

English Composition I Accelerated Learning Program  
Eng. 101 ALP/#3297

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Tuesday/Thursday 2:10-4:50  
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Office Hours: Please email me to set up a time

*Note: The only way to contact me for any reason outside of regular office hours is at the above email address. I check this email account at least once or twice a day but will not respond to emails after 9 p.m.*

**Required Texts and Materials:**

- Strunk, Jr., William, and White, E.B. *The Elements of Style*. 4th Edition. Longman, 1999. (Price Estimate: \$6)
- Weston, Anthony. *A Rulebook for Arguments*. 4th Edition. Indianapolis: Hackett Publishing Company, Inc., 2009. (Price Estimate: \$11)
- Shelley, Mary Wollstonecraft. *Frankenstein*. 1818. (any edition will do)
- Herbert, Frank. *Dune*. 1965. (any edition will do) (Price Estimate: \$7)
- Aristotle. *On Rhetoric*. (please buy hard copy or read online: <http://classics.mit.edu/Aristotle/rhetoric.html>) (Price Estimate: \$8)
- Locke, John. *The Second Treatise of Government*. (please buy hard copy or read online: <http://www.earlymoderntexts.com/assets/pdfs/locke1689a.pdf>) (Price Estimate: \$9)
- Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. (read online: <http://www.gutenberg.org/ebooks/3420>) (Price Estimate: \$5)
- King, Jr., M.L. *Letter from a Birmingham Jail*. 1963. (read online: <http://www.uscrossier.org/pullias/wp-content/uploads/2012/06/king.pdf>)
- King, Jr., M.L. *Beyond Vietnam — A Time to Break Silence*. (read online: <http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>)
- All other course texts are available as PDFs on Blackboard. You should plan to print out and bring hard copies of required texts to class on the day they are due.
- Writing utensils; plenty of paper for in-class writing and note taking; and regular access to a computer with internet access (available throughout campus).
- Your NJCU e-mail address – checked regularly.

*Note: Please bring all texts and materials to each class period. I will not have extras. Bring The Elements of Style, paper, and a writing utensil to class every day in addition to whatever text we are currently studying.*

**Course Description and Goals:**

English Composition I is NJCU's introductory course in college writing. It's a course that every student takes, because it teaches skills that are fundamental to college success,

no matter what your major. English Composition I is an intensive reading and writing course designed to help students improve their communications skills in ways that will enable them to succeed in college and beyond. The ALP section of EC I makes it so that we have more time to focus on skills for college writing through classroom time and individual conferences. Throughout the semester students are given ample opportunity to develop their ability to read, write, listen, and speak more effectively—particularly in ways that are appropriate for academic work and a professional career. By the end of the course, students should be able to (1) read and engage with complex essays of some length; (2) think critically about what they have read and consider its relationship to their own ideas, beliefs, and values; (3) write essays that are thoughtful and organized, and that follow the conventions of academic writing and standard written English; (4) demonstrate awareness of the issues involved in working with primary and secondary sources; and (5) effectively communicate orally in a variety of contexts. As students gain proficiency in these abilities, they are prepared for the more advanced work of English Composition II.

Because this is a small, discussion-centered class, I expect you to do close and careful readings of the texts in order to participate in a meaningful way. Every member of this class is important in determining what happens in this class. We are all, individually and collectively, responsible for how this class proceeds; therefore, you will be expected to attend class regularly, to be on time, to complete all reading assignments, and to participate in discussions and activities.

At the end of the semester, you will submit a portfolio comprised of two, revised major essays you have written for the course. This portfolio will be worth 40% of your course grade and will be read by outside readers. If your portfolio grade and other coursework indicate that you are producing college-level work, you will move on to either the 6-credit ALP ECII (Eng 96/102) or the 4-credit college level version of ECII (Eng 102). Students who do not pass this course will need to repeat it.

### **Course Requirements:**

**Participation:** Participation does not comprise a particular percentage of your grade. Your grade can, however, be negatively affected if you fail to attend class or to contribute appropriately. Your participation in this class is expected to meet the following standards:

1. that you are prepared for class (this means that you've read and annotated the reading,
2. that you bring the reading to class, and that you bring your own writing to class);
3. that you are on time;
4. that you listen attentively, take notes, and complete all in-class writing assignments;
5. that you answer/ask questions and offer your insights during class discussions; and

6. that you treat the subject matter, instructor, and all of your peers with professional courtesy and respect.

It goes without saying that your attendance is expected. A student with more than two unexcused absences is liable to drop a third of a letter grade for each missed class in excess of the first two.

**Student Conferences:** I will hold one-on-one conferences with each of you this semester. These will generally last 30 minutes, and we will usually read, discuss, and evaluate one of your essays together. Conferencing is an effective way for me to get to know you and your writing process, as well as for you to have a clearer understanding of my feedback.

**Homework:** In addition to the essays and readings, you will occasionally be assigned short assignments from class to class. All such assignments will be checked for completion, and some will be randomly spot-checked for quality.

**Quizzes:** The day will often begin with a quiz on the day's reading and on the recent topics we will have covered in grammar.

**Grammar Presentations:** Each of you will be responsible for giving a presentation on a grammatical topic at the beginning of a class during the semester. In each presentation you should explain the central definitions, give examples of correct usage, and identify common mistakes pertaining to the topic. If you have any questions about your topic, it is your responsibility to meet with me before or after class the week preceding your presentation. Presentations should be no fewer than 10 and no more than 20 minutes. Please bring a handout for the class.

**Essays:** You will be required to write three major essays during the course of the semester. The first will answer the following prompt:

Aristotle identifies three different categories—*ethos*, *pathos*, and *logos*—by which to evaluate rhetoric. Critically engage with Aristotle's *On Rhetoric* and explain what each of these three concepts means in Aristotle's theory. Then, evaluate a speech, letter, or other document according to these three categories. Attach a 2-3 page appendix to the end of the essay that includes either the document you've evaluated in whole or an abridged version of the document that highlights the most relevant sections of the document. The essay should be within 1800-2200 words (appendix and bibliography excluded).

We'll discuss in more detail what type of speech/letter/document you may choose to evaluate in class.

For your second essay, you and I will work together to develop a unique, individual prompt of your own choosing. The essay must engage critically with an argument in the

work of Locke, Wollstonecraft, and/or King. The essay should be between 2700 and 3300 words.

Your third and final essay will be based on Shelley's *Frankenstein* and Herbert's *Dune*. This is the prompt:

Both *Frankenstein* and *Dune* present the reader with ambitious scientists. Frankenstein seeks to return life to inanimate matter. Dr. Liet-Kynes, a climatologist (or planetologist, as he prefers to be called), inspires the Fremens with a dream to turn their desert world into a hospitable planet. In 1800-2200 words, compare and contrast the scientific dreams of Frankenstein and Dr. Liet-Kynes. What do *Frankenstein* and *Dune* reveal about their author's attitudes toward striving for scientific achievement?

**Midterm and Final Exam:** In the midterm and final exam, you will be asked to analyze the grammatical structure of several complex sentences and to identify common error-types. You will also be expected to demonstrate comprehension of the ideas in the books on the syllabus. The final exam will be cumulative.

### **Grading:**

Your grade comes from two sources:

- 1) A class grade (60%), and
- 2) A portfolio grade (40%)

Your class grade is determined as follows:

Aristotle Essay: 17.33%  
Locke/Wollstonecraft/King Essay: 17.33%  
Shelley/Herbert Essay: 17.33%  
Final Exam: 20%  
Midterm: 10%  
Quizzes: 10%  
Grammar Presentation: 10%

As you can see, there is no category for participation or attendance; however, those who do not participate or attend will have their grades dropped a third of a letter grade (e.g. B+ to B, or B- to C+) for each unexcused absence after the second one.

You will have quizzes at the start of most days. I will arbitrarily choose a handful of quizzes to grade. I will drop the lowest score and then average the remaining quizzes to determine your quiz grade. Quizzes may not be retaken. An unexcused absence on the day of a quiz will result in a 0.

Drafts of essays are not graded. But if a draft is not turned in on time, the corresponding paper will be marked down one letter grade.

40% of your grade will be based on your final portfolio. Your final portfolio will be composed of two essays—equally weighted—of your choosing from the course. These essays may (and should!) be revised on the basis of my comments or peer suggestions before submission. They will be graded by two examiners in the department.

### **Class Policies:**

**Late Work:** Not accepted. Work is due at the beginning of class according to the deadline stated on the course schedule. If you have questions or concerns about a specific deadline, please do discuss these with me before or after class or email me well in advance (e.g. more than 3 days) of the deadline. Extensions are occasionally granted, but only if they are requested at least 3 days before the original due date of the assignment.

**Cell phones and Computers:** While class is in session, all cell phones must be silenced and not used for texting or phone calls. Occasionally, I might give you permission during workshop or writing sessions to look up information (a definition, a fact, and so on) on the internet, but you will be marked as absent for any class during which you are texting. If you have a true emergency situation, it is your responsibility to let me know and to step outside of class to receive any related calls or reply to any related texts.

Computers are only permitted if you are using it to read an online text for the course. Please do not use your computers at any other time during class.

### **Additional Notes:**

#### **Paper Format:**

- All written assignments should adhere to the following format:
  - Typed in 12-point font, Times New Roman
  - Double-spaced.
  - One-inch margins on all sides.
  - Number and staple or put a paper clip on all pages.
  - Include a header that includes (1) your name, (2) the name of the instructor and course, (3) the date of the assignment, and (4) the exact word count.

*Important:* Keep all drafts and final versions of the written assignments in this class!

**E-mail Policy:** You need to set up your NJCU email account by the second day of class. I will communicate with you outside of class through email about any changes to the schedule or any requirements not stated in the syllabus.

**Writing Center:** Every student in EC1 should consider visiting the Writing Center for help with your writing difficulties. You can sign up for an appointment here: <https://njcucas.mywconline.com/>. The Writing Center is located in Karnoutsos 115.

**Accommodations:** If you have—or think you may have—mobility, vision, hearing, learning, or other disabilities that require accommodations, please contact the Office of Specialized Services in Karnoutsos 102 (<http://www.njcu.edu/oss/>), and talk to me about what you need.

### **Academic Honesty and Plagiarism:**

I expect you to do the work required of you for this course in good faith. It is dishonest to cheat on quizzes or exams or to submit work that was not created for this course, and it is dishonest to present someone else's work (ideas, research, writing) as your own. NJCU's policy is strict: plagiarism on an assignment in this or any course will result in dismissal from the course and an automatic F, and the incident will be reported to the Dean of Students.

### **Course Revision:**

The instructor has the right to make changes to the course schedule/syllabus if necessary.

### **Assignment Calendar:**

*Note: All reading assignments should be completed before the class on the listed day*

### **Rhetoric and Dialectic**

#### **Tuesday, 1/19**

Reading: Syllabus

Grammar Topic: Parts of Speech

#### **Thursday, 1/21**

Reading: Aristotle's *On Rhetoric*, Book I, Parts 1-2

Anne Lamott's "Shitty First Drafts"

Grammar Topic: Plagiarism and Proper Citation

#### **Tuesday, 1/26**

Reading: Aristotle's *On Rhetoric*, Book I, Parts 3-8

Grammar Topic: Nouns and Pronouns: Case, Number, and Agreement

**Thursday, 1/28**

Reading: Weston's *A Rulebook for Arguments*, chapters 2, 3, 5, and 6

Grammar Topic: Pronouns: Gender-Inclusive Language

**Tuesday, 2/2**

Reading: Weston's *A Rulebook for Arguments*, chapters 1, 4, 7, 8, 9

Grammar Topic: Verbs: Tense

**Thursday, 2/4**

Reading: Weston's *A Rulebook for Arguments*, appendices I and II

Grammar Topic: Nouns and Verbs: Subject-Verb Agreement

**Political Theorists**

**Tuesday, 2/9**

Reading: Locke's *Second Treatise*, chapters 1-6

Grammar Topic: Verbs: Voice

**Thursday, 2/11**

Reading: Reading: Locke's *Second Treatise*, chapters 7-14

Grammar Topic: Verbs: Mood

*Draft of Essay #1 due: Peer Review*

**Tuesday, 2/16**

Reading: Locke's *Second Treatise*, chapters 15-19

The Declaration of Independence

Grammar Topic: Nouns and Pronouns: Subjects and (Direct) Objects

**Thursday, 2/18**

Reading: Wollstonecraft's *A Vindication of the Rights of Woman*, chapters 1-4

Grammar Topic: Verbs: Transitive, Intransitive, and Reflexive

**Tuesday, 2/23**

Reading: Wollstonecraft's *A Vindication of the Rights of Woman*, chapters 5-9

Grammar Topic: Clauses and Phrases: Independent vs. Dependent Clauses

Essay #1 due

**Thursday, 2/25**

Reading: Wollstonecraft's *A Vindication of the Rights of Woman*, chapters 10-13

Grammar Topic: Sentence Structure: Fragments, Run-ons, and Sentences

**Tuesday, 3/1**

Reading: King's "Letter from a Birmingham Jail"

Grammar Topic: Punctuation: Commas

**Thursday, 3/3**

Reading: King's "Beyond Vietnam"

Grammar Topic: Punctuation: Colons and Semicolons

Question for Essay #2 Due

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**(Spring Break! No Class on 3/8 or 3/10.)**

**Novels with Political Themes**

**Tuesday, 3/15**

Reading: Shelley's *Frankenstein*, Volume I

Grammar Topic: Clauses and Phrases: Colons and Semicolons

**Thursday, 3/17**

Reading: Shelley's *Frankenstein*, Volume II

Grammar Topic: Nouns and Pronouns: Indirect Objects, Predicate Nominatives, and Objects of Prepositions

Draft of Essay #2 due: Peer Review



**Tuesday, 10/22**

Reading: Shelley's *Frankenstein*, Volume III

Grammar Topic: Sentence Structure, Parallelism

**Thursday, 3/24**

No class meeting - individual conferences

Sign up to meet with me for one half hour on one class day between 3/24 and 3/31. Send me your latest draft of your paper at noon the day before our meeting and bring a hard copy to our meeting. Our next reading, *Dune*, is quite long, so I *strongly* recommend getting a head start on the book for homework.

**Tuesday, 3/29**

Reading: Herbert's *Dune*, Book I

No class meeting - individual conferences

Sign up to meet with me for one half hour on one class day between 3/24 and 3/31. Send me your latest draft of your paper at noon the day before our meeting and bring a hard copy to our meeting. Our next reading, *Dune*, is quite long, so I *strongly* recommend getting a head start on the book for homework.

**Thursday, 3/31**

No class meeting - individual conferences

Sign up to meet with me for one half hour on one class day between 3/24 and 3/31. Send me your latest draft of your paper at noon the day before our meeting and bring a hard copy to our meeting. Our next reading, *Dune*, is quite long, so I *strongly* recommend getting a head start on the book for homework.

**Tuesday, 4/5**

Reading: Herbert's *Dune*, Book II

Grammar Topic: Nouns and Pronouns: Direct Addresses and Appositives

Essay #2 due

**Thursday, 4/7**

Reading: Continue Herbert's *Dune*

Grammar Topic: Nouns and Pronouns: The Genitive/Possessive

**Tuesday, 4/12**

Reading: Herbert's *Dune*, Book III

Grammar Topic: Diagramming Revisited

**Thursday, 4/14**

Reading: *Dune* and *Frankenstein* Recap

Grammar Topic: Punctuation: Quotation Marks and Apostrophes

Draft of Essay #3 due: Peer Review

**Tuesday, 4/19**

Reading: Antoniou Maria, and Moriarty, Jessica. "What can academic writers learn from creative writers? Developing guidance and support for lecturers in Higher Education," *Teaching in Higher Education*, 13(2) 2008, pp. 157-167.

Grammar Topic: Nouns and Verbs: Verbals (Infinitives, Gerunds, and Participles)

**Thursday, 4/21**

Reading: Vonnegut's "How to Write with Style"

Grammar Topic: Modifiers: Adjectives and Adverbs, Adjectival and Adverbial Phrases and Clauses

Essay #3 due

**Tuesday, 4/26**

Reading: None

Grammar Topic: Review!

Portfolio Due

**Thursday, 4/28**

Final Exam

*\*Additional assignments may be given on a day-by-day basis by the course instructor. If a student misses class, it is the student's responsibility to ask the professor or a classmate about any additional work.*