HUI01H First-Year English I
Introduction to College Composition and
Communication
Winter Quarter, 1999-2000  Walker 108  Professor Gill, PhD
2:05-2:55 MWF  gegill@mtu.edu
Office: 327 Walker  Office hours: (e-mail address,
3-4 MWF  checked once a day)
Office phone: 487-3246

(Once a month, I will host an effective teaching colloquia. I chair
the series which meets on Fridays at 3:30, so I will need to leave
the office early on those days. Our first one will be Friday, Dec. 3,
for this Winter Quarter.) If you have difficulty reaching me, you
my call me for urgent matters at my home between 7-9 p.m. at 482-4283.

RESEARCH DAYS: Tuesdays and Thursdays (Due to a major book I am
authoring being at the copyediting stage, I must ask that no student
appointments be scheduled on Tuesday or Thursday at all, please.)

CATALOG DESCRIPTION: Composition and an introduction to the humanities
for students who qualify for exemption from the regular first-year
freshman English sequence. Includes introduction to library research
and use of research in formal essays. Frequent student projects,
group discussions, and conferences with instructor are required.
Students are assigned to HUI01H on the basis of ACT, SAT, and AP
scores.

N.B. I do not choose the students in this class and cannot give you
permission to enroll. Please see Dr. Dennis Lynch if you feel that
you belong in an Honors class.

A PORTFOLIO OF YOUR WORK IS REQUIRED THE LAST WEEK OF CLASS. YOU MAY
WISH TO RETAIN A COPY FOR YOUR OWN FILES, SINCE THESE WILL BE STORED.

with 1999 MLA Update, by Gilbert H. Muller

QUESTION WHICH WILL PERMEATE THIS CLASS: As the millennium approaches,
will be have chaos or community?

Mon. - Nov. 29--Introduction of ourselves, filling out of biographical
information on index cards, distribution of syllabi, course
expectations.

Wed. - Dec. 1--film, The Shawshank Redemption, with Morgan Freeman
and Tim Robbins

Fri. - Dec. 3--Shawshank Redemption

Mon. - Dec. 6--Shawshank Redemption/ SAMPLE SENTENCE OUTLINE WILL BE
DISTRIBUTED.

Wed. - Dec. 8--Conclusion of Shawshank (We will discuss the film each day.)

Fri. - Dec. 10--Class will meet in the Van Pelt Library. Please look
for three articles in academic data bases related to
the content of the film. You may look at articles on
increasing incarceration, the money that goes into
prisons, and the development of a prison culture.

(next page, please)
You may wish to look at the film, itself. What about its critical reception? Would a paper on Morgan Freeman or Tim Robbins be palatable to you? Would you wish to write about the prison community? Prison rape? The friendships?

REQUIRED: I need three cards (properly documented) at the end of the hour that will give me the names of three articles which will support (inform) your first paper. Please look at the back of your text for MLA documentation form.

Mon. Dec. 13--SENTENCE OUTLINE DUE FOR FIRST PAPER. Work on draft of paper in class in groups./Opt for times for your paper.

Wed. Dec. 15--FIRST PAPER DUE! (750 words). Please double-space all work and use a size 14 font. This is very important. Five (5) students will present their papers, verbatim. Do not include your outline, but do include a Works Cited page. All students in the class are to bring index cards in order to critique their peers. Positives should go on the left side and suggestions for improvement on the right hand side. All critiques must be signed by the student who writes them and you should hand the cards to the student reading his or her paper when that student finishes. It is crucial that students come to class and present when they are scheduled, so as to have ample opportunity to get a calm response that is measured, and not rushed.

Fri. Dec. 17--Five student papers
Mon. Dec. 20 - Five student papers
Wed. Dec. 22--Five student papers (If you are going home early, please do not opt for this date.)

CHRISTMAS, HANUKKAH, NEW YEAR AND KWANZAA RECESS


While I realize that AIDS is not contracted from sex, alone, you may also wish to explore the consequences of sex, in or outside of marriage, including living together, venereal diseases other than AIDS, unwanted pregnancy. Your papers are not limited to the Gould article. Will we have chaos or community in the sexual revolution? Also, please look at page 584 of your text, "Criteria for Evaluating Sources for Your Project."

Mon. - Jan. 10--Works Cited Page due. (While I do not require annotation, I would enjoy hearing about your sources and their reliability.)

Wed. - Jan. 12--Work on sentence outlines in groups.
Fri. - Jan. 14--Sentence outlines due for Theme II, and please read before coming to class, "Sex, Lies and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other," by Deborah Tannen, 149. Discussion of questions on page 154.

Mon. - Jan. 17--Official Martin Luther King, Jr. Day

TBA

(next page, please)
THEME II presented/five students per day.

Fri. -Jan. 28--CUSHION-TBA /Student panelists volunteer.

Mon. -Jan. 31--Possible student evaluation of my teaching. (The forms will come; it is a matter of when.) A panel on student alcohol consumption and student violence. Why do some students on college campuses drink to excess? Can the patterns which are alarming be reversed? Why is there rage, especially among young males, that manifests itself in physical fights, rape, suicide, homicide, depression and other forms of destruction? Can the trend toward violence be reversed? Will we have chaos or community? Express your own views, but please read at least one source from an academic data base, or a quality newspaper/magazine. The latter are indexed on some academic data bases, as well.

Wed. - Feb. 2--Works Cited Page due for Theme III

Work on sentence outline in groups.


Mon. - Feb. 7--Sentence outline due for Theme III; grammar review, and opt for a date for your presentation, please.

Wed. - Feb. 9-Wed. -Feb. 16--Presentations from five students per day of THEME III

Fri. - Feb. 18--COLLECTION OF PORTFOLIOS REQUIRED. Students should also bring three written sentences evaluating their own progress. Answer these questions, please:
1. What are your strengths?
2. What have you learned these ten weeks that you did not know before coming to this class?
3. What are your specific plans (do not be vague) for becoming a better listener, speaker, writer and reader?

ABSENCES: I may be gone out of town this quarter, but I hope to be here as often as possible and I ask the same of you. If you have ten absences, I will suggest that you drop.

GRADING: Each of the three papers will count equally. There is no final examination.

GRADING CRITERIA: Please read the attached form.

N.B. Under the Americans With Disabilities Act, I do respectfully request that you write in a font no smaller than a size 14 and that you double-space. Because it is very difficult for me to read a smaller font, I will return work that is not double-spaced and not in a size 14 font.

Thank you for taking my class!
GRADING CRITERIA

No set of criteria can include all the characteristics of every forceful and convincing piece of writing or speaking. However, the purpose of this form is to help you learn to incorporate certain elements of effective communication in all your papers and speeches.

CONTENT

Central idea is clear and limited.
Support is sufficient and relevant.
Sources are attributed as needed.
There is a sense of closure.

ORGANISATION

Beginning engages interest.
Development shows that thoughtful analysis is apparent.
Significance is maintained.
There is a sense of closure.

EXPRESSION

Tone is the most important element in writing. Are you angry if you mean to be? (Anger may be fatal in some communication, but effective in others.) Are you polite if you intend to be? Do you convey a tone of arrogance if you do not mean to be?

Are your sentences varied?

Are your word choices precise?

DELIVERY

Conveys involvement with the audience. Are you animated in your delivery? Do you rely on too many gestures? Do you maintain eye contact with your audience? Do you project? What about your rate? intensity?

MECHANICS

Do you proofread? Do your subjects and verbs agree? Is your spelling accurate? Do you write in fragments? These can be very serious. Poor grammar is not a minor matter.

We use the MLA Handbook, 4th Edition as our guide for documentation. Please locate a copy.