COURSE DESCRIPTION: In the new millennium, shall we have chaos or community? We will view the film Shawshank Redemption as one way of answering that question. While students choose their own perspectives, possibilities include the positives of community such as weddings, skiing trips, song fests, religious retreats, family reunions, Winter Carnival, and chorus/drama groups. We will explore the chaos of video games and violence, suicide, domestic violence, excessive materialism, indifference, binge drinking, rape, the pregnancy epidemic, and the AIDS epidemic.

Noel Coward, Blithe Spirit

N.B. As part of the fulfillment of the word count requirement for this course and for many other reasons, I wish to suggest that you keep a personal diary--a page a day in a separate small notebook. We will never read it, of course, and no one will grade it. I started a diary in June, 2000. It is amazing what we learn about our daily activities. In addition, writing on a daily basis improves syntactic fluency and helps reveal our feelings and what we do. This is NOT a requirement, since we will never know. It is a suggestion.

N.B. A PORTFOLIO OF YOUR WORK IS REQUIRED AT THE END OF THIS SEMESTER. (Please note the tentative dates for your portfolio conference with the professor.) In addition to the four papers you write this term, I would appreciate, on the top of your papers, a half-page assessment of your own growth and a plan (ten-year plan) for improving as a reader, writer, listener and speaker.

Tu. - Aug. 29--Introduction of ourselves, filling out of biographical information on cards, distribution of syllabi, course expectations. Begin viewing Shawshank Redemption.
Th. - Aug. 31--View and discuss Shawshank. (Tim Robbins and Morgan Freeman) SAMPLE SENTENCE OUTLINES DISTRIBUTED!
Tu. - Sept. 5--Conclude viewing and discussing of Shawshank.
Th. - Sept. 7--Tentative plans are to meet in the Van Pelt Library to look for three articles in academic data bases related to the content of the film. I need your cards at the end of the hour. Please document according to the MLA. Note how at the end of your textbook.
Tu. - Sept. 12--Opt for a time for presentation of your first paper. SENTENCE OUTLINE DUE FOR FIRST PAPER. Share. I also need a copy, as you share. This should be one page, only!

(next page, please.)
Th. - Sept. 14--FIRST PAPER DUE. (750 words, maximum; 500 minimum)
These must be double-spaced and they must have a
size 14 font, which I respectfully request under the
ADA. They must be presented in class and I need a copy.
Students are to write written critiques of each paper
on index cards, according to criteria established on
the last page of this syllabus. You should write
positives on the left side of the card; draw a vertical
line in the middle of the card and write suggestions
for improvement on the right. You must sign your
name. Anonymous index cards should be discarded by
students receiving them. I hope that ten students
per day will present.

Tu. - Sept. 19--Ten more students present.

Th. - Sept. 21--"Sex Ed," Anna Quindlen, p. 53 of main textbook.
Panel discussion on pregnancy, venereal disease and
other issues important to you

Tu. - Sept. 26--Please read (before coming to class) p. 584 of your
main text, "Criteria for Evaluating Sources for Your
Project." WORKS CITED PAGE due in class. I will ask
for a copy and will ask that each of you briefly
describe in three minutes or less the one you found
most valuable. This is the Works Cited page for the
second paper which should relate to sex. If you are
uncomfortable with this or not interested, please
read the course description at the top of this
syllabus for the many other possibilities, or choose
your own.

Th. - Sept. 28--Work on sentence outline in groups. (for Theme II)
Tu. - Oct. 3-- Share sentence outlines due for Theme II in class.
These should be one page only!!! If it is longer, it
is too long. Please look at the model.

Th. - Oct. 5-- Theme II (ten students)
Oct. 9-12--MID-TERM REPORTING PERIOD (will include only the grade from
Theme I)

Tu. - Oct. 10--Theme II
Th. - Oct. 12-Th., Oct. 19--Blithe Spirit, Noel Coward (dramatic readings
of the entire play by students and teacher).

Blithe Spirit, directed by Richard Blanning, will be in McArdle Theatre
(on the second floor of this building) from Oct. 19 through Oct. 28.
Go, if you can. (Ask your instructor, but suggested strongly.)

Work on draft and outline of Theme III. (Start with
outline.)

Th. - Oct. 26--Work on draft of Theme III in groups.
Tu. - Oct. 31--Theme III due (10 students) on some facet of Blithe
Spirit, or a wedding, or some dimension of family,
positive or not so positive. A paper on domestic violence
or the occult might go here—even a family reunion.

Th. - Nov. 2--Theme III (ten more students present their papers).
Peer review accompanies all presentations and I must
always have a copy at the time you present.

Tu. - Nov. 7--CUSHION/Panel discussion on alcohol consumption, binge
(next page, please)
drinking on campus, video games, depression and violence. If there are constructive ways of reducing these events/situations, that is also grist for a paper.

Th. - Nov. 9--Locate three articles in the library before coming to class. Read them. Give us a three-minute report on the one you found most useful in connection with Theme IV.

Tu - Nov. 14--Work on outlines, first, and then drafts of Theme IV.

Th. - Nov. 16--Outlines and drafts in class in groups. You may also work in The Writing Center during either of these days.

THANKSGIVING RECESS (November 17 at 10:00 p.m. until 8:00 a.m., Monday, November 27.)

Tu. - Nov. 28 and Th., Nov. 30--Theme IV presented.

Tu. - Dec. 5--Possible student evaluation. (This is required; however, with the new semester system, I can only guess as to when it will come. It has to be done at one time and in a group. One cannot do the evaluation another time if absent, so we will need to be flexible with our schedule.)

PORTFOLIO CONFERENCES WILL BE SCHEDULED FOR THE REMAINDER OF THE TERM, IN MY OFFICE, AFTER I LEARN THE DATE OF STUDENT EVALUATIONS. WE MUST BE IN THE CLASSROOM FOR THE EVALUATION.

LENGTH OF PAPERS: 750 words, maximum. Please do not exceed this length.

ALL PAPERS MUST BE DOUBLE-SPACED AND THEY MUST BE IN A SIZE 14 FONT!!

GRADING: You will be graded equally on all four papers. While I very much believe in class participation, I cannot give you credit. Obviously, in border-line cases, I take participation into account and your active involvement helps me to get to know you better. I do not take off for or add points for attendance.

ATTENDANCE: Your relationship with me is strained if you do not come, and so is mine with you if I fail to show up regularly. The rule of thumb is three absences a semester. Any student with ten (10) absences who also does not turn in work will get an automatic X; I will not try to do massive paper grading from students who do not attend, do not drop and do not pass in work until the last week. Emergencies are always given favorable consideration.

GRADING CRITERIA: Please see the next page.

Thank you for taking my class.
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: clear; limited; implications of situation carefully considered? adapted to audience?
Support: sufficient, relevant? specific? sources attributed as needed?

ORGANIZATION
Beginning engages interest? indicated purpose? Development: thoughtful analysis apparent? Purpose and relationship of sections clear? paragraphs coherently structured?
Ending: significance maintained? Is there a sense of closure?

EXPRESSION
Tone: indicates involvement with subject? (I hold that tone is the single most important element in writing.) Appropriate to purpose and audience?
Appropriately maintained?
Sentences: clear? concise? varied? patterns suitable for reading and/or listening?
Word Choice: accurate? appropriate to audience?

DELIVERY
Conveys involvement with audience and subject: animation? (Is your delivery alive and enthusiastic?) Are gestures appropriate? Do you have too many gestures? Are they overdone? Eye contact? Too much reliance on notes? Are you familiar with the piece you are presenting?
Voice: articulation clear? appropriate projection? intensity? rate?

MECHANICS (Writing and speaking)
Usage: tense? subject-verb agreement? (This can be very serious.)
Do you write in fragments? (This is a serious problem.)
Documentation: form correct? We use the MLA Handbook as our guide. It can be purchased. I recommend the Fourth Edition. It is also available on the World Wide Web. It is in the library and in the Writing Center.