Instructor: Holly Pappas
Office hours: Tuesdays, Thursdays, and Fridays, 10 a.m. to noon, in the CTL (back of library) and after class by appointment
Mailbox: in CTL
Email: holly.pappas@bristolcc.edu
Course blog: http://bccenglish11.edublogs.org/

Course description (from catalog): This college-level composition course provides students an opportunity to develop their writing through various stages of composing, revising, and editing. In addition, students learn how to formulate and support a thesis using a number of rhetorical strategies, to conduct research, and to integrate a variety of sources according to the Modern Language Association guidelines. Students write in Standard English with consideration given to audience, purpose, and context. Prerequisite: Satisfactory performance on the writing skills test or “C” or better in English 10. Passing score on the college’s reading placement test or concurrent enrollment in/prior completion of RDG 10.

Course readings:
There is NO text for the course. On-line readings and writers’ resources be available as hyperlinks on our course blog and (perhaps) via the library’s e-reserve system.

Please get a notebook with easily removable pages or some loose-leaf paper AND a two-pocket folder in which to store your work for the course. Bring these to class every day. SAVE ALL OF YOUR WRITING (from doodles and lists and freewriting to rough and final drafts of all paragraphs and essays).

Course objectives:
• to write focused and developed essays that indicate an understanding of the interplay between general propositions and specific details
• to formulate appropriate organizational patterns (use of the paragraph as “chunk” of meaning, transitional devices, effective lead and concluding paragraphs)
• to use language with care (at the word level, that nouns be specific, verbs active, adjectives concrete, adverbs minimal; at the sentence level, that thoughts be clear, concise, coordinated/subordinated appropriately)
• to develop critical reading skills
• to find and evaluate source material, then ethically integrate such material with original thought
• to become conscious that writing is both process and product
• to review grammar and usage matters as necessary
**Approach:** Class work will combine some lecture and discussion with a good deal of in-class writing and, of course, out-of-class writing assignments. Think of this as a shop class: we are crafting sturdy bookcases (or ornate coat racks, or elegant night-stands) out of common materials that we cut and shape, fasten together with appropriate tools according to a flexible plan, then finish with loving care. You will not become a better carpenter unless you dare to make that first cut, swing that hammer. (Enough with the metaphors, for now anyway!)

Frequent writing is very important in this class, and procrastination is a threat to many of us writers. Throughout the course, then, there will be **many** short assignments (one page or less) called microthemes. These microthemes (or several of them) will serve as “pencil sketches” that you will develop into longer essays (approx. 1000 to 1500 words), with at least two of these essays to include outside research cited in MLA format (we’ll discuss the details further as class proceeds). At the end of the class you will turn in a portfolio of your work, containing three of your polished essays plus a reflective essay/letter on what you have come to understand about your writing process. (See below for more info on what’s entailed in portfolio process.)

Through our course blog we will have an electronic extension of the classroom where I will post assignments, links to writing-related sites, and additional reading. You will also be able to post comments or questions on the blog. (I will schedule our class to meet in a computer lab in the next few weeks to give you some practice in navigating around this space. It’s very easy!) In addition, you will each have an individual blog on which you will post drafts of your writing; you will respond to others’ writing on their blogs as well.

**Coursework:**
- Microthemes: 20%
- Six essays @ 10% each: 60%
- Blogging: 10%
- Participation: 5%
- Final: 5%

**Course policies:** Regular attendance is expected. Students who miss more than six classes without excuse may be withdrawn from the class.

**NO LATE MICROTHEMES WILL BE ACCEPTED.**
Late work essays will be penalized one grade (for example, from A- to B+ for each day, not each class, late). Papers may be submitted by email (as attached files if you have Microsoft Word; in rtf format if using another word processing system); if received by midnight of day due paper will be considered “on time.” Work submitted on time may be revised and resubmitted if you are not happy with a grade or you would like to work further on a piece.
Intentional plagiarism (work submitted that is not your own, copied either from a friend or online source) may result in failure of the course. Unintentional plagiarism will be handled on a case-by-case basis (usually I will ask students to revise and resubmit paper). We will discuss these issues thoroughly in class.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–3</td>
<td>Intro to course; the personal essay</td>
</tr>
<tr>
<td>(Sept. 1, 8, 15)</td>
<td></td>
</tr>
<tr>
<td>4 and 5</td>
<td>The ethnographic essay (writing from observation)</td>
</tr>
<tr>
<td>(Sept. 22, 29)</td>
<td></td>
</tr>
<tr>
<td>6 and 7</td>
<td>Harper’s “Index” essay (learning to ask questions)</td>
</tr>
<tr>
<td>(Oct. 6 and 13)</td>
<td></td>
</tr>
<tr>
<td>8 and 9</td>
<td>Argumentative essay (defending against common opinion)</td>
</tr>
<tr>
<td>(Oct. 20 and 27)</td>
<td></td>
</tr>
<tr>
<td>10–12</td>
<td>Annotation essay (asking questions of a visual artifact and researching answers); the research process</td>
</tr>
<tr>
<td>(Nov. 3, 10, 17)</td>
<td></td>
</tr>
<tr>
<td>13–15</td>
<td>Synthesis essay (responding to multiple texts); integrating text (summary, paraphrase, quotation) to serve your own purposes</td>
</tr>
<tr>
<td>(Nov. 24, Dec. 1, 8)</td>
<td></td>
</tr>
</tbody>
</table>

**The English 11 Portfolio Assessment Project**

As a member of this class, you will participate in the English 11 Portfolio Assessment Project. You will benefit by being in a small class and by knowing that in order to pass this course your writing will demonstrate a level of skill that is consistent with that of students taking this course with other instructors at BCC.

You will need to submit two copies of the final drafts of all of your writings for this course. I will keep the second copies on file and at the end of the semester will return them to you so that you can compile a portfolio of your four best pieces of writing (One of these pieces must be an essay that uses research incorporating MLA notation. Two English faculty other than the instructor for this course will assess this portfolio.

Portfolios will be scored “pass” or “fail.” If your portfolio passes, the grade you have earned for your coursework will be issued. If your portfolio fails, but you have earned a passing grade for your coursework, an “I” grade will issued. If you receive an “I,” the Coordinator of the Portfolio Assessment Project will contact you, and he or she will help you develop and carry out a plan for working on the aspects of your writing that need strengthening. Then you will rework and resubmit your portfolio. When your portfolio passes, the grade you earned for your coursework will be issued. This “I” grade will not prevent you from moving on to English 12, but you will not receive credit for English 11
until your portfolio passes and your course grade is released. It is important that you follow this procedure, as a passing grade in English 11 is a graduation requirement.

If you do not attempt to revise your portfolio within one semester of receiving a “fail,” the Incomplete (“I”) may turn into a Fail (“F”) for the course. In this case, you will need to take the entire course over in order to receive credit.