all of us to adhere to the following rules of Netiquette particularly while engaging in Forum discussions.

1. Remember to be polite and courteous always. Even though you are communicating via a computer, your messages are sent to another human being who has feelings and emotions.

2. Before sending any message, read what you have written. You may think it is an informal exchange via email or forum, but it is important to check your word choice and other aspects of grammar to avoid any miscommunication.

3. Avoid using any kind of ‘texting’ language such as LOL/OMG 2U etc.

4. Be precise and to the point. Make sure you address the question asked by your peer or the teacher.

5. Help keep angry exchanges under control particularly while discussing sensitive topics. What you write may be appealing to you, but it might offend someone else. Always ask yourself the question, “Would I say this if I have to say it in an open classroom, or if the person is right in front of me?”

6. We all make mistakes, so be forgiving of other people’s mistakes.

Taking an online course can be challenging as well as intimidating. It is my responsibility to be available to help you navigate this course and complete it successfully. However, this can be achieved only if you do your part.

 Let us strive for the best quality of work together.

 Good luck!

# Course Outline

# *Week One*

* Course Syllabus
* Course Information
* Reading Process

Assignments:

Diagnostic Writing

Online Discussions

a. Introductions

b. Definition of Diversity

# Week Two

* Characteristics of Effective Writing
* Descriptive Writing
* “Sister Flowers” by Maya Angelou
* Chapters 1-5 *Breathe, Eyes, Memory( BEM)*

Assignments:

Essay 1- First Draft

Online Discussions

a. First five chapters from the novel

b. Life line individual

# Week Three

* “An Ethnic Trump” by Gish Jen
* “My Childhood” by Bong Hwan Kim
* Chapters 6-10 *BEM*

Assignments:

Summary 1

Exercise from handbook

Online Discussions

a. Ethnic Acculturation

b. Chapters 6-10 BEM

# Week Four

* “Self and Self Identity”
* Chapters 11-15 *BEM*

Assignments:

Revised Essay 1

Essay 2 Outline

Online Discussions

Balancing Ethnic Identities

# Week Five

* “The Perfect Family” by Alice Hoffman
* Chapters 16-20 *BEM*

Assignments

Essay 2- First Draft

Summary 2

Exercise from handbook

Online Discussions

Chapters 16-20 BEM

# Week Six

* “Father Fixation” by Judith Stacey
* “Fatherless America” by David Blankenhorn
* “Daughters Need Fathers Too” by Marie Hartwell-Walker

Assignments

Revised Essay 2

Summary of Arguments

Online Discussions

a. Absence of a father figure

b. Possible topics for Essay 3

# Week Seven

* Argument Essay
* Model Argument Essay
* Chapter 1-8 *The Color of Water*

Assignments:

BEM final analysis

Essay 3 First Draft

Online Discussions

Role of a father

# Week Eight

* “Shadowy Lines That Divide”
* “The College Dropout Boom”
* “When Richer Weds Poorer”
* Chapters 8-15 *The Color of Water*

Assignments:

Summary 3

Exercise from handbook

Online Discussion

Role of class

# Week Nine

* “Angela Whitaker’s Success Story”
* Excerpt from sociology textbook
* Chapters 16-20 *The Color of Water*

Assignments

Summary of articles

Revised Essay 3

Online Discussion

Effect of class

Role of class in James McBride’s life

# Week Ten

* Chapters 21-25 *The Color of Water*

Assignments:

Essay 4 First Draft

Exercise from Handbook

Online Discussion

Similarities and Differences of characters in the novel and memoir

# Week Eleven

Assignments:

Revised Essay 4

Synthesis Assignment

Online Discussion

What do we know about race vs what should we know

# Week Twelve

* “See Baby Discriminate”
* “Why Race Isn’t as ‘Black’ or ‘White’ as We Think” by Brent Staples

Assignments:

Scientific perspective on race

Exercise from handbook

Online Discussion

What is race?

# Week Thirteen

* “Seat Not Taken” by John Edgar Wideman
* “Teaming up on our Differences” by Leonard Pitts

Assignments:

Social perspective on race

Course Evaluation

Online Discussion

Racial differences

# Week Fourteen

Final Examination