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## **English 218: Advanced Composition/Peer Tutoring**

### **Textbooks:**

Levy, *The Best American Essays 2015*  
Kolln & Gray, *Rhetorical Grammar, 8<sup>th</sup> edition*  
*English 218: Course Manual*

### **Course Description:**

The course is designed for capable student writers who wish to improve their skills in advanced composition and to learn approaches to tutoring in order to assist other students who have writing concerns. In this course we will study different approaches to composition and the various types of writing in the disciplines. You will write compositions, journals, case studies (analyses of sessions), and critiques of other students' writing. Group discussion of each other's written work and of issues in writing will help to begin a conversation on craft and broaden a vocabulary that we will use in our tutoring. There will be an emphasis on collaboration in class work. For the lab portion of the course, you will be required to do a minimum of 2 hours of tutoring per week.

We will work on many different aspects of the writing process in this class. Our course work will stress critical thinking, recognition of structures of meaning in writing, including grammar, and productive approaches to the revision process. Course goals will include improving analytical, reading, and critical skills. During class time, we'll discuss reading and writing assignments and participate in discussions, activities and workshops.

We will look at different ways of reading--contemporary essays for their literary value, academic writing for information on learning center and writing theory, cultural "texts" for what they can tell us about the society we're living in.

Grammar review will begin early and continue throughout the semester. Although it is not the most exciting topic we'll cover, the text *Rhetorical Grammar* encourages us to think differently about the structure and rhetorical purpose of standard English. We'll talk about the way grammar is taught and think about ways to improve on current models, which, I think we can all agree, haven't been effective for many years.

You will also write journals made of reflections, analyses and observations on readings or class discussions, or your work as a tutor. We will be creating a class journal on Blackboard. You'll be required to post one entry per week to the class web site, via Blackboard—either your reflections about a tutoring session, a writing issue, a response to something you've read, a campus issue, a world issue. This is a conversation for the members of the class that I don't look at during the semester. I would like you to print and include 10 journal entries in your final portfolio.

The requirements of the course are divided between developing your own writing skills and learning to be an effective tutor. You are now a part of the dedicated and knowledgeable staff of the Writing Center. That can be somewhat intimidating at first, but I think you will find the people you will be working with more than happy to help you when questions arise. I think you will find the atmosphere collaborative and supportive. The returning student tutors will have a lot to share with you about the process, and my door is always open. The other professional employees are Edwina Gray who supervises the computer lab area and lab assistants and who takes care of payroll issues, Jeffrey Canino, the daytime Perkins Grant-funded professional tutor, Henry Ricci, professional tutor, and Bill Reilly, evening Perkin-grant funded tutor. We will all be available to answer your questions and offer help for your sessions.

I am once again planning a service learning project for English 218. In the fall semester we participated in a project centered around the Adriance Library's October Big Read events. This semester I am in discussions about some possibilities including leading community book groups or facilitating and participating in a community writing workshop. This project will be voluntary. Students who choose not to participate will be given a commensurate assignment.

All students are required to work two regularly scheduled hours per week in the Writing Center to fulfill the lab credit of the course. Students may choose to work additional hours in the Center at the rate of \$9.70 per hour.

During the semester there will be a variety of optional activities coming out of the Writing Center in which you will be welcome and encouraged to participate, including an end-of-the-semester "Write All Night" with tutoring into the late hours, special events in the dorm and the community, and frequent writing events.

### **Course Policies:**

All work is due on the date listed on the syllabus. Late work, especially on workshop dates, will be penalized. Plagiarized work will result in a zero on the assignment with no possibility for a do-over.

Because of the nature of the course, your attendance is essential. If you have to miss a class, please let me know in advance through voicemail or email. If you have to miss a

scheduled tutoring period, you are responsible for arranging for a substitute or letting me know if you can't find someone to take your place.

You will receive your grade in the class from a portfolio you will turn in at the end of the semester, which will include all drafts of what you consider your 4 best compositions, your final essay, journals and a self-evaluation. In lieu of a final exam, we will spend that time of presentations and discussion of a final paper.

I will certainly confer with you about your progress throughout the semester. Mid-term grades will be a "P" for pass or an "F" for fail.

I will compute your final grade based on the following breakdown:

Portfolio:	60%
Tutoring Effectiveness/Journal:	30%
Classwork/Attendance	10%

If you have any questions about your progress in the course, feel free to talk to me about it. I will explain in more detail the philosophy behind this kind of holistic grading. You may initially feel uncomfortable with the absence of grades, but I believe you will find it beneficial to your growth as a writer.

The information that follows is provided on all DCC syllabi and are the policies of the college. My individual policy on plagiarism is to give the assignment a zero (option #2 under penalties imposed by instructor).

### **Academic Accommodations**

Dutchess Community College makes reasonable accommodations for students with documented disabilities. Students requesting accommodations must first register with the Office of Accommodative Services (OAS) to verify their eligibility. After documentation review and meeting with the student, OAS staff will provide eligible students with accommodation letters for their professors. Students must obtain a new letter each semester and discuss their accommodation plan with their instructors as soon as possible to ensure timely accommodations. The Office of Accommodative Services is located in the Orcutt Student Services Building, Room 201, phone # (845)-431-8055.

### **Title IX**

Dutchess Community College is committed to maintaining a positive campus climate and will not tolerate any form of sexual harassment including sexual assault, sexual violence, and sexual

misconduct. It is the responsibility and obligation of all members of the College community to report and/or to assist others in reporting incidents of sexual harassment.

Please direct all Inquiries and reports related to sexual harassment and sexual violence to:

Title IX Coordinator: Esther Couret, Director of Human Resources  
Dutchess Community College, Bowne Hall, Room 220  
53 Pendell Road, Poughkeepsie, NY 12601  
(845) 431-8673  
esther.couret@sunydutchess.edu

For information regarding the DCC sexual harassment and sexual violence policy and resources go to:

[https://dutchess.open.suny.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=\\_1\\_1](https://dutchess.open.suny.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_1_1)

For anonymous reports go to Share at DCC: <https://www2.sunydutchess.edu/cgi-bin/share-at-dcc/index.php>

### **Academic Honesty**

Academic dishonesty includes, but is not limited to, the following:

- 1 Cheating on examinations
- 2 Plagiarism, the representation of another's ideas or writing as one's own, including but not limited to:
  - a presenting all or part of another person's published work as something one has written;
  - b paraphrasing or summarizing another's writing without proper acknowledgement;
  - c representing another's artistic or technical work or creation as one's own.
- 3 Willingly collaborating with others in any of the above actions which result(s) in work being submitted which is not the student's own.
- 4 Stealing examinations, falsifying academic records and other such offenses.
- 5 Submitting work previously presented in another course without permission of instructor.
- 6 Unauthorized duplication of computer software.
- 7 Unauthorized use of copyrighted or published material.

If, based on substantial evidence, an instructor deems that a student is guilty of academic dishonesty, the instructor may initiate disciplinary action.

1. The instructor may require that the student repeat the assignment or examination, or
2. The instructor may give the student a failing grade for the assignment or examination, or
3. The instructor may give the student a failing grade for the course.
4. Additionally, the instructor may require that the student receive counseling on academic honesty through the Office of the Dean of Student Services.

## Syllabus:

- 1/17 Introduction
- 1/19 BAE, Sedaris, "Stepping Out," 185-191  
Cronin, "My Daughter and God," 56-71
- 1/24 BAE, Sundberg, "It Will Look Like a Sunset," 208-216  
Reed, "My Grandma the Poisoner," pp. 162-171
- 1/26 BAE, Atleework, "Charade," 22-30  
RG, Intro, pp. 1-3, chapter one, 6-16
- 1/31 (cont.)  
Citation Guides (MLA & APA)
- 2/2 Personal Narrative Essay Workshop/First Draft  
BAE, Kennicott, "Smuggler," pp. 135-149
- 2/7 Packet readings
- 2/9 (cont.)
- 2/14 (cont.)
- 2/16 Interpreting Art/Literature/Film Essay Workshop/First Draft
- 2/21 President's Day (no class)
- 2/23 RG, Chapter 2, pp. 17-32
- 2/28 BAE, Smith, "Find Your Beach," 192-197  
BAE, Solnit, "Arrival Gates," 198-204
- 3/2 BAE, Daum, "Difference Maker," 72-87  
BAE, Jefferson, "Scenes from a Life in Negroland," 124-134

- 3/7 Cultural Analysis Workshop/First Draft  
RG, Chapter 3-4, 33-73
- 3/9 (cont.)
- 3/14 Spring Break (no class)
- 3/16 Spring Break (no class)
- 3/21 BAE, Briere, "Vision," pp. 45-55  
Birkerts, "Strange Days," 35-44
- 3/23 Imitation Exercise/Rhetorical Analysis Workshop/First Draft
- 3/28 Research Exercise
- 3/30 BAE, Gladwell, "The Crooked Ladder," pp. 98-110
- 4/4 Problem/Solution Essay Workshop/First Draft  
RG: chapter 5, 76-90
- 4/6 (Cont.)
- 4/11 RG, Chapter 6, 91-109
- 4/13 Music/Film/Literary Critique Workshop/First Draft
- 4/18 RG, chapter 7, 110-123
- 4/20 (cont.)

4/25 Case Study/Writing Center Theory Essay Workshop/First draft  
RG, chapter 8, pp. 124-137

4/27 (cont.)

5/1 Portfolio Due

Final Exam Date: Tuesday, 5/9, 2:00-4:30, Presentations of Final Essays