

Mrs. Jesse Radzwill

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Dual Credit Composition ENG 110

The goal of this course is to provide you with the following outcomes:

- *Demonstrate various writing practices: brainstorming, free writing; outlining, journaling
- *Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- *Demonstrate the phases of writing: draft, revision, final copy
- *Explore sources of writing: reading, thinking, analyzing, and discussion
- *Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- *Develop and include enough details and examples to support the identified thesis and reinforce focus
- *Demonstrate various patterns of organization that suits your identified purpose & audience.
- *Illustrate the concept of Audience in your writing.
- *Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- *Write in a vocabulary appropriate to your subject and identified audience.
- *Begin and conclude a paper effectively.
- *Show effective control of mechanics: paragraphing, punctuation, spelling.
- *Differentiate between key ideas and supporting details in reading
- *Locate the thesis statement in reading assignments
- *Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- *Develop self-assessment skills

Grades:

Grades will be based on a combination of vocabulary, participation, journaling, tests and quizzes, and most importantly, writing.

Formal papers must be 12 pt. font, double spaced, 1 inch margins, and include name, date, teacher and class on left side. All drafts must be stapled neatly together.

Formal papers will lose 10% for each day late. ALL PAPERS RECEIVING AN F GRADE MUST BE REDONE TO PASS CLASS. All papers must be completed to pass class.

Expectations:

Writers read. It is my expectation that you actively read assignments provided, use any work time productively, treat others respectfully, and work intentionally to become better writers.

Tentative Course Outline

Latin and Greek stems will be taught and tested weekly

Week 1-2: Explanation of the Writing Process
 Writing for College: College Essays, Applications, and Scholarships
 Narration

- "Salvation" Langston Hughes
 "Coming to an Awareness of Language" Malcom X
 Week 3-4: Writing about Literature
 Description
 "Marrying Absurd" Joan Didion
 "A Partial Remembrance of a Puerto Rican Childhood" Judith Cofer
 "Monuments to our Better Nature" Michael Beyers
- Week 5-6: Writing to Persuade
 Argument
 "Tapping into Text Messageing" Janet Kornblom
 "Shouting "Fire!" Alan Dershowitz
 Cause and Effect
 "The Value and Price of Food" Carlo Petrini
 "The Arrow of Time" K.C.Cole
- Week 7-8: Writing to Explain a Concept
 "The Myth of the Cave" Plato
 ""Living Like Weasels" Annie Dillard
 "The Truth about Lying" Judith Vorst
- Week 9-10: Writing to Propose a Solution
 Example and Illustration
 "Clutter" William Zinsser
 "A few Kind Words for Superstition"
- Week 11-12: Conducting research/Developing a research topic
- Week 13-14: Writing a research paper
 Definition
 "What is Poverty? Jo Goodwin Parker
 "Pride" Dagoberto Gilb
 Division and Classification
 "Doublespeak" William Lutz
 "What Secrets Tell" Luc Sante
- Week 15-16: Publishing/Presenting using technology and Final Essay