

THE UNIVERSITY OF TENNESSEE AT MARTIN
Governor's School for the Humanities
Department of English and Modern Foreign Languages
First Summer Term
June 3 – June 30, 2012

BASIC INFORMATION

English Composition 111, Section 881

Time of course: 9:30 - 10:45 a.m.

Room:

Instructor: Anna Clark

Department of English

Office: 131G Humanities

Phones: 881-7294 (office), 881-7300 (English office), 881-7277 (Writing Center)

E-Mail: aclark@utm.edu

Office Hours: 8:00 – 9:00 a.m. and 2:00 – 3:00 p.m. daily and by arrangement as needed

Course Description from *The University of Tennessee of Martin 2011-12 Catalog*:

111 English Composition (3 hours of college credit) (TBR: ENGL 1010). Introduction to the fundamentals of written discourse. Study of rhetoric, grammar, and style as means to effective prose. Readings and concomitant writing assignments. Predominantly a skills course. Students must complete English 111 and 112 in sequence. In order to proceed to English 112, students must complete English 111 with a grade of C or higher.

Specific Course Description for English 111, Governor's School for the Humanities

Theme and Focus—Sharing Our Stories: Family, Community, and Creativity

Welcome to the community of writers in English 111 at UT Martin! Governor's School scholars in this section of English Composition will embark on a reading and writing adventure to remember. With a primary focus on creative non-fiction (Eudora Welty's *One Writer's Beginnings*) and fiction from the South (William Faulkner's novel *The Sound and the Fury*, Fred Chappell's masterpiece of magic realism *I Am One of You Forever*, and Kaye Gibbons' moving novel *Ellen Foster*), this section of English 111 offers students a rich weave of writing, discussion, film, and independent research. Students will read stories, hear stories, and share their own stories through personal and analytical essays. Writing will be a part of each class period. By focusing on literary works that all deal in some way with the complications that arise within families, students will be able to build rich conversations about a topic that concerns us all.

Required Books:

One Writer's Beginnings, Eudora Welty (non-fiction)

I Am One of You Forever, Fred Chappell (novel)

Macbeth, William Shakespeare (drama)

The Sound and the Fury, William Faulkner (novel)

Ellen Foster, Kaye Gibbons (novel)

Brief McGraw-Hill Handbook and Connect Comp Plus (9780077408732)

Note: Students will read stories, hear stories, and share their own stories and ideas through both personal and analytical essays.

Additional Resources:

Throughout Governor's School, books and materials will be available for you in the Writing Center (Humanities 209) and in the Paul Meek Library. You will be asked to make some visits to the center and the library as you read materials and work on your essays.

Course Materials: jump/flash drive, paper, pencils, pens, folder for all completed work, notebook (The jump/flash drive is required but not provided in GSH materials. Bring your own jump drive or plan to purchase one when you arrive at UT Martin.)

COURSE PURPOSE, GOALS, AND OBJECTIVES

Listed below are the goals for the **Department of English and Modern Foreign Languages (A - F)** as listed on the English 111 (English Composition) Description sheet for all faculty. English 111:

- A. Introduces students to the **variety of discourses** that make up expository writing (e.g., narration, causal analysis, comparison, argumentation).
- B. Engages students in **thesis-directed writing** while encouraging them to see writing as a process—involving reading, writing, and revising—through which they discover ideas and develop those ideas into coherent sentences, paragraphs, and essays.
- C. Involves students in a **variety of writing situations**, including those they are likely to encounter in other classes (e.g., journals, timed essays/exams, out-of-class writing), while emphasizing the value of writing beyond the university experience.
- D. Introduces students to **ideas through several types of texts** (e.g. essay, fiction, film, hypertext, poetry, and drama) and uses these texts, particularly essay and fiction, as a basis for analysis, reflection, and writing.
- E. Enables students to understand the **expectation for precision in writing** through explorations of style, organization, logic, rhetoric, and grammar.
- F. Has each student produce a **minimum of six projects**. By the end of the semester, each student will have produced at least the equivalent of **15 - 20 typed pages** (approximately 4,500 - 6,000 words) of finished text.

Student Outcomes and Objectives of the Course:

- Upon successfully completing the course, the student will have:
 - worked through the stages of the writing process: creating, shaping, completing.
 - worked with formulating a thesis and developing this thesis into a unified essay.
 - successfully completed writing assignments for a variety of writing purposes.

- read works of literature that have served as a basis for discussion and writing.
- worked through the process of revision.
- worked on organization and development in writing assignments.
- exhibited skill and proficiency in writing the impromptu (in-class) essay.

The following knowledge and skills are reinforced in English 111:

- relating language and literature to our lives.
- appreciating the historical, social significance, and the aesthetics of literature.
- recognizing the diversity of language and literature.
- understanding more about the relationship between the fine arts, writing, and literature.
- writing for different audiences, purposes, and points of view.
- reviewing grammatical concepts and working with voice and style in writing.
- communicating effectively, clearly, and persuasively.
- incorporating questioning techniques that emphasize critical thinking.
- increasing skill in analyzing written discourse, including short fiction and poetry.

Additional note relating to student outcomes:

Because each student must complete a minimum of six projects for approximately 4,500 - 6,000 words of finished text, each student gains both skill and confidence in preparing formal prose. The process of writing these essays (generating ideas, preparing drafts, completing, and revising) should move the student toward writing that is coherent, logically organized, and relatively free from grammatical and mechanical errors. Five essays are to be corrected and/or revised. The student is required to **keep all essays on a jump drive or computer**. The student will keep a **writing portfolio** (the final, corrected copies) of all revised essays and other materials.

Relationship to General Education and/or Major Field Goals:

Writing well and speaking well are skills needed for success in our changing and competitive world. Work in English 111 connects the content of the course to the real worlds of college, work, and everyday life. This course gives students a good reason to write and a realistic chance of success. Information gained in this class can be used in all areas of study at UT Martin or at any other university.

COURSE REQUIREMENTS/EXPECTATIONS

Evaluation:

Six (6) completed essays/projects	600 points
Revisions	100 points
Class work and reading responses	100 points
Final Folder/Portfolio/Final Essay	200 points

Total: 1000 points

•Grading: 90-100 =A, 80 - 89=B. etc.

Note: The required essays for English 111 will be both personal experience essays and analytical essays. Several times during the semester, students may be asked to share a draft of their work in progress (for additional comments and input) or a completed essay with others in the class.

Class policies:

Attendance: Each student is expected to be in class each time the class meets. If a student is absent more than three times (MWF classes) or more than two times (T-Th classes), that student's grade will be lowered. (Students will be excused if they are on University-related trips, but they must inform their instructor before leaving on the trip. In most cases, the coach or professor will provide a letter for students to give to their instructor before leaving on the trip.)

Special note for summer attendance in Governor's School for the Humanities: Since this class meets every day (M-F) during the summer semester, you must be especially careful about attendance. Do not miss class. If you are absent more than two times, your grade will be lowered. **Although I encourage you to come to class even if you are tardy, I make a notation about the tardy, and I will alert your GSH counselor and the GSH main office (7579);** several late entries to class will be counted as an absence. **Governor's School students must be especially careful about being absent or tardy; the teacher must be notified if the student will not be in class for any reason. Attendance is required at the evening sessions on June 12 and 26, and any absences will be reported immediately to the GSH office.**

Computer Work: This is a computer-assisted class, so each student is required to type all major assignments and save this work on a jump drive. In addition, each student must be able to use the computers on campus and must have money on his or her Governor's School Skyhawk Card for printing. Each student is also expected to use e-mail (use your university account in this class) and the Internet. You must check e-mail at least once each day. You will complete a computer exercise during the first two days of class.

Makeup work: Although I will allow some makeup work and I do accept late papers (points will be deducted), I insist that each student turn in most of his or her work at the time announced. Please talk with me about individual and unexpected circumstances.

Academic Honesty: Honesty is one of the most important words in our vocabulary and one of the most important values in our lives. I give all students this advice: Never compromise your integrity. Do your own work. Never allow another student to write a paragraph or essay for you; never turn in another's work as your own. If you quote from another source, give credit to that source. Of course, you can ask for help in the writing process, but genuine help is far different from stolen work. If you have questions, please talk with me. Each student is expected to do his or her original work on all assignments. You are asked to read the Department of English Policy on Plagiarism.

Special accommodations due to a disability: Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from the Student Success Center and/or Governor's School office within the first two days of the semester.

Non-Discrimination Policy: Since the University of Tennessee at Martin is committed to appreciating and understanding cultural diversity, the members of the UTM English Department wish to confirm our conviction that a university campus must be a safe place for the discussion of ideas. As such, those in the English Department expect all of our colleagues and students to treat with tolerance ideas discussed from a variety of perspectives. The English Department respects the dignity of every person, and will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, gender, marital status, or sexual orientation.

DAILY OUTLINE OF CLASS ACTIVITIES AND ASSIGNMENTS

First Summer Term 2012

General organization for each class period: roll, poem and or quotation for the day with students reading and presenting material, discussion related to the selected reading; discussion of assigned material with supporting discussion of writing; writing; small discussion groups. (There will be lots of discussion, writing, and activities for each period.)

Week 1

Monday, June 4—Introductions; syllabus; distribution of books and materials; opening essay (#1)

Tuesday, June 5—*One Writer's Beginnings*, "Listening"; expanding Essay #1 (Part II), personal experience

Night Class: Tuesday, June 5—6:00 p.m. to 9:00 p.m.

A Worn Path (film); discussion; research in computer lab and library; reports

Wednesday, June 6—*One Writer's Beginnings*, "Learning to See"; "A Worn Path" (short story); expanding Essay #1 (Part III); plans for **finishing Essay #1**

Thursday, June 4—*One Writer's Beginnings*, "Finding a Voice"; *McGraw-Hill Handbook* (as needed)

Friday, June 8—**Essay #2, analytical**, with a focus on "A Worn Path"; optional use of computer lab for in-class essay. Note: Students will select specific topics from at least five different prompts. In this class, there is always a choice of topics.

Week 2

Monday, June 11—*I Am One of You Forever* (magic realism, setting, initial research); responses

Tuesday, June 12—*I Am One of You Forever* (characterization, figurative language, reports); responses

Wednesday, June 13—*I Am One of You Forever* (theme, symbol, allusion); groups, reports

Thursday, June 14— Completing *I Am One of You Forever*; **preparing for Essay #3**

Friday, June 15—**Essay #3 to be written in class**; beginning *Macbeth* (reading ahead to prepare for next week)

Week 3

Monday, June 18—**Essay #4 assigned (personal or analytical), various prompts**

Tuesday, June 19—Computer lab and **completing Essay #4**; *Macbeth* sets the tone for Faulkner's *The Sound and the Fury*; selections from *Throne of Blood* (a Japanese film inspired by *Macbeth*)

Night Class: Tuesday, June 19—6:00 p.m. to 9:00 p.m.

Part I: *The Sound and the Fury*

Wednesday, June 20—*The Sound and the Fury*, Part II; research shared today and Thursday
Thursday, June 21— *The Sound and the Fury*, Part III; *A Writer's Resource* (as assigned);
Friday, June 22— *The Sound and the Fury*, Part IV; **begin work on Essay #5**; computer lab

Week 4

Monday, June 25—**Complete Essay #5 in class today.**

Tuesday, June 26—**Essay/Project #6: A Festival of Essays** (students will select one of their essays to share with classmates)

Wednesday, June 27—Introduction to Kaye Gibbons and *Ellen Foster*

Thursday, June 28—*Ellen Foster*

Friday, June 29—Final exam (prompts for final inspired by *Ellen Foster* and other class readings; presentation of portfolio)

Saturday, June 30—Closing Ceremony for the 2012 Governor's School for the Humanities
Note: You will receive your portfolio/folder, final exam, and final grade in English 111 at the end of the closing ceremony. Please look for me at the back of the auditorium.

***We will use *The McGraw-Hill Handbook* almost every day. Be sure to bring this book to class.

HOLISTIC GRADING SCALE

A

A model paper, excelling in thoughtful treatment of subject, careful attention to all aspects of the essay, attention to language

—An unusual, original, or imaginative idea

—Develops/supports idea with exactness, lively verbs, examples, concrete details

—A sense of completeness/rightness felt about the whole

—Forceful language conveys personal style, a genuine voice

—Thesis clearly presents all elements of topic

—Topic sentences and paragraph patterns reflect organization

—Interest-catching introduction sets stage, gives background

—Conclusion stimulates further thought, shows significance

—Contains such positive elements as effective transitions; parallel structure; varied sentence beginnings, lengths, and types

—Grammar, punctuation, spelling almost always correct

One of my former colleagues once shared with me a book entitled *Muse of Fire: Approaches to Poetry*. The editor opened with the following quotation from Shakespeare's *Henry V*: "O for a muse of fire, that would ascend / The bright heaven of invention." Here in Governor's School, we are indeed surrounded by muses of fire. I look forward to hearing your words and word music as we work together to make English 111 and Governor's School 2012 an exciting, enriching experience.

