

Papers Remaining	Final	Grade	Range
English 1101.43 TR			
	B+	3.3	
	B+	3.3	B
	A	4.0	
	B+	3.3	A-
	B	3.0	
	A-	3.7	B+
	B+	3.3	C-
	B+	3.3	
	B	3.0	B-
	B+	3.3	B
	B	3.0	B+
	B	3.0	B-
	B+	3.3	B
	A-	3.7	B
	A	4.0	A-
	B	3.0	B+
	A-	3.7	A
	C	2.0	B-
	B	3.0	C+
	B+	3.3	

Remaining	English 1101	0
	All Classes	0
Average	English 1101	3.28

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

0

Paper 1	Paper 2	Paper 3	Paper 4	Informal	Final Grade						
2.3	C+	2.7	B-	2.7	B-	3.3	B+	4.0	A	3.04	B
3.0	B	2.0	C	2.7	B-	3.3	B+	1.3	D+	2.56	B-
3.0	B	3.3	B+	4.0	A	4.0	A	3.7	A-	3.72	A-
4.0	A	4.0	A	4.0	A	3.3	B+	4.0	A	3.79	A-
2.0	C	1.3	D+								withdrawn
3.7	A-	2.7	B-	1.0	D	3.0	B	3.3	B+	2.56	B-
4.0	A	3.3	B+	4.0	A	3.7	A-	3.7	A-	3.73	A-
3.0	B	3.3	B+	2.7	B-	3.3	B+	4.0	A	3.23	B+
3.7	A-	3.0	B	3.7	A-	3.3	B+	4.0	A	3.49	B+
3.7	A-	2.0	C	4.0	A	3.0	B	2.0	C	2.97	B
4.0	A	3.7	A-	3.7	A-	3.3	B+	3.7	A-	3.61	A-
3.3	B+	4.0	A	3.0	B	3.0	B	3.7	A-	3.34	B+
2.7	B-	3.0	B	3.0	B	3.0	B	3.3	B+	3.02	B
4.0	A	3.3	B+	3.7	A-	3.3	B+	3.3	B+	3.47	B+
3.3	B+	3.3	B+	4.0	A	3.7	A-	4.0	A	3.70	A-
3.7	A-	3.3	B+	3.7	A-	4.0	A	4.0	A	3.76	A-
3.7	A-	3.3	B+	4.0	A	3.0	B	4.0	A	3.53	A-
3.3	B+	3.3	B+	4.0	A	3.7	A-	3.7	A-	3.66	A-
3.3	B+	3.3	B+	3.0	B	2.0	C	3.0	B	2.79	B-
2.3	C+									0.00	F
3.3	B+	3.0	B	3.0	B	3.0	B	3.7	A-	3.14	B
1.7	C-	0.7	D-	2.7	B-	3.3	B+	4.0	A	2.58	B-
3.23	B+	2.94	B	3.33	B+	3.28	B+	3.52	A-	3.13	B



Paper 1 (Personal Narrative), 10%
 Paper 2 (Summary and Evaluation, 20%
 Paper 3 (Analysis and Argument), 25%
 Paper 4 (Research Paper), 30%
 Informal Writing and Peer Response, 15%

Pers Narr Draft 1: 2.45
 Pers Narr Draft 2: 3.23
 Sum Eval D1: 2.02
 Sum Eval D2: 2.94
 Analyze Argue D1: 2.29
 Analyze Argue D2: 3.33

A: $8/23 = 34.8\%$
 B: $13/23 = 56.5\%$
 W: $1/23 = 4.3\%$
 F: $1/23 = 4.3\%$

Informal	Paper 1	Paper 2	Paper 3	Paper 4	Final Grade						
4.0	A	4.0	A	4.0	A	4.00	A				
		2.7	B-	0.0	F		F				
3.0	B	2.7	B-	2.7	B-	2.7	B-	3.7	A-	3.08	B
2.3	C+	3.0	B	2.7	B-	2.3	C+	3.3	B+	2.80	B-
3.3	B+	3.3	B+	4.0	A	3.3	B+	3.3	B+	3.44	B+
3.3	B+	2.0	C	2.0	C	2.7	B-	2.3	C+	2.41	C+
3.3	B+	3.0	B	4.0	A	4.0	A	3.3	B+	3.59	A-
3.3	B+	3.3	B+	3.3	B+	4.0	A	3.7	A-	3.62	A-
2.7	B-	2.3	C+	2.7	B-	2.3	C+	2.3	C+	2.42	C+
3.3	B+	3.0	B	4.0	A	4.0	A	2.3	C+	3.24	B+
3.3	B+	2.7	B-	2.3	C+	2.7	B-	4.0	A	3.14	B
3.3	B+	3.7	A-	3.0	B	3.0	B	3.3	B+	3.21	B+
3.3	B+	3.3	B+	3.0	B	3.7	A-	3.3	B+	3.34	B+
3.3	B+	2.7	B-	3.3	B+	2.3	C+	3.3	B+	2.99	B
3.3	B+	3.3	B+	3.3	B+	2.7	B-	3.3	B+	3.15	B+
3.0	B	3.3	B+	3.3	B+	3.3	B+	3.0	B	3.17	B+
2.7	B-	2.7	B-	3.3	B+	2.3	C+	2.3	C+	2.58	B-
2.0	C	2.7	B-	2.7	B-	1.7	C-	2.0	C	2.14	C
2.7	B-	2.3	C+	3.7	A-	4.0	A	3.7	A-	3.54	A-
3.7	A-	3.0	B	3.3	B+	3.3	B+	2.7	B-	3.10	B
1.0	D	2.3	C+	2.7	B-	0.7	D-	2.7	B-	1.99	C
3.3	B+	3.3	B+	3.3	B+	3.3	B+	3.7	A-	3.44	B+
1.7	C-	3.7	A-	2.7	B-	2.7	B-	3.3	B+	2.91	B
		3.0	B	3.0	B	0.0	F				F
4.0	A	4.0	A	4.0	A	4.0	A	3.7	A-	3.90	A
3.7	A-	4.0	A	4.0	A	4.0	A	3.7	A-	3.87	A
3.03	B	3.05	B	3.09	B	2.92	B	3.18	B+	3.13	B

Paper 1 (Personal Narrative), 10%	Pap 1, Draft 1	2.84
Paper 2 (Summary and Evaluation), 20%	Pap 2, Draft 2	3.05
Paper 3 (Analysis and Argument), 25%	Pap 2, Draft 1	2.29
Paper 4 (Research Paper), 35%	Pap 2, Draft 2	3.09
Informal and Peer Response, 10%	Pap 3, Draft 1	1.87
	Pap 3, Draft 2	2.92

A	6A: 6/26 = 23.1%
B	14B: 14/26 = 53.8%
C	4C: 4/26 = 15.4%
F	2F: 2/26 = 7.7%

Tuesday, September 30

outline of class/goals/accomplish: our first day of literacy
about awareness, interpretation, expertise

1. syllabus questions/mutual respect questions
2. 1st day essays
3. O'Brien
4. Eighner
5. RW
6. Essay 1 Prompt

1. roster/questions about syllabus?/mutual respect handout? (10)
Informal

For every informal writing assignment you either don't turn in or turn in late, you will lose one-half ($\frac{1}{2}$) of a letter grade from the cumulative informal writing grade.

Conferences: either planned or just walk in
bring questions about your writing
bec not only do I have ideas about what you need to work on, you do also

2. 1st Day Essay: so I can get a sense of where you are (20)
 - a. most organization good 5 paragraph (4 in this case)
suggest taking risks from that; I as experienced reader see that organization coming from a mile away; take risks, surprise
a few problems with concluding paragraphs
including support in concluding paragraphs abrupt, repetitive, unsubtle concluding paragraphs
shouldn't just be restatement, should also provide closure via epiphany, next step, new direction of thinking
all need to work on passive voice
skim through papers and count number of "to be" forms more authority if change to active voice
volunteers?
"this is why writing is important to me" as topic or concluding sentence *is* weak
tag team sentences: space filler, time consumer
repetive, makes reader think you don't know what your talking about
blocks space for more reflective thought/depiction
 - b. how/why writing is significant to students
communication/self-expression
letters to friends/family, journals, poetry, stories
utility/practicality
getting to OSU, getting the grade
therapeutic/helps deal
 - c. how/why reading
take in info
signs, day to day functionality
utility: getting the grade
therapeutic/helpful/escapist

identify w/characters
apply characters to own life
"Profit and delight"

3. O'Brien: "The Things They Carried" (20)
 - a. 5 min: pair up, unpack for partner, partner reads your stuff/interprets
 - b. strengths of author? what does O'Brien do successfully?
what impressed (in both senses of the word) you?
exploration 1 (ask for volunteers who responded to it)

break 2:20 (10)

4. Eighner: "On Dumpster Diving" (20)
 - a. list things you've thrown away in last day
then put self in Eighner's place:
how would he use your trash
how would he interpret/read you?
 - b. how is he an expert?
how does he define himself against others?
dilettanti vs professional; scavenger vs aficionado
in terms of style, why are we attracted to this piece
when many of us would normally shun such a subject?
humor;
self-deprecating: p65 quote
authority: Eighner is an authority teaching
us; same argument for O'Brien

exploration 1

5. RW: can't really discuss it bec straightforward advice (15)
What did you get out of it?
What did you see as primary/important/thesis?
context: writing for particular audience, with aud in mind
the word appropriate will come up again and again
writing as process
purpose (most often because response to something):
need for self-expression/desire
help/enlighten others
simply to do an assignment (though your writing
will be better if you have vested interest)
think of own purposes
see page 7 (repeated on page 17)
myth 1: difficult for me but not others
2: no write until purpose
3: revision superficial
no, substantive re-envisioning
writing for college 1: potential for artificiality
2: reader more authority than writer
3: correctness
4: de-emphasis of social
tie into the last two essays by O'Brien and Eighner
look forward to own paper
6. Hand out prompt (5)
due some prewriting and come with questions next class

Thursday, August 21

1. roster and syllabus [30]
2. Next Class
Ede, Ch8 Strategies for Reading (216-34)
Jones, *Leaving Atlanta*, "Magic Words" (3-82)

Tuesday, August 26

1. roster [5]
2. syllabus questions [5]
3. **Ede, Ch8 Strategies for Reading** (216-34) [10]
applying rhetorical sensitivity to your reading (216)
diff subj positions, genres, texts (217)
conducting a reading inventory (218)
becoming a strong reader (219)
dialogue/push and shove/inter-active process
guidelines for effective reading (220-1)
developing critical reading skills
previewing (222)
analyzing visual elements (223)
annotating (227)
questions for annotating a text (227)
summarizing (228-9)
analyzing lines of argument (229-30)
Return to this when reading *NHR*
questions for analyzing a text's argument (230)
4. Informal Writing 1 (online) [15]
guidelines (220-1) and summarizing (229-30)
5. **Jones, *Leaving Atlanta*, "Magic Words"** (3-82) [40]
first impression/rx/response
informal writing
issues: childhood/coming of age
normalcy/typical American teen
characterization: boardwork: trait + passage/page #
Tasha square/tool?
compare/contrast (white) suburban Atlanta lives of
freshman in 2008 w/(black) sub Atl lives of
chars in 1979
set up compare/contrast for parenting/class issues
with Rodney and Octavia sections
race/racism: differentiate pov/world view of children and
parents and whites
murders: integration into plot?
cultural comment on status of AfAm kids vs Cauc kids
implicit to time period and author simply
detailing exp as in memoir/autobio
or is this author's novelistic/thematic point?
(does meaning change if look at book as
fictional novel set in certain time period vs
as autobiographical/historical novel?)
structure/pov: compare/contrast three narrators' consc/voice
6. Next Class
Jones, *Leaving Atlanta*, "The Opposite of Home" (83-14)