



WRITING TO LEARN AND COMMUNICATE

ENGL 110 C College Writing I

Spring 2014

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

- *Everyone's an Author* by Ede Lundsford, et al.
- *Course Packet of Handouts and Resources* (found on the ENGL110C page on MyBLC)
- 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 *Everyone's Author* and sample essays, 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 a 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 and to come to see writing as a process of discovery on the way to crafting prose focused on the needs of an audience.

Means: Composing Exercises and Multiple Drafts (some directed) for Essays 1, 3, and 4; 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, specific feedback to other writers, and using the feedback they received to consider how best to revise.

- 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 data 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, decide on what they most want to learn and how best to find that out, search out and carefully read several credible sources, taking notes on the most useful information, and produce a substantial essay which cites several sources 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 perfect 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 Essays 1, 3, and 4—each revised and edited to the instructor's satisfaction (marked "Done"), and then at course-end gathering 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)—A second chance for those failing these exams will be provided, most likely outside of class.

Course Components

- ✓ **Read assigned sections of the textbook and other materials faithfully:** *Everyone's an Author*, the course packet, and other handouts TBD.
- ✓ **Complete almost daily writing assignments:** Exercises, freewriting, brainstorming, lists, experimental drafts, revising of sentences and paragraphs, worksheets, etc.—all of which will either indirectly or directly aid students in writing their essays and develop skills needed to become confident, effective writers beyond the classroom.
- ✓ **Compose multiple drafts of four essays:**
 - Essay 1—Students will craft a Memoir Essay on some aspect of their life or family that will interest a real audience.
 - Essay 2— Students will craft an Art Analysis (in-class) on a painting provided by the instructor.
 - Essay 3— Students will craft an Argument Essay making a claim about an issue you that matters to them.
 - Essay 4—Students, in consultation with the instructor, will craft an Essay on a topic and in a form of their choice.
 - Essay 5— Students will craft an I-Search Essay exploring a significant question they hope to answer, 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:** Students will share drafts in small groups during Peer Group Workshop Days, in One-on-One Conferences with the Instructor, and are required to go to the Writing Center for help on at least one essay.
- ✓ **Take two competency exams:** Students will work at successfully passing a Thesis Statement Competency Exam and a MLA Citation Competency Exam.
- ✓ **Reflect on and gather together all writing produced:** At the end of the course, students will compose a 3-page Dear Reader Portfolio Letter and organize their Final Portfolio into a 3-Ring Binder for the final conference. This is a compilation of all exercises, drafts, private jottings and notes, extra assignments students may want to display from other classes, exams, final drafts of all essays, etc. To make this last vital assignment much easier, students should SAVE EVERYTHING they write for this class, *both on computer and in hard copy* form. All files should be saved to each student's Bethany account because then everything is backed up automatically (this is especially valuable for students who write primarily on their own computers). There is no excuse any longer for "lost files" if students get connected and stay connected!

Course Evaluation

This course uses a contract grading method for assessing students. That means that earning a particular grade is entirely in each student's control: choose the grade desired, do what it takes, earn the grade. In other words, the instructor is rewarding hard work, discipline, and responsibility over talent and level of skill, and that is because she believes those are exactly the qualities most likely to allow them to become confident, facile writers in the future. Lots of brilliant people can turn a phrase well, but it takes sweat, humility, and doggedness to produce strong writing day after day. If a student is up for that, he or she can succeed* in this course!

*i.e. get an A or B 😊

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 don't 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, most on time, earning a √ on most of them.	<div> <div> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 </div> </div>
	Bring multiple drafts of Essays 1, 3, & 4 to class on the day each one is due with no more than 2 drafts late.	<div> <div> Essay 1 DD ED FD </div> <div> Essay 3 FD1 FD2 </div> </div>
	Earn a Satisfactory Evaluation (PD—Done) on Essays 1, 3, & 4 by course end.	<div> <div> PD Essay 1 </div> <div> PD Essay 3 </div> <div> PD Essay 4 </div> </div>
	Earn at least a C+ on the Art Critique by course end.	<div> <div> Art Critique grade </div> <div> Rev.? </div> </div>
	Earn a score of at least 200 on the I-Search project. (RP=20 pts. AB=30 pts. NC=30 pts. FD=20 pts. PD=150 pts. Total Possible=250 pts.)	<div> <div> RP AB NC FD </div> <div> PD Penalties? Total </div> </div>
	Actively participate in Peer Group Workshops, with copies as needed, miss not more than one 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.	<div> <div> Workshops </div> <div> Conferences </div> <div> Wr.C.form? Date </div> </div>
	Pass both the Thesis Statement Exam and the MLA Citation Exam by course end.	<div> <div> TS </div> <div> MLA </div> </div>
	Bring in 2 copies of the Dear Reader Portfolio Letter (at least 2 pages-long) and an organized and complete Portfolio (all drafts of all essays, exercises, etc.) to Required Final Conference.	<div> <div> 2-page DRPL </div> <div> Portfolio—Complete? </div> <div> Organized? </div> </div>

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, 3, or 4 OR earn a score of 225 or more on the I-Search project.
	3. Participate in the Spring 2014 21-Day Writing Challenge (12 or more on-time entries), OR attend an Author Reading at MSU OR do something else "writerly" that you okay with the instructor AND (for all these options) write a 2+-page <i>crafted</i> response to the experience Choice?

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 habitually not turning in drafts, or neglecting to do the Final Portfolio—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 C
January 13, 2014
Essay 1 “The Tree”—DD

Use Times New Roman font, 11 or 12 point, have 1” margins, use a header with name and page number in the upper right-hand corner, double-space all assignments unless directed otherwise, and staple all assignments longer than a page.

A Work-In-Progress Schedule of Assignments for ENGL110C Spring 2014

Week One	Reading Assignment Due	Writing Assignment Due
Mon., Jan. 13		In-Class Diagnostic Paragraph
Wed., Jan. 15	“Lost to Be Found Blind to See” <i>Everyone’s an Author (EA)</i> Introduction	WE1—Respond to “Lost to Be Found,” and share some of your experiences with writing in and out of class
Fri., Jan. 17	<i>EA</i> Chap. 1 & 2	WE2—600 words of freewriting on two early childhood memories that seem connected somehow (Remember--FW is loose, mostly private, unconcerned with rules of grammar or any need for lucidity...or even sanity ☺). WE3—On <i>EA</i> p. 23 do the “Make a list” Exercise
Week Two		
Mon., Jan. 20	Conferences	WE4—100-Topics List Due –Conference to Get to Know You
Wed., Jan. 22	<i>EA</i> Chap. 3	WE5— Using the Roadmap starting on page 25 of <i>EA</i> , pick a topic from your 100 Topics List and try several of the prewriting ideas with your topic and write a tentative thesis for this “practice piece.”
Fri., Jan. 24	<i>EA</i> Chap. 8	WE6—Choice: do a “practice piece” on a person you know (<i>EA</i> p. 131 #5) OR a “practice literacy narrative” (<i>EA</i> p. 136 #5).
Week Three		
Mon., Jan. 27		Essay 1 DD & Process Letter Due
Wed., Jan. 29	<i>EA</i> Chap. 33	WE7—Essay 1 ED paragraphs
Fri., Jan. 31	Peer Group Workshop	Essay 1 FD1 & Process Letter Due— WORKSHOP DAY (bring 4 copies)
Week Four		
Mon., Feb. 3	Essay 1 Conferences	Essay 1 Conference—Bring all drafts, process letters, notes, etc.
Wed., Feb. 5	<i>EA</i> Chap. 7	WE8—On <i>EA</i> p. 80 do the “Analyze a short piece” Exercise
Fri., Feb. 7	Peer Group Workshop	Essay 1 FD2 & Process Letter Due—WORKSHOP DAY (bring 4 copies)
Week Five		
Mon., Feb. 10	<i>EA</i> Chap. 9	WE9— On <i>EA</i> p. 159 do the “Find a short analytical article” Exercise
Wed., Feb. 12	Peer Group Workshop	Essay 3 FD1 & Process Letter Due--WORKSHOP DAY (bring 4copies)
Fri., Feb. 14	<i>EA</i> Chap. 10	WE10—Take notes on how you might report on some event you attended at BLC, considering the suggestions explained on p. 206-208. These may be handwritten.

Week Six		
Mon., Feb. 17	NO CLASS—President's Day	
Wed., Feb. 19	Sample Art Critiques EA Chap. 11	WE11—Respond to a work of art using rhetorical approaches learned so far.
Fri., Feb. 21	EA Chap. 13	Art Critique Practice Essay Due WE12—Type up an in-depth examination of the reasoning and organization, and the possible presence of logical fallacies found in your most recent draft of Essay 3; be sure to consider many of the concepts covered in this chapter.
Week Seven		
Mon., Feb. 24	IN-CLASS ESSAY 2	In-Class Essay 2—Art Critique
Wed., Feb. 26	EA Chap. 14	WE13--On EA p.324 do the "Choose one" Exercise but use your own Essay 3 instead
Fri., Feb. 28	Essay 3 Conferences	Essay 3 FD2 & Process Letter Due—Conference
Week Eight		
Mon., Mar. 3	C. Packet pages on research	Thesis Statement Worksheet Due WE14—Essay 4 DD
Wed., Mar. 5	Peer Group Workshop	Essay 3 FD3 & Process Letter Due— WORKSHOP DAY (bring 4 copies)
Week Nine		
Mon., Mar. 17	EA Chap. 29	WE15—TBD
Wed., Mar. 19	NO CLASS—Advising Day	
Fri., Mar. 21	Essay 4 Conferences	Essay 4 FD1 & Process Letter Due—Conference
Week Ten		
Mon., Mar. 24		Thesis Statement Competency Exam
Wed., Mar. 26	EA Chap. 15 & 16	WE 16—TBD
Fri., Mar. 28	Peer Group Workshop	Essay 4 FD2 & Process Letter Due—WORKSHOP DAY (bring 4 copies)
Week Eleven		
Mon., Mar. 31	EA Chap. 17 & 19	WE17—TBD
Wed., Apr. 2	I-Search Topic Conferences	WE18—Brainstorming list of 10 possible I-Search questions—Conference
Fri., Apr. 4	EA Chap. 18	Research Proposal Due (20 pts.)
Week Twelve		
Mon., Apr. 7	EA Chap. 20 & 21	WE19—TBD
Wed., Apr. 9	Sample research papers	MLA Worksheet Due
Fri., Apr. 11	Finding Sources Conferences	Bring in all sources found so far, questions, concerns, etc.
Week Thirteen		
Mon., Apr. 14	Library Visit	Library Visit
Wed., Apr. 16	EA Chap. 22	Annotated Bibliography Due (30 pts.)
Week Fourteen		
Wed., Apr. 23	EA Chap. 23 & 24	WE20—Practice taking notes
Fri., Apr. 25	EA Chap. 26 & 27	40 Notecards Due—from 3+ sources, coded, with all page #s noted (30 pts.)
Week Fifteen		
Mon., Apr. 28	Peer Group Workshop	Bring in an Essay Draft you'd still like feedback on— WORKSHOP DAY
Wed., Apr. 30	EA Chap. 28	
Fri., May 2	I-Search Draft Conferences	Draft of I-Search Essay Due—3+ pages & WC page (20 pts.)—Conference
Week Sixteen		
Mon., May 5		MLA Competency Exam
Wed., May 7		Work on Dear Reader Port. Letter in class All Revised Essays Due
Fri., May 9		PD of I-Search Essay & Process Letter Due—Sharing read-a-round
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*

1. Finish this sentence: Creative writing is...
2. Briefly describe your history or background in reading and writing creative texts.
3. Are writers born, made, or both? Explain your answer.
4. Explain how writing affects your daily life.
5. What is the purpose of the creative writer in contemporary society?
6. What do you hope to practice or produce by the end of this course?