

## **Sample English 1101 Syllabus Incorporating *Successful College Composition 2016***

This syllabus presents a rhetorical modes-based approach using the e-text and incorporates samples from *The Polishing Cloth*, an annual publication of selected essays from Perimeter College students, as well as options for reading selections available online.

### Weeks 1-2: Introduction to Writing

Downloading the e-text, Navigating the e-text Using the TOC

Google Drive: [Successful College Composition 2016](https://drive.google.com/file/d/0B_Py1bV5ZqgwbFQ5QUUpGY1BYTVk/view?pref=2&pli=1)

[https://drive.google.com/file/d/0B\\_Py1bV5ZqgwbFQ5QUUpGY1BYTVk/view?pref=2&pli=1](https://drive.google.com/file/d/0B_Py1bV5ZqgwbFQ5QUUpGY1BYTVk/view?pref=2&pli=1)

Merlot:

<https://www.merlot.org/merlot/advSearchMaterials.htm> Enter e-text title in title field.

Ch. 1.1 and 1.2, Introduction to the course; audience, purpose, content

Ch. 2.1, Prewriting

Ch. 3.2, Description and essays, “The King’s Tomb” and

Heather Rogers, ["Hiding in Plain Sight"](#)

Ch. 1.6, Paragraph Development, reflection assignment

Ch. 5.1, Fragments and Run-ons; Coordination and Subordination

### **Essay 1: Description**

### Weeks 3-4: Drafting, Impromptu Essays

Essay: Anne Lamott, ["Shitty First Drafts"](#)

Ch. 1.4 – 1.5, Thesis Statements and Methods of Organizing

Ch. 2.2, Outlining and Ch. 2.3, Drafting, pp. 54-62

TPC: Critique impromptu essays, “Dangers and Benefits of Social Networking Sites,” “Why Do Kids Drop Out of High School?” and “The Case for High School Uniforms”

Ch. 5.7, Slang and Clichés and Ch. 5.5, Punctuation: semicolons and colons

### **Essay 2: Impromptu (expository)**

### Weeks 5-7: Definition or Process

Ch. 3.5, Definition and essays, “Mass Incarceration. . .” and Judy Brady, “I Want a Wife” ["I Want a Wife"](#)

Other options: Jan Goodwin: ["She Lives Off What We Throw Away"](#) and

Christine Rosen ["The Myth of Multitasking"](#)

TPC: “The Wall Between Us and Them”; reflection and/or summary paragraphs

Ch. 1.3, Using Sources

TPC essays with sources: “The True Colors of Gangs” or “The Colorful World of Cosplay”

Ch. 3.6, Process and essays, “Keep Them in Stitches” and

Jessica Mitford, ["Behind the Formaldehyde Curtain"](#)

Ch. 2.4, Revising and Peer Review, pp. 72 - 76

Ch. 5.4, Pronoun Agreement, pp. 241-244

### **Essay 3: Definition or Process**

### Weeks 8-9: Comparison and Contrast, Evaluation

Ch. 3.6, Comparison and Contrast and essays, “Batman: A Hero for Any Time” and

Alex Wright, ["Friending, Ancient or Otherwise"](#)

TPC examples: “Nannying vs. Lifeguarding” and “Running the Extra Mile for a Better Life”

Outlining exercises with assigned essays

Ch. 5.1, Misplaced and Dangling Modifiers, Parallelism, and Ch. 5.5, Apostrophes

**Essay 4: Comparison and Contrast**

Weeks 9-11: Persuasion and Use of Sources

Ch. 3.8, Persuasion and essays: Martin Luther King, Jr., "[Letter from a Birmingham Jail](#)"

Amatai Etzioni, "[The Fast Food Factories](#)" and

"Blame the Deed, Not the Breed" (*TPC*, 13<sup>th</sup> ed., in D2L)

*TPC* examples: "The Sound of Capitalism" and "Harry Reid's Illegal Alien Student Bailout . . ."

Ch. 4.5, "Taking Notes Efficiently," and Summarizing a Source (D2L handout)

Ch. 4.8, "Documenting Your Source Material"

**Essay 5: Responding to Sources (in class)**

Weeks 12-15: Persuasion and Research

Ch. 3.8, "The Value of Technical High Schools in Georgia's Marketplace" and

"A Case for Local Agriculture in Dunwoody" (*TPC*, 19<sup>th</sup> ed., in D2L)

*TPC* examples: "The Power of Technology and Social Media" and "Are Arranged Marriages Good for Couples?"

Ch. 4.4, "Using Databases" and Ch. 4.5, "Evaluating and Processing Sources"

Ch. 4.6, "Applying Your Research"

Ch. 4.9, "Revising Your Draft," Editing Checklists, pp. 192-193

**Essay 6: Argument with Sources**