



WRITING TO LEARN AND COMMUNICATE

ENGL 110 C College Writing I

Fall 2013

Ramona Czer

Class Times: MWF 10:30 a.m. -11:20 a.m. Office: HH 225
 Room: HH 135 Phone: 507-276-1513 (texts are welcome)

Overview of the Course

Through a variety of writing assignments and activities, successful students of ENGL 110 will learn to generate ideas, experiment with ways to express them, and craft their thinking on paper into effective, reader-based prose, therefore developing them into more confident and facile writers for school and beyond. In this way, the course supports Bethany Lutheran College's mission by offering students "a challenging student-centered approach to education that fosters spiritual development, intellectual and creative growth, self-understanding, and responsible citizenship" as well as encouraging them "to make the most of their God-given talents."

Texts and Materials Required for this Course

- *Understanding Rhetoric: A Graphic Guide to Writing* by Elizabeth Losh, Jonathan Alexander, et al.
- *Writing with Style* 3rd edition by John R. Trimble
- *Course Packet of Handouts and Resources*
- A 1" or bigger 3-ring binder for your Writing Portfolio

Objectives

BLC INSTITUTIONAL OBJECTIVES

- To demonstrate independent critical thinking so that students are not shaken from the eternal foundations on which their moral and spiritual growth is based,
- To experience fine arts and literature as an educated individual.

General Education Literature & Writing Goals

Upon successful completion of this course, students should be able to...

- A. Ask effective questions about and of texts, including their own, questions that situate texts in relation to the cultural, social, and historical contexts in which they were produced, as well as in relation to students' contemporary contexts,
- B. Exhibit a minimum competency of a foundational knowledge of literature and writing process terminology,

ENGL 110 (College Writing I) Course Learning Outcomes

1. Students will practice reading texts like a writer, analyzing what each text is communicating in detail, considering how the author chose to achieve his or her purposes, and evaluating the effectiveness of those choices.

Means: Reading chapters from *Understanding Rhetoric* and student essays "like a writer;" completing several analysis exercises, and participating in group and whole class discussions to observe, analyze, interpret, and evaluate the texts to see how they work.

2. Students will produce a five-paragraph essay that is written within a short period of time, using a 4-Step Process for Evaluating Art, which will be practiced ahead of time and evaluated A, B, C, D, or F using an specific rubric.

Means: Writing Essay 2—the Art Critique Essay within a 24-hour period (see handouts in Course Packet)

- To demonstrate Christian stewardship with regard to their talents and abilities that they be used for the glory of God and the welfare of mankind.

- C. Adjust their use of spoken and written language to communicate effectively with a variety of audiences, in a variety of styles, for a variety of purposes,

3. Students will practice using a wide variety of invention and revision techniques in order to compose three essays in three different genres and to come to see writing as a process of discovery and learning in order to craft prose focused on the needs of an audience.
Means: Composing Exercises and Multiple Drafts (some directed) for Essays 1 and 3; receiving feedback from Peer Writing Groups and from the instructor in one-on-one Conferences and from Writing Coaches in the Writing Center; and writing a final Dear Reader Portfolio Letter which reviews the story of each essay and explains what the writer learned about writing and his or her own writing process this semester.
4. Students will come to understand the collaborative and social aspects of writing and practice critiquing their own and others' essays in small groups which meet regularly.
Means: Bringing in copies of Essays to share in small groups at least four times during the semester in order to get a sense of a real audience, to hear others' varying ways of accomplishing the same task, and to practice giving useful and specific feedback to other writers, and taking notes on the feedback received, before considering how best to revise the essay.

• To demonstrate proficiency in written and oral English.

- D. Exhibit familiarity with the databases, archives, and scholarly sources available to them, and regularly gather and apply the date contained therein, and
- E. Exhibit familiarity with and apply MLA format to their formal written works.

5. Students will develop a unique, specific question for a personally relevant research project, then decide on what they most want to learn and how best to find that out, carefully read several credible sources, taking notes on the most useful information, and produce an essay which cites sources formally and which helps readers come to understand and perhaps be convinced of the answer to the student's research question.

Means: Producing an I-Search Essay of 7+ pages and a Works Cited page, using and properly citing 6+ credible sources, with at least two being primary sources, and handing in four graded components of the project at regular intervals: a research proposal, an annotated bibliography, a set of notecards, a mid-way draft (see I-Search project handouts & rubric in the Course Packet).

6. Students will learn to carefully revise and edit their essays for the benefit of a real audience, especially working on crafting sentences that are correct and varied in construction, using commas correctly and effectively, and paragraphing well.

Means: Producing a Performance-Level Draft for both Essay 1 and 3—each revised and edited to the instructor's satisfaction (marked "Done"), and then at course-end gather all exercises, drafts, and polished, finished essays into a 3-ring Portfolio binder to celebrate what was learned and produced and to use for future reference.

7. Students will demonstrate a minimum level of competency in writing effective thesis statements (a single, declarative sentence which asserts an arguable opinion), in creating a proper MLA Works Cited page, and in citing source material in-text correctly.

Means: Passing a Thesis Statement Exam and a MLA Citation Style Exam—with 80% passing (two chances of retaking the exam will be provided, most likely outside of class).

Course Components

- ✓ **Read your textbooks and other materials faithfully:** *Understanding Rhetoric*, *Writing with Style*, *Writing with Style*, the course packet, and other handouts TBD.
- ✓ **Complete almost daily writing assignments:** you do exercises, freewrite, brainstorm, make lists, do experimental drafts, revise sentences and paragraphs, complete worksheets, etc.—all of which will either indirectly or directly aid you in writing their more formal essays.
- ✓ **Compose multiple drafts of four essays:**
 - Essay 1—you will craft a Memoir Essay on some aspect of your life or family that will interest a real audience, with a visual component required.
 - Essay 2— you will craft an Art Analysis (in-class) on a painting provided by the instructor
 - Essay 3— you will craft an Argument Essay exploring an issue you that matters to you
 - Essay 4— you will craft an I-Search Essay exploring a significant question you hope to answer about the history of Mankato, turning in a Research Proposal, an Annotated Bibliography, 40 notecards, a midway draft, and a final draft of 7+ pages, in-text citing of all sources material used (at least 2 of them primary sources), and a perfect Works Cited page.

- ✓ **Learn to get and receive writing feedback:** you will share your drafts in small groups during Peer Group Workshop Days One-on-One Conferences with the Instructor and go to the Writing Center for help on at least one essay.
- ✓ **Take two competency exams:** you will work at successfully passing a Thesis Statement Competency Exam and a MLA Citation Competency Exam.
- ✓ **Reflect on and gather together all of your writing:** you will compose a 3+-pages Dear Reader Portfolio Letter and organize your Final Portfolio into a 3-Ring Binder for your final conference. This is a compilation of all exercises, drafts, private jottings and notes, extra assignments you want to save from other classes, exams, final drafts of all essays, etc. Why? To celebrate all of your hard work, to preserve your writing in a way that will last and can't be deleted easily, to use for easy reference the next time you need to write something that takes drafting to achieve your goals, and to share who you are and what you think with others. To make this last vital assignment much easier, plan to **SAVE EVERYTHING** you write for this class, both on your computer and in hard copy form. Use document folders in a College Writing folder to aid in locating things, and save every file to your Bethany account so that everything is backed up automatically (especially if you work primarily on your own computer). There is no excuse any longer for "lost files." Get connected and stay connected!

Course Evaluation

This course uses a contract grading method for assessing students. That means to earn a particular grade, a student needs to do *everything* that is required for that level, with very few exceptions.

To earn a "B" in ENGL 110 (be a "Progressing Student"), students must meet all of the following requirements:

✓	Requirement	Dates / Evaluation / Notes						
	Come to class most days with required textbooks, paper & pen, etc. and do not miss class more than 3 times over the course of the semester (not counting school-related excused absences). Extenuating circumstances may allow one or two additional absences but the students MUST contact the instructor to discuss this possibility.							
	Turn in at least 90% of the Writing Exercises on time, earning a ✓ on most of them.	____1 ____2 ____3 ____4 ____5 ____6 ____7 ____8 ____9 ____10 ____11 ____12 ____13 ____14 ____15						
	Bring in multiple drafts of Essays 1 & 3 to class on the day each one is due with no more than 2 drafts late.	Essay 1 DD ____ ED ____ FD ____ Essay 3 FD1 ____ FD2 ____						
	Earn a Satisfactory Evaluation (PD—Done) on both Essay1 & Essay 3 by course end.	PD Essay 1 ____ PD Essay 3 ____						
	Earn at least a C+ on the Art Critique by course end.	Art Critique grade ____						
	Earn a score of at least 200 total on the I-Search project. (RP=20 pts. AB=30 pts. NC=30 pts. FD=20 pts. PD=150 pts. Total Possible=250 pts.)	RP ____ AB ____ NC ____ FD ____ PD ____ Penalties? ____ Total ____						
	Actively participate in Peer Group Workshops, with copies as needed, miss not more than one PG workshop, make up any missed conference with the instructor, and submit a form signed by a Writing Center Coach proving you received feedback on an essay. ____	WW	WW	WW	WW	Con	Con	Con
	Pass both the Thesis Statement Exam and the MLA Citation Exam by course end.	TS ____ ____ ____ MLA ____ ____ ____						
	Bring in 2 copies of the Dear Reader Portfolio Letter (at least 3 pages-long) and an organized and complete Portfolio (all drafts of all essays, exercises, etc.) to Required Final Conference	DRPL ____ Portfolio—Complete? ____ Organized? ____						

To earn an "A" (be a "Student-Scholar"), in addition to all of the above, students must meet TWO extra requirements:

✓	Requirement—Do #1 AND #2 or #3
	1. Exhibit leadership qualities and commitment to learning by being an active participant in class discussions, helping make group work proceed effectively, following directions well, being positive about trying new techniques and assignments, and volunteering to share work periodically when asked to. <u>Note:</u> not all of these characteristics are needed to meet the requirement, but a student who is habitually lazy, resistant to ideas or tasks in a marked manner, distracts the learning processes of others, complains out loud about activities often cannot earn an A in this course. Criticisms and concerns ARE welcome; however, please be professional and talk to me privately. I do not speak about you or your work with others, except in dire situations allowed by the college, so I expect that same courtesy from you.
	2. Earn one Excellent Evaluation (PD—Done +) on Essay 1 or 3 OR earn a score of 225 or more on the I-Search project.
	3. Write an additional challenge essay or some kind of blog or other social media project in consultation with the instructor, earning a PD-Done, OR Participate in the Fall 2013 21-Day Writing Challenge (12 or more on-time entries), OR Attend an Author Reading at MSU or elsewhere and write a 2+-page <i>crafted</i> response to the experience.

If a student does not meet one or more of the requirements of a “Progressing Student,” he or she will earn a “C” or “C-” in the course (in other words, be a “Struggling Student).

However, being absent 6 or 7 times, OR having an entire missing Essay, or missing several conferences—esp. the final one—will earn a student a “D” in the course.

8+ absences, two or more Unsatisfactory and/or missing Essays, and/or a score below 120 on the I-Search project will cause a student to fail the course.

Academic Integrity Policy

According to Diana Hacker in *Rules for Writing*, research “is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don’t, you are guilty of plagiarism, a serious academic offense” (110). She also lists three different acts of plagiarism a writer can commit: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” The only information you do not need to cite in academic work is “common knowledge,” information your readers can find easily in general sources because many people know it already.

In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Writers certainly may use another person’s words and thoughts, but if they are copied down word for word, they must have quotations marks around them and be cited immediately—before the end of the sentence. If they are paraphrased or summarized, cite a source by the end of the paragraph.

If a student is found to have plagiarized, the instructor reserves the right to fail the student in the course.

Proper Format for All Typed Work

Use this modified MLA (ss vs. ds) format in the upper left-hand corner of ALL work turned in:

Joyce Kilmer
ENGL 110 B
Professor XXX
September 12, 2013
Essay 1 “The Tree”—DD

An In-Progress Schedule of Assignments *Understanding Rhetoric* = UR *Writing with Style* = WS

Week One	Reading Assignment Due	Writing Assignment Due
Wed. Aug. 28		In-Class Diagnostic Paragraphs
Fri. Aug 30	UR p. 1-33	WE1—UR p. 32-33 #1 & #3
Week Two		
Wed. Sept. 4	“Lost to Be Found” & UR p. 34-49	WE2—
Fri. Sept. 6	UR p. 50-65	WE3— UR p. 64-65 #1or #2
Week Three		
Mon. Sept. 9		WE4—UR p. 64-65 #3
Wed. Sept. 11	UR p. 67-87	WE5— 100-Topics List Due
Fri. Sept. 13	WS p. TBD	Pre-writing for Essay 1 & Process Letter Due
Week Four		
Mon. Sept. 16	UR p. 88-109	WE6—UR p. 110-111 #2
Wed. Sept. 18		WE7—UR p. 110-111 #3
Fri. Sept. 20	Peer Group Workshop	Essay 1 Due—WORKSHOP DAY (bring copies)
Week Five		
Mon. Sept. 23	UR p. 112-139	WE8— UR p. 140-141 #1
Wed. Sept. 25	NO CLASS--Conferences	Rev. Essay 1 & Process Letter Due—CONFERENCES
Fri. Sept. 27		WE9-- UR p. 140-141 #2
Week Six		
Mon. Sept. 30		WE10—Respond to a work of art using rhetorical approaches learned so far.
Wed. Oct. 2	Sample Art Critiques	Art Critique Practice Essay Due
Fri., Oct. 4	WS p. TBD	PD Essay 1 & Process Letter Due

Week Seven		
Mon. Oct. 7	IN-CLASS ESSAY 2	In-Class Essay 2—Art Critique
Wed. Oct. 9	UR p. 142-177	WE11—UR p. 178-179 #2
Fri. Oct. 11		WE12— UR p. 178-179 #4
Week Eight		
Mon. Oct. 14	Sample essays TBD	WE13—Exercises TBA on your topic for Essay 3 Thesis Statement Worksheet Due
Wed., Oct. 16	NO CLASS--Conferences	Essay 3 & Process Letter Due—CONFERENCES
Week Nine		
Mon. Oct. 21	Midterm Break	Did you submit a piece to <i>Inkwell</i> yet?
Mon. Oct. 21	UR p. 180-206	WE14—UR p. 214-215 #1 (using Mankato history)
Wed. Oct. 23	NO CLASS--Conferences	Rev. Essay 3 & Process Letter Due—CONFERENCES
Fri. Oct. 25	UR p. 207-213	WE15— UR p. 214-215 #2
Week Ten		
Mon. Oct. 28		WE16— UR p. 214-215 #3 or #4
Wed. Oct. 30	NO CLASS—Advising Day	
Fri. Nov. 1	Peer Group Workshop	REV. ESSAY 3 & PROCESS LETTER DUE—WORKSHOP DAY
Week Eleven		
Mon. Nov. 4	UR p. 216-241	PD Essay 3 & P. Letter Due
Wed. Nov. 6	C. Packet pages on research	WE17—UR p. 242-243 #1
Fri. Nov. 8	NO CLASS--Conferences	CONFERENCES—Research Proposal Due
Week Twelve		
Mon. Nov. 11		WE18— UR p. 242-243 #2 & #3
Wed. Nov. 13	Sample research papers	MLA Worksheet Due
Fri. Nov. 15	WS p. TBD	WE19—TBD
Week Thirteen		
Mon. Nov. 18	NO CLASS--Conferences	CONFERENCES on what you want to learn in the palace of ambiguity
Wed. Nov. 20	Peer Group Workshop	Annotated Bibliography Due—WORKSHOP DAY (bring copies)
Fri. Nov. 22	Examples of good thesis statements	Thesis Statement Exam
Week Fourteen		
Mon. Nov. 25		40 Notecards Due (3 or more sources, coded, page numbers included)
Wed. Nov. 27	WS p. TBD	WE20—TBD
Week Fifteen		
Mon. Dec. 2	Thanksgiving Break	
Mon. Dec. 2	Peer Group Workshop	Bring in all materials produced so far— WORKSHOP DAY
Wed. Dec. 4	WS p. TBD	**Extra Essay for Student-Scholars DUE**
Fri. Dec. 6	NO CLASS-Conferences	Draft of I-Search Essay Due—CONFERENCES (3+ pgs & WC pg)
Week Sixteen		
Mon. Dec. 9		MLA Exam
Wed. Dec. 11	WS p. TBD	Rev. of Essays 1-3 Due & begin Dear Reader Port. Letter in class
Fri. Dec. 13		PD of I-Search Essay Due Play word games!
Finals Week	Required Conferences	Bring in Portfolio & 2 copies of Dear Reader Portfolio Letter



“Imagination is the greatest gift God has given us and it ought to be devoted entirely to Him.”

Oswald Chambers, *My Utmost for His Highest*