

**SALEM STATE COLLEGE
ENGLISH DEPARTMENT
ENL 103-Sec. 03, SB 206a
Composition II for English Majors
Professor J.D. Scrimgeour
W, F 11-12:15**

J.D. Scrimgeour

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Office Hrs: T, 11-1, W 1:30-2:30; F 9:30-10:30; and by appointment

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Course Description: A course specifically designed for the English Major, ENG 103 will concentrate on the following areas: an overview of critical approaches to literature, an introduction to the genres, and research techniques and materials for the major. Three lecture hours per week. Required of all Freshman English majors. 3 credits.

Faculty Course Description: In addition to the above description, this course is part of a learning community focusing on Gender and Identity. You will be taking this course, as well as PSY 101 with Professor Anne Noonan and ENL 160 with Professor Keja Valens. All the courses will be structured around the same theme, and some of your work, such as the final project, will count toward your grade in all three courses.

Goals

1. Students will learn to compose well-crafted, insightful creative, analytical, and professional writings.
2. Students will learn to work with drafts and revisions.
3. Students will learn basic procedures for research and the MLA guidelines for documenting resources.

Objectives Students in ENG 103 will develop the following knowledge and skills:

1. The ability to use flexible composing processes that are well suited to different types of writing in the field of English;
2. An understanding of how the rhetorical relationships among writer, audience, and message should influence their writing;
3. The ability to use writing to sharpen their own creative, analytic and critical-thinking skills
4. The ability to participate in the written exchanges of a community of writers who share some common concerns, and, more specifically:
 - a. The ability to verify, critique, and extend arguments offered by other members of the literary community,
 - b. The ability to critique and refine their own ideas in light of new knowledge that they develop through their reading and other experiences in the course,

- c. The ability to construct reasonable and persuasive defenses of their positions when these positions are critiqued by advocates of other positions.
- 5. The ability to analyze the writing conventions of common genres and to produce texts that conform to those conventions, including
 - a. The grammar, spelling, and punctuation conventions of standard American English,
 - b. The conventions of unity, organization, and support that are common in analytic writing and academic research.
- 6. The ability to use effective processes for revising and improving their work, including
 - a. Processes for evaluating responses from readers and for using those responses in revision,
 - b. Processes for proofreading to ensure that a piece of writing conforms to the conventions of standard American English.
- 7. An understanding of principles for integrating source materials into their writing, including
 - a. The conventions for fair usage of sources and formal documentation detailed by the Modern Language Association (MLA),
 - b. Techniques for emphasizing their original ideas while also acknowledging how other writers have influenced their thinking.
- 8. An understanding of some basic methods for conducting research using print and electronic resources.
- 9. Familiarity with a basic vocabulary for describing properties of literary works in various forms (e.g., poetry, drama, novel, etc.).
- 10. Skill with simple design techniques.

Required Texts:

Ron Carlson, *Ron Carlson Writes a Story*. Greywolf Press.
 Maxine Hong Kingston, *The Woman Warrior*.
 Lester Faigley, *The Brief Penguin Handbook (3rd Ed.)*
 Gerald Graff and Cathy Birkenstein, *They Say, I Say*
 Steven D. Levitt and Stephen J. Dubner, *Superfreakonomics*

Handouts (you don't need to purchase these)

Robin Beaudoin, "Joan's Beach"
 Kolleen Carney, *Me and the Twelve-Step Program*
 James Connatser, *Someone Else's Blue*
 Excerpt from Andre Dubus III, *Townie*.
 Excerpts from Kate Barnstein, *My Gender Workbook*.
 Excerpts from Vivian Shipley, *All of Your Messages Have Been Erased*

Please note: You will occasionally be expected to make copies of your writing for your classmates.

COURSE REQUIREMENTS FOR ASSESSMENT:

Attendance and Participation

Active engagement in discussions and activities, including sharing one's writing and commenting on other's writing, as well as demonstrating completion and contemplation of the assigned reading. Attendance at special Learning Community events, such as the Andre Dubus III reading, is especially important.

Small Writing Assignments

Completion of various in-class and out of class writing assignments. There will generally be at least one writing assignment per week.

Four Essays

Students are required to turn in drafts and final copies of four essays on the dates they are due. First drafts of the essays will be 1000-1250 words. Final drafts may be longer or shorter, at the instructor's discretion.

Final Project

An interdisciplinary project incorporating text and media done in conjunction with the other courses in the learning community. More information will be forthcoming.

METHOD OF CALCULATING FINAL GRADE:

Attendance and Participation: 10%

Small Writing Assignments: 20%

This grade will be determined in large part by whether assignments are turned in. Individual assignments will be graded 0-3 with 3 being excellent and 0 being unacceptable.

Four Essays: 60%

Students will receive grades on their final drafts only, but that grade will reflect the effort put into submitting a reasonable first draft on time as well as the quality of the final draft.

Final Project: 10%

Please note that this project will count toward your grade in three courses, so it is a significant part of your coursework for this semester.

NOTE: **Because** of time considerations, these requirements may be adjusted so that only three essays are required. If that is the case, the three essays will probably still constitute 60% of the final grade, although the instructor may have the essays count less and the final project count more.

STUDENT RESPONSIBILITY STATEMENT:

Each student is responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student is present).

SPECIAL RULES, REGULATIONS, PROCEDURES:

Because distractions cheat all students of valuable class time, cell phones, pagers, and all two-way devices must be turned off prior to class and must remain off for the duration of the class period.

You must bring the appropriate book and notebook to every class. If you do not have the appropriate book in class, your attendance grade will be affected.

Presenting someone else's work as your own, which includes using someone else's words or ideas without acknowledgment, constitutes plagiarism and is grounds for failing the course and for expulsion from the college.

LATE WORK AND MAKE-UP EXAM POLICY:

In-class assignments, including exams, cannot be submitted late or made up. Late final projects will not be accepted.

SSU STATEMENT: (Disabilities Act)

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids, and adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak with the instructor immediately. Students with disabilities who have not already done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

EMERGENCY STATEMENT:

The statement: "In the event of a university-declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a college declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located at/in [faculty member determines this]. Students should review the plans and gather all required materials before an emergency is declared."

ENGLISH DEPARTMENT MISSION STATEMENT:

Profound literacy is the hallmark of a liberal education. To that end, English department courses involve instruction and study in literature and writing, the emphasis varying according to course content. Through intensive reading and analysis, students develop a critical appreciation of literature written in disparate times and places. Through expository writing, students learn techniques for conducting research and for drafting and revising analytic and persuasive essays based on critical reading. In creative writing, students develop an aesthetic through practicing the craft of various genres. The English department prepares students for professional and academic leadership including careers in teaching and writing.

Course Schedule

Week 1:

Wed. Sept. 7: GROUP INTRODUCTION

Fri. Sept. 9: James Connatser, "The F Word" ; Kolleen Carney, "Broken Mirror"; Jamaica Kincaid, "Girl"

Week 2:

Wed. Sept. 14: *The Woman Warrior* (“No Name Woman,” “White Tigers”)

Fri. Sept. 16: *The Woman Warrior* (“Shaman”)

Week 3:

Wed. Sept. 21: *The Woman Warrior* (“At the Western Palace”)

Paper 1: 1st Draft due

Fri. Sept. 23: *The Woman Warrior* (“A Song for a Barbarian Reed Pipe”)

Week 4-6:

Wed. Sept. 28: Andre Dubus Handout

GROUP MEETING 11-1:30 André Dubus III

Attend Andre Dubus Reading: 7:30 pm, Thursday, Sept. 29

Fri. Sept. 30: *Ron Carlson Writes a Story*

Wed. Oct. 5: *Ron Carlson Writes a Story*

Paper 2: 1st Draft due (short story)

Fri. Oct. 7: “Joan’s Beach” (handout)

Wed. Oct. 12: “The Baby” (performance)

Paper 1: final draft due

Fri. Oct. 14: reading from *My Gender Workbook*

Week 7:

Wed. Oct. 19: *My Gender Workbook* and *They Say, I Say*

Fri. Oct. 21: *They Say, I Say*

Paper 2: Final draft due

Week 8:

Wed. Oct. 26 *Superfreakonomics; They Say, I Say*

Fri. Oct. 28 *Superfreakonomics; They Say, I Say*

Week 9-10:

Wed. Nov. 2 *They Say, I Say; Brief Penguin Handbook*

Paper 3: 1st Draft Due

Fri. Nov. 4 *They Say, I Say; Brief Penguin Handbook*

Wed. Nov. 9 *Brief Penguin Handbook*

Fri. Nov. 11: NO SCHOOL: VETERAN’S DAY

Week 11-13:

Wed. Nov. 16 Final Project Work

Paper 3: Final Draft due

Fri. Nov. 18 Vivian Shipley visit

Wed. Nov. 23: NO SCHOOL: THANKSGIVING BREAK

Fri. Nov. 25: NO SCHOOL: THANKSGIVING BREAK

Wed. Nov. 30 Final Project Work

Fri. Dec. 2 Open

Week 14: *Boys Don't Cry*

Mon. Dec. 5: show boys don't cry in class 9-10, 11-12:15; 12:30-1:1:20

show/talk

Wed. Dec. 7 Open

Paper 4 Due

Fri. Dec. 9: Learning Community Group

FINAL PROJECTS WILL BE PRESENTED DURING EXAM WEEK—MORE DETAILS
LATER IN THE SEMESTER.