ENGL 110
College Composition I
3 Credits
Yvette Koepke
M-Tu-W-Th 10:00-12:00
May 18-June 26

This is an Essential Studies course and will satisfy your distribution requirement in Communication (1).

English 110, College Composition I, asks students to actively practice the skills and conventions associated with academic reading and writing. Over the course of the semester, you will read 3 to 4 complex, thought-provoking essays and will draft and revise 5 formal papers. Through the writing and revising of these papers, you will practice working with challenging ideas: you will be asked to be responsible to what others have said and also to consider how your own ideas and perspectives are shaped through the acts of reading and writing. To this end, the course will introduce you to very specific academic writing strategies: how to give a written project focus; how to make claims and how to support them with evidence; how to summarize and to quote from sources; how to use transitions and metacommentary to develop and to articulate your own perspectives; how to cite and document sources according to MLA standards; and how to effectively edit your written work. You will practice and improve these strategies in a classroom environment that is committed to active learning through an emphasis on revision, peer review, conferencing, and writing workshops.

Required Texts:
Ways of Reading (10th edition)
They Say, I Say (3rd edition)
This is an Essential Studies course and will satisfy your distribution requirement in Communication (2). English 130, Composition II: Writing for Public Audiences, builds on the academic writing skills practiced in English 110, but, in the interest of developing engaged citizens of the information age, the course will ask students to produce research projects, collaborative group proposals, and written documents with a practical purpose (documents that will help inform and persuade the public, such as letters, emails, websites, promotional materials, etc.). You will begin the course by reading about an important social issue and then will determine how you might use this knowledge to serve your communities. A community project will then lead you to both primary and secondary research projects and to a collaborative proposal. At the end of the semester, you will practice writing to effectively promote the community issue and project. Throughout the semester, the course will ask you to think carefully about audience and purpose as you consider the real impact that your writing could have on actual audiences. Like English 110, this course emphasizes active learning through an emphasis on revision, peer review, group projects, and writing workshops.

Required Texts:
The Business Writers Companion (7th ed.)
They Say, I Say (3rd ed.)
One additional text to be determined by the instructor
Literature written for adolescents is wildly popular right now: these books regularly show up on bestseller lists; critically-acclaimed authors are writing for this audience; and many adults are willing to identify themselves as avid fans of the Twilight series and the Harry Potter books.

Clearly, something is going on, and this is what we will explore in this class. What are these texts giving to their readers? What story, about growing up, about individuality, and about how we come to decide who we want to become, do these texts tell?

We will begin by reading a couple of novels that might best be categorized as children’s literature in order to give us a working definition of Young Adult Literature. We will discuss some classic adolescent novels to further refine our definition of this genre before we move into a consideration of several recent—and very popular—young adult novels.

The reading list is not yet complete, but it will likely include the following: Charlie and the Chocolate Factory, A Bad Beginning, The Chocolate War, one of the Harry Potter books, Twilight, The Hunger Games, A Northern Light, Speak, King Dork, and The Absolutely True Diary of a Part-Time Indian.