

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
445 W. 59th St., New York NY 10019

Semester: Fall 2008
Course Code: Eng 100w **Course Section:** 38

Course Prerequisite: By placement examination only.

Classroom: Room 511T
Class time: McCormack: Tuesday 11:05-1:45
Rudin: Friday 11:05-1:45

Professors: Tim McCormack
English Department
619 West 54 Street, 7th Floor, #766
646.557.4654 tmccormack@jjay.cuny.edu
Office Hours: Tuesday 3:00-4:00
Thursday 11:00-2:00

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Office Hours: Friday 2:00-4:00

ENG 100W: LITERACY INQUIRIES

SYLLABUS

The course is designed to help you begin your college-level writing life. In the process we will reinforce many things you already know about reading and writing, while simultaneously expanding your understanding and versatility by introducing you to other kinds of writing, other voices, styles and forms of academic writing that you will need to master in college.

We follow a workshop format for this class: we meet as a community of readers and writers who help each other improve; we rely on each other to make progress. Your commitment to your own work and to the work of the class is a vital component of your success in the course.

We will have a dual focus: to prepare you to pass the CUNY ACT reading and writing exams, and to prepare you for reading and writing in your freshmen year and beyond. We will refer to these two parts of the class as ACT Prep and College Prep and the class days will be split with attention paid to both parts each day. We want you to pass the test, but also to be prepared to do well in English 101 and the rest of your entry-level courses. Many of the assignments you will do in the College Prep Part of the course will be similar or even replicate those you will do in English 101 and your other courses.

Our course has a content theme: Exploring Literacy, where literacy is defined as making sense of the world. Together we will explore a variety of texts (autobiography, fiction, film, photography, painting) that expose moments of literacy and try and figure out how literacy happens, what impedes literacy and what are the consequences of poor literacy. By studying literacy, we can reflect upon our own literate abilities, and through this reflection, we will recognize and develop the literacy habits that enable the reading and writing of our worlds.

You have two professors for this double back-to-back course. This means that you will have the expertise of two professors who will guide you through the content of this course and respond to your written work.

Learning Objectives

- Students will engage in low-stakes writing (informal, exploratory writing) and high-stakes writing (formal, finished products.)
- Students will practice various strategies of in-class writing such as mapping, freewriting, using metacommunicative devices, composing a five-point essay, and ink shedding.
- Students will practice methods of drafting and editing which will improve their abilities to communicate clearly.
- Students will learn to give and receive constructive advice from their peers
- Students will learn reading strategies such as skimming, scanning, pre-reading, slow reading, and double entry journal writing.
- Students will gain self-awareness about their literate abilities and the language that allows them to discuss their strengths and challenges of expression.
- Students will learn a variety of information-seeking skills such as using the internet, accessing databases, etc.
- Students will prepare for the ACT exam via writing assignments that draw from standard test prompts.

Course Requirements

- Writer's Portfolio. From the first week of class writers will be asked to keep track of all the writing we do in the course in a three-ring, light binder. The binder will hold your daily written work, the writing you do in class as well as drafts and final versions of main projects and will be referred to as the Writer's Portfolio. The Writer's Portfolio will be handed in three times during the semester for evaluation. The requirements and organization of the Writer's Portfolio will be described more completely in a separate handout.
- Three Writing Projects. You will be asked to complete research, drafting and final versions of three substantial, college-level pieces of writing. Each project will be described fully in a separate handout. The work here comprises the main body of work for your Writer's Portfolio.
- Six Practice ACT Exams. Six in-class practice ACT exams will be administered. These practice tests will be reviewed afterward, sometimes peer reviewed by your classmates, sometimes with a written response from one of your instructors, and sometimes in a one-on-one session with an instructor.
- Reflective Writing. One-page responses to assigned essays about writing process. Usually due on Tuesdays.
- Current Events Writing. One-page responses to an assigned article from the newspaper. Usually due on Fridays.
- Visits to Writing Center or ESL Lab. You will be required to visit the Writing Center or ESL Lab at least six times during the semester. Those students who have a particularly difficult time with Standard American English should consider visiting the ESL Resource Center. Attendance for these sessions is a mandatory part of the course, and failure to attend may result in failure of the course and/or a disqualification from registering to retake the ACT exam.
- Midterm Conference. Each writer is required to attend a midterm conference, and to come to the conference fully prepared to talk about the work of the course.
- Attendance and Participation. The course follows a writing workshop model and therefore coming to class prepared (with the required piece of writing) and participating fully in all activities of the class are essential to doing well in the course. Attendance includes being on time for the class and on time after break.

Required Materials

John Jay College of Criminal Justice: Rhetoric, Research, and Strategies

Students can obtain this text at the college bookstore. In addition, several short articles and essays will be required, some will be distributed in class; others will be available on Blackboard or via the library electronic-readings reserve system.

A three-hole binder, light and slim. This will house the Writer's Portfolio and must be brought to class everyday.

Evaluation

This is a pass/fail course. To pass the course you must complete the work of the course to a satisfactory level, including visits to the writing center (see below), and then pass the CUNY administered ACT exam.

To determine whether you are completing the course work to a satisfactory level, we will review your Writer's Portfolio three times during the semester. The second of these evaluations will take the form of a midterm conference with us. Incomplete or unqualified portfolios or portfolios that show no improvement in the quality of the work over the semester, may result in the writer failing the course and not being allowed to take the ACT exam.

Note that attendance and participation in the activities of the course as listed elsewhere in this syllabus and in the letter from the department, spell out fully the requirements and responsibilities to the course and your classmates. Not meeting these basic provisions may also result in the writer failing the course and not being allowed to take the ACT exam.

Plagiarism

Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Absence/Lateness Policy

In some lecture courses, material that you are reading in the textbook is reviewed and elaborated upon in the classroom; as a result, you may not feel that you need to attend every lecture to profit from the course. In this composition course, however, reading, memorizing, and regurgitating information is not our classroom process. Instead we discuss techniques and styles of reading and writing that you will master in college. Our classroom will be a workshop in which we will engage in diverse forms of writing, discuss problems of composing, share and critique each other's work, and develop a way of talking about how we write. Consequently, it is imperative that you attend class without fail, and that you arrive with the reading and writing assignments prepared, in hand. In short, to do well in this class you must be present—physically, mentally, and intellectually. Your classmates and we need your contribution to classroom discussions if this is to be an enriching experience.

Three absences will result in failure of the course. (Two "lates" either to the class or back from break counts as one absence.)

Electronic Devices

Please refrain from using electronic devices during class time. If you must receive a phone call during class, please alert your professor that this may occur and put your phone on silent alert and then take the call outside of the room.

ENG 100 Literacy Inquiries

NOTE: All readings and written work is due ON the day listed.

LITERACY IN LITERATURE: LITERARY APPROACH

SCHEDULE (PART 1)

<p>Part I: The Rhetorical Act of the ACT Exam and Literacy Narrative</p>

<p><u>Class 1 - Aug. 29 Friday</u> 11:05-12:15 <u>ACT Prep</u> Introduction: Syllabus, Charter, Writer's Portfolio Blackboard – Library E-Reserve - Form for formal papers ACT Chat and writing 12:15-12:30 break 12:30-1:45 <u>College Prep</u> <u>Practice ACT Exam 1: 60 min. 5 paragraphs</u> For Sept 2: 1. Read and write a one page response to Ueland and F.P. essays (handouts).<i>[only typed papers accepted]</i></p>	<p><u>Class 2 - Sept. 2 Tues.</u> <i>Turn in all assigned writing</i> 11:05-12:15 <u>ACT Prep</u> Return Practice ACT Exam 1 and discuss Questions and Discussion on ACT Exams Writing Exercise: Generating Evidence and first paragraph 12:15-12:30 break 12:30-1:45 <u>College Prep</u> Discussion of Ueland and F.P. Essays Review Logistics of Writer's Portfolio Literacy moments informal writing For Sept. 5 1. Write the ACT first paragraph <i>[only typed papers accepted]</i> 2. Read Rodriguez [see Library e-reserve: our Password is <u>Literacy</u>] and write a one-page response <i>[only typed papers accepted]</i></p>
<p><u>Class 3 - Sept 5 Fri.</u> 11:05-12:15 <u>ACT Prep</u> Article: Read - Write - & Discuss school and projects article(s) Write an evidence paragraph using the article for support 12:15-12:30 break 12:30-1:45 <u>College Prep</u> Discussion and writing on Rodriguez Writing groups on literacy moments For Sept. 9 1. Write second Literacy Narrative moment 2. Rework and revise the two “pieces” of your ACT exam: The first paragraph (the introductory paragraph), and the second paragraph (the first “evidence” paragraph) <i>[only typed papers accepted]</i> 3. Read Gilyard [see Library e-reserve: our Password is <u>Literacy</u>] and write a one-page response <i>[only typed papers accepted]</i> 3. Read Ann Lamott essay and write a one-page response</p>	<p><u>Class 4 - Sept. 9 Tues</u> 11:05-12:15 <u>ACT Prep</u> Writing Group: ACT Exam 2: Evidence Paragraphs 3, 4 and closing. 12:15-12:30 break 12:30-1:45 <u>College Prep</u> Discuss Lamott and idea generation exercise. Discuss Gilyard and write. Writing groups on literacy moments Review Literacy Narrative Assignment Page For Sept. 12 1. Draft of three Literacy moments Fully Developed. 3. Type out the five-paragraph Practice ACT Exam 2</p>
<p><u>Class 5 - Sept. 12 Fri.</u> 11:05-12:15 <u>ACT Prep</u> Article: Integration – civil rights Writing groups: ACT Exam 2: Final version edited 12:15-12:30 break 12:30-1:45 <u>College Prep</u></p>	<p><u>Class 6 - Sept. 16</u> Tues. 11:05-12:15 <u>ACT Prep</u> Process Exercise Other ACT moves: counter argument 12:15-12:30 break 12:30-1:45 <u>College Prep</u></p>

<p>Gilyard's literacy moments: Environment Article: Read – Write – Discuss integration of U. of Mississippi Group discussion of environment in Literacy Narratives Class discussion of environment Writer's Portfolio entry on environment in Literacy Narratives For Sept. 16</p> <ol style="list-style-type: none"> 1. Final draft of Practice ACT exam 2 2. One page analysis to your literacy moments 3. Read Murray and write one page response 4. One page response to integration article 	<p>Class discussion of Murray Writing Group: analysis to literacy moments For Sept. 19</p> <ol style="list-style-type: none"> 1. Completed draft of Literacy Narrative 2. Write a practice counter argument
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Part 2: Literary Essay

<p>Week 8 Wed. Oct. 10th Stuart—</p> <p>In Class Conferences “Perform” sections of literacy narrative Literacy Narratives Returned Review Pattern Error Charts Sentence Court Reprise Discuss Frankenstein</p> <p>For Fri. Oct. 12 Read Text Charles Baxter's “Gryphon” and write a one page response</p>	<p>Week 8 Fri Oct. 12th Tim—</p> <p>In Class Conferences “Perform” Sections of Literacy narratives Literacy Narratives Returned Scene Analysis of Frankenstein Discuss “Gryphon” Intricacies of Summary Explicit/Implicit/Extended Exercise</p> <p>For Wed. Oct. 17 Read Toni Cade Bambara's “The Lesson” and summarize it in three sentences. Then write a one page response as usual</p>
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<p>Week 9 Wed Oct. 17th Stuart—</p> <p>Discuss “The Lesson” Quoting and Paraphrasing Practice ACT exam #4 with pattern error chart and process reflection</p> <p>For Fri. Oct. 19 Write a paragraph that uses quoting and paraphrasing from any of the texts we have read so far Read and write a one page response to</p>	<p>Week 9 Fri. Oct. 19th Tim—</p> <p>Discuss Chamoiseau, <i>School Days</i> excerpt Rhetorical Terms of Analysis Talk Show Exercise Introduce Scripted Interview</p> <p>For Wed. Oct. 24 Write Scripted Interview</p>
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Patrick Chamoiseau's *School Days* Excerpt
Bring copies of all of the texts we have read

Week 10 Wed. Oct. 24th Stuart—

Perform Scripted Interviews
Introduce Project 2 Literary Essay
Assignment page
Writing Process: Locating a theme vs.
Choosing two texts
Freewriting/mapping a project 2 plan

For Fri. Oct. 26

Write a draft of Literary Essay

Week 10 Fri Oct. 26th Tim—

Narrator/Character/author problem in fiction
Informal Citation
Openings and Closings
Writing Groups: Literary Essay
Develop Peer Edit page for Project 2

For Wed. Oct 31

Write 2nd Draft of Literary Essay

<p>Week 11 Wed. Oct. 31st Stuart—</p> <p>Practice ACT Exam #5 Essay Structure and Organization Workshop: Second Draft of Literary Essay Writing Groups: Second Draft of Literary Essay</p> <p><i>For Fri, Nov. 2</i></p> <p>Third Draft of Literary Essay Bring Pattern Error Chart and Rhetoric Handbook</p>	<p>Week 11 Fri. Nov. 2nd Tim—</p> <p>Sentence Court on Literary Essay Proofreading with Pattern Error Chart</p> <p><i>For Wed. Nov. 7</i></p> <p>Write final version of Literary Essay</p>
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Part 3: Inquiry-Based Research Essay.

In this section of the class, you will work to re-VISION one of your first two projects (Creative non-fiction or Comparison Essay) into a college-level research essay. The research essay will be due in the final portfolio for the course.

Tuesday November 11: (1) Second set of data for project 3 due. (2) Read and write a response to sample ethnography, see assignments/project 3 on Blackboard. (3) Bring portfolios and all work from the semester. (4) **Final Version of Project 2 due.** (5) Begin building pattern error chart in class.

Friday November 14: (1) Portfolios due for evaluation with cover letter. (2) Third set of data due for project 3. (3) Read and Respond to sample discourse analysis, see assignments/project 3 on Blackboard

Tuesday November 18: Class held in library computer lab. Bring your data. In class conferences on portfolios. Bring your pattern era chart as a digital file.

Friday November 21: Draft of introduction, literature review and methodology sections due. In class conferences on portfolios.

Tuesday November 25: Draft of results, discussion and conclusion due. ACT practice 7 for those students that still need it.

Friday November 27: No Class.

Tuesday December 2: Full draft of research project due.

Friday December 5: Second draft of research project due. Act Practice 8 for those students who still need it.

Tuesday December 9: Research project and completed writer’s portfolio due.

Friday December 12: No class.

Tuesday December 16: Mandatory attendance. Party.

Fall 2005 ENGW 100.52 (**Literacy Inquiries**) Mon.& Wed., 1:55-4:50 Room 116W

Profs. Pat Licklider & Marianne Giordani

Offices: Licklider: 1283N	Phones: Licklider: 212-237-8598	Office Hours:
Licklider: Mon., 4:30-5:30	Email: plicklider@jjay.cuny.edu	(or by appt.)
Giordani: 1243N	Giordani: 212-237-8561	
Giordani: Wed., 12:30-1:30	mgiordani@jjay.cuny.edu	

BOOKS:

1. Licklider, Patricia. Building an Active College Vocabulary. ISBN: 032108327X.
2. Licklider, Patricia, ed. Preparing for the CUNY-ACT Reading and Writing Exams. ISBN: 0321196082. The two books by Licklider are sold in the John Jay Bookstore bundled together in a cellophane wrapper, so that you get the ACT-preparation book free when you buy the vocabulary book.)
3. Sergel, Sherman and Reginald Rose. Twelve Angry Men. Dramatic Publishing Company (\$6.95). ISBN: 0871293277.
4. Shelley, Mary. Frankenstein. Dover Thrift Editions (\$2.00). ISBN: 0486282112.

ADDITIONAL REQUIRED READING:

We also plan to include some or all of four readings, the first three of which you shall download yourself and print from a computer, the fourth of which you shall receive in photocopy: "A Jury of Her Peers" by Susan Glaspell; "The Queer Feet" by C. K. Chesterton; a selected chapters from Narrative of the Life of Frederick Douglass; and "Everyday Use" by Alice Walker;

OTHER NEEDS:

A John Jay email address: These email accounts are free. To get one, just log on to the college's website, www.jjay.cuny.edu. Then, under "Students," click on "Email Access" and follow directions.

Two folders with pockets: One folder is for keeping your syllabus, other handouts, and readings. A second folder is for the writing you do in this course. We collect this folder now and then, and it shall contain the midterm and final portfolios of your finished writing for us to evaluate.

Notebook, paper, pens: One or two notebooks just for this course are important for recording information and key points of instruction from one session to the next and for jotting down your observations and ideas throughout. Also, bring plenty of paper for writing exercises in class. Please note the following, though: When writing by hand any

drafts or essays you intend to submit to us, use a pen with black or blue ink, only, and write on lined, looseleaf paper, 8 1/2 x 11 inches, with smooth edges. Note, too, that your finished essays in the midterm and final portfolios must be typed (and according to our instructions about standard format).

INFORMATION ABOUT THIS COURSE:

1. You have been placed in this course because you still need to pass the CUNY ACT Writing Exam (and for some students, the CUNY ACT Reading Exam, as well). While this course is NOT a test-prep course, we devote several weeks at the end of the term to strategies for taking and passing this exam. Occasionally during the term you will write an essay like those demanded by the ACT Writing Exam.
2. This double-period course meets twice a week and counts as a 6-hour, 3-credit course. It is taught by two professors, usually in separate sessions, Prof. Licklider on most Mondays and Prof. Giordani on most Wednesdays. In addition, a writing tutor might come to class occasionally to supplement the professors' instruction by assisting students in their writing activities during class-time. This special, double-period, two-professor course will, we believe, provide the intensive immersion in the writing and reading skills you need in order to do well in college and on the ACT. Both professors read and comment on your writing so that you have the advantage of two experienced writing teachers to help you.
3. The work of this course is writing, writing, and more writing, combined with some reading. Because this course prepares you for the more demanding writing courses, English 101 and 102, and because there is no better way to improve your writing than by practice, we ask you to write constantly all term, both in and out of class.
4. The writing consists of :
 - 1) responses to the readings, usually done in class,
 - 2) essays to be handed in,
 - 3) revisions of essays to be handed in, and
 - 4) work on grammar and vocabulary. At midterm and at the end of the semester, you will hand in a portfolio of finished essays.
5. Because the second best way to improve your writing is reading, we ask you to read quite a bit as well, usually to prepare for some writing. Budget some time for this. As mentioned above, you will need to download and print many of the shorter readings from the Internet. We will give you the Internet address for each of those readings. Such addresses are not permanent, however. So, if you find that one or more of them is not currently available, you may instead download the same readings from the college library's Electronic Reserve menu: First, go to the library's website, www.lib.jjay.cuny.edu; click on Electronic Reserves; click on ENGW100.52; type the password, "readings," and then click on the title of the reading you want.

6. The readings for this course were chosen according to a particular theme—literacy—especially literacy as it is depicted in works of literature (in poems, short stories, and novels). So our topics about the readings, in discussion and in writing, shall often concern ideas about literacy.

7. After we have had a chance to examine samples of your writing, we might require that you go for extra help to the college's Writing Center, Rm 2450N, or to its English-as-a-Second-Language (ESL) Resource Center, Rm.1201N. This help is free, and you may also use these excellent resources for help with writing in your other courses.

8. This is a pass/fail course (no letter grades). To pass, you must 1) complete the work assigned on time and satisfactorily, 2) hand in a midterm and final portfolio, 3) have no more than four absences, and 4) pass the CUNY ACT Writing (and/or Reading) Exam at the end of the term. We will not give you a ticket to the ACT Exam in December if you have more than four absences or no portfolio.

9. The English Department has a rule about absences in all freshman writing courses: no more than four are allowed. This rule emphasizes the importance of the writing and other work you do in class. We also count lateness as a partial absence. If you cannot be on time for the start of class, perhaps you should switch to a more convenient period. Do not leave class early for any reason since doing so disrupts class activities. It will also count as a partial absence. So make important appointments for other times.

10. The college now subscribes to turnitin.com, a service that checks student writing for possible plagiarism. Plagiarism is presenting someone else's writing as your own. So do all your own writing out of your own thoughts and feelings. Do not be tempted to download writing from the Internet, even if you are stressed out and have no time to do your own work. It is better to hand in your work late than to risk being caught cheating and risk expulsion.

11. Please do not eat or drink in class.

12. After so many “no-no's” we want to make the final word positive: We will get to know one another very well this term and will become a real community to whom you can turn for help. Take advantage of the class' small size to make friends with one another and with us. Also, we are available outside of class to help you with college problems besides your writing. Take advantage!

SYLLABUS:

The following schedule lists our meetings through the first week of October only, and the assignments shown are subject to change. We are giving you a partial syllabus because we first want to examine your writing to see how much work we need to do on which aspects of writing. Once we have done that, we can complete the syllabus.

August

Mon. 29: (Only 6th period today.) Intro. to class and to one another; students conduct interviews and write up their interviews to present in class.

Wed. 31: Buy the required books. Interviews and introductions continued if necessary; writing about one's own experiences/memories of first learning to write or read; we go to the English Computer Lab to download the first reading.

September

Mon. 5: NO CLASS - Labor Day

Wed. 7: Bring to class your copy of "A Jury of Her Peers" by Susan Glaspell. Poems on literacy (handouts); writing about these poems and one's own experiences/memories on that theme; introduction to "A Jury of Her Peers."

Mon. 12: Bring to class your textbook, Building an Active College Vocabulary; for today, read "A Jury of Her Peers," underline words in it whose meaning you are not sure of, and bring to class your copy; writing, vocabulary in this reading; first class-work on grammar.

Wed. 14: Bring to class your copy of "A Jury of Her Peers;" writing and vocabulary work on this reading continued; first rhetorical work: thesis statements.

Mon. 19: Bring to class your copy of "A Jury of Her Peers;" writing and vocabulary work on this reading continued; revision of an earlier paper; grammar as needed; receive first essay assignment (on "A Jury of Her Peers") and write a draft in class; intro. to Chesterton's story, "The Queer Feet," with some vocabulary work..

Wed. 21: Hand in your completed essay on "A Jury of Her Peers;" also, for today, read the first seven pages of "The Queer Feet" and bring your copy to class. Writing on "The Queer Feet" and group work on the writing; revision of the writing; rhetorical work on good introductory paragraphs.

Mon. 26: For today, read the rest of "The Queer Feet" and bring your copy to class. Writing on "The Queer Feet" and vocabulary work on the reading.

Wed. 28: Bring to class your copies of "The Queer Feet" and Twelve Angry Men. Final work on "The Queer Feet" and intro. to Twelve Angry Men.

October

Mon. 3: (Only 5th period today.) . Bring to class your copy of Twelve Angry Men. For today, read pp.3-26 of Twelve Angry Men. Short writing exercises in class.

Wed. 5: NO CLASS (Rosh Hashanah). Keep reading Twelve Angry Men. Write

answers to the Discussion Questions as you read.

Mon. 10: NO CLASS (Columbus Day). Finish reading Twelve Angry Men. Write answers to the Discussion Questions as you read.

Tues. 11: Monday classes meet. Bring to class your copy of Twelve Angry Men and your Discussion Questions. Discussion of Acts 2 and 3, and drafting of an essay on the play.

Wed. 12: NO CLASS (Yom Kippur)

Mon. 17: Drafts of essay on Twelve Angry Men completed. Grammar work as needed.

Wed. 19: Bring to class your finished essay on Twelve Angry Men and a printout of Chapters 6 and 7 of Frederick Douglass' autobiography. Download these chapters from E-reserves on the college library website (the password is readings) or from this website: <http://sunsite3.berkeley.edu/Literature/Douglass/Autobiography>.

Mon. 24: Bring to class Chapters 6 and 7 of Frederick Douglass' autobiography. Short writing exercises in class.

Wed. 26: Bring to class Chapters 6 and 7 of Frederick Douglass' autobiography. Draft of essay comparing Douglass' experiences becoming literate with your own.

Mon. 31: Midterm Portfolios Due. These should contain the drafts and finished versions of two essays, the first on A Jury of Her Peers and the second on Twelve Angry Men. The finished essays must be typed. For these, use a font no bigger than 12 point, keep one-inch margins on all sides of a page, and proofread carefully. Also bring to class your vocabulary book. ACT-type essay written in class.

November

Wed. 2: Bring to class Chapters 6 and 7 of Frederick Douglass' autobiography and the draft of essay comparing Douglass' experiences becoming literate with your own. Drafts completed. Intro to Everyday Use by Alice Walker.

Mon. 7: Bring to class your copy of Everyday Use by Alice Walker AND your ACT prep book. Work on prewriting for ACT (chapter 4). Short writing exercises in class. Individual conferences this week.

Wed. 9: Bring to class your copy of Everyday Use by Alice Walker AND Frankenstein by Mary Shelley. Writing in class on the Walker. Intro to Frankenstein. Individual conferences this week.

Mon. 14: Discussion of Frankenstein continued. Review of prewriting advice for ACT. Work on drafts of Everyday Use essay OR on practice ACT topic

Wed. 16: Draft due of essay on whether or not Dee in Everyday Use is admirable. Discussion of Frankenstein (discussion questions).

Mon. 21: Analysis of essays scored 6, 5, 4, and 3 in ACT book, pp. 11-17. Discussion of Frankenstein continued, focusing on these questions: 1. How does the monster show he is intelligent in chapters 11 and 12? What does he learn? 2. In what ways is the monster an outsider? 3. Is Dr. Frankenstein responsible for what the monster he created ends up doing? Compare the pluses and minuses of his creation with the pluses and minuses of some modern scientific discovery or invention, such as atomic power or cloning. (Long paragraph on the last question)

Wed. 23: Topic for Frankenstein essay handed out and discussed (possible thesis statements, possible supporting points, evidence from text); begin draft of this essay.

Mon. 28: Students continue to work on drafts of Frankenstein essay. Practice ACT essay. Teacher evaluations

Wed. 30: ACT Practice essays returned. Students hand in drafts of Frankenstein essay. Question for further discussion: Should Dr. Frankenstein make the monster a female companion? Teacher evaluations.

December

Mon. 5: Read for today Frankenstein, chapters 17 and 20. Writing on the question of a companion for the monster. ACT Practice Essay.

Wed. 7: ACT Practice essays returned; Elinor Wylie poem (handout) discussed

Mon. 12: Final Portfolios due. Students write letter to their future Eng. 101 teacher, explaining what they learned in this course, in particular, what skills they learned. After the break, writing about the powers that come with literacy, as seen in the texts we've read.

Wed. 14: Final ACT Practice; tickets for ACT given out.

ACT Day: Saturday, Dec. 17