

English 200: Writing to Read, Reading to Write

Fall Term 2011

Ms. Susan Greenberg

Period 4: M, F --Bullfinch 1

TH--PACC Sem 2, unless otherwise instructed

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Welcome to English 200. This term, it's all about writing: process, technique, content, language, mechanics. You will be exposed to a variety of rhetorical forms designed to aid you in writing effectively throughout your academic career and beyond. And since writing is a form of reading, you will read extensively, not only the works of professional writers but of your classmates as well. You will work on vocabulary development, clarity, grammar, and punctuation. At the same time, you will develop your own style and become comfortable with your own voice.

Texts: Dave Eggers, *Zeitoun*
Diana Hacker, *A Pocket Style Manual*
Assorted handouts and/or links to essays on Blackboard

Attendance: You are expected to attend every class and to arrive on time. Any unexcused absences will be counted as a cut. Three tardies will equal one cut.

Preparation: All reading assignments are mandatory. You should read each assignment thoroughly and actively, marking the text with questions, thoughts, comments and connections for use in class discussions and essays. Please come to class with the text. On Thursdays, please bring the Hacker manual to the PACC.

Assessment: It all matters: attitude, effort, participation, alertness, listening. There will be quizzes on vocabulary and grammar. Papers will count the most. They should be typed, double-spaced and stapled if necessary. ****Hard copies of written assignments must be handed in at the start of class on the day they are due.****

Academic Integrity: Everything you write for this class is expected to be strictly your work and yours alone. Plagiarism will not be tolerated. That means any time you use ANY material beyond your own brain, you MUST provide attribution. Please do not accept suggestions, advice or punctuation help from your parents, friends or house counselors—and if you do so inadvertently, be certain to credit them. You are encouraged to seek help at the Writing Center but please note it on your paper. If in doubt, cite the source. It is far better to over-credit than to fail to credit.

Classroom Etiquette: No technology in class, unless expressly noted otherwise. This applies to laptops, cell phones, iPads, etc. If I see it, I will confiscate it for the duration of the class. No gum, food, or drinks, except water.

This syllabus is subject to change with fair warning.

WEEK 1: 9/12-9/16

MODE: Example

- T: IN CLASS: Introductions; why we write; explaining the modes
HW: Barbara Lazear Asher, "On Compassion"
Brent Staples, "Black Men and Public Space" (handouts)
- Th: IN CLASS: Free write: Your writing strengths and weaknesses
Discuss readings
Profile as example (Gay Talese, "Frank Sinatra Has a Cold")
Hacker: Chapter 1
Interview classmates, work on profiles
- HW: Finish profile rough drafts
- F: IN CLASS: Peer edit rough drafts
HW: Finish classmate profiles (2-3 pages)
Amy Tan, "Fish Cheeks"
Annie Dillard, "The Chase"
Sherman Alexie, "Indian Education" (on BB)

WEEK 2: 9/19-9/23

MODE: Narration

- M: IN CLASS: Hand in profiles; share with class.
Discuss readings: what is narration?
- HW: *Zeitoun*, to page 57
Vocab: Bring in five verbs
- Th: IN CLASS: Go over vocab
Hacker: Chapter 2
Work on childhood narratives
- HW: *Zeitoun*, to page 81
Finish narrative rough draft
- F: IN CLASS: Discuss narrative in *Zeitoun*
Peer edit childhood narratives
- HW: Finish childhood narrative (2-3 pages)
Zeitoun, to page 116

WEEK 3: 9/26-9/30

MODE: Description

- M: IN CLASS: Hand in narratives
Description exercise
- HW: (For FRIDAY; No class Thursday for Rosh Hashanah)
Zeitoun, to page 170
Hacker: Chapters 3 and 5 plus exercises
Study for vocabulary quiz

Th: NO CLASS
F: IN CLASS: Vocabulary quiz
Discuss reading
HW: *Zeitoun*, to page 202
Description essay: describe a place without naming it
(1-2 pages)

WEEK 4: 10/3-10/7

MODE: Process Analysis

M: IN CLASS: Hand in descriptive pieces
Discuss modes in *Zeitoun*
HW: Firoozeh Dumas, "Sweet, Sour, and Resentful"
Vocab: Bring in five adjectives
Th: IN CLASS: Hacker: Chapters 6 and 7
Go over vocab
Find/go over process analysis examples
HW: *Zeitoun*, to page 239; come in with a question from text
for class
F: IN CLASS: Student led discussion
HW: Write process analysis essay (1-2 pages)

WEEK 5: 10/10-10/14

MODE: Division or Analysis

M: IN CLASS: Present process analysis papers; feel free to include
demonstrations
HW: *Zeitoun*, to page 290
Th: IN CLASS: Hacker: Chapters 8 and 9
Discuss division/analysis in *Zeitoun*; start work on
papers (precise topic TBD: 2-3 pages)
HW: Finish rough draft
F: IN CLASS: Vocabulary quiz
Peer edit rough drafts
HW: Finish division/analysis paper

WEEK 6: 10/17-10/21: WELLNESS WEEK/PARENTS' WEEKEND

MODE: Compare and Contrast

M: IN CLASS: Hand in papers
Compare and contrast: *Zeitoun* vs. assorted
other characters
HW: *Zeitoun*, to end
Th: IN CLASS: ADDISON VISIT—Different artists' treatment of the
same subject/
Examine poems by William Carlos Williams and WH
Auden both based on Brueghel's "Landscape with the
Fall of Icarus"

HW: Compare and contrast two paintings; essay due next Thursday (3-5 pages)
F: NO CLASS (Have fun with your parents!)

WEEK 7: 10/24-10/28

MODE: Classification

M: NO CLASS (College Visiting Day)
Th: IN CLASS: Addison papers due (3-5 pages)
GRAMMARPALOOZA! (subject-verb agreement, run-ons, fragments)
HW: Deborah Tannen, "But What do You Mean?"
F: IN CLASS: In small groups, think up something to classify and break it down for the class
HW: SLEEP
S: IN CLASS: Saturday Surprise
HW: Chitra Divakaruni, "Live Free and Starve"
Marie Javdani, "Plata o Plomo: Silver or Lead"
Come in with a discussion question

WEEK 8: 10/31-11/4

MODE: Cause and Effect

M: IN CLASS: Student led discussion of reading
HW: Editing exercise
Study for grammar quiz
Th: IN CLASS: Grammar quiz
Hacker: Punctuation (commas, semicolons, colons)
HW: TBD
F: IN CLASS: TBD
HW: Brainstorm argument/persuasion topics for *Zeitoun* paper (3-5 pages)

WEEK 9: 11/7-11/11

MODE: Argument and Persuasion

M: IN CLASS: CONFERENCES: Discuss standing, paper topics
(Rest of class: write persuasive letter to someone)
HW: Bring in five vocab words—any part of speech
Th: IN CLASS: Go over vocab
Hacker: Punctuation (apostrophe, quotation marks)
Start working on *Zeitoun* essays
HW: Study for vocab quiz; work on essays
F: IN CLASS: Vocab quiz
Share persuasive letters
Peer edit/discuss essay drafts
HW: Finish *Zeitoun* essays

WEEK 10: 11/14-11/18

MODE: Definition

M: IN CLASS: Hand in papers
Read Definition essay TBD out loud
HW: Study for test
Write a concise 1-paragraph definition essay

Th: IN CLASS: Grammar, vocab and punctuation test
HW: TBD

F: IN CLASS: TBD
HW: Think about which three papers you want to revise.

THANKSGIVING RECESS 11/19-11/28

WEEK 11: 11/29-12/2: Portfolio week: Pick 3 papers to rewrite

WEEK 12: 12/5-9 END OF TERM SPECIAL SCHEDULE

Meet Tuesday, 9-10:30 for class reading and end-of-term festivities

12/9-1/4 Have a great winter recess!