

**ENGL 111.02: Critical Reading and Writing 1:  
Fiction and Nonfiction Prose  
Fall 2010**

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<u>Time, Place:</u>	MWF, 8:15-9:20 a.m., OEC 206
<u>Mailbox:</u>	JRC 333
<u>Office Hours:</u>	Usually after class or by appointment, JRC 351
<u>Required Texts:</u>	

David Foster Wallace, *A Supposedly Fun Thing I'll Never Do Again* (0316925284)  
Johann Wolfgang von Goethe, *The Sorrows of Young Werther* (0451523032)  
Frederick Douglass, *Narrative of the Life of Frederick Douglass* (0486284999)  
Octavia Butler, *Kindred* (0807083690)  
Joseph Conrad, *The Secret Sharer* (0486275469)  
Katherine Mansfield, *The Collected Stories of Katherine Mansfield* (1840222654)  
Brian Malloy, *The Year of Ice* (0312313691)  
Andrea Lunsford, *The Easy Writer* (0312650310)

**I. OVERALL COURSE GOALS**

**By the end of this course, you will:**

- have a good understanding of different literary genres through the memoirs, short stories, and novels that we will read
- be able to identify key constructs in literature
- be able to discuss how diverse cultural perspectives help an author give shape to a literary form through our analysis of texts by writers from various backgrounds across several centuries
- know how to document a text to facilitate recall by practicing proper annotation
- be familiar with the concept of a thesis
- understand the important difference between revising and editing
- see why revising is essential to the writing process
- have practiced different types of writing
- be able to develop a good method for writing papers for your future courses.

**II. KINDS OF WRITING\***

**In-class private freewriting** (*Daily, Ungraded*).

Five minutes of writing without stopping at the start of class. No one will read what you have written. In fact, I will ask you to tear up your paper as soon as you are finished. Why? Because 1. Writing is disposable and 2. It is important to have writing that is completely private, unread by others, unevaluated.

**(Double and then) Triple-Entry Journal** (*almost Daily*) –*Described in the Assignments handout.*

Every day we have readings, you will have to post 4 Journal Entries on Blackboard. When done correctly, you will have gathered most of the information you will need for your essays by doing your TEJs. Instead of gathering ideas after we finish a text, you will be making connections and writing them down as we go, which will facilitate your formal writing.

**Exploratory Writing** (*Once every Unit*)—*Described in the Assignments handout.*

Shortly after we finish reading our text(s) for each unit, you will have the chance to brainstorm on what you would like to write for your essay assignment.

**Process Writing** (*At least three times per Unit*)—*Described in the Assignments handout.*

After you receive respective feedback from your group members (once during our “think tanks” and once during our revision groups) and me (after your first draft), you will write about those processes and how your focus may have changed because of group collaboration and feedback.

**Formal Essays** (*Four*)—*Described in the Essay handout.*

A detailed assignment and rubric for each of your 4 essays will be handed out in advance. These essay assignments may ask you to explore an aspect of the texts we have read, analyze “how” a text functions in order to interpret the concerns/attitudes/rhetorical purposes communicated in the text, or to reflect on your individual experiences as a response to our texts. Regardless of actual assignment, all essays will be 3-4 pages in length, written in Times New Roman, 12 point font. All essays will need to be accompanied by a Cover Letter.

**Cover Letters** (*Four*)—*Described in the Assignments handout.*

I will give out a list with reflective writing questions that you will have to answer about how you arrived at your final product and the writing process as a whole. These are due with your posted Essays on Blackboard—either as an extra page in your Essay Word document or as a separate file.

**Informal Writings**

As the class progresses you will have other minor writing assignments which may involve brainstorming, journaling, letter-writing, and so on. These will be ungraded and will be part of your participation grade.

**\*A Note on Low-Stakes Support Activities**

Triple-Entry Journals, Informal Writings, Exploratory Writing, Process Writing, and Reflective Writing are all “low stakes” activities that help you to grow as a reader and writer and lead to success on the formal essays. “Low stake” means that, unlike the essays, they are intended to be done fairly quickly, and are not graded according to formal criteria (how well they are written), but basically according to how much *effort* you have put into them.

**My policy regarding low-stakes writing is this: it is considered done if it is complete on the date and time due. With Blackboard, the exact time you posted is always displayed. If it is not complete by then, it will not count.** This is essential. Not only do we use some of this work right away, but if you don’t do it when it is scheduled, the whole point of it is lost.)

### III. PARTICIPATION

**Writing Group Policy**

There will be four papers due in this class: one for each Unit we read. As opposed to sending you on your way to write, collecting the papers, and returning them to you with a grade, we will be working on developing our writing skills through a number of writing exercises and workshops before you receive a final grade. You will post most, if not all, of your work on BlackBoard. It is VITAL that you have access to BB after the first day of class.

**Meeting posting deadlines and attendance on Workshop days is extremely important; therefore I have the following policy:**

1. **Not posting materials when they are due, even if you are physically in class, counts as an absence.**
2. **For workshop materials, being absent without posting your work or feedback for your group members counts as two absences.**

*Yes, your participation is that important!*

### **Reading for Class**

As mentioned above, we will have many writing assignments. In order to facilitate quick recall, you **MUST** annotate your text. Yes, this slows you down while you are reading BUT it will vastly shorten the time you spend leafing through your book for TEJ entries and group discussion. Annotating involves more than circling, underlining, or highlighting. You must also note *what* it is about a passage that you find intriguing or confusing. I will periodically check to make sure you are annotating properly.

### **Attendance**

*To succeed, our class depends on your daily, active participation.* I will be lecturing very infrequently. Ninety percent of the work we do here cannot be made up. All of us participate in discussion and writing, therefore, I require regular attendance. **According to the English department policy, you may miss three class sessions without penalty.**

**After three absences, every subsequent absence will result in your final grade being lowered by one level (for example, B to B- for four absences, B to C+ for four absences). Seven or more absence will result in failure of the course.**

These three absences are not separate from sick days, so, please save them for when you are sick or have a family emergency. I try to give out a very detailed syllabus, but occasionally we may deviate or add to our scheduled work, therefore it behooves you to contact a classmate about what you missed, and come to the next class fully prepared.

A note on timeliness: I expect you to be present when class begins. **If you are frequently late, your final grade will go down.**

### **Electronics Policy**

You are not to text during class or use any portable electronics (mp3 players, iPods and so on). If you wish, you may type notes on a laptop or netbook, but you may not surf the internet. During discussion, you should not have any obstruction or distraction impeding your work with your peers. If you do, you will be asked to leave and will be counted as absent. It is 8:00 am. Most likely none of your friends are awake yet! In all seriousness, if you are on the clock for an emergency, do let me know ahead of class, so that I can allow you some flexibility (I won't pry).

## IV. GRADING

### Scale:

Grades are calculated according to the following percentages:

**(A) 94-100%** | **(A-) 90-93%** | **(B+) 87-89%** | **(B) 84-86%** | **(B-) 80-83%** | **(C+) 77-79%**  
**(C) 74-76%** | **(C-) 70-73%** | **(D+) 67-69%** | **(D) 64-66%** | **(D-) 60-63%** | **(F) Below 60%**

**55% of your grade is made of your 4 essay grades.**

**35% of your grade is made of low stakes writing support activities.**

**There is no reason why this portion of your grade should be less than an A- if you show effort.** We may have more (perhaps less?) than these assignments listed on the syllabus as we progress.

1. TEJs=4 entries per day when texts are assigned. 3 components each.
2. Exploratory Writing=Once per unit over four units.
3. Process Writing=at least three times per unit over four units.
4. Cover Letters=Once per unit over four units.

**10% Of your grade is made of class participation and is graded according to the following rubric:**

### 1. In-Class Discussion

- 3 points: Fantastic! Student arrives ready to discuss important topics in class on a regular basis. Student provides the class with unique ways of thinking about literature and writing. Text is frequently very well annotated.
- 2 points: Good. Student infrequently pushes her/himself to contribute to class discussion. Student works better in small groups. Text is infrequently annotated.
- 1 point: Meh. Student makes effort to push him/herself in small groups but remains quiet in larger class discussion. Text is frequently only underlined or highlighted.
- 0 points: Uh oh. Student is mostly quiet in class and in small groups. Text is frequently not annotated.
- Negative points: Yikes! Student is disruptive in class. S/he makes comments that are irrelevant to discussion or harmful to the development of other writers in our class.

### 2. Feedback and Feedback Forms

- 3 points: Fantastic! Student comes to class prepared with her/his classmates' feedback. The written and oral feedback s/he provides is well thought out and constructive. Student asks many questions of the writer and also clarifies any questions the writer has regarding the feedback.
- 2 points: Good. Student comes to class prepared with feedback. The feedback is mostly well thought out, but it seems a bit rushed. Student engages with the writer to clarify any questions he or she may have.
- 1 point: Meh. Student comes to class prepared but the feedback is not very helpful to the writer. In groups, the student is unable to provide any further clarification on feedback despite his or her best efforts.
- Negative points: Yikes! Student forgets to bring feedback to his peers. Or the feedback is incomplete or sparse. Depending on severity, this may count as

an absence (see above under Writing Group Policy).

3. Other informal writing assignments not listed on the grading scale

3 points: Fantastic! Student comes to every class prepared with assignments.

2 points: Meh. Student sometimes forgets assignments or his/her work is not very well thought out.

1 point: Uh oh. Student rushes to get assignments done before class. Work is very sloppy.

0 points: Yikes! Student does not turn in these assignments when they are due.

**Final Grade Breakdown:**

<u>4 Essays (55%)</u>	<u>Low stakes Writing (35%)</u>	<u>Class Participation (10%)</u>
Because essays are scaled differently than your final grade, final essay grades are based on the average of your 4 percentages, not the average of total point values. For instance, a 13 on Essay 1, would be calculated as 89% (B+). See each individual essay assignment for its scale.	<b>TEJs</b> <b>10pts per unit*4=40</b> <b>Ex. Writing</b> <b>3pts per unit*4=12</b> <b>Pro. Writing</b> <b>9pts per unit*4=36</b> <b>Cov. Letters</b> <b>3pts per unit*4=12</b>	<b>Discussion</b> <b>3pts Total</b> <b>Feedback</b> <b>3pts Total</b> <b>Other</b> <b>3pts Total</b>
(Add total percentages) ÷ 400 × 0.55	Total points ÷ 100 × 0.35	Total points ÷ 9 × 0.10

## V. COURSE RESOURCES

### Your classmates

Over the coming weeks and months, you will be discussing your questions and ideas about what you read and write with everyone around you. Don't be afraid to reach out for help, feedback and encouragement from your fellow classmates. You are all in the same ENG 111 boat. This is a reciprocal process: please return the favor.

### Your instructor

You'll be hearing a lot from me. While I will mostly be directing your group work in class, I tend to send out many clarifications and reminders over email. Don't hesitate to approach me with any questions about our readings, your progress, or anything else that comes up.

I've noticed that most students in ENG 111 tend to be *very reticent*. You need to speak up, not only because communication is a vital part of this course (and your grade) but also because you need to let me know whenever you have any questions or concerns regarding your progress and this course. I want to make sure that everyone is progressing along. I've been a student for a very long time, so I can understand student anxieties. Don't assume that asking a question will result in a negative outcome.

### The Center for Writing

The Center for Writing provides one-on-one conferences for you as you write. This will be a crucial resource as you work on your writing for this course. I hope, however, that you will

make a habit of using the Center for writing assignments for other courses as well. Contrary to what you might assume, successful writers and students are the ones who use the Center whereas those who are struggling do not.

When should you visit the Center for Writing? You might go there to work with a peer consultant when you get an assignment to talk over what the assignment is asking and how you're interpreting the reading on which it's based. You might come in when you're starting to write a draft to talk about your focus and organization. Or you might come in at the later stages of your writing when you're revising for clear sentences and best word choice, or checking your grammar and punctuation. The consultants will work with you at any stage of the writing process so that you develop strong, long-term approaches to your reading, writing, and critical thinking.

Hours: M-Th 9-8, F 9-12, and Sunday 6-9 p.m.  
Location: JRC 361 M-F; OSF 102 on Sunday  
Phone: (651) 962-5601  
Web: [www.stthomas.edu/writing](http://www.stthomas.edu/writing)  
Includes "Resources for Writers" and "Ask a Consultant"

## VI. OTHER NOTES

### Academic Integrity

It goes without saying that if you steal people's ideas without giving them credit, you will get a zero on your assignment and will be sent to the dean. Most of our projects are based on *your* thoughts, anyway. It's much more interesting to explore your own inner ideas, than to copy someone else's. If you have questions regarding what constitutes plagiarism, please see pages 192-202 in *Easy Writer* or see me.

### Disability Statement

Qualified students with documented disabilities who may need classroom accommodations should make an appointment with the Enhancement Program – Disability Services office during the first two weeks of the term. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in O'Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program on the web at <http://www.stthomas.edu/enhancementprog/>.

### Final Important Note

It is very important that you **SAVE ALL OF YOUR WORK SOMEWHERE SAFE EVERY TIME!** You can use a flash drive, but you also have several other options as UST students. You can save your work on your U: Student drive anywhere on campus. Better yet, save your documents onto the "Content Collection" tab on Blackboard. That way you can access your work whenever you log on to Blackboard from anywhere! **However, please note that no one other than yourself can view the items in your Content Collection or your U: drive.** There's also a way to view "Content Collection" and your U: drive as regular folders on your computer, which is great because then you can just save automatically without uploading. Click on "Web Folder" once logged into CC or contact IRT for more information at [www.stthomas.edu/irt/contact/default.html](http://www.stthomas.edu/irt/contact/default.html) or (651) 962-6230.