



ENGL 110

College Writing I

FALL 2013
BETHANY LUTHERAN COLLEGE, MANKATO

COURSE/INSTRUCTOR INFORMATION

Course Location: HH 135
Course Meeting Times: M/W/F 8:00-8:50 a.m., Section A
M/W/F 9:00-9:50 a.m., Section B
Instructor: J. Angie Johnson
Office Location: HH 123
Office Hours: M/W/F 10:30-12:00 p.m.
Contact: angie.johnson@blc.edu

REQUIRED COURSE MATERIALS & MEMBERSHIPS

- Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: Norton, 2013. Print. (ISBN: 9780393919561)
- Pearson NEW MyWritingLab – Standalone Access Card (<http://www.mywritinglab.com/> course ID: johnson13734)
- FREE Backup File System through Dropbox (<http://db.tt/aNg3IIUd> - please use this link)
- FREE Prezi for Students (<http://prezi.com/>)
- Microsoft Word (.doc or .docx files only)
- Internet Access
- Headphones (bring them on a regular basis)
- Optional: personal laptop, iPad, candy (i.e. Brach's Lemon Drops are good)

COURSE OVERVIEW & COMPETENCIES

Course Overview by Professor Ramona Czer, BLC Writing Director: 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, which will therefore develop students into more confident and facile writers for college 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."

ENGL 110 Course Competencies: By the end of the course, students of ENGL 110 will be able to...

- draw upon strategies for idea generation, drafting, revision, design, and editing;
- analyze and produce texts guided by basic rhetorical concepts;
- practice critical reading skills, including the ability to identify genre conventions and evaluate claims, evidence, and reasoning in a text;
- demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
- integrate sources in their writing to achieve specific aims, making appropriate use of

- summary, paraphrase, quotation, and citation conventions;
- explain their writing choices, using concrete examples to support their claims;
- employ syntax and usage appropriate to academic disciplines and the professional world.

COURSE SCHEDULE

Weeks 1-2.....	Diagnostic Writing & Student Introductions
Weeks 3-4.....	Unit 1: The Academic Paragraph & Source Integration
Weeks 5-7.....	Unit 2: Analyzing a Text
Weeks 8-10.....	Unit 3 Part I: Research, Proposal & Annotated Bibliography
Weeks 11-16.....	Unit 3 Part II: Arguing a Position
Weeks 15-16.....	Student Conferences
Week 17.....	Finals

A Detailed Course Schedule is Available Below

COURSE POLICIES & GRADING

Attendance and Tardy Policy: You have three free absences. Please reserve these absences for sick days, inclement weather, and/or emergencies. When you are absent, it is your responsibility to 1) contact me, and 2) read over the missed day's presentation to find out what you will or have missed. Assignment deadlines will still be enforced unless we have made other arrangements prior to the deadline.

Every absence after three will result in a half letter grade reduction from the final grade.

Being late to class is disrespectful and disrupts class activities. Being more than five minutes late on three occasions will count as one absence.

Participation Policy: Your contributions are necessary in order to make this class a success. Please be attentive, enthusiastic, and hard-working, and take part in class activities and discussions.

Engaging in activities unrelated to the course is prohibited. This includes: posting to Facebook, text-messaging, receiving cell phone calls, Instant Messaging, checking e-mail, browsing the Internet, and/or playing computer games. If you are seen to be off task, your in-class writing points and/or half of your homework points for the week will be deducted from your final grade. Make the most of your tuition dollars, and pay attention.

Late Work Policy: I do not accept late work. All assignments must be submitted on or prior to the due date, no exceptions. Although I'm an adjunct professor, I teach a full-

time load. This means I read and comment on 100+ pages of student work each week, including essays, quizzes, additional readings, homework, class prep, etc. To top things off, I have a family, and they come first. This means I am one of two adults responsible for meals, schooling and community events, homework, shopping, medical attention, emergencies, and so forth. (You'd be amazed at how long it takes to dislodge a Brach's Lemon Drop from a child's nose.)

The purpose of this information is not to imply that my life is busier than yours. **It is not.** The purpose of this information is to raise awareness; it is meant to help you understand that when students ask professors to accept late work it is a lot like showing up unannounced at their homes and expecting dinner. Mindful professors spend months (if not years) developing course schedules (including designated time-slots for grading), and just as we respect your schedules, we expect you to respect ours. Think of it this way: if I were to spring unannounced writing assignments on you, you'd feel pretty put out, right?

It is for these reasons that I do not accept late work. Thank you.

Grading Breakdown by Unit:

Unit 1: The Academic Paragraph & Source Integration	10% of final grade
Unit 2: Analyzing a Text	20% of final grade
Unit 3 Part I: Research, Proposal & Annotated Bibliography	20% of final grade
Unit 3 Part II: Arguing a Position	30% of final grade
Student Conferences	10% of final grade
Final Exam	<u>10% of final grade</u>
	100% of final grade

Note: Percentage values are approximations. Percentages may be adjusted over the course of the semester. The percentage for each unit includes the major writing assignment, MyWritingLab activities, quizzes, in-class activities, participation, etc.

Grading Scale:

98-100 A+	77-79 C+
93-97 A	73-76 C
90-92 A-	70-72 C-
87-89 B+	60-69 D
83-86 B	59 and below F
80-82 B-	

Academic Integrity Policy by Professor Ramona Czer, BLC Writing Director: In *Rules for Writing*, author Diana Hacker asserts that 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." 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,” or information readers can find easily in general sources because many people know it already (110).

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. We’ll talk more about this in-class.

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

FINAL NOTES

A Typical Week: Here’s the lowdown...

- M/W are set aside for quizzes, homework reviews, and writing practice/activities based on the current Unit
- Most Fridays are set aside for “Quiet Lectures” (MWL activities / in-class writing / research / homework / peer reviews). **YES. YOU MUST ATTEND.** If you prefer to listen to music as you work, bring headphones and whatever implement you prefer (i.e. iPod); I also recommend Red Bull and Monster, maybe even Full Throttle, although not mixed together; don’t forget your Brach’s Lemon Drops

E-mail Communication: I only respond to e-mail that adheres to the following format:

Hello Angie,

Message body (no abbreviations or “text”-speak, please; include clear communication on requests; and for the love of all things holy, capitalize the personal pronoun “i”).

**Sincerely,
Your Name**

This e-mail format is expected in academia and in the professional world. E-mail that does not adhere to the above format will receive the following response: “Please resend according to the syllabus.”

Think of sending e-mail as an opportunity to practice sentence and paragraph development. Thank you.

Feedback on Writing Assignments: Now that you're in college, it is my job to guide you to seek critical feedback on your own. Why? If you haven't experienced this already, professors in other disciplines will assign writing, give it a due date, read and assign it a grade. **Most will not provide feedback.** Prior to turning in a written assignment, the academy expects YOU to draft and seek critical feedback *all on your own*. With that said, you will be required to seek critical feedback, for credit, from the following sources throughout the semester:

1. Peer reviews
2. MyWritingLab: Pearson Tutoring Services
3. BLC's Writing Center

Global Feedback on Writing Assignments: Global feedback is a concentration on what a writer is trying to say (i.e. structure and organization), rather than on how a writer is trying to say it (i.e. grammar and mechanics). **Global feedback is what I will provide on most drafts.** Why? The first reason is explained above (Feedback on Writing Assignments). The second reason is that, for most writers, composition occurs in these stages, although rarely in this order:

- brainstorm/freewrite
- write a "shitty first draft" (a phrase coined by author Anne Lamott who stole it from Ernest Hemingway who probably stole it from somebody else), and then write subsequent drafts
- revise
- proofread and edit (which is always the *last* step)

Due to the complexity of the writing process, it makes little sense for writers to simultaneously worry about what they want to say AND how they want to say it. It is far too overwhelming. Why spend hours revising sentences and paragraphs that need to be cut?

The third reason why I limit myself to global feedback: when I provide bountiful feedback (either line edits or a list of *everything* wrong with student writing), students tend to draft/revise/edit based *only* on what I say. **Folks, this defeats the purpose of writing.** The purpose of writing is for authors to critically consider and communicate their own ideas and thoughts, not mine.

The Sting: There may be occasions when feedback stings, especially when it comes from me. I know, and I apologize beforehand. Please don't mistake my written feedback for the type of person I think you are; **what I say does not reflect how I feel about you as an individual.** My written feedback is not meant to invoke frustration, so please, make an appointment to chat if that's how you wind up feeling.

Favors: In the past, students have asked me to read essays and creative works written for other courses. As much as I would *love* to read everything you write, I don't have time. Thanks for keeping this in mind.

Mistakes: I don't want to be alone in this, so make mistakes with pride. Mispronounce words with gusto. Say dumb things (I'm sure I will, and without apology); misspell, compose sentence fragments, and ignore subject / verb agreement in order to sift through ideas in early drafts. Without mistakes there cannot be growth – not in this field, anyway.

Final Word: Relax.

DETAILED COURSE SCHEDULE

	Dates	In-Class Focus	Homework Due Today
1	Aug. 28	Course Introduction	
		Technology Rundown & MWL (sign-up only)	
	Aug. 30	Introduction to Diagnostic Writing In-class writing time	Reading: “Getting Your Ideas Down: Evaluating Your Learning Style” (.pdf) ¹ - print the reading and fill out the activities; staple, print your name at the top, and turn it in
2	Sept. 2	NO CLASS / LABOR DAY	
	Sept. 4	Diagnostic Writing Student Introductions (swap)	Writing: Diagnostic Writing & Presentation
	Sept. 6	Diagnostic Writing Student Introductions Cont.	
3	Sept. 9	Introduction to Unit 1: Paragraph Development Academic vs. Popular (or “creative”) Writing Defining Developing a Topic & Outlining Strategies	Readings: 1. Ch. 36 Defining in your textbook 2. “Developing a Topic, Outlining Your Paragraph, Composing Your Paragraph” (.pdf)
	Sept. 11	Source Summary & Integration Techniques	Reading: Ch. 47 Quoting, Paraphrasing, and Summarizing in your textbook
	Sept. 13	Quiet Lecture: In-class writing / reading (.pdf) Writing a Developed Academic Paragraph – Brainstorming, Outlining, Composing	*Please bring your headphones Readings: 1. Ch. 35 Comparing and Contrasting in your textbook 2. “Seeing the Big Picture: Paragraphs, Essays, Purpose, and Audience” (.pdf)
4	Sept. 16	Describing	Reading: Ch. 37 Describing
	Sept. 18	Classifying & Dividing Revision Strategies Friday Homework Reminder	Readings: 1. Ch. 34 Classifying and Dividing 2. “Revising” (.pdf)
	Sept. 20	Quiet Lecture: peer reviews	Writing: Please prepare a hearty hardcopy of each paragraph type <i>before</i> class starts (make sure your name is on each page; one paragraph per page). Do NOT come to class unprepared. NOTE: If you miss class this day it is your

¹ PDF files have been uploaded to CampusWeb > Handouts

	Dates	In-Class Focus	Homework Due Today
			responsibility to get someone's feedback on your paragraphs. Ask a roommate, go to the Writing Center, or beg your parents. I will not accept your final draft without these materials. Thank you.
5	Sept. 23	A note about filling out the rubric/marketing final draft Introduction to Unit 2: Analyzing a Text The Rhetorical Situations & Rhetorical Appeals	Writing: Unit 1 materials due at the <i>beginning</i> of class. Please come prepared. Reading: Pgs. 3-18 of your text (Purpose-Media/Design)
	Sept. 25	Quiz (Show me your notes if you plan to use them!) Essay Kick-Start: Rhetorical Situations & Appeals Group Activity and Presentations (by chosen commercial)	Reading: Ch. 8 Analyzing Texts Note: I'm only writing this once, so pay attention. All of my quizzes (based on text readings) are open-notes. <u>I only allow handwritten notes.</u> If you type your notes, print them before class. Do NOT take photo images of the textbook and either print them or use your phone during the quiz – you'll find yourself booted from class indefinitely. There's nothing I dislike more than students who cheat themselves out of an education.
	Sept. 27	Quiet Lecture: Introduction to MWL; how to take screen shots and submit scores	*Please bring your headphones
6	Sept. 30	In-class essays: 1. "Shitty First Draft" by Anne Lamott 2. "what is good writing" by Ken Macrorie 3. "I Know What I Want To Say But I Can't Say It" by Barbara Clouse 4. "How to Get the Writing Done: Tricks of the Writer's Trade" by Donald Murray 5. "The Importance of Writing Badly" by Bruce Ballenger	Writing: submit 1.5 pages of your working draft to CampusWeb > Coursework
	Oct. 2	Activity: Peer Review this Paper (a critique of past student writing)	
	Oct. 4	Quiet Lecture: Peer Reviews	Writing: Unit 2 Draft – have a completed draft available in your Dropbox file, ready for peer reviews. Do NOT come to class unprepared. NOTE: If you miss class this day it is your responsibility to get someone's feedback on your paper. Ask a roommate, go to the Writing Center, or beg your parents. I will not accept your final draft without these materials. Thank you.
7	Oct. 7	In-class activity: Audience Consideration	
	Oct. 9	MWL Pearson Tutor Services Activity: OMIT NEEDLESS WORDS	Writing: Revised Draft (be sure to make revisions based on your peer reviews)

	Dates	In-Class Focus	Homework Due Today
	Oct. 11	Quiet Lecture: MWL W2.1-W2.6 (thesis, essay organization, intros, conclusions, titles, revision and editing)	*Please bring your headphones
8	Oct. 14	Introduction to Unit 3 Part I Quiz Handout: My Possible Topic Form (due Wed.)	Writing: Unit 2 Materials Due Readings: 1. Ch. 17 Proposals 2. Ch. 12 Annotated Bibliographies
	Oct. 16	Guest Speaker: Alyssa Inniger, Electronic Resources & Reference Librarian	Writing: My Possible Topic Form – this must be complete in order to participate in today's activity. Thank you.
	Oct. 18	NO CLASS / MID TERM BREAK	
9	Oct. 21	In-class research time	Please bring your 3-ring binder, highlighters, pens/pencils, and perhaps a bag of chocolate
	Oct. 23	In-class research time	Please bring your 3-ring binder, highlighters, and pens/pencils, not to mention a four-pack of Monster Absolutely Zero
	Oct. 25	Quiet Lecture: MWL W4.4 Critical Thinking/Texts & Visuals; W4.6 Integrating Sources; W4.7 Avoiding Plagiarism; W4.8 Citing Sources Using MLA Style	*Please bring your headphones Research: Your annotated research binders are due at the beginning of class. I will return them by the end of class.
10	Oct. 28	MWL Pearson Tutor Services - also have students upload the first page of their annotated bibliography to CampusWeb Activity: OMIT NEEDLESS WORDS	Writing: Unit 3 Part I completed materials (have a draft ready to submit to Pearson)
	Oct. 30	NO CLASS / ADVISING DAY	
	Nov. 1	Quiet Lecture: MWL W8.3 Varying Sentence Structure; W8.7 Redundancy and Wordiness; W8.8 Unnecessary Shifts	
11	Nov. 4	Introduction to Unit 3 Part II Outline Instructions (due Nov. 13)	Writing: Unit 3 Part I Materials Due
	Nov. 6	Quiz <i>The Story of Stuff</i> by Annie Leonard	Reading: Ch. 10 Arguing a Position
	Nov. 8	NO CLASS / PERSONAL	
12	Nov. 11	Quiz Logical Fallacies	Reading: Ch. 33 Arguing

	Dates	In-Class Focus	Homework Due Today
	Nov. 13	Peer Review (outline): Talking Through the Argument	Writing: Outline Due
	Nov. 15	Quiet Lecture: MWL W6.2 Fragments; W6.3 Run-ons; W6.4 Subject-Verb Agreement; W6.5 Consistent Verb Tense & Active Voice	*Please bring your headphones
13	Nov. 18	TedTalk by video game designer Jane McGonigal: "The game that can give you 10 extra years of life"	
	Nov. 20	In-class writing time	Writing: submit 1.5 pages of your working draft to CampusWeb > Coursework
	Nov. 22	Quiet Lecture: MWL W6.9 Misplaced or Dangling Modifiers; W6.10 Parallelism; W6.12 Transitions	*Please bring your headphones
14	Nov. 25	MWL Pearson Tutor Services How to prepare for student conferences	Writing: Unit 3 Part II Draft – have a completed draft available in your Dropbox file to submit to Pearson, which we will do in-class. Do NOT come to class unprepared. NOTE: If you miss class this day it is your responsibility to submit your work to Pearson Tutor Services. Thank you.
	Nov. 27	NO CLASS / PERSONAL	
	Nov. 29	NO CLASS / THANKSGIVING BREAK	
15	Dec. 2	Student Conferences	<div> Use this time to work on your Unit 3 Part II materials. </div>
	Dec. 4	Student Conferences	
	Dec. 6	Student Conferences	
16	Dec. 9	Student Conferences	
	Dec. 11	Student Conferences	
	Dec. 13	Student Conferences	
17	TBA	FINALS	Writing: Unit 3 Part II materials due Note: the final is open book/notes, so don't sweat it. And congratulations. You survived! 😊