

m19 Thanksgiving

w21 Break

f23 No Class

m26 **Bring final topic for essay 4 to class.**

w28 In-class work on the toy analysis.

f30 In-class work on the toy analysis.

Dec m03 **Bring draft of Essay 4 to class for peer review.**

w05 Open conferences in English Annex 30 for Essay 4.

f07 **Bring final draft of Essay 4 by the beginning of class time.**

m10 Good luck on your finals and have a great break! You've earned it!!

- m08 In-class work on movie and book reviews.
- w10 In-class work on movie and book reviews. **Post draft of paper to network by class time.**
- f12 Fall Recess. No Class.
- m15 In-class peer review of draft.
- w17 **Bring revised draft of Essay 2 to class for peer review.**
- f19 Open office hours. No class. Founders Day.
- m22 Introduction to Essay 3. **Bring final draft of Essay 2 to class.**
- w24 Discuss *Bambi* 1-62.
- f26 Discuss *Bambi* 63-121.
- m29 Discuss *Bambi* 122-191.
- w31 View Disney's *Bambi*. Place TBA
- Nov f02 View Disney's *Bambi*. Place TBA
- m05 In-class work on comparison/contrast.
- w07 Open office hours. No class.
- f09 **Bring draft of Essay 3 to class for Peer Review.**

- Sep m03 Discuss 1-56 in *An American Childhood*. **Reading Entry due in class.**
- w05 Discuss 57-100 in *An American Childhood*. **Reading Entry due in class.**
- f07 Discuss 101-149 in *An American Childhood*. **Reading Entry due in class.**
- m10 Discuss 150-204 in *An American Childhood*. **Reading Entry due in class. Email topic for Essay 1 to me by 5pm today.**
- w12 Discuss 207-255 in *An American Childhood*. **Reading Entry due in class.**
- f14 Discuss 2-25 in *Scribner Handbook*. **Reading Entry due in class. Bring final topic to class.**
- m17 **Bring draft of Essay 1 to Group Conferences in 30 Annex. No Class.**
- w19 **Bring draft of Essay 1 to Group Conferences in 30 Annex. No Class.**
- f21 **Bring draft of Essay 1 to Group Conferences in 30 Annex. No Class.**
- m24 **Bring revised draft of Essay 1 to class for peer review.**
- w26 Start discussion of Essay 2.
- f28 Viewing of movie. Place TBA.

Class Rules:

- ◆ To make this class work for you, you have to be here prepared for class. That includes having your assignments completed and your readings done. To further emphasize this, your final grade will drop a full letter grade for every absence after three.
- ◆ If you are learning, sensory, or physically disabled and feel that you need special assistance with lecture materials, reading assignments, testing, etc., please feel free to contact me. The first week of the semester is the best time for these discussions, and all matters will be held in confidence as the need determines.
- ◆ West Virginia Wesleyan College is committed to social justice, and I support that commitment. This means that the classroom will be open to the expression of all ideas. But it also means that those ideas must be presented with respect for the values and feelings of others who may not agree. If at any time you feel that this commitment has not been observed, please do not hesitate to bring the situation to my attention.
- ◆ This syllabus is evolving, so I reserve the right to change these rules and deadlines if the need arises. You are responsible for keeping up with all such changes.

Grading Scale and Breakdown:

4 Essays X 20% each	=	80%
Reading Entries	=	10%
Participation	=	10%

Grades will be determined according to the following scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 or below

◆ Essay 1 will use Dillard's concept of awakening into consciousness and analyze a specific moment from your childhood that represented a major moment of growth, an event that made you realize you were "growing up."

◆ Essay 2 will be a movie or book review that you write to your elementary school library, telling them to buy or not buy a video or book for their collection.

◆ Essay 3 will compare a modern retelling of a fairy tale or children's story with the original version of the story.

◆ Essay 4 will analyze the cultural implications—what lessons of behavior did it teach you?—of your favorite toy from childhood.

READING JOURNALS

Even though this is a composition class, we will do a lot of reading. This is important for two reasons. First, these texts provide excellent models for writing strategies. Second, learning to read critically is a crucial step in becoming a stronger writer. Unless you can read and analyze a text, any text, then you can't hope to read the first draft of one of your essays and figure out what is working and what isn't. To this end, you will take notes on everything we read in class and turn them into me. I will grade them based upon your engagement with the text. They can consist of observations, connections, and questions about the reading and should provide a good jumping off point for class discussion. They don't need to be formal or structured in any specific way. Just use whatever note-taking techniques you find the most successful. No late journal entries will be accepted, but I will drop the lowest two grades.

PARTICIPATION

Just as learning to become a better reader can help your writing, learning to engage in constructive dialog about what we read and write in this class can improve your writing immensely. This class will resemble a workshop where we actively share and argue ideas about the readings and our work. Such active participation in the class will help you better articulate your thoughts, in both written and oral form. To make sure that you also take this aspect of the class seriously, you'll receive a grade based on your participation in the class. This involves not just doing the reading and coming to class with your assignments done but being willing to share your ideas

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Required Texts:

- ❶ *An American Childhood* by Annie Dillard.
- ❷ *Bambi: A Life in the Woods* by Felix Salten.
- ❸ *The Scribner Handbook for Writers* by Robert DiYanni and Pat C. Hoy II.

Course Description and Goals:

This class will be an experiment in nostalgia. All of the readings and assignments will ask you to re-examine and write about your childhood. If the experiment succeeds, you will develop a meaningful and significant understanding of some aspects of being a child in this culture through the writing and revising of essays examining specific points in your own childhood. By the end of the semester, we should have a better handle of both childhood **and** the writing process.

Our objectives will include:

- ❶ Learning to use the writing process--invention, draft, revision, repeat as needed--effectively
- ❷ Learning to write using a variety of modes of writing (including analysis, description, and comparison/contrast).
- ❸ Learning how to structure an essay effectively, from good paragraphing to proper thesis development and support.
- ❹ Learning to be aware of our audience in every writing situation, our motto: "Leave no reader behind!"
- ❺ And of course, learning to self-monitor and –correct problems of grammar and mechanics that often make our writing less effective.