

English Composition I (ECI) Fall 2016 ENGL 101-68

Course Description: English Composition I (ECI) is a required course for all NJCU students. Students who receive an English Placement Exam or WRAP score of 4 or 5 are eligible to take ECI.

English Composition I is an intensive 4-credit reading and writing course designed to help students improve their communications skills in ways that will enable them to succeed in college and beyond. Throughout the semester students are given ample opportunity to develop their ability to read, write, listen, and speak more effectively—particularly in ways that are appropriate for academic work and a professional career. By the end of the course, students should be able to (1) read and engage with complex essays of some length; (2) think critically about what they have read and consider its relationship to their own ideas, beliefs, and values; (3) write essays that are thoughtful and organized, and that follow the conventions of academic writing and standard written English; (4) show familiarity with a variety of rhetorical forms, including **narration, description, exposition, and argumentation**; (5) demonstrate awareness of the issues involved in working with primary and secondary sources; and (6) effectively communicate orally in a variety of contexts. As students gain proficiency in these abilities, they are prepared for more advanced work in English Composition II.

Course Goals of this Section: In this section of ECI, you will build your reading, writing, debating, and research skills as part of a history game developed by the Reacting to the Past program. In this game—*Patriots, Loyalists, and Revolution in New York City, 1775-1776*—you will role-play characters in a dynamic historical setting, competing to achieve victory objectives and decide New York’s fate during the American colonial struggles with England. You will improve speaking, writing, critical thinking, and problem solving skills in order to prevail in difficult and complicated situations. While you adhere to the views and beliefs of the historical figure you have been assigned, you must devise your own means of expressing those ideas persuasively in papers and oral presentations.

Learning Objectives:

- Developing critical listening, reading, and analytical response skills, as a means of determining and developing your own judgments and values on critical issues.
- Demonstrate understanding of writing as a process by using strategies such as drafting, revising, editing, and proofreading.
- Developing reading comprehension and ability to identify an argument’s major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in narrative, descriptive, expository, and argumentative essays, using standard English. Essays will vary in length between 1-3 pages and will demonstrate an understanding of audience, voice, and purpose.
- Incorporating research skills into writing process by gathering information and engaging with sources to form a coherent supported argument. Students will practice quoting, paraphrasing, and agreeing or disagreeing with relevant sources.
- Demonstrate understanding of ethical attribution and citation. Essays will avoid plagiarism.

Required Texts and other Materials:

- Offutt, Bill. *Patriots, Loyalists, and Revolution in New York City, 1775-76* (Second Edition). Norton, 2015. (ISBN: 978-0-393-93889-0) [Available at the NJCU Bookstore]
- Notebook for in-class writing, note-taking, and secret communications within your faction
- Google Drive and DropBox Accounts
- Bring a hard copy of the syllabus and the Game Book with you to every class

Grades

Participation (10%): You must come prepared to discuss assigned readings in class, turn in work on time, and either actively participate in class discussion or actively engage in it by listening attentively.

Response/Thesis Paper (10%): You will write one (1) response paper, responding to a scene from *John Adams*. You will write one version of this paper in the first weeks of class, and then revise and submit a final draft of this paper at the end of the semester. Your first response must be 2 pages, and your second response must improve and expand upon the first (approx. 3-4 pages). Use Times New Roman font, and MLA format for citations. Your final draft must contain a “working thesis.”

Narrative Essays (10%): You will write two (2) narrative essays: (1) a letter written in-character to a relative or other recipient that explains your response and position on Locke, and (1) a journal entry responding to an act/proclamation/law/event as it would have affected or impacted your character. Each essay must be 1-2 pages (at least 400 words) in length, and double-spaced.

Description Essays (10%): You will write two (2) descriptive papers: (1) a Biopoem for your character that you will then transform into a paragraph about your character, and (1) a description of the use and context for one keyword in Locke’s *Second Treatise*. Each description must be 1-2 pages (at least 400 words) in length, and double-spaced.

Exposition Essay/Midterm (5%): You will write an exposition essay on Locke’s *Second Treatise* in class on October 4th. If you know in advance that you will miss class on that day, please notify me in advance to schedule another time to write your midterm essay.

Compare/Complicate Essay (10%): You will write one (1) comparative essay, building on all your previous work on Locke’s *Second Treatise*. The first paragraph of this essay will summarize Locke’s position, your second paragraph will summarize Hobbes’s position, your third paragraph will explain how Hobbes’s argument *complicates* Locke’s, and your fourth paragraph will introduce your overall position on Locke and Hobbes (who is more compelling?), and on the topic (you might expand this into 2 paragraphs). This essay must be 3-4 pages (at least 800 words) in length, and double-spaced.

Argumentation Essays (20%): You will write two (2) game papers, both meant to persuade your audience to side with your position on a particular issue. Each essay must be 3-4 pages (at least 800 words) in length, and double-spaced. You must upload your formal paper within 12 hours of the class in which you give your oral presentation. This is because other students will read your paper and respond to it in their presentations after yours. Use MLA format for citations.

Interest Group Poster (10%): You will create a poster about an act/law/proclamation/event. The writing on the poster, its attention to historical accuracy, and presentation will be graded.

Oral Presentations and Overall Game Participation (10%): You will make two (2) oral presentations based on your formal papers. Distill your argument to 3-5 major points. You may not read directly from your paper, but you can use a flashcard that summarizes your key points.

Exposition Essay/Final (5%): You will write an exposition essay about the game and give advice to future students. Explain what they need to know before starting the game **without revealing any game or character secrets**. Include advice for writing a strong, persuasive argument.

Plagiarism Policy: The NJCU student handbook defines plagiarism as the attempt: “a) to steal and pass off ideas or words of another person as one’s own, b) to use material without crediting the source, and c) to present as new and original an idea, phrase, or statement derived from an existing source.” In other words, if you submit an essay you didn’t write, or that contains a passage *or even ideas* that you borrowed from elsewhere without using quotation marks, footnotes, parenthetical citations, or a works cited page to document the source, then you have plagiarized—*whether you meant to or not!* It is your responsibility to know how to cite sources properly (and if you do not know how, just ask). Plagiarism will result in failure for that assignment, and I am required to report the incident to the Dean of the College of Arts & Sciences. If you are uncertain about your use of a source, contact me for help. I’m interested in your thoughts, not someone else’s.

~ Course Calendar & Assignment Schedule ~

- Sep 6** Review Syllabus & Watch a scene from *John Adams* (2008)
Homework: **Write 2-Page Response to *John Adams* (1st Draft)**
Read Game Book Intro (pages 3-11) & “Punctuation” in DropBox
- Sep 8** Workshop Drafts & Discuss Book Introduction & Island Mapping
Homework: **Revise Response to *John Adams* (Due Sep 13)**
Read excerpt from *Battle for New York* in DropBox
Read Chapter 1 of *They Say/I Say* and complete Exercise 1
- Sep 13*** Discuss *Battle for New York* & *They Say/I Say* Exercise
Homework: Read Historical Context (12-23) & Appendix A (69-71)
Vocabulary Bites: Circle any words you don’t know on pages 12-23
Read Chapter 2 of *They Say/I Say* and memorize list of verbs
- Sep 15** Discuss Historical Context & Vocabulary Bites, Distribute Roles
Homework: Read Economic & Political Roots (23-39)
Read Chapter 3 of *They Say/I Say*
Write 1-Page Biopoem, Upload to Google Folder
- Sep 20*** Discuss Economic & Political Background, How to Write a Paragraph
Homework: **Turn Biopoem into 1 Paragraph Description, Upload**
Read Introduction to Locke (72-77) & Chapters 1-2 (78-80)
Pick a keyword to follow as you read Locke, circle it when it appears

- Sep 22*** Discuss Locke & Share Keywords
Homework: Read Chapters 4-5 of Locke's *Second Treatise* (81-87)
Circle your keyword every time it appears in the Locke reading
- Sep 27** Locke & Keywords Exercise, Introduce and Discuss Hobbes
Homework: Read Chapters 7-End of Locke's *Second Treatise* (88-106)
Write 1 Paragraph on Keyword, Email to Instructor
- Sep 29*** Discuss Locke & Mad Lib: Fill in the Blanks on Locke
In-class writing: Narrative Essay (in-character) about Locke
Homework: **Finish and Revise Narrative Essay**
Read Chapters 4-5 of *They Say/I Say* and do Ex. 1 in Chapter 5
- Oct 4*** **Midterm Exposition Essay on Locke & Review *They Say/I Say***
Homework: Read Game Book (40-50, 58-65) & "Using Sources" in DropBox
Begin Writing Compare/Complicate Essay
- Oct 6** In-class Workshop of Compare/Complicate Essay
Homework: Read Chapters 6-8 of *They Say/I Say*
Finish Compare/Complicate Essay
- Oct 11*** Review *They Say/I Say* & Game Handouts, Grade Example Paper, MLA Format
Homework: Read Paine's *Common Sense* (132-147)
- Oct 13** Discuss *Common Sense* & Aphorisms Exercise
Homework: Read remaining Appendix C documents (107-131, 148-159)
Read "Political Authority" from *Radicalism* in DropBox (77-92)
- Oct 18** Discuss Documents and *Radicalism* & Factions Organize
Homework: Study Game Materials and Brainstorm for Paper 1
- Oct 20** Interest Group Poster Project
Homework: **Complete Poster (Due Oct 25)**
- Oct 25*** Poster Presentations, In-class Writing Response
Homework: **Finish & Revise Response to Historical Event (Due Oct 27)**
- Oct 27*** Writing & Research Day for Game Paper 1 (Consult with Faction)
- Nov 1** Faction Meetings to prepare for Congress Election {Game Begins!}
Homework: **Select Patriots/Loyalists Finish Paper 1 (Due Nov 3)**
- Nov 3*** First Organization of Congress to Elect Chair & Presentations of Initial Papers
Homework: Read 1st Set of Submitted Papers
Remaining P/L Finish Paper 1 (Due Nov 8)

- Nov 8*** Papers & Proposals by Leading P/L's {April 1775}
 Debate on the Association and the Courts
 Homework: Read 2nd Set of Submitted Papers
Moderates/Crowd Finish Paper 1 (Due Nov 10)
- Nov 10*** Presentations of Remaining P/L & Some Crowd Papers {Apr-Aug 1775}
 Debate/Vote on the Association and the Courts
 Homework: Read Remaining Paper Submissions & Petitions to Congress
- Nov 15** Presentations of Moderates & Remaining Crowd {Aug-Dec 1775}
 Debate on Military, Petitions by Women and Slaves
 Homework: **Begin work on Paper 2**
- Nov 17** Writing & Research Day for Game Paper 2 (Consult with Faction)
- Nov 22** Faction Meetings & Debate/Vote on Military, Women & Slaves {Aug-Dec 1775}
 Homework: **Leading P/L's finish Paper 2 (Due Nov 29)**

Happy Thanksgiving!

- Nov 29*** Papers by Leading P/L's & Debate Independence vs. Reconciliation {Jan-Jun 1776}
 Homework: **Remaining finish Paper 2 (Due Dec 1)**
 Read Submissions
- Dec 1*** Final Petitions by Crowd & Vote on Final Issues {Jul 1776}
 Game Ends, All Papers Due
- Dec 6** Game Post-Mortem: Discussion of What Transpired, Revelation of Secrets
 Gamemaster Presents What Really Happened
 Letter to Future Students (Final Exposition Essay)
 Homework: Read your first response to *John Adams*
- Dec 8** 2nd Viewing of *John Adams* & In-class Revisions of Response to Film
 Homework: Revise *John Adams* Response Paper

Final Response Paper Due: _____