ENG 110 (F20): Freshman Composition
Fall 2012
M-W 8:00-9:15 Willard Hall 308

Dr. Gilbert L. Gigliotti, CCSU Department of English
Ryan Baldassario, Peer Mentor

Ignorance can indeed be bliss, but **knowledge is power**. And while it is quite possible to spend four, five, and even six years in college remaining blissfully ignorant, the purpose of **Eng 110 (F20)** is to help you begin your college career developing the skills, strategies, and knowledge necessary to succeed. This course will require you to examine and write about becoming a member of the intellectual/social community known as Central Connecticut State University. All of the assignments (written and oral, solo and group) and other activities are thus designed to assist you in engaging in that community (as a scholar and an adult) while furthering your ability to write effective academic essays cogently, clearly, and concisely.

By the end of this semester, you should be able to:

- Participate in literate and informed conversations within a variety of academic, professional, civic, social, and cultural communities.
- Use the composition process to develop and support your ideas.
- Analyze the ideas and viewpoints of others and communicate that analysis clearly and effectively.
- Think and communicate at a college-level to produce a paper that a college-level audience would find readable and thoughtful.
- Adapt your own writing process to meet the needs of a variety of assignments.
- Produce the writing at the level required at the next step in your college career.
- Identify and discuss key ideas, events, and people in the life and career of Andy Warhol.

Ignorance or knowledge: the choice is yours.

**AUG**

W 29  Introduction to class: Syllabus, Expectations, and Requirements
     **Diagnostic Essay**

**SEPT**

M 3  **LABOR DAY**

W 5  *My Freshman Year*, pages 1-18
    *They Say I Say*, pages ix-14

M 10 **Essay #5 Due**: “Welcome to ‘AnyU’ CCSU” (1-2 pages)
    LIBRARY TOUR

W 12  Ryan B. on “Study Habits”

M 17 *My Freshman Year*, pages 19-40
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>W</td>
<td>19</td>
<td>Peer Review Essay #1</td>
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<tr>
<td>M</td>
<td>24</td>
<td><strong>Essay #1 due</strong>: “Life as a Resident (or Commuter)” (2-3 pages)</td>
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<td>W</td>
<td>26</td>
<td><em>My Freshman Year</em>, pages 41-89</td>
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<td><strong>OCT</strong></td>
<td><strong>M</strong></td>
<td>1</td>
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<td>W</td>
<td>3</td>
<td>Peer Review Essay #2</td>
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<td>M</td>
<td>8</td>
<td><strong>Essay #2 due</strong>: “Community and Diversity/“As Others See Us” (2-3 pages)</td>
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<td>W</td>
<td>10</td>
<td><em>My Freshman Year</em>, pages 90-106</td>
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<td>W</td>
<td>17</td>
<td>Peer Review Essay #3</td>
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| M   | 22   | Essay #3 due: “Academically Speaking” (3-5 pages)  
**No class (in return for film attendance)** |
| W   | 24   | *My Freshman Year*, pages 107-131  
**Night at the Theatre at CCSU: Twelve Angry Jurors** |
| **NOV** | **M** | 5 |
| W   | 7    | **Essay #4 due**: “The Art of College Management” (3-5 pages)  
*My Freshman Year*, pages 132-156 |
| M   | 12   | |
| W   | 14   | Peer Review Essay #5 |
| M   | 19   | **Essay #5 due**: “Lessons from My Year Semester as a Freshman” (4-6 pages)  
**No class (in return for play attendance)** |
| W   | 21   | **THANKSGIVING RECESS** |
| M   | 26   | *Warhol*, 7-43 |
| W   | 28   | *Warhol*, 44-93 |
DEC  M  3  Lou Reed and John Cale, *Songs for Drella*

W  5  **Group Presentations about Songs**

W 12  **FINAL EXAM PERIOD**

**Essay #6 due** by 10:00 AM

**Required Text:**


**Assignments:**

*Diagnostic essay:* Review the lyrics of the two songs (“Nothing” from *A Chorus Line* and “Painting by Numbers” from *Too Long in the Wasteland*) provided below. Referring directly to the ideas from one of those songs, write an essay that provides an answer to the following question:

What can you, as a first-year student, take away from the song and use to help tackle the new challenges you will face this year?

Be sure to quote specific lyrics in support for your statements. Because I am looking for you to be as specific as possible, choose one, at most two, specific elements from the song to examine for this essay.

You should take the entire 40 minutes for this activity.

*Essays 5, 1, 2, 3, 4, and 5* directly relate to the chapters of the primary text for the class, *My Freshman Year: What a Professor Learned by Becoming a Student*. Students will be expected in their essays to engage the ideas and sociological concepts of the text and not simply relate personal experiences.

*Essay 3.5:* an exercise in course selection, scheduling, and understanding the requirements of CCSU general education program as well as of the student’s major and minor.

*Essay 6:* An essay on some aspect of the Andy Warhol.

*Group Song Presentation:* A group (of 3 students assigned by the professor) on one of 6 songs from the Lou Reed/John Cale Andy Warhol-tribute album, *Songs for ’Drella*, that should interpret the song in light of Warhol’s biography and/or artistic theories.
Attendance at the play on Wednesday night, 24 October, is required: admission for students is free with ID.

Every student is required to attend one of the Central Authors book talks (schedule attached), at which each student must ask a question of the author and hand in a written copy of the question and a summary of the author’s answer. (The question cannot be of the yes/no-type.)

Every student is required to attend one of the three films shown on campus as part of the “Classic Friday” Film Series (schedule attached).

Nota bene: Essays are due on the date designated on the syllabus. Late papers will be penalized at the discretion of the instructor.

Participation and Attendance: Each student can miss up to two (2) classes during the course of the semester. These absences may be related to illness, “better offers,” or even sloth, with little penalty. If students miss three or more, however, their grades may well be affected negatively. The other half of this grade is participation (i.e., what students do after showing up for class: demonstrating their preparation by asking pertinent questions, answering questions, respectfully challenging the professor’s and fellow students’ ideas, volunteering to read aloud, etc.). Even attending every class is still only half this grade.

Grading Breakdown

| Essay  .5 | 5% |
| Essay 1   | 5% |
| Essay 2   | 10% |
| Essay 3   | 10% |
| Essay 3.5 | 5% |
| Essay 4   | 10% |
| Essay 5   | 10% |
| Essay 6 Warhol Essay | 10% |
| Song Presentation | 10% |
| Peer Review Work | 10% |

Central Authors response/
“Classic Fridays” attendance  5%
Participation/Attendance   10%

Academic Honesty policy
The CCSU homepage contains an extensive section on academic honesty and plagiarism that you should read thoroughly (www.ccsu.edu/AcademicIntegrity/). Appropriating someone else’s ideas or words without giving them credit, whether intentionally or not, is unethical and is subject to the penalties described in the guide. You are responsible for understanding what constitutes plagiarism and for avoiding both deliberate and unintended plagiarizing.

A Final Word about academic honesty: PLAGIARISM is the un-attributed use of another’s ideas and/or words (EITHER intentional OR accidental). Don’t do it. If you are at all
unsure, ask me or another English professor. Remember: People’s academic careers have ended because of plagiarism.

CCSU Writing Center
Tutors are available in Willard Hall 100 to provide you with extra help with your writing. You can make an appointment either by calling 832-2765 or stopping by the Center. Tutoring appointments can fill up quickly—if you think you might want help, you need to make sure to sign up. If you wait until the end of the semester to try to get assistance with your essays, there might not be any appointments left.

Computer Labs
The primary computer lab is the Marcus White Computer Lab (located in the Marcus White Annex). Hours for the semester are posted outside. In addition, the CCSU webpage lists the location and hours for other labs scattered all over campus.

The Learning Center
The Learning Center, located in Willard Hall 100 (phone: 832-1900), will develop an individual study plan with you, can provide content area assistance, and review strategies for improving your overall study skills. Online tutoring is also available.

University Counseling and Psychological Services
CCSU Counseling and Wellness Center (205 Marcus White Hall) can provide confidential advice and counseling to all students free of charge. You can contact this group at 832-1945 or visit their website (http://www.ccsu.edu/counseling/).

Office of Student Affairs
Student Affairs, located in Davidson Hall (room 103), can provide assistance and information for students on a range of issues and concerns. You can contact them 832-1600.

Accommodations: Please contact me privately but as soon as possible to discuss your specific needs if you believe you need course accommodations based on the impact of a disability or medical condition, or if you have emergency medical information to share. I will need a copy of the accommodation letter from Student Disability Services in order to arrange your class accommodations. Contact Student Disability Services, in Willard Hall 101-04, if you are not already registered with them. Student Disability Services maintains the confidential documentation of your disability and assists you in coordinating reasonable accommodations with your faculty.

Office, Phone Number, and E-mail Address
Dr. Gilbert Gigliotti
Professor
CCSU English Department
Willard Hall 329
Central Connecticut State University
New Britain, CT 06050
860/832-2759

Ryan Baldassario, Peer Mentor
ryan.baldassario@my.ccsu.edu
(860) 908-8219
Gigliotti@ccsu.edu

Office hours:
MW: 7:30-8:00 am
MW: 1:00-3:00 pm (or by appointment)

Blog:  www.connecticuthalfwit.blogspot.com

Radio show:
“Frank, Gil, and Friends”
Tuesdays 8-10 AM
On-air: WFCS 107.7 FM