**College Writing II**

**Nature, Aliens/Outsiders, and Superheroes: Engaging with the World**

**[Add FYW Program policies here, as outlined in the Syllabus Checklist]**

**Schedule:**

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| **Date** | **What’s going on in class** | **Reading and assignments due this date** |
| **Class 1** | **Class and Syllabus Introductions**  Writing exercise, review of FYW assessment criteria  Instructions to download Free MS Word; signing up for WC Online | Bring yourself, and your sense of curiosity about the world. Also bring something to write with/on, and, finally, it’s helpful if you bring a copy of the syllabus, either printed out or online on a device. |
| **Class 2** | **UNIT ONE: NATURE AND HUMANS**  Topic: Nature as a Place  Discussion of FYW grade standards  Discussion of readings  Place exploration exercise | “[Good Bones (Links to an external site.)](http://waxwingmag.org/items/Issue9/28_Smith-Good-Bones.php#top) ”--Smith  “[Where I’m From”Preview the document](https://montclair.instructure.com/courses/90267/files/4751032/download?verifier=G33lug30ZFsT3arwzCjhVwRmTU9p03j5JHCEkv8R&wrap=1)--Lyon  “[Eating DirtPreview the document](https://montclair.instructure.com/courses/90267/files/4751031/download?verifier=menBXxs9zcIDtgOLUqwmiD3Jp9u4AknZRF9Hz1JP&wrap=1)”—Brian Doyle  **HW 1 Due on Canvas** |
| **Class 3** | Topic: How we react to nature; how it reacts to us:  Discussion of readings  Review of essay practices—claims, argument, use of evidence  **Introduction of Nature/Place Essay** | “[Corson’s Inlet (Links to an external site.)Links to an external site.](https://www.poetryfoundation.org/poems/43073/corsons-inlet)”—Ammons  [“I Sing the Meadowlands”--Sullivan](https://www.nytimes.com/1998/02/15/magazine/i-sing-the-meadowlands.html)  **HW 2 Due on Canvas** |
| **Class 4** | Topic: Reading and making maps.  Thinking in three, two, or one dimensions—World, Map, GPS.  Map exercise | [Sea Story](https://www.theguardian.com/books/2013/mar/15/as-byatt-short-story-sea) -- Byatt  “[To Improve Your Sense of Direction, Lose the Technology (Links to an external site.)Links to an external site.](https://www.nytimes.com/2017/01/09/science/walking-directions-mobile-phone.html)” –Mele  **HW 3 Due on Canvas** |
| **Class 5** | Topic: Observation  Discussion and exercises, Review of academic integrity and good academic citizenship | [When I Heard the Learn’d Astronomer”-- (Links to an external site.).](https://www.poetryfoundation.org/poems/45479/when-i-heard-the-learnd-astronomer)Whitman  **HW 4 Due on Canvas** |
| **Class 6** | Peer Review  Revision workshop—reverse outline and other techniques | **First Draft of nature/place essay due, on Canvas, and bring a paper copy to class** |
| **Class 7** | Continued discussion of academic honesty, MLA formatting, and other writing issues revisited | Bring a copy of your essay either on paper or digital, for working with in-class |
| **Class 8** | Conferences—no class | **Mid-Process Draft of nature/place essay due**  Upload to Canvas and bring two copies to your conference |
| **Class 9** | Conferences—no class | Upload to Canvas and bring two copies to your conference |
| **Class 10** | **UNIT TWO: ALIENS AND OUTSIDERS: WHO BELONGS AND WHO “DOESN’T?”**  In-class work with a poem—its words and ideas  Reflection on nature/place essay | [Water is Life: A Poem for the Standing Rock.](http://lithub.com/water-is-life-a-poem-for-the-standing-rock/)”—DinéYazhi'  **Final Draft of nature/place essay due** |
| **Class 11** | **Aliens/Outsiders essay introduced**  So, what is an alien? Who is an alien? How do we think about the “other,” the “outsider,” from far, far away, and not so far. | Saunders: “[Semplica-Girls Diary](C:\\Users\\giancatarinc\\Desktop\\Schedules\\Semplica Girls.pdf)” read first half until the entry dated Sept 22 (middle of page 18)  **HW 5 due on Canvas** |
| **Class 12** | Connecting literature with real life issues and complications, using lenses | Finish “[Semplica-Girls Diary](C:\\Users\\giancatarinc\\Desktop\\Schedules\\Semplica Girls.pdf)”  Also read James Berry’s poem “Outsider”  **HW 6 due on Canvas** |
| **Class 13** | Techniques for expanding the writing.  Learning not to hate the word count | [Bradbury “All Summer in a Day](file:///C:\Users\giancatarinc\Desktop\Schedules\all%20summer%20in%20a%20day.pdf)”  Raine “[A Martian Sends a Postcard Home](http://www.poetrybyheart.org.uk/poems/a-martian-sends-a-postcard-home/)”  Lux—“[The People In This Village”](https://www.poetryfoundation.org/poems/48485/the-people-of-the-other-village)  **HW 7 due on Canvas** |
| **Class 14** | Peer review | **“**[Observational Bias](https://flyway.org/fiction/observational-bias/)**” –**Adams  **First Draft aliens/outsiders essay due on Canvas, and bring a paper copy to class.** |
| **Class 15** | Group reviews and revision  Editing for clarity exercises | Bring laptops and current version of essay 2 for in-class workshop |
| **Class 16** | Review source use, quotation format | **Mid-Process Draft of aliens/outsiders essay due on Canvas.** |
| **Class 17** | **UNIT THREE: SUPERHEROES: POWER AND RESPONSIBILITY**  Discussion of this topic, brainstorming on what it means to you, who your superheroes are, or aren’t.  Mini-lesson on observed issues of grammar and mechanics. | Read: “[Why Superheroes are Bigger Than Their Stories](https://lithub.com/why-superheroes-are-bigger-than-their-stories/)” Proehl  Read: “[Star Wars and the Fantasy of American Violence”](https://www.nytimes.com/2016/07/03/opinion/sunday/star-wars-and-the-fantasy-of-american-violence.html?searchResultPosition=36)  Keep working on aliens/outsiders essay; bring questions to class for discussion, both about your essay progress, and about writing issues in general. Think about what still confuses you when you’re writing.  **HW 8 Due on Canvas** |
| **Class 18** | Continued discussion of topic and essay possibilities. | **Final Draft of aliens/outsiders essay due**--upload to Canvas  Read: Coates “[You Left Out the Part About](https://www.nytimes.com/2011/06/09/opinion/09coates.html)” |
| **Class 19** | Essay brainstorming and research, discussion of lenses and how they can help develop ideas.  Review of academic integrity, evaluation of sources, and general research techniques. | Smith: [“The Revolutionary Power of Black Panther”](https://time.com/black-panther/)  Barrett: [“Marvel Feminism: Real or Comic Fantasy?”](https://www.bbc.com/news/newsbeat-44643477)  **HW 9 Due on Canvas**  Bring laptop to class for in-class work |
| **Class 20** | Discussion of plans and approaches, grouped by similar topics.  MLA review | **HW Ten—Superheroes Essay Plan**  Details in Canvas, upload to Canvas |
| **Class 21** | In-class workshop | Work on your essay!  Bring laptop to class for in-class work |
| **Class 22** | Peer review  Review of argument structure | **Exploratory draft of superheroes essay due**  Bring paper to class and upload to Canvas |
| **Class 23** | Determining reliable sources | Work on your essay!  Bring laptop to class for in-class work |
| **Class 24** | Practicing paraphrasing | **Mid-Process Draft of superheroes essay due**  Upload to Canvas |
| **Class 25** | Working on transitions and passive/active voice | Keep working on your draft |
| **Class 26** | **Portfolio OR Final Reflection introduced**  In class workshop—revisiting revision or assessing your learning for the Final Reflection | Keep working on your draft |
| **Class 27** | Group Discussion of what you thought about, learned, and wrote.  Portfolio OR Final Reflection Prep | **Final Draft of superheroes essay due**  Bring laptop and earlier drafts and peer reviews of Essays One and Two OR if doing a Final Reflection, bring in draft of Reflection |
| **Class 28** | Portfolio OR Final Reflection Prep | Bring laptop and earlier drafts and peer reviews of Essays One and Two OR if doing a Final Reflection, bring in draft of Reflection |
| **Class 29** | Portfolio OR Final Reflection Prep | Bring laptop and earlier drafts and peer reviews of Essays One and Two OR if doing a Final Reflection, bring in draft of Reflection **Due—Portfolio or Final Refection 6pm. Late portfolios or Final Reflections not accepted.** |
| **Class 30** | Reflection on class and writing |  |

**Essay One: Nature / Place**

Over the course of this module, we have read and discussed multiple texts that explore how we interact with “Place.” We are always located in some place. The authors we have read help us consider a lot of ways of looking at “place.” How does where we are affect us? How do we react to a place or the idea of a place, and how do we ignore it? Why do some places have more significance to us than others? Why are some often considered more important than others? What natural place matters to you and why?

**Assignment**

Your first formal assignment for this class asks you to make a claim, using a place of your choice (natural place, not your room) and some of our readings, concerning the relationship of individuals to place. What makes a place important to an individual? What can we learn from the experience of being outside? How does being in a place lead to some insight beyond that moment in that place? Of course, this topic is not argumentative in the sense of right and wrong positions, but more of a stance that is articulate, well-argued, and non-trivial (in other words, a viewpoint worth presenting.) Use two or three pieces we have read in this module (no more than that), as support for your position making a meaningful claim about **place**. In doing so, be sure that you are making useful links between readings, not just talking about one poem or prose piece, then another.

This can be a tough topic to wrap your head around at first. You do not have to cover everything—in fact, you should not. One way to approach the essay is to make ONE of the questions above your starting place to narrow your topic and concentrate on one argument. This is a suggestion, not a requirement. There are lots of ways to approach this. The best essays will make a coherent discussion on the topic with the sense of a unifying argument supported constructively by the readings used.

**Expectations**

* Have a clear and specific argument to drive your essay and its analysis. This argument should be reflected in your central claim.
* Make sure that your essay is consistently analytical, addressing how and why the ideas that you touch on have the meanings that you find in them. Use explanations and not simply statements.
* Ensure that the texts you choose are relevant to your arguments and that you explain that relevance in your essay. Make the connections between the texts and your position clear and, if possible, place them in dialogue with each other.
* Relevant personal experience can be used in conjunction with the readings to develop, support, or explain one of your subclaims.

**Requirements**

* This essay must be a minimum of 1100 words in length, and include a Works Cited.
* You must make use of at three poems, two prose pieces, or one poem and one prose piece, to support and develop your argument.
* Provide a Works Cited listing the works that you utilize, in proper MLA format.
* 12 pt. Times New Roman, one inch margins

**Essay 2: Aliens/Outsiders**

Over the course of this module, we have read and discussed multiple texts that explore the idea of what it means to be alien, both literally and metaphorically. Sometimes aliens come from outer space, and sometimes from not so far. Sometimes we feel alien ourselves.

**Assignment**

This assignment asks you to make a claim about the idea of the “alien,” or “outsider,” making connections within our readings and to the larger world. I’m leaving this fairly open as to how you want to approach it. You can discuss how the readings talk about aliens literally, making a claim through connections between them. You can connect the readings to a real-world issue, including light outside source use (but don’t let this take over the paper. The essay should center on readings and connections you make. Bring in outside material if you need it to explain, support, your thoughts. Of course, any outside research and/or quotes or references must be properly cited.) You can do a close reading of one reading, examining in detail how it uses literary techniques to make its point. So, this is pretty wide open as to how you want to approach the topic, but however you do, you should be making an argument, with a central claim and supporting sub-claims and evidence, as always.

**Expectations**

* Have a clear and specific argument to drive your essay and its analysis. This argument should be reflected in your central claim.
* Make sure that your essay is consistently analytical, addressing how and why the ideas that you touch on have the meanings that you find in them. Use explanations and not simply statements.
* Ensure that the texts you choose are relevant to your arguments and that you explain that relevance in your essay. Make the connections between the texts and your position clear and, if possible, place them in dialogue with each other.
* Relevant personal experience can be used in conjunction with the readings to develop, support, or explain one of your subclaims.
* Any outside research must be *credible* and properly cited.

**Requirements**

* This essay must be a minimum of 1200 words in length, and include a Works Cited.
* You must make use of at three poems, two prose pieces, or one poem and one prose piece, to support and develop your argument.
* Provide a Works Cited listing the works that you utilize, in proper MLA format.
* 12 pt. Times New Roman, one inch margins

**Essay 3: Superheroes**

**Prompt Overview**: Today superhero stories are crushing the box office and have even started to get more critical attention with Golden Globe awards and Oscar nominations. Writer Dani Di Placido observes, “Coincidentally or not, the superhero boom exploded right after the horror of September 11th, and the subsequent war on terror. Perhaps it’s not surprising that stories of American icons, imbued with power and hope, battling chaotic forces of evil who aim to destroy cities, became so wildly popular.”  Today, our world continues down a path of chaos and political spectacle. In perpetual search for hope, the superhero genre continues to boom. Dystopian stories may show us at our potential worst, but perhaps our culture’s superheroes stories show what we can hope for regarding the best in humanity.

For this assignment, you will need to select one superhero text (a comic, movie, or TV episode) as your primary source. You will then research how its narrative, directly or indirectly, reflects a current issue today. To do this, you will research both popular and scholarly sources to find your own secondary sources. Be sure that you are interested in the topic you will be researching, as you will be spending over about a month, learning more about the issue. Learning objectives for this paper will aim to further skills in literary analysis, to research and assess credible sources, and to synthesize the information with your own ideas. Other objectives: to construct and revise claims to be specific and clear in response to the prompt, develop evidence and analysis to support those claims, and organize ideas into a clearly written and cohesive paper.

**Question:** How does your chosen superhero storyreflect a current social issue or psychological question? What’s more, what is the significance and implications of engaging with and analyzing issues like these?

**Requirements**:

* Paper must be 1600-1800 words and include a Works Cited page
* Use only one superhero story as your primary text of your choice to analyze
* Central claim and subclaims should all be based on your paper’s focus (the selected text), taking a position on its effectiveness to discuss a specific issue, stating reasons for that claim as well as providing a significance
* Each subclaim should connect to a distinct analytical point about how that text effectively reflects on or examines your issue
* Each body paragraph should quote or paraphrase from the primary text at least once
* Each body paragraph should also quote directly from one secondary source
* You must cite and quote four secondary sources throughout the paper in total: one of which must be scholarly, peer reviewed sources from the library
* *Formatting*: Times New Roman, double spaced throughout, MLA formatting.