

**Pompano Beach High School/ Broward College Dual Enrollment**  
**English 1101 - English Composition I**  
**Professor Marjorie Avery E-mail: Marjorie.avery@browardschools.com**

**Required Texts and materials:**

*Patterns for College Writing – A Rhetorical Reader and Guide*  
13th edition  
Kirszner, Laurie G. and Mandell, Stephen R.

*Rules for Writers*  
7th edition  
Hacker, Diana, and Sommers, Nancy

White, lined paper without fringes  
Pens with blue or black ink and pencils  
Binder or folder  
Composition book

**COURSE**

**DESCRIPTION:**

**Please keep in mind that this is COLLEGE COURSE, and therefore you are expected to behave like college students. However since it is being offered at PBHS you are obligated to follow all of the rules and expectations of SBBC. See attached sheet for details.**

This course will be *student driven*. You will be working on your writing and giving and receiving assistance and ideas from your classmates and instructor. Therefore, the more you participate, the more you will enjoy the class and be successful.

This course provides review of language mechanics through writing assignments with emphasis on expository and argumentative modes.

**EXPECTED LEARNER OUTCOMES:**

By the completion of the course, the student will be able to

1. Write in several genres of composition.
2. Write effectively.
3. Use effective college level vocabulary.
4. Use writing and reading for inquiry, learning, thinking and communication.
5. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.

In each theme, the student will be able to

1. Write out a clear central idea expressed as a thesis statement.
2. Develop this central idea in a logical manner
3. Support generalizations with evidence.
4. Write an effective introduction and conclusion for the essay.
5. Organize paragraphs in a logical manner.

6. Demonstrate the ability to write effectively in specified points of view.
7. Use transitions to unite the paper.
8. Integrate a variety of sentence patterns and structures.
9. Demonstrate mastery in using grammatical and stylistic conventions.
10. Correct all logical and mechanical errors so that the final copy will be an example of the student's best work, a work he or she can be proud of.

#### **ASSESSMENT OF OUTCOMES:**

##### **The grades for the course will be based on:**

- ✚ Meaningful and frequent class participation (Distracting items, for example cell phones, may have a negative impact on this part of the grade.)
- ✚ In-class and out-of-class writing activities
- ✚ Practice exercises/quizzes in grammar and style
- ✚ Drafts and final versions of essays
- ✚ A writer's journal that is thoughtful and that evolves over time.
- ✚ A writing portfolio that reflects the student's growth as a writer over the course of the quarter and semester

#### **IT IS VITAL THAT YOU SAVE ALL ASSIGNMENTS SO THAT YOU CAN CREATE YOUR PORTFOLIO FOR PRESENTATION BEFORE THE END OF EACH QUARTER.**

Assignments are due at the beginning of the class period on the date indicated when the assignment is given and/or reflected on the class schedule. The student is responsible for all material assigned even if it is not discussed in class. Quizzes over assignments may be given without prior announcement.

#### **Syllabus changes:**

This syllabus is an indication of the professor's plan for the course. The syllabus may be altered to adjust to the needs of the students as the course progresses. That being said, here is the plan as it stands.

Essay assignments include, minimally, a rough draft and final copy. All essays must be typed in MLA style. It is expected that students have reviewed and incorporated all of the suggestions and ideas incorporated in the corresponding chapter.

### **Week One**

#### **Monday August 22**

##### **The Writing Process**

Chapter 1: Reading to Write: Becoming a Critical Reader

Chapters 2-5 The Writing Process

Writing Activity: Diagnostic Essay

## **Week Two**

**Monday August 29**

### **Autobiography**

Using Narration: Introduction to Chapter 6

Family Relationships:

“The Money,” Junot Diaz

“Girl,” Jamaica Kincaid

“My Field of Dreams,” Forte

“Suicide Note,” Janice Mirikitani

Writing Assignment: Essay on a Family Relationship

Grammar assignment:

## **Week Three**

**Monday Sept. 5 (Day off)**

**Tuesday Sept 6**

### **Autobiography**

Using Description: Introduction to Ch. 7

Life Lessons:

“Goodbye to My Twinkie Days,” Bich Minh Nguyen

“Shooting an Elephant,” George Orwell

“Once More to the Lake,” E. B. White

“My First Conk,” Malcolm X

Writing Assignment: Essay on an Epiphany

PEER-EDITING WORKSHOP

## **Week Four**

**Monday Sept. 12**

### **Education**

**Using Exemplification: Introduction to Chapter 8**

“Indian Education,” Sherman Alexie

“I’m Your Teacher, Not Your Internet-Service Provider,” Ellen Laird

“College Pressures,” William Zinsser

“Cutting and Pasting: A Senior Thesis by (Insert Name),” Brent Staples

Writing Assignment: Essay on Education

## **Week Five**

**Monday Sept. 19**

### **Language and Communication**

Using Cause and Effect: Introduction to Chapter 10

“Mother Tongue,” Amy Tan

“Sex, Lies, and Conversation,” Deborah Tannen

“The Ways We Lie,” Stephanie Ericsson

“The Wife-Beater,” Gayle Rosenwald Smith  
“Inked Well,” David Kirby  
Writing Assignment: Essay on Language and Communication

## **Week Six**

### **Monday Sept. 26**

#### **The Trouble with Conventional Wisdom**

Using Process: Introduction to Chapter 9

“Getting Coffee Is Hard to Do,” Stanley Fish

“No, I Do Not Want to Pet Your Dog,” Farhad Manjoo

“Ten Ways We Get the Odds Wrong,” Maia Szalavitz

“Why Rational People Buy into Conspiracy Theories,”

Maggie Koerth-Baker

Revision

DEMONSTRATION AND EXERCISES

Writing Assignment: Essay Exploring or Questioning Conventional Wisdom

PEER-EDITING WORKSHOP

## **Week Seven**

### **Monday Oct. 3 (Day Off)**

### **Tuesday Oct. 4**

#### **Men and Women**

Using Comparison and Contrast: Introduction to Chapter 11

“I Want a Wife,” Judy Brady

“Sadie and Maud,” Gwendolyn Brooks

“A Peaceful Woman Explains Why She Carries a Gun,”

Linda M. Hasselstrom

“Declaration of Sentiments and Resolutions,” Elizabeth Cady Stanton

“The Storm,” Kate Chopin

Writing Assignment: Essay on Men and Women

Grammar/ conventions review and practice

## **Week Eight**

### **Monday Oct. 10**

#### **Prejudice and Stereotypes**

Using Classification and Division: Introduction to Chapter 12

“Why Looks Are the Last Bastion of Discrimination,”

Deborah L. Rhode

“The ‘Black Table’ is Still There,” Lawrence Otis Graham

“Just Walk on By,” Brent Staples

“What’s in a Name?,” Henry Louis Gates, Jr.

“The Myth of the Latino Woman: I Just Met a Girl Named

Maria,” Judith Ortiz Cofer

“On Dumpster Diving,” Lars Eighner

Writing Assignment: Essay on Categories That Limit and Stereotype

## **Week Nine**

**Monday Oct. 17**

### **Perception and Reality**

Using Definition: Introduction to Chapter 13

“The Hidden Life of Garbage,” Heather Rogers

“The Embalming of Mr. Jones,” Jessica Mittford

“No Wonder They Call Me a Bitch,” Ann Hodgman

“The Dog Ate My Flashdrive, and Other Tales of  
Woe,” Carolyn Foster Segal

“Why Chinese Mothers Are Superior,” Amy Chua

Writing Assignment: Essay on Deception or Self-Deception

**Friday Oct. 21 TEACHER PLANNING - END OF QUARTER**

## **Second quarter**

## **Week Ten**

**Monday Oct. 24**

### **Argumentation: Effecting Change**

Using Argumentation: Introduction, Induction, and Deduction: Introduction to Chapter 14

“The Declaration of Independence,” Thomas Jefferson

“Who Killed Benny Paret,” Norman Cousins

“Get It Right: Privatize Executions,” Arthur Miller

“Let Steroids into the Hall of Fame,” Zev Chafets

“Letter from Birmingham Jail,” Martin Luther King, Jr.

Writing Assignment: Essay Arguing for a Change

## **Week Eleven**

**Monday October 31**

### **Argumentation: Should American Citizenship Be a Birthright?**

Using Argumentation: Dealing with Opposition and Recognizing Logical Fallacies: Chapter 14

“The Case for Birthright Citizenship,” Linda Chavez

“An Argument to Be Made about Immigrant Babies  
and Citizenship,” George F. Will

Writing Assignment: Draft an Essay on Defending a Cause or Position  
PEER- EDITING WORKSHOP

## **Week Twelve**

**Monday November 7**

### **Argumentation: Should Guns Be Allowed on College Campuses?**

#### **In-Class Debates**

“Do We Really Need More Guns on Campus?,”  
David Skorton and Glenn Altschuler

“Why Our Campuses Are Safer without Concealed  
Handguns,” Students for Gun-Free Schools

“Why Our Campuses Are Not Safer without Concealed Handguns,” Students for Concealed Carry  
“There’s a Reason They Choose Schools,” Timothy Wheeler

**Week Thirteen**

**Monday November 14**

**Research Projects**

Thursday Nov. 19 INTERIMS

**Week Fourteen**

**Monday Nov. 21**

Work on research projects

In class grammar/ style review

**Portfolios Due November 21**

Portfolio presentations

*Wednesday Nov. 23- Nov. 25 THANKSGIVING BREAK*

**Week Fifteen**

**Nov. 28**

Work on research projects

In class grammar/ style review

**Research Projects Due Dec. 2**

*Thursday DEC 3 PROFESSIONAL STUDY DAY - EARLY RELEASE*

**Week Sixteen**

**Monday Dec. 5**

End of course exam

**EXAMS GRADES DUE AT BC DEC 13**