

## COMMUNITY COLLEGE OF AURORA COLLEGE COMP. 121 CLASS SYLLABUS

### General Info:

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### **REQUIRED TEXT:** The Curious Reader

**COURSE DESCRIPTION:** College composition perfects the writing process: from the inception of ideas, developing papers and projects in multiple genres for various audiences, to producing and sharing work of a publishable quality. A college writing student demonstrating mastery writing skills can do more than just follow the writing process: he/she thinks critically, analyzes the world around him or her, comes up with creative ways of expressing him/herself, and finds novel ways in generating work. This class does far more than assign, collect, and grade a number of papers. The projects you create in this class will hopefully stay with you long after the class is over, and you will feel comfortable expressing yourself in more ways than you have in the past.

In this class, we will begin with the narrative and move into the argumentation and researching processes. Our first examinations will work with identifying your own voice and processes, and then we will stretch your own individual parameters. We will move into writing outside of your own voice, and stretching the typical purpose and audience requirements. As the class develops, and you begin forming your own projects; we will stretch into various writing genres designed to increase critical/logical reasoning skills with active reading. Good writing can be any content: but it is writing that is analytical and evaluative demonstrating good research skills.

**CLASS CULTURE:** First and foremost, this class is about experimenting with new ideas, new forms of writing; all while taking risks. You are going to make many mistakes and random deviations along the way, but this is part of the learning process. So why is culture so important? Every single day, we all have to be able to enter this classroom feeling comfortable in that process of making mistakes and learning from them. We all have to know ideas are developing and they don't always come out perfectly the first, second, or even the third time around. So as a class, we must always respect and work to help all the individual learning in here. Sometimes you will feel ahead of the game, and sometimes you will feel behind. The one constant must be that you can turn to me and your classmates and offer and receive help. Without that culture, we quickly fall back into a taunting environment where perception makes us afraid to speak our minds. Let's respect each other and have fun with how we experiment our learning.

**ASSIGNMENTS:** All work for this class will be submitted electronically as well as a final hard copy. In the upcoming weeks, we'll discuss how to submit assignments, and tips for keeping hard and electronic copies of your work. The assignments will all be framed in larger, individual projects; however, those projects will be broken up into a lot of smaller pieces. It's important that you keep up with the smaller pieces, or you're going

to enter class feeling out of sorts and that's where the frustration sets in. Expect, at a minimum, weekly assignments in your journal or blog, and even daily activities. The key to success in this class is to keep up with the smaller parts, as putting them together will make the big projects a lot easier. Even if the smaller assignments seem unrelated, keep track of everything, and you'll find yourself understanding everything much better.

**ASSIGNMENT FORMAT:** Remember that all final assignment **must** be typed to receive full credit. Both MLA and APA style will be accepted for formats, and we'll go over how to use each type throughout the year. Remember also, that all assignments must have a proper heading, numbered pages, and should look professional when submitted.

**LATE/MAKE-UP WORK:** Assignments have hard deadlines; however, it is possible to revise work depending on the feedback you get. I have a narrow window for grading, so make all deadlines, please. Missing deadlines is a bad pitfall, and you want to avoid this as much as possible. The key to avoiding this problem is **communication**. **Do not** hide from me and hope that I won't notice, I will notice immediately. Be honest about what's going on, and we're more than likely to work something happen. We're all humans and things happen: we forget, we make mistakes, we struggle. However, without the communication, you will get lost. It takes me a long time and consideration to give good feedback and communicate, so I need you to let me know if and when something requires you to submit late work.

Obtaining assignments when you are absent:

1. Email me ASAP, I tend to have the bulk of the class in presentations, and I can email the presentation to you right away, and we can communicate from there.
2. Ask me for handouts or schedule a time to make-up work.
3. Ask a peer for clarification and notes.
4. Take the responsibility and come talk to me before or after school, or between classes.

**READINGS:** Please keep up with all assigned readings. The content is secondary; however, the primary purpose is to generate discussion points that will encompass the skills we are developing.

**OFFICIAL NOTE ON ACADEMIC DISHONESTY:**

Cheating is the unauthorized use of assistance with intent to deceive an instructor or any other individual responsible for evaluating a student's work. Note the following examples:

- \* Submission of any materials not prepared by students but presented as their own
- \* The unauthorized possession and/or use of notes, books, or the soliciting of assistance from another student during an examination
- \* Illegitimate possession or distribution of examination or test materials and/or answer keys to tests and examinations

**CONSEQUENCES OF ACADEMIC DISHONESTY:**

When dishonesty is evident, the following minimum sanctions will be applied:

First offense: The student will receive an “F” or “Zero” as the grade for the assignment. In addition, the first offense may result in the loss of testing privileges in the Learning Resource Center for the current and next semester in which the student is enrolled in the college.

Second offense: The student may receive an “F” for the course and may be expelled from the class. A second offense may also result in permanent loss of testing privileges in the Learning Resource Center.

Third offense: The student may receive an “F” for the course and may be expelled from the college.

**REQUIRED MATERIALS:** Always bring a couple pens and pencils, and have lots of paper. Also, please have some sort of pocket thesaurus. Keep a copy of all your projects with you (hard copy and electronic is always a good idea). We may not always work on a specific project, but the class activities will often give you ideas for your individual work.

**PARTICIPATION:** I can’t stress this enough: I need this from all of you each and every day; especially with readings that are sometimes complicated, your opinions, thoughts and feelings (be they positive or negative) contribute to helping you and your peers. Active readers need to talk, question, think aloud, and bring that energy to the room. Please do so.

### **SPECIFIC COURSE OUTCOMES:**

Through assigned readings, class participation, writing assignments, group work (including peer response workshops), response writings, essays, and portfolios, the student will be able to:

- I. The Composition: Students will plan, write, and revise multi-paragraph compositions that not only demonstrate competence in the following, but also function as an integrated whole
  - A. Generating and exploring ideas
  - B. Writing for a variety of purposes and audiences
  - C. Focusing and developing a claim by exploring a variety of appropriate organizational strategies
  
- II. Critical/Logical Thinking
  - A. Students will practice critical/logical thinking and reading skills such as evaluation, analysis, synthesis, and criticism through written assignments that stress analytical, evaluative, and persuasive/argumentative writing
  - B. Students will practice critical reading skills
  
- III. Language Skills: Students will use accurate grammar, mechanics, and spelling and will choose diction and usage appropriate to their writing purposes and audiences

IV. Use research methodologies, integrate digital and print sources, and apply an assigned style of documentation

**COURSE CONTENT:**

**I. The Composition**

**A. Planning**

1. Generating/Exploring Ideas
2. Purpose
3. Audience
4. Point of View
5. Thesis
6. Organizing/Outlining

**B. Writing/Revising/Editing/Polishing**

1. Strategies of Development
2. Introduction, Body, Conclusion

**II. Critical/Logical Thinking**

**III. Paragraph and Sentence Review (as needed)**