HUM 101P

Composition for Academic Communication

Basic information:
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ECTS Credits: 7.5 (P course)

Course Description:
In this course, students will improve their language skills, moving from the colloquial and conversational, to the professional and academic level. Students will transfer language strategies such as listening, reading, note-taking, speaking in class, asserting themselves in small groups, and writing, from their native languages into English. Additionally, students will learn the conventions of academic writing, from the initial considerations of purpose and audience, through thesis, summary and a variety of writing strategies (anecdotes and examples, narration, description, comparison and contrast), to the finished product: the undergraduate thesis-based, synthesis essay. Expectations concerning academic honesty and the avoidance of plagiarism will also be reinforced. In keeping with the Liberal Arts philosophy of the College, the readings for the course will be drawn from sociology, philosophy, history, politics, science, economics, language, and literature.

Objectives:
Students who pass Composition for Academic Communication should be able to:
- Organize essays that are unified and coherent so that they engage a reader’s attention, develop the subject matter of the text, and possess a sense of finality or closure;
- Write sentences that are complete, direct, clear, varied, economical, effective, mature in structure and free of major errors;
- Edit their writing for grammar, style and content;
- Annotate, summarize, outline, and articulate the thesis of university level readings;
- Engage in academic discourse for the discussion of texts and arguments.

Required Materials
- Course Reader: purchase at university copy center during the first week of classes
- Please bring a notebook, with lined paper (NOT graph paper), to every class meeting.

Recommended:
- A good, collegiate dictionary; English or Your Language/English
- A thesaurus

Determination of Final Course Grade
Letter grades will be assigned for the work in this class. In conversion to the 100-point system as required for Flemish accreditation, the grade breakdown will be as follows:

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<tr>
<th>GRADE</th>
<th>100-point scale</th>
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<tr>
<td>A</td>
<td>85-100</td>
<td>C</td>
<td>62-65</td>
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<tr>
<td>A-</td>
<td>81-84</td>
<td>C-</td>
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<td>B+</td>
<td>77-80</td>
<td>D+</td>
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<td>B</td>
<td>73-76</td>
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<td>C+</td>
<td>66-68</td>
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Written assignments will be graded based on the Guidelines for Grading Compositions (see the Course Reader).

Additional Course Policies

✓ The general rule of thumb for university studies is that you need to do about two hours of homework for every hour inside the classroom. You should plan on spending about eight hours a week doing homework (reading, writing, preparing presentations…). If you are taking five classes, your study time, outside of class, will be about 40 hours a week; in other words, it’s a “full-time” job. Some students can accomplish the work in less time, some take a bit more.

✓ Attendance matters at Vesalius College! “80% of success is showing up.” (Woody Allen). Attendance is a central focus of the first-year courses at Vesalius College. The first time a student is unexplainably absent, a message will be sent to the student’s academic advisor for follow-up; for a second absence, a message will be sent to the Associate Dean. Students who are unexplainably — unexcusedly — absent may be invited to withdraw from the course.

Please note: An absence is NOT ‘excused’ simply because you tell a professor that you will not be in class!

For long, unexplained absences, I do not accept retroactive doctor’s excuses where the College has not been previously notified.

▪ Being absent on a due date does not excuse you from handing in your assignments on time. If you know you will be absent on a due date (i.e., a family wedding in Japan, participation in the Model UN in NY, a field trip for another class…), make sure that one of your classmates brings your assignment — as a hard, printed copy — to class, (not to reception; not to my mailbox) and turns it in for you.

▪ Alternatively, if you know you will be absent on a due date, you may contact me well beforehand to organize an alternative, always earlier, submission date.

✓ I do not accept late papers or assignments. All written assignments are due in hard copy at the beginning of class. I do not accept assignments by email, or assignments left at reception.
Preparing a reading/transcript of a speech for homework means – at a minimum – that you will have read and annotated the text, will understand the basic rhetorical situation and will have established the thesis and main points the author is arguing, in order of importance.

Typing is required for all assignments not done in class. Please see the formatting guidelines (in the Course Reader).

I do not make my lecture notes/slides available to students, except for those slides that you will find in the Course Reader.

Academic Honesty
It is assumed that the student will pursue his or her academic endeavours with the greatest integrity and highest standards possible. Evidence of any form of academic dishonesty will result in an F for the affected assignment or exam, with no chance for revision. Cheating and plagiarism cases will be communicated in writing to the academic administration and submitted to the Student Conduct Committee for disciplinary action. Plagiarism and other forms of academic misconduct are described at length in the College Catalogue; please review the examples cited there and note the serious sanctions that can be imposed. If you have questions about what are appropriate scholarly procedures, please come and see me.

For this class, it is assumed that all work is yours and yours alone.

It is also assumed that work submitted for this class cannot have been submitted for any other class, either here or at another academic institution.

Course Schedule
(Please note: the schedule below is merely representative of the readings and work schedule; actual term schedules will vary from what follows.)

- Homework is meant to be done for the following class meeting unless otherwise noted.
- CR = Course Reader
- PC = PointCarré

WEEK ONE
1 Introduction to the course, syllabus, participants.
   In-class diagnostic essay
   Homework:
   ~ Read the course syllabus (models, grammar and syntax list, etc.) thoroughly and carefully. You are responsible for knowing the expectations and policies of this course.
   ~ Get your textbook and Course Reader

2 Topic: Critical and Academic Reading
   Reading Quiz.
   Homework:
   ~ Read Austin, chapter 8 “Reading Ideas”; Frederick Douglass “Learning to Read” (p.46, Austin).(on PC, in case of any textbook delays)

WEEK TWO
1 Discuss reading
   Topic: The Thesis Statement
   Homework: TBD
2 Discuss reading
   Topic: The HUM Summary
   In-class exercise on summary-writing
Homework:
- Read Austin, pp 574-577 (“Achieving Subtlety”)
- Read Hsun-Tzu, “Encouraging Learning”

WEEK THREE
1 Discuss reading
Topic: Narrative Writing and the Narrative Argument
In class: Albright (handout)
Homework:
- Read Feynman, “O Americano Outra Vez”
- Write Summary
2 Summary 1 is due!
Discuss reading
Homework:
- Read Austin, pp 583-593 (Intros/Conclusions/Transitions)
- Read Freire, “The Banking Concept of Education”

WEEK FOUR
1 Discuss reading
Topic: Contextualizing and Framing Quotations/Avoiding Plagiarism
Homework:
- Read Gandhi, “Economic and Moral Progress”
- Read Yunus, “The Stoolmakers of Jobra Village”
2 Discuss reading
Instructions for Essay 1: The Narrative Argument
Writing Basic: The Topic Outline
Homework:
- Read Austin, chapter 11 “Supporting Ideas” – it will help you to write a better essay!
- Prepare a typed TOPIC outline, with up to three quotations (and citations) for the essay.

WEEK FIVE
1 Essay ONE (in class), The Narrative Argument: You have the entire class period to write your essay. Indeed, you must remain in the class, working, for the full 110 minutes.
Homework:
- Take home your handwritten essay and type it, double-spaced, font size 12, to turn in on Friday. I must have both the handwritten AND the typed copies of your essay. You are not allowed to make any corrections beyond those indicated by the “spell check” and “grammar check” tools on your computer.
- Read Rauch, “In Defense of Prejudice” (PC)
- Read Hardin, “The Case against Helping the Poor”
2 [Turn in the typed and handwritten copies of your essay.]
In-Class Essay #1.
Instructions for the Position Paper (+ Defence)
Homework:
- Read Austin, chapter 13 “Incorporating Ideas” – it will help you write a better synthesis!
WEEK SIX
1 Discuss reading
4 Topic: Introductions, Conclusions and Transitions
   Homework:
   ~ Write a 200—word summary of ONE of the journal articles you will use for your Position Paper.
   ~ Remember to attach the printed out, annotated copy of the journal article to your summary.
   ~ Read Anzaldúa, “How to Tame a Wild Tongue”

2 Summary 2 (journal article) is due!
   Discuss reading
   Grammar Point, Tense Differentiation
   Homework:
   ~ Read Rodriguez (PC)
   ~ Read Hong Kingston (PC)

WEEK SEVEN
1 Discuss reading
   Homework:
   ~ Prepare for the midterm, which includes all the assigned texts (including the chapters in the Austin textbook), the grammar points, and lecture material up until today.

2 MIDTERM !!
   Homework: No assignment

WEEK EIGHT
1 Topic: Comparison and Contrast
   In class: Catton, “Grant and Lee” (handout)
   Instructions for Essay 2 – Comparison and Contrast
   Homework:
   ~ Read Petrunkavitch, “The Spider and the Wasp” (PC)
   ~ Read Goodheart, “The Skyscraper and the Airplane” (PC)

2 Discuss reading
   Topic: Language: Love, Violence, Propaganda, Revolution
   4 “Before Babel”
   Homework:
   ~ Read Achebe, “Language and the Destiny of Man”
   ~ Read Morrison, “Nobel Lecture”

WEEK NINE
1 IC: Comparison and Contrast Essay:
   Homework:
   ~ Take home your initialled, handwritten essay and type it, double-spaced, font size 12, to turn in on Friday, along with the handwritten essay. I must have both the handwritten AND the typed copies of your essay. You are not allowed to make any corrections beyond those indicated by the “spell check” and “grammar check” tools on your computer.

2 Topic: Using Anecdotes and Examples
   In-Class Essay #2.
   Homework:
   ~ Read Machiavelli, “from The Prince”
Write a 150-word summary of ONE of the two journal articles you will use for your Position Paper. Remember to attach the printed out, annotated copy of the journal article to your summary.

FALL RECESS

WEEK TEN
1 Summary 3 (journal article summary) is due!
Discuss reading
   Machiavelli, The Prince
Homework:
   ~ Read Obama, “A More Perfect Union”
   ~ Read Tutu, “Nuremberg or National Amnesia: A Third Way”

2 Discuss reading (Obama and Tutu)
   Jim Crow and Apartheid
Homework:
   ~ Read Mead, “Warfare: An Invention – Not a Biological Necessity”

WEEK ELEVEN
1 MONDAY: Public holiday = NO CLASSES
Homework: No specific assignment, but the Synthesis Paper is almost due….

2 FRIDAY: Discuss reading
   Peter Curran on War Poetry
Homework:
   ~ Finalize the Position Paper and List of Works Cited; bring TWO printed copies to class
   ~ Read Austin, chapter 14

WEEK TWELVE
1 Position Paper/Synthesis is due! (Please bring TWO printed copies to class)
Instructions + in-class exercise: editorial workshop
Grammar Point: Phrasal Verbs
Homework:
   ~ Finish your professional editorial project
   ~ Make any correction on your draft
   ~ Read Elsttain, “What is a Just War?”

2 Turn in the Editorial Project and final draft
Discuss reading
In class, Aquinas, “from Summa Theologica” (please bring your Austin textbook to class)
Homework:
   ~ Read Carson, “The Obligation to Endure”
   ~ Read Suzuki, “The Sacred Balance”
   ~ Write a 100-word summary of Carson (surnames A-L) or Suzuki (surnames M-Z)

WEEK THIRTEEN
1 Summary 4 is due!
Discuss reading
Topic: Oral Presentations + Guidelines for Defence Presentations
Homework:
   ~ Read Steinbeck, “Advice for Beginning Writers” (PC)
Read Vonnegut, “How to Write with Style” (PC).
Prepare for your presentation/defence of the Position Paper/Synthesis

Homework:
Oral Defence Presentations of Position Papers

WEEK FOURTEEN
1. Oral Defence Presentations of Position Papers
   Homework: No assignment

2. Oral Defence Presentations of Position Papers
   Final remarks
   Homework:
   ~ Prepare for the final exam

WEEK FIFTEEN – FINAL EXAMS (date of exams TBD by Administration)
Vonnegut and Steinbeck may be on the final exam