

# Composition II

## ENG 106 Course Outline

### Week 1: Units 1& 2

#### Unit 1 Overview

In this unit, the student will be introduced to the course: English 106-Postcolonial Writing, learn the requirements and assessment methods of the course, and discuss the theme of the course as a subject for practicing textual analysis and writing skills. The student will also read *Habits of Mind*, review basic writing strategies learned in English 105, and read *Writing Situations* and *Exploring Ideas* in *The Everyday Writer*.

#### Web Content

Unit 1 Topic 1-2: Pages 1-11

#### Required Readings

##### **Unit 1 Topic 1:**

*Habits of Mind* article (PDF)

(Located in the Unit 1 Document Sharing section in Blackboard)

##### **Unit 1 Topic 2:**

*Writing Situations* and *Exploring Ideas* in your copy of *The Everyday Writer*.

#### Activities and Assignments

##### **Unit 1 Topic 1:**

Discussion Thread Activity

##### **Unit 1 Topic 2:**

Discussion Thread Activity

##### **Unit 1 Assignment:**

Discussion Thread Activity

## Unit 2

### Unit 2 Overview

In this unit, the student will learn practical methods for active reading, read Guidelines for *Close (or Critical) Reading*, read *Orientalism* by Edward Said and apply close reading skills to this text. The student will also discuss the complexities involved in defining what makes a text "postcolonial," and re-read *A Far Cry From Africa* and practice skills and ideas learned in this unit.

### Web Content

Unit 2 Topic 1-2: Pages 1-14

### Required Readings

#### **Unit 2 Topic 1:**

*Close (or Critical) Reading* (pdf)

#### **Unit 2 Topic 2:**

Edward Said's *Orientalism* (PDF)

(Located in the Unit 2 Document Sharing section in Blackboard)

### Activities and Assignments

#### **Unit 2 Topic 1:**

Discussion Thread Activity

#### **Unit 2 Topic 2:**

Discussion Thread Activity

#### **Unit 2 Assignment:**

Discussion Thread Activity

## **Week 2: Units 3 & 4**

### **Unit 3 Overview**

In this unit, the student will read Grace Nichols's *One Continent / To Another*, consider ways to approach various genres of writing, read Chapters 1-3 of *Things Fall Apart*, read the handout *Effective Openers*, and discuss ways to approach writing about writing.

### **Web Content**

Unit 3 Topic 1-2: Pages 1-9

### **Required Readings**

#### **Unit 3 Topic 1:**

Grace Nichols's *One Continent to Another* and Chapters 1-3 of *Things Fall Apart*.

#### **Unit 3 Topic 2:**

*Effective Openers* article

(Located in the Unit 3 Document Sharing section in Blackboard)

### **Activities and Assignments**

#### **Unit 3 Topic 1:**

Discussion Thread Activity

#### **Unit 3 Topic 2:**

Discussion Thread Activity

#### **Unit 3 Assignment:**

Discussion Thread Activity

## Unit 4

### Unit 4 Overview

In this unit, the student will read Grace Nichols's *Skin Teeth*, read Chapters 4-9 of *Things Fall Apart*, discuss some methods to identify rhetorical and literary devices in texts, read *Word Choice and Spelling* (pp. 214-223) in *The Everyday Writer*, and begin Writing Assignment One.

### Web Content

Unit 4 Topic 1-2: Pages 1-8

### Required Readings

#### **Unit 4 Topic 1:**

Grace Nichols's *Skin Teeth* and Chapters 4-6 of *Things Fall Apart*

#### **Unit 4 Topic 2:**

Chapters 7-9 of *Things Fall Apart* and *Word Choice and Spelling* (pp. 214-223) in your copy of *The Everyday Writer*

### Activities and Assignments

#### **Unit 4 Topic 1:**

Discussion Thread Activity

#### **Unit 4 Topic 2:**

Discussion Thread Activity

#### **Unit 4 Assignment:**

Review instructions and begin work on paper #1

## **Week 3: Units 5 & 6**

### **Unit 5 Overview**

In this unit, the student will read Chapters 10-17 in *Things Fall Apart*, read *Academic Work in Any Discipline* (pp. 521-526) in *The Everyday Writer*, learn prewriting strategies for thinking, discuss approaches to peer review for an online course based on textual analysis, post Writing Assignment One, complete peer review of a colleague's paper, and begin revising Writing Assignment One.

### **Web Content**

Unit 5 Topic 1-2: Pages 1-12

### **Required Readings**

#### **Unit 5 Topic 1:**

*Academic Work in Any Discipline* (pp.521-526) in *The Everyday Writer*, and Chapters 10-13 in *Things Fall Apart*.

#### **Unit 5 Topic 2:**

Chapters 14-17 in *Things Fall Apart*.

### **Activities and Assignments**

#### **Unit 5 Topic 1:**

Discussion Thread Activity -  
Peer Review

#### **Unit 5 Assignment:**

Submit final Draft of Paper #1 by Saturday, July 9<sup>th</sup> to be graded

## Unit 6

### **Unit 6 Overview**

In this unit, the student will discuss methods for working with novels and larger texts, finish reading *Things Fall Apart*, read *Integrating Sources and Avoiding Plagiarism* (pp. 185-192) and *Writing for the Humanities* (pp. 526-535) in *The Everyday Writer*, and think about how to incorporate evidence from primary sources smoothly into writing projects.

### **Web Content**

Unit 6 Topic 1-2: Pages 1-9

### **Required Readings**

#### **Unit 6 Topic 1:**

Chapters 18-25 in *Things Fall Apart*, and *Writing the Humanities* (pp. 526-535) in *The Everyday Writer*.

#### **Unit 6 Topic 2:**

*Integrating Sources and Avoiding Plagiarism* (pp. 185-192) in *The Everyday Writer*.

### **Activities and Assignments**

#### **Unit 6 Topic 1:**

Discussion Thread Activity

#### **Unit 6 Topic 2:**

Discussion Thread Activity

## **Week 4: Units 7 & 8**

### **Unit 7 Overview**

In this unit, the student will read *Analyzing Arguments* (pp.113-125) in *The Everyday Writer*, discuss classical approaches to argument and how to extend them in academic writing, read Trinh T. Minh-ha's short article *Not You/Like You* and begin to examine its approaches to argument, and participate in a group activity to prepare for Writing Assignment Two.

### **Web Content**

Unit 7 Topic 1-2: Pages 1-10

### **Required Readings**

#### **Unit 7 Topic 1:**

*Analyzing Arguments* (pp. 113-125) in *The Everyday Writer*.

#### **Unit 7 Topic 2:**

Trinh T. Minh-ha's *Not You/Like You* in course documents

### **Activities and Assignments**

#### **Unit 7 Topic 1:**

Discussion Thread Activity

#### **Unit 7 Topic 2:**

Discussion Thread Activity

#### **Unit 7 Assignment:**

Discussion Thread Assignment Activity

## **Unit 8 Overview**

In this unit, the student will read the first paragraph of *A Passage to India*, read Derek Walcott's poem *The Schooner 'Flight,'* and read *Evaluating Sources and Taking Notes* (pp. 168-184) in *The Everyday Writer*. The student will also examine approaches to the assessment and incorporation of secondary sources, discuss the goals and methods of the "critical lens," and begin Writing Assignment Two.

## **Web Content**

Unit 8 Topic 1-2: Pages 1-9

## **Required Readings**

### **Unit 8 Topic 1:**

*Evaluating Sources and Taking Notes* (pp. 168-184) in *The Everyday Writer*.

### **Unit 8 Topic 2:**

Read Derek Walcott's *The Schooner 'Flight.'* Pdf of *The Schooner "Flight"* is found in Course Documents, as well as an audio file

## **Activities and Assignments**

### **Unit 8 Topic 1:**

Discussion Thread Activity

### **Unit 8 Topic 2:**

Discussion Thread Activity

### **Unit 8 Assignment:**

Review instructions and begin work on paper #2

**Week 5: 9 & 10**

## **Unit 9 Overview**

In this unit, the student will re-read *Integrating Sources and Avoiding Plagiarism* (pp. 185-192) in *The Everyday Writer*, learn when and how to paraphrase, summarize, or quote directly, and practice using secondary sources through composition and peer review. The student will also read *Colonialist Criticism* by Chinua Achebe, discuss Achebe's essay as a secondary source and its own use of secondary sources, post a draft of Writing Assignment Two for peer review, begin responding and revising, and begin developing an original topic for Writing Assignment Three.

## **Web Content**

Unit 9 Topic 1-2: Pages 1-6

## **Required Readings**

### **Unit 9 Topic 1:**

Re-read *Integrating Sources and Avoiding Plagiarism* (pp. 185-192) in *The Everyday Writer*.

### **Unit 9 Topic 2:**

Read *Colonialist Criticism* by Chinua Achebe.

## **Activities and Assignments**

### **Unit 9 Topic 1:**

Discussion Thread Activity

### **Unit 9 Topic 2:**

Discussion Thread Activity

### **Unit 9 Assignment:**

Discussion Thread Assignment Activity

## **Unit 10**

## **Unit 10 Overview**

In this unit, the student will read *Preparing for a Research Project* (pp. 139-145) in *The Everyday Writer*, learn strategies for developing themes in academic research-supported writing, and continue narrowing an original topic of their own for Writing Assignment Three. The student will also read *Doing Research* (pp. 145-156) in *The Everyday Writer*, be exposed to the variety of research resources available to UM students, post final Writing Assignment Two, and begin Writing Assignment Three.

## **Web Content**

Unit 10 Topic 1-2: Pages 1-10

## **Required Readings**

### **Unit 10 Topic 1:**

Read *Preparing for a Research Project* (pp. 149-154) in *The Everyday Writer*.

### **Unit 10 Topic 2:**

Read *Doing Research* (pp. 154-167) in *The Everyday Writer*.

## **Activities and Assignments**

### **Unit 10 Topic 1:**

Discussion thread activity

### **Unit 10 Topic 2:**

**Unit 10 Assignment :** Submit your final version of paper #2 by Sunday, July 24<sup>th</sup> through the assignment box located in the "Writing Assignments" tab on the left hand navigation bar.

### **Unit 10 Activity :**

Review instructions and begin work on paper #3

## **Week 6: Units 11 & 12**

## **Unit 11 Overview**

In this unit, the student will read the chapter on MLA style in *The Everyday Writer*, discuss the forms and reasons for parenthetical citations and notes in MLA style, practice finding publication information for sources, become familiar with the mechanics of MLA style and compare these details with other styles, and practice a Works Cited list, ask questions, and receive feedback about this form.

### **Web Content**

Unit 11 Topic 1-2: Pages 1-5

### **Required Readings**

#### **Unit 11 Topic 1:**

Read *MLA Style for In-Text Citation* (pp. 374-378) and *MLA Style for Explanatory and Bibliographic Notes* (pp. 379), along with the sample student essay (pp. 409-419) in *The Everyday Writer*.

#### **Unit 11 Topic 2:**

Read *MLA Style for a List of Works Cited* (pp. 380-408) in *The Everyday Writer*.

### **Activities and Assignments**

#### **Unit 11 Topic 1:**

Discussion Thread Activity

#### **Unit 11 Topic 2:**

Discussion Thread Activity

#### **Unit 11 Assignment:**

Discussion Thread Assignment

## **Unit 12**

### **Unit 12 Overview**

In this unit, the student will consider the cognitive differences in editing, revising, and proofreading specific paper components, and effective strategies for each.

The student will also read handouts by their instructor regarding these strategies, implement what they have learned in this unit and all semester through peer critique, final revision, and original composition, and post final draft of Writing Assignment Three with a Post-Write.

### **Web Content**

Unit 12 Topic 1-2: Pages 1-7

### **Required Readings**

#### **Unit 12 Topic 1:**

Read the following handouts located on the Unit 12 Document Sharing section.

- *Constructing Paragraphs*
- *Peer Critique: Revising Paragraphs*
- *Pruning Your Prose*

#### **Unit 12 Topic 2:**

Read the following handouts located on the Unit 12 Document Sharing section.

- *Polishing Your Paper Off*
- *Heading Off the Problem*

### **Activities and Assignments**

#### **Unit 12 Topic 1:**

Discussion Thread Activity

#### **Unit 12 Topic 2:**

Discussion Thread Activity

#### **Unit 12 Assignment:**

Submit your final version of paper #3 by Wednesday, August 3rd through the assignment box located in the "Writing Assignments" tab on the left hand navigation bar.