

Syllabus

Instructors: Professor Jonathan Morse and mentor Cornelius Rubsamen. Professor Morse's office: Kuykendall 518, MWF 2:30-3:20 and by appointment; phone 956-8802, e-mail jmorse@hawaii.edu

The web page where class documents will be posted: jonathanmorse.net

Texts: Jane E. Aaron, *The Little, Brown Essential Handbook*, sixth edition
Customized reader *English 100, Section 17*
An online subscription to *The New York Times*, free at nytimes.com
A desk dictionary

The official university set of expectations for the course:

**GENERAL EDUCATION STUDENT LEARNING OUTCOMES
FOR FIRST-YEAR WRITING**

At the end of the FW course, students can:

- 1: Compose a text to achieve a specific purpose and respond adeptly to an identifiable audience.
- 2: Provide evidence of effective strategies for generating, revising, editing, and proofreading a text in order to produce finished prose.
- 3: Compose a text that makes use of source material that is relevant and reliable and that is integrated in accordance with an appropriate style guide.
- 4: Compose writing that expresses the writer's viewpoint and is supplemented by outside sources.

Professor Morse's expectations: Come to class, do what I say, and you'll see: by the end of the semester you'll probably read and write better than you do now, and with less agony for you and your readers too. There will be no exams except for a practice run toward the end of the semester, when we'll be getting ready for sophomore literature, but you'll be turning in a piece of writing about every other week: minimum length two double-spaced pages (about 500 words), maximum length five pages. Not counting in-class exercises or the exam, you'll write about 24 pages over the course of the semester, graded this way:

Paper 1, two pages, 10%

Paper 2, three pages, 15%

Paper 3, four pages, 15%

Paper 4, a five-page draft: pass-fail: pass if you do it, fail if you don't

Paper 5, revision of paper 4: five pages, 20%

Paper 6, five pages, 20%

Practice sophomore literature exam, 20%

I grade on the +/- system, with an A worth 4.0 points, an A- 3.7, a B+ 3.3, a B 3.0, etc. Mr. Rubsamen will meet with each of you on a regular basis, and for that purpose he'll be setting up a schedule which you'll be expected to adhere to. For other requirements, see the document "Classroom Policies" on the web page.

Important addendum: Save all your papers to a drive. For the purposes of assessment at the end of the semester, I'm required to submit, online, a clean copy of one of your papers with the name removed.

And do you want extra help? Mr. Rubsamen and I are at your disposal. We aren't doing you any special favors; you're paying us to teach you to write. But something else you can do is to go to the web page and look up the flyer for the First Year Composition Center. Help is at hand there too.

Tentative calendar

1/11 Introduction

13, 15 College-level prose: Kate Galbraith, "Rise of Wind Turbines Is a Boon for Rope Workers" (print from web page). Two-page paper 1 assigned January 13, discussed January 15.

18 Holiday

20, 22 Sentences and the idea of predication; Aaron chapters 2 and 3. Paper 1 due January 22; three-page paper 2 assigned; conference signup sheet circulated.

25-29 No class. One at a time, per the conference schedule, you'll meet with me in my office to discuss paper 1 and your writing.

2/1 Paper 2 due and discussed.

3, 5 Data and analysis. Reader: Sagan and Lurie.

8, 10, 12 Thesis. Aaron chapter 1; reader, Menand.

15 Holiday

17, 19 Description and exposition; reader, Hills. Four-page paper 3 assigned.

22, 24 In Hamilton Library Classroom 113, we take parts 1 and 2 of the library's short course "Basic Resources."

26 Back in BusAd, paper 3 is due.

3/1, 3 In Hamilton, short courses "Evaluating Internet Resources" and "Google to the Max."

5 Back in BusAd, the idea of getting an idea. Reader: Ehrenreich. Paper 3 discussed; five-page paper 4 assigned.

8-12 From bibliography to idea. Aaron, chapter 6 and the section on MLA documentation. Paper 4 due March 12; conference signup sheet circulated.

15-19 Conferences about paper 4

22-26 Holiday

29, 31 Revision: a way of thinking about your writing. Paper 5 (revised paper 4) due March 31.

4/2 Holiday

5-9 The idea of a complex thesis. Reader: Rodriguez. Five-page paper 6 assigned April 9.

12-16 The idea of prose style. Reader: Ackerman. Paper 6 due April 16.

19-23 Finding your own style: reading exercises, writing exercises, and discussion of paper 6.

26-28 Toward sophomore literature. Reader: Swift.

5/3 Practice sophomore literature exam about Swift.

5 Exam discussed; envoi.

No final.