

**English 1103: Honors Composition I**  
Fall Term 2004

**Dr. Glen Robert Gill**

Office: Smith Hall 178

Office Hours: MWF 1:00–2:00 p.m., TTH 2:30–3:30 p.m.

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Course Description

Honors Composition I is the first of the two composition courses taught at Troy University for the superior student. The purpose of Honors Composition I is to introduce students to the processes of reading and modes of writing at the university level. The course consists of six units, one dedicated to each of the major modes of rhetoric: students will read and discuss model essays which exhibit each mode (and reflect both traditional and current topical concerns), and will submit a written assignment at the conclusion of each unit. Various grammatical and technical issues will also be addressed. There will be a longer essay submitted at the end of term, and the remainder of the student's grade will be derived from reading quizzes and a participation grade given for scrupulous attendance and involvement in class discussion.

Course Objectives

1. Compose formal essays according to various modalities of critical thinking (A, C, D)
2. Develop analytical and critical reading skills (A, B, C, D)
3. Write and speak for various audiences for a variety of purposes (A, C, D)
4. Compose using effective writing process strategies (A, C, D)
5. Demonstrate mastery of editing for standard American English (A, B, C)

Criteria for Certification of Teachers in Secondary Schools

- a. Demonstrate an understanding of, and show effective performance with, diverse learning populations in a variety of school cultures
- b. Demonstrate proactive leadership, professional conduct and well-balanced professional dispositions
- c. Demonstrate effectiveness as communicators, facilitators, pedagogues, and scholars
- d. Build multi-level collaborative partnerships and mentoring relationships
- e. Demonstrate competencies in content area knowledge, assessment, and emerging technologies
- f. Demonstrate cutting-edge competencies in pedagogical and applied research skills
- g. Practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development (develop critical thinking)
- h. Demonstrate an ability to generalize and solve problems creatively
- i. Refine and evaluate innovative delivery and assessment models
- j. Demonstrate professional qualities that contribute to build safe, supportive, creative, and stimulating learning environments

### Texts, Materials and Requirements

Peterson, Linda H. and John C. Brereton, eds. *The Norton Reader* (Shorter Eleventh Edition). New York: W. W. Norton, 2004.

Webb, Suzanne, *et al. Hodges' Harbrace Handbook*, 14th ed. Boston: Heinle and Heinle, 2001.

### Assignments and Grading

Modal assignments (6 x 10%)	60%
Final essay	20%
Quizzes and Participation	20%

### Attendance and Participation

Attendance of and participation in each class of this course is expected, and crucial if the student hopes to achieve a good grade. Missed classes and/or poor involvement in class significantly diminishes one's mark, as the participation grade suffers and an unfamiliarity with course material that has been missed adversely affects the quality of future assignments and the final paper. Unexcused absences and disregard of classroom etiquette (disruptive behavior, failure to turn off cell phones or pagers, etc) count against the participation grade, whereas good attendance and involvement in class discussion count towards it.

### Late Assignments

Assignments must be completed and submitted on time, and will be considered late if they are not handed in during the class in which they are due. Late assignments will have points deducted from their final grade. If you find you cannot submit an assignment on time, you should submit it early or discuss the situation the professor well in advance of the assignment due date.

### Plagiarism and Academic Integrity

Assuming or implying authorship of or claiming credit for the writing, research, or ideas of another person or organization is a serious academic crime. Students are assumed to understand that any material that is not their own (including any derived from online sources) must be acknowledged as such, and that plagiarism is a major breach of intellectual integrity that usually results in disciplinary action.

### Writing Center

The Writing Center, located in Wright Hall, Room 133, offers additional instruction and resources to help students improve their writing. To make an appointment with a tutor at the Writing Center, call 670-3305, or visit the Center in person.

## Special Accommodations

Students requiring special consideration or classroom conditions under the Americans with Disabilities Act should notify the professor as soon as possible, and consult the Adaptive Needs Office (Trojan Center, Room 215).

## Course Schedule

Aug. 23	<b>Introduction</b>
Aug. 25	<b>Description:</b> Ehrlich, “Spring” (344–52)
Aug. 27	Eighner, “On Dumpster Diving” (27–36)
Aug. 30	Lewis, “Notes on Punctuation”(317–19)
Sept. 1	Mairs, “On Being a Cripple” (36–46)
Sept. 3	Orwell, “Shooting an Elephant” (493–98)
Sept. 8	<b>Description Assignment due</b>
Sept. 10	<b>Narration:</b> Thoreau, “Where I Lived, and What I Lived For” (674–83)
Sept. 13	Atwood, “True North” (90–100)
Sept. 15	White, “Once More to the Lake” (52–57)
Sept. 17	Shah, “Tight Jeans and Chania Chorris” (210–14)
Sept. 20	Tisdale, “We Do Abortions Here: A Nurse’s Story” (426–33)
Sept. 22	<b>Narration Assignment Due</b>
Sept. 24	<b>Cause &amp; Effect:</b> Staples, “Why Colleges Shower their Students with A’s” (287–89)
Sept. 27	McMurtry, “Kill ‘Em, Crush ‘Em, Eat ‘Em Raw” (200–05)
Sept. 29	Dickerson, “Who Shot Johnny?” (232–35)
Oct. 1	No Class – Dr. Gill is out of town
Oct. 4	No Class – Dr. Gill is out of town
Oct. 6	Goodheart, “9.11.01: The Skyscraper and the Airplane” (187–93)
Oct. 8	Orwell, “Politics and the English Language”(319–29)
Oct. 11	<b>Cause &amp; Effect assignment due</b>

- Oct. 13      **Compare & Contrast:** Bacon, “Of Youth and Age” (331–32); Twain, “Advice to Youth”(395–97)
- Oct. 15      Quindlen, “Between the Sexes, a Great Divide” (158–59)
- Oct. 18      Chief Seattle, “Letter to President Pierce” (380–81)
- Oct. 20      Nabokov, “Good Readers and Good Writers” (613–17)
- Oct. 22      **Compare & Contrast assignment due**
- Oct. 25      **Process:** Holt, “How Teachers Make Children Hate Reading” (249–56)
- Oct. 27      Zinsser, “College Pressures”(262–68)
- Oct. 29      Golding, “Thinking as a Hobby” (124–130)
- Nov. 1      Burgess, “Is America Falling Apart?” (181–87)
- Nov. 3      Highet, “The Mystery of Zen” (710–18)
- Nov. 5      **Process assignment due**
- Nov. 8      **Argument & Persuasion:** Ivins, “Get a Knife, Get a Dog, but Get Rid of Guns” (206–07)
- Nov. 10      Levin, “The Case for Torture” (407–09)
- Nov. 12      No Class – Dr. Gill is out of town
- Nov. 15      Fussell, “Thank God for the Atom Bomb” (437–49)
- Nov. 17      Nussbaum, “The Idea of World Citizenship” (683–97)
- Nov. 19      **Argumentative assignment due**
- Nov. 22      Discussion of Final Paper
- Nov. 29      Workshop of Final Paper
- Dec. 1      **Final Paper due**