

CCC Connection

Because Corning Community College sponsors this course, much of what we do mirrors the course description of English 1010 at CCC. Particularly, we emphasize “the development of expository and argumentative writing” through the well–recognized sequential steps of the writing process, including peer and teacher review prior to final editing. CCC expects you to write at least 3500 words for the course.

Schedule

Sep. 4–12:

1. Review the writing process.

In **Findings**, read pp. 7-42 prior to class exploration.

2. Learn and apply some of the rules of logical argument.

Go to

<http://www.datanation.com/fallacies/index.htm> before class.

3. Develop deductive skills:

Prior to class, go to

<http://www.cacr.caltech.edu/~roy/vermeer/thumb.html> for samples of paintings.

and go to

<http://www.haberarts.com/vermeer2.htm> for a sample of the detailed observation that you will be cultivating.

Go to

<http://docushare.edutech.org/dscgi/ds.py/>

View/Collection-6515> for samples of student writing of this kind.

4. Write a deductive essay from a painting to be assigned.

5. Write a personal essay, on a topic defined in class: basically, who are you?

Sep. 15–26:

two college application essays.

Prior to class, go to

<<http://www.collegeboard.com/article/0,1120,5-26-0-9406,00.html?orig=sec>>.

Sep. 29–Oct. 17:

the research paper (1000 word minimum).

This project will include work with the DCS librarian and a trip to CCC's library.



Oct. 20– Nov. 7 (Q1 ends on Nov. 7; grade book closes Oct. 31):

discussion and analysis of definitions of personal identity and responsibility (with one essay).

Before class, read St. Augustine, 139; be ready with oral answers to 140, #6-10 and 141, #3.

Read Laye, 142-150; be ready with oral answers to 151, "Looking Back," #1-10 and 151, "Writing Assignment" #2.

Read Gomez, 163-166; be ready with oral answers to “Looking Back,” 166, #10 and 166, #1-9.

Read Galsworth, 167-171; be ready with oral answers to “Looking Back,” 171-172, # 1-10.

Read Fink, 205-211, asking how the past shapes a person.

After reading Manegold, write an essay responding to 158, “Writing Assignment” #2. You will be passing this essay among your classmates.

Nov. 10 – 21:

discussion, analysis, and application of approaches to the natural world (with one essay).

Before class, read 241-251 and 254-259.

Write an essay on Eiseley, 333-339: how does (or does) Eiseley’s essay reflect the interests and skills of the other writers in this unit?

Nov. 24 – Dec. 12:

discussion, analysis and application of social and moral issues (with two essays).

Read von Moltke, 524-535; be ready to answer 535, #1-10 and 536, #1-2 orally.

Read Brecht, 536-539; be ready to support answers to 539-540 orally.

Read Barnes, 540-551; be ready to answer orally 557-559.

Read Böll, 565-571; be ready to answer
defend orally answers to 570-571.

Read Rohmer, 571-581; be ready to connect
the behaviors here with those in Laye
and in the students' own lives.

Write an essay explaining what the
protagonist in Barnes (540-551)
should have done.

Write an essay responding to O'Brien, 212-
226: what moral judgments guide the
protagonist's choices?

Dec. 15 – Jan. 30 (Q2 ends on Jan 30):

pulling your skills together and leading to English
106.

Read Shapiro, 390-405;

Mukherjee, 186-199;

Man-Kong, 420-425;

Orwell, 487-491;

Bradford, 491-493.



Be prepared to evaluate the
fullness of information provided in
these pieces, the use of logic, and the
presence of moral judgments and
values.

You will notice that this schedule leaves very little time for
flexibility. For that reason, and because each assignment

builds on the preceding, you need to turn in your work on time.

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Assignments

The college requires at least “six evaluated structured writing assignments, primarily argumentative, totaling a minimum of 3500 words” and a one thousand word research paper.

Attendance:

Because we will depend so much on critiquing each other’s papers, you will want to attend each class. Remember that DCS has an attendance policy that may affect your grade. You will also want to know that CCC requires attendance of at least 86% for its students to get credit for a class (no more than 6 absences out of 45 hours).

Plagiarism

We are bound, by honor and by the Dundee discipline code, to attribute others’ ideas, information, and phrasing to those others. Any assignment violating this requirement will earn a zero. Read the Student Handbook for other consequences. If you have doubts or questions about what you’re doing, see your teacher.

Lesson Plans

Plans are available on the classroom door and by going on the Internet to <<http://docushare.edutech.org>>, clicking on the EduTech School Districts folder, then on the Dundee Central School folder, next on the Junior–Senior High School folder, and finally on the folder for our plans.

You can calculate your quarter grade roughly by averaging your composition grades (weighted as 90% of the report card) and any tests (weighted as 10% of the report card grade).

We will grade essays by the grading rubric distributed to you.

A	93 and higher	4.0	C	75-77	2.0
A-	90-92	3.7	C-	72-74	1.7
B+	87-89	3.3	D+	69-71	1.3
B	84-86	3.0	D	66-68	1.0
B-	81-83	2.7	D-	63-65	0.7
C+	78-80	2.3	F	62 and below	0.0

Tests

You may expect tests as preparation for discussion and writing.

Writing Assignments

Timely papers earn full credit, and late papers will be docked, unless you have made specific arrangements

for an extension. Papers should be typed and double-spaced, with one inch margins. Label them in the top left corner of the first page with your name and the date; on the top right hand corner with ACE/AP English, and the assignment (Bradford Paper, for example). Give your papers a thoughtful title, and use the MLA method of parenthetical citation to refer to specific passages in a text. We will review citations in class. You will find models at

<http://owl.english.purdue.edu/handouts/research/r_mla.html>. Generally, you should provide completely original essays; this course intends to develop your skills to analyze text, not your skill at reporting what others have reported.

Papers should be emailed to

<englishteacher@eznet.net>, preferably as an attachment in Microsoft Word version 6. You should almost certainly save your file with a “save as” in “Word 6” or “Word 7” format. If you cannot provide a copy by email, you may provide the file on a disk. If you cannot get access to a computer (even on campus), please let me know, so that we can develop a workaround. You will earn the first twenty points on each assignment written out of class by submitting work this way.

For some assignments, we will also need a printed version.



I have read the course syllabus for ACE/AP English 1010.

(Signed) _____
student date

(Signed) _____
parent date

