

**HU-1111-26 & 77:**  
**ENGLISH COMPOSITION**  
**TTh 1:00:-2:15 p.m.; TTh 2:30-3:45 p.m.**  
**Fall 2012**

*Interviewer: How much writing do you do?*

*Hemingway: It depends. I rewrote the ending of A Farewell to Arms, the last page of it, thirty-nine times before I was satisfied.*

*Interviewer: Was there some technical problem there? What was it that stumped you?*

*Hemingway: Getting the words right.*

—Paris Review Interview

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and by appointment

### **Required Text**

Hacker, Diana. *A Writer's Reference. Seventh Edition.* Boston: Bedford/St. Martin's, 2011.  
ISBN 9780312601430.

**Note:** Students will also read works by Langston Hughes, Art Spiegelman, H. Bruce Franklin, Paul Fussell, Anne Lamott, and others contained in a bound packet available at the beginning of the semester. Page assignments from the packet listed in the Course Schedule are prefaced by a P, for example, "Kamikaze" (P 69-72).

**Course Description.** English Composition provides students with a review of basic writing skills and the writing process, concentrating on sentence, paragraph, and essay development. Students will also review the fundamentals of correct sentence structure, grammar, punctuation and mechanics. Critical thinking skills will be developed through reading, analyzing and writing. All writing tasks will be based on writing as a process: planning, drafting, revising, proofreading and editing.

**Course Goals and Objectives.** English Composition is a writing course that requires students to write papers that contain thesis statements, supporting arguments, and effective conclusions. The course will focus on clear sentences, coherent paragraphs, and complete essays. Grammar, punctuation, and mechanics will be emphasized. Proper documentation of outside sources will be required, using Modern Language Association (MLA) format. At the end of the course, a student should be able to write an essay that makes a significant point that is supported by examples, descriptions, definitions, analyses, comparisons, contrasts, and other forms of evidence. Final papers will also be grammatically and mechanically correct.

### **Student Learning Outcomes**

1. Write clear, coherent sentences with correct grammar, punctuation, and mechanics.

2. Develop and write clear, coherent paragraphs and be able to support the main ideas with details, examples, and other types of evidence.
3. Adopt transition words and phrases and use them appropriately in all forms of writing.
4. Develop and write appropriate thesis statements that function as the central idea of an essay.
5. Develop and write clear, coherent, organized essays and be able to support the main ideas with details, examples, and other types of evidence.
6. Cite and quote outside sources using the Modern Language Association (MLA) format.

**Attendance Policy.** Class participation constitutes 10% of your grade. Participation includes your presence in class and your active involvement in discussions. The only exceptions to mandatory attendance are (1) an excused absence based on documented illness, but only if you present medical documentation to me within one week of your absence; or 2) watch, but only if a copy of the watch bill is presented to me on the first day of class following the assigned watch. Absences for special liberty are not excused absences. You are responsible for all work done or due in class, whether you are present or not. Each unexcused absence will result in the loss of 10 points out of a total of 100 points for attendance; a student who has more than 4 absences—whether excused or unexcused—will fail the course. Quizzes constitute 10% of your grade. Short pass-fail quizzes may be given at any time to ensure students' completion of reading assignments. Students should assume there will be a quiz whenever there is a reading assignment. Failure on a quiz will result in the loss of 10 points out of the 100-point total for quizzes on Blackboard. Quizzes may not be made up at a later date.

**Plagiarism Statement.** Academic dishonesty, including the passing off of another person's ideas or words as your own, will result in failure on an assignment and possibly in the course. Further action may also be taken, including forwarding a plagiarized assignment to the Student Honor Board, which may recommend a cadet's suspension or dismissal from the academy. Turnitin may be used to detect possible plagiarism.

**Course Requirements.** Students are required to attend all classes, participate in class discussions, and complete all writing assignments listed in the class schedule below. Each student will also write five short (2-3-page) expository essays, including a narrative; a definition; an argument; and two analysis essays. Each essay assignment will be discussed in detail in class, students will receive a hard copy of the assignment, and it will be posted on Blackboard. Assigned essays in the packet will serve as models for your essays, and time in class will be devoted to discussing the readings, developing your essay ideas, working on drafts, and reviewing your own and your fellow students' work. All written work must be typed and presented in a hard copy and must follow MLA style. An e-mailed copy of your essay is not an acceptable substitute for a hard copy of your work and will not receive credit. Grades will be based on your written work and in-class participation. In the computation of grades, attendance will count as 10% of your grade, quizzes will count as 10% of your grade, and each of the five essays will count as 16% of your grade. All grades will be posted on Blackboard. See the following class schedule for all due dates. **Note on due dates: I do not accept late work (exception: medically documented illness); work is due at the beginning of class. Save all of your drafts throughout the semester, as you may be required to turn them in.**

**Students with Disabilities.** Massachusetts Maritime Academy is committed to providing reasonable accommodations to students with documented learning or other disabilities. If you

believe you may need accommodations in this class, please contact Dr. Fran Tishkevich, Disability Resource Director, at ext. 2208 or by e-mail at [ftishkevich@maritime.edu](mailto:ftishkevich@maritime.edu).

**Disclaimer.** The syllabus is subject to change as the semester progresses. Students will be notified of all changes, and the changes will be posted on Blackboard.

**Note:** The date on which assignments are listed below is the date on which they are due.  
Page listings prefaced with a P refer to the pages in the packet, for example, P 1-12.

### CLASS SCHEDULE

<b>Week 1</b>	September 6	Th: Introduction; discussion of syllabus Discussion of MLA style: read Hacker MLA-5 (Manuscript Format; Sample Paper, 429-431; 435-440); introduction to Hacker Web site, writing resources, and e-exercises
<b>Week 2</b>	September 11	T: Read “Shitty First Drafts” (P 1-4); read Hacker C1-C2 (Planning and Drafting, 3-20); annotation exercise in class; journal exercise in class <b>*Laptop required for class today only</b>
	September 13	Th: Read Hacker C4 (Writing Paragraphs, 32-45); discussion of drafts <b>*Writing due in class: Draft of a positive or negative writing experience</b>
<b>Week 3</b>	September 18	T: Read “Salvation” (P 5-6) and <i>Maus</i> (P 7-14); discuss readings; review Hacker C4-c (Patterns of Organization, 34-39) and C4-d (Making Paragraphs Coherent, 39-44); journal exercise in class
	September 20	Th: Discussion of Essay Assignment #1: Narrative; read Hacker S6 (Sentence Emphasis, 129-134) and S7 (Sentence Variety, 134-136); discuss Hacker readings in the context of “Salvation” and <i>Maus</i> ; in-class work on developing narrative drafts; read Hacker W4 (Appropriate Language, 159-164)
<b>Week 4</b>	September 25	T: <b>Draft of Essay #1 (Narrative) due in class (2 copies)</b> Collaborative work on narrative drafts; revision: read Hacker C3 (Revising, 20-28), especially “Checklist for Global Revision” at 21; discussion of peer review; e-exercise and peer review model
	September 27	Th: Peer review of drafts; grammar in context: discussion of grammatical issues based on problems found in student drafts; discussion of Essay Grading Rubric (P 73)
<b>Week 5</b>	October 2	T: <b>*Essay #1 (Narrative) due in class (1 copy)</b> Read “Monday Is Racist?” (P 15-16) and “Stigmatic Uniforms” (P 17-19); review Hacker C4-c (Patterns of Organization, 34-39); discussion of readings

	October 4	Th:	Discussion of Essay Assignment #2: Definition; continue discussion of “Monday Is Racist?” and “Stigmatic Uniforms”; journal and collaborative work on definition
<b>Week 6</b>	October 9 October 11	T: Th:	Collaborative work on definition drafts <b>Draft of Essay #2 (Definition) due in class (2 copies);</b> peer review of drafts
<b>Week 7</b>	October 16	T:	Final peer review of student drafts; grammar in context: discussion of grammatical issues based on problems found in student drafts Read Hacker A2 (Constructing Reasonable Arguments, 78-91) and Hacker A3 (Evaluating Arguments, 92-100); discussion of readings and inductive and deductive arguments
	October 18	Th:	<b>*Essay #2 (Definition) due in class (1 copy)</b> Read “A Vote Against Voting” (P 20-21) and “Voter Photo ID Laws” (P 22-23); discussion and evaluation of readings; journal and collaborative work on voter ID issue
<b>Week 8</b>	October 23	T:	Continue discussion of last Thursday’s readings; read “Voter ID Laws: 3 Perspectives” (P 24) and “Voter Identification Requirements” (P 25-36); discussion of Essay Assignment #3: Argument
	October 25	Th:	Read Voting Rights Act of 1965 (P 37-40) and 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments (P 41); continue discussion of all voter ID readings; review Hacker A2 (Constructing Reasonable Arguments, 78- 91); collaborative work on voter ID issue
<b>Week 9</b>	October 30 November 1	T: Th:	<b>Draft of Essay #3 (Arg.) due in class (2 copies);</b> peer review In-class work on drafts of Essay Assignment #3 (Argument); grammar in context: discussion of grammatical issues based on problems found in student drafts; final peer review
<b>Week 10</b>	November 6 November 8	T: Th:	<b>*Essay #3 (Argument) due in class (1 copy)</b> Read “The Marlboro Man” (P 42-52) and Hacker A1 (Writing About Texts, 67-77); discuss visual images Discussion of Essay Assignment #4 (Analysis of Visual Text); in-class annotation exercise with advertisements (P 52 and 53)
<b>Week 11</b>	November 13 November 15	T: Th:	<b>No class: OBSERVE MONDAY SCHEDULE</b> <b>Draft of Essay #4 due in class (2 copies);</b> peer review

<b>Week 12</b>	November 20	T:	Further discussion of draft of Essay #4; grammar in context: discussion of grammatical issues based on problems found in student drafts; final peer review
	November 22	Th:	<b>No class: THANKSGIVING DAY</b>
<b>Week 13</b>	November 27	T:	Read "From Realism to Virtual Reality: Images of America's Wars" (P 54-61); review Hacker A1 (Writing About Texts, 67-77); visual images exercise in class
	November 29	Th:	<b>*Essay #4 (Analysis of Visual Text) due in class (1 copy)</b> Continued discussion of Tuesday's readings; discussion of Essay Assignment #5: Analysis of Visual Image of War; collaborative work on Visual Images of War (P 62-68)
<b>Week 14</b>	December 4	T:	Visual Images of War (P 62-68); discussion of Essay Assignment #5: Analysis of a Visual Image of War; collaborative in-class work on images of war
	December 6	Th:	In-class group and individual work on analysis essay; read "Kamikaze" (P 69-72); read Hacker R2a-d (Evaluating Sources, 346-357) and R3a-c (Managing Information; Avoiding Plagiarism, 357-365)
<b>Week 15</b>	December 11	T:	<b>Draft of Essay #5 (Analysis of Visual Image of War) due in class (2 copies); peer review</b>
	December 14	Th:	Final review of drafts of Essay #5; grammar in context: discussion of grammatical issues based on problems found in student drafts

**\*Essay #5 (Analysis of Visual Image of War) (1 copy) is due in the instructor's office (Hurley Building 217) on Friday, December 15, by noon.**

**THERE IS NO FINAL.**