

Freshman English 1020 (3 Credit Hours)  
Instructor's Name: Eric Detweiler  
Office Hours: MWF 11:30-12:00 & 1:45-3:45, R 11:15-1:45  
Office: Humanities 139

### **Course Description**

This class is an introduction to more advanced techniques of composition through the study of literature. The analysis and explication of literature serve as topics for discussion, study, and writing. Special attention will be paid to the writing of a literary review and research papers. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Center. All degree-seeking students must earn at least a C in this course.

Prerequisite: Successful completion of English 1010 with a C or better. English 1020 cannot be taken simultaneously with English 1010. Successful completion of both 1010 and 1020 are prerequisite for all 2000 and above English courses.

### **Competencies**

A student completing 1020 with a C or better must be able to do the following:

1. Demonstrate mastery of all of the competencies listed for 1010;
2. Compose essays which show a focused argument, a clear sense of development of a topic, use of standard techniques for organization, and few major writing errors;
3. Read and analyze prose and verse work (literature broadly defined) in order to produce essays which demonstrate more advanced techniques of composition;
4. Produce a research paper, which demonstrates knowledge of MLA documentation, and a literary review; and
5. Know how to gather information for research topics through use of the library and other sources of information; and how to use available support services at the university.

### **Required Textbooks**

Callaghan, Patsy, and Ann Dobyns. *A Meeting of Minds: A Brief Rhetoric for Writers and Readers*. 2<sup>nd</sup> ed. New York: Pearson, 2006. Print.

Hult, Christine A., and Thomas N. Huckin. *The New Century Handbook*. 4<sup>th</sup> ed. New York: Longman, 2007. Print.

Springfield, Asalean, and Gloria Johnson. *Touchstones: Literature and the Writing Process*. 5<sup>th</sup> ed. Needham Heights, MA: Pearson, 2007. Print.

### **Required Materials**

For this class, you will need loose-leaf notebook paper, a ballpoint pen (blue or black ink), a folder for papers, reliable computer access, and a notebook or folder for class notes.

### **Performance Objectives**

1. Read critically and analyze essays and literature by accomplishing the following tasks:
  - a. Identification and/or formulation of thesis or theme of a work.
  - b. Identification of structures.
    - 1) Identification and distinction between the following genres: essay, fiction, poetry, and

drama.

- 2) Identification of the relationship between the purpose (thesis/theme) of the work and its various parts (incidents, stanzas, paragraphs, etc.).
2. Write at least four (4) multi-paragraph essays of 800-1000 words which, in response to rhetorical situations, develop appropriate rhetorical patterns. At least two (2) of these should be based on a critical analysis of the meaning, structure, and/or style of literary works rather than on mere summaries of those works. Personal responses may be included among these assignments. These essays will contain:
  - a. Standard written English grammar, syntax, mechanics, and usage.
  - b. A unified central idea (thesis or controlling idea) which reflects the topic and critical understanding of the works discussed.
  - c. Specific details, examples and/or brief quotations (properly documented) to support the central idea.
3. Read one or more reviews of a work or works from a publication in order to:
  - a. Examine the techniques reviewers use to indicate their responses to a work.
  - b. Examine ways reviewers analyze strengths, weaknesses, meaning, structure and style in literary works.
4. Write a review (400-600) words in length of an assigned literary work (this review may be incorporated into a longer paper). The review should:
  - a. Develop a unified central idea.
  - b. Analyze the work by focusing on specific strengths and weaknesses of the work.
  - c. Indicate general information about the author.
  - d. Provide a brief summary of the work.
  - e. Show the student reviewer's insight and analysis of the meaning, structure, and style of the work.
  - f. Present quotations, where appropriate, to give the reader a sense of the style of the work.
  - g. Provide the student reviewer's personal responses to the work.
  - h. Employ the conventions of standard written English usage.
5. Gather information from the TSU library in the following ways:
  - a. By locating and using the books they need in the library's general collections;
  - b. By locating and using basic reference works, such as the Dictionary of American Biography, the Oxford English Dictionary, etc.
  - c. Using basic indexes, such as Infotrac, MLA Bibliography, etc.
6. Prepare and write at least one documented essay in which the student:
  - a. Chooses and narrows a topic which can be treated in a documented essay of 1000 words.
  - b. Prepares a working bibliography of at least three sources, such as reference texts, magazine or journal articles, books, etc.
  - c. Prepares an outline (or other organizational/invention device) which contains an acceptable and arguable central idea and thesis statement.
  - d. Uses prewriting to develop a documented paper of 800-1000 words which
    1. Has an introduction of at least 100 words which states the central idea and thesis, and gives pertinent background/contextual information.
    2. Has a body which develops all relevant points and which utilizes appropriately introduced quotations to support them.

3. Documents quotations according to the assigned style manual.
  4. Includes a works-cited page.
  5. Is presented in the assigned manuscript form, which includes an appropriate title.
  6. Employs the conventions of standard written English.
7. Revise and/or edit all of the essays written during the semester. These revisions and/or editions should:
- a. Demonstrate recognition of the difference between revising and editing.
  - b. Show the ability to modify, limit, and develop or redevelop the original idea.
  - c. Demonstrate an ability to correct errors in grammar, syntax, mechanics, and usage.

### **Instructional Methods**

Instructional methods for English 1020 will involve a number of traditional and non-traditional methods, including lecture, full-class discussion, small group discussion, individualized programs and conferences, (multi)media presentations, dramatic presentations, etc., which involve both in and out-of-class activities (such as attendance at the Library and Media Centers and/or Writing Center—963-5580, [http://www.tnstate.edu/aeao/writing\\_center.htm](http://www.tnstate.edu/aeao/writing_center.htm)) and preparation.

### **Class Procedures and Evaluation**

Final evaluation will be determined by:

1. Completion and submission of all assigned papers, examinations, and class activities.
2. Regular and timely class attendance and participation.
3. Successful organization of portfolio and/or revision of class assignments as assigned by the instructor.
4. Attendance of and participation in supplemental class activities (according to and directed by individual instructors) in University areas, such as: the Library, the Writing Center, the Media Center, and Academic Computer Center.
5. Have a conference with the instructor at least once a semester.
6. Prepare all written assignments according to rules for preparing a written assignment as directed by the instructor.
7. Participate in class discussions, activities, etc. as directed by the instructor (see instructor's course outline for specific assignments).

### **Grading Criteria**

**A (Superior):** An “A” paper demonstrates probing critical reading, thinking, and/or analysis; it thoroughly evaluates various elements of its subject matter with specific, detailed reasoning and use of evidence; its organization shows a logical arrangement of parts; and all parts are relevant to the thesis. The thesis statement expresses a clear stance/ethos and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight, logical connections and effective transitions. Any source materials are clearly subordinate to the paper's own purpose, which is elaborated with efficiency and style. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation; there are no misspellings.

**B (Strong):** A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the thesis. The thesis statement takes a clear stand and forecasts the topics to be developed. Paragraphs are unified, and supporting details are sufficient and relevant. Overall, source materials are subordinate to the student's own stand, which is developed clearly and purposefully. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The final, revised paper contains very infrequent errors in grammar, punctuation, and spelling.

**C (Competent):** A “C” paper demonstrates an understanding of texts and/or issues, as well as audience and purpose; evaluates reasonably; and cites supporting evidence. The thesis statement does take a clear stand and does forecast the topics to be developed, but may not be as clear or precise as the thesis statement for a “strong” essay. Paragraphs and supporting details relate to the topic, but may do so only generally. Source materials are usually subordinate to the student's own stand, but may at times dominate or overwhelm the student's position. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy. Paper must answer all parts of the assignment (this is understood for A & B papers as well).

**D (Below Average):** A “D” paper fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. If source materials are used, they may be misread or adopted in a way that verges on plagiarism. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

**F (Failure):** An “F” paper, like a D paper, shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus and contain little supporting detail; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”

**Plagiarism**

Plagiarism is never allowed. See TSU Undergraduate Catalogue:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero for the exercise or examination, or assign an 'F' in the course. (29)

**ADA Awareness and Accommodation**

The Department of Languages, Literature, and Philosophy, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from the Office of Disabled Students Services within the first two weeks of the beginning of classes.

**Academic and Classroom Conduct and Dress**

As stated in the TSU Undergraduate Catalogue, "The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution" (29). Student clothing and use of electronics fall within the instructor's discretion: neither may be disruptive to the educational process.

## Course Specifics

### Coursework

Coursework for this class will be composed of the following categories:

#### *Major Papers*

You will write four longer essays and one review:

Paper 1: Why Literature? (800 words)

Paper 2: Literary Analysis (1000 words)

Paper 3: Ethnography (1000 words)

Paper 4: Challenging Common Knowledge (800 words)

Literary Review (400 words)

More detailed information and guidelines will be provided as the deadlines approach. All papers must be submitted in order to pass the course. You may turn in one of the five up to a week late with no penalty. Otherwise, all papers must be turned in on time—any additional late papers will receive a zero. You may revise any of these papers throughout the course of the semester. In the case of revised papers, I will average your original grade and revised grade to come up with your final paper grade.

#### *Response Writings*

Over the course of the semester, you will complete eight typed, one-page, double-spaced response writings. Prompts for all response writings will be posted on eLearn. At the end of the semester, your two lowest response writing grades will be dropped.

#### *Class Participation*

Throughout the semester, we will have numerous discussions, peer workshops, and other in-class activities. Although I do not require every student to speak every day, your participation is vital to this course's effectiveness and success. There will be opportunities to read and present in class, as well as to participate in group activities. Peer workshops will be a key part of our work this semester. Any notes and comments made as part of peer workshops will factor in to this grade. If class participation slows because people are not reading, I may require everyone to bring additional reading notes to class for a grade.

#### *Presentations*

You will give one presentation at the end of the semester. You may present your second, third, or fourth paper (your choice). We will discuss the presentation more as it approaches.

#### *Other Work*

Any miscellaneous work—including any in-class writing I collect during the semester, grammar work, quizzes, etc.—falls into this category.

#### *Final Exam*

We will discuss the exam near the end of the semester.

## Grading

There is a total of 1000 points possible in this course. These points are broken down as follows:

|                 |     |                     |     |
|-----------------|-----|---------------------|-----|
| Essay 1         | 100 | Reading Responses   | 120 |
| Essay 2         | 125 | Class Participation | 125 |
| Essay 3         | 125 | Other Work          | 125 |
| Essay 4         | 100 | Paper Presentation  | 50  |
| Literary Review | 80  | Final Exam          | 50  |

## eLearn

You will need access to eLearn this semester. If you do not already have access or are not familiar with eLearn, let me know as soon as possible. All course grades will be posted on eLearn, as well as digital versions of all major course assignments and some minor assignments. You will also need to use eLearn's ePortfolio feature to turn in some of your work for this course.

## Late Work

There will be no opportunities to make up in-class work. If you are absent, you miss any potential class participation, workshop, and/or in-class writing points for the day *unless you discuss the absence with me in advance*. As for the four major papers, remember: you may turn in one up to a week late without consequence. Other than that, all papers and reading responses are due at the beginning of class on the day marked on the syllabus schedule. *If you don't think you will be able to make a deadline, let me know at least 48 hours in advance.*

## Attendance

You should attend all class meetings on time. Refer to the undergraduate catalogue:

Students are expected to attend regularly all courses in which they are enrolled for credit and to complete all work required in such courses. Irregular attendance or any substantial number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up examination. All excuses for absences must be secured through the Office of the Vice President for Student Affairs. In addition, the student should inform each teacher as to the cause for absence. Punctuality in attending classes is expected of all students. Registration and payment of fees are required before classes are attended. "Excessive" absence is defined as no less than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred.

A student with excessive absences may only be readmitted to class by the instructor. (29) In the case of this class, you are allowed five excused absences. No distinction will be made between excused and unexcused absences. Tardies (arriving after I take roll) and early departures count as half an absence each. Use your absences sparingly and wisely. Each absence beyond five *will* result in your final grade being lowered by one letter. *If you anticipate being absent, let me know in advance.* You are responsible for anything you miss in class as a result. I reserve the right to consider extenuating circumstances.

**Writing Center**

The Writing Center is an incredibly valuable (and free) resource for all student writers. The center is located in suite 300 of the LRC building. It provides the opportunity for you to work one-on-one with an experienced academic writer. Call (615) 963-5580 for an appointment or more information.

I reserve the right to make changes to this syllabus.



## Course Calendar

|               |  |
|---------------|--|
| <b>Week 1</b> |  |
| Jan. 14       | Welcome/Syllabus   |
| <b>Week 2</b> |  |
| Jan. 17       | <i>No Classes</i>  |
| Jan. 19       | Discuss Paper 1<br>Fish and Link (Links on eLearn)   |
| Jan. 21       | Mexal (Link on eLearn)<br>RW 1: When/Why Do You Read?  |
| <b>Week 3</b> |  |
| Jan. 24       | from <i>Ways of Reading</i> (Bartholomae, <i>Touchstones</i> 26-32)  |
| Jan. 26       | “Using Specifics” (Hairston, <i>Touchstones</i> 11-17)   |
| Jan. 28       | Paper 1 Workshop   |
| <b>Week 4</b> |  |
| Jan. 31       | <b>Paper 1 Due</b><br>Discuss Paper 2  |
| Feb. 2        | <i>A Meeting of Minds</i> 134-160  |
| Feb. 4        | “Characteristics of Contemporary Native American Literature” (Lesley, <i>Touchstones</i> 129-138)  |
| <b>Week 5</b> |  |
| Feb. 7        | “The Red Convertible” (Erdrich, <i>Touchstones</i> 409-416)<br>RW 2: Lesley & Erdrich  |
| Feb. 9        | “Recitatif” (Morrison on eLearn)   |
| Feb. 11       | Library Visit  |
| <b>Week 6</b> |  |
| Feb. 14       | Discuss Review<br>Chapter 9, <i>A Meeting of Minds</i>   |
| Feb. 16       | RW 3: Mini-Review  |
| Feb. 18       | “What We Talk About When We Talk About Love” (Carver, <i>Touchstones</i> 532-541)<br>RW 4: Character Sketch  |
| <b>Week 7</b> |  |
| Feb. 21       | “A Worn Path” (Welty, <i>Touchstones</i> 394-400)<br>RW 5: Author Sketch   |
| Feb. 23       | Conferences<br>Bring to conference: (1) Paper 2 Prospectus and (2) RW 6: Annotation  |
| Feb. 25       | Conferences  |
| <b>Week 8</b> |  |
| Feb. 28       | Conferences  |
| Mar. 2        | “The Yellow Wallpaper” (Gilman, <i>Touchstones</i> 444-456)<br>“Why I Wrote <i>The Yellow Wallpaper</i> ” (Gilman, <i>Touchstones</i> 127-128)<br>RW 7: Granny & Jane          |
| Mar. 4        | Harlem Renaissance: “Rock, Church” (Hughes, <i>Touchstones</i> 326-332);<br>“Sonny’s Blues” (Baldwin, 339-362); or “The Gilded Six-Bits” (Hurstun, <i>Touchstones</i> 364-372) |

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|                | <i>Spring Break: Mar. 7-13</i>  |
|                |   |
| <b>Week 9</b>  |   |
| Mar. 14        | Discuss Paper 3   |
| Mar. 16        | Paper 2 Workshop  |
| Mar. 18        | <b>Paper 2 Due</b>  |
| <b>Week 10</b> |   |
| Mar. 21        | “In Search of Our Mother’s Gardens” (Walker, <i>Touchstones</i> 160-167)<br>RW 7: Walker Response |
| Mar. 23        | Paper 3 Prospectus  |
| Mar. 25        | “Writing Clearly” ( <i>Touchstones</i> , Hairston 21-25)<br>Avoiding Bias                         |
| <b>Week 11</b> |   |
| Mar. 28        | Conferences   |
| Mar. 30        | Conferences   |
| Apr. 1         | Conferences<br><b>Review Due</b>  |
| <b>Week 12</b> |   |
| Apr. 4         | Paper 3 Workshop  |
| Apr. 6         | Discuss Paper 4   |
| Apr. 8         | “Conversion of the Jews” (Roth, <i>Touchstones</i> 466-477)<br>RW 8: Ozzie’s Doubts               |
| <b>Week 13</b> |   |
| Apr. 11        | <b>Paper 3 Due</b><br>“Writing Clearly” (Hairston, <i>Touchstones</i> 18-21)                      |
| Apr. 13        | Paper 4 Prospectus Due  |
| Apr. 15        | Paper Polishing   |
| <b>Week 14</b> |   |
| Apr. 18        | Paper Sharing   |
| Apr. 20        | Paper Sharing   |
| Apr. 22        | <i>No Classes</i>   |
| <b>Week 15</b> |   |
| Apr. 25        | Paper Sharing   |
| Apr. 27        | <b>Paper 4 Due</b><br>Paper Sharing   |
|                |   |
|                | <i>Finals: Apr. 28 – May 6</i><br><b>Do Not Plan on Leaving Until This Period Ends</b>            |
|                |   |