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**Writing To Learn and Communicate**

**ENGL110C College Writing I Spring 2013**

**Professor Ramona Czer Office: HH 225 Phone: 507-276-1513**

**Class Time: MWF 10:30-11:20 a.m. Room: HH 135**

**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**

* A 1” or bigger 3-ring binder for your Writing Portfolio and storing the Course Packet and other handouts
* Donald Murray, *Write to Learn*, Harcourt Brace, 1998
* Robert DiYanni, *The Essay*, McGraw-Hill, 2001

**Objectives**

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| **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…***   1. 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, 2. 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 several essays from *Essays* “like a writer” |
| 1. Students will produce a five-paragraph essay that is written within a short period of timet, which will be practiced ahead of time and evaluated A, B, C, D, or F using an assignment-specific rubric. *Means:* Writing an Analysis Essay |

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| * **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.** | | |
| 1. 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, | | |
| 1. Students will practice using a wide variety of invention and revision techniques in order to compose essays in three different genres and to come to see writing as a process of discovery and learning *before* crafting prose focused on the needs of an audience. *Means:* Composing multiple drafts of several essays and composing a Dear Reader Portfolio Letter reviewing the story of each essay’s genesis and development. | | |
| 1. 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 drafts to share on Workshop and Sharing Days | | |

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| * **To demonstrate proficiency in written and oral English.** | | |
| 1. Exhibit familiarity with the databases, archives, and scholarly sources available to them, and regularly gather and apply the date contained therein, and 2. Exhibit familiarity with and apply MLA format to their formal written works. | |
| 1. Students will develop a unique, specific question for a personally relevant research project, find several credible sources, take notes on those sources, and produce an essay which uses sources and citations to help readers come to understand and perhaps be convinced of the answer to the research question. *Means:* Producing an I-Search Essay of 7+ pages and a Works Cited page, properly citing 6+ credible sources |
| 1. 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 each essay. |
| 1. Students will demonstrate a minimum level of competency in writing effective thesis statements (a single, declarative sentence which asserts an arguable opinion), and creating a proper MLA Works Cited page and do in-text citations correctly. *Means****:*** Passing both a Thesis Statement Exam & a MLA Citation Style Exam |

**Course Components**

* Readings from textbooks and other handouts.
* A Series of 15 Writing Exercises—for generating ideas, experimenting, and practicing techniques, etc.
* 4 Worksheets
* Essay 1—A Personal Essay
* Essay 2—An Argument Essay
* Essay 3—An Analysis Essay (In-Class Art Critique)
* Essay 4—I-Search Essay (200 pts.)
  + - Research Proposal (20 pts.)
    - Annotated Bibliography ((30pts.)
    - 40 notecards from 3+ sources (30 pts.)
    - Feedback Draft with WC page (20 pts.)
    - PD and perfect WC page (100 pts. possible)
* Multiple Workshop & Sharing Days—Students bring in copies of drafts, give and receive feedback
* Multiple One-on-One Conferences with the Instructor
* Thesis Statement Competency Exam
* MLA Citation Style Competency Exam
* A Dear Reader Portfolio Letter and An Organized & Complete Portfolio of ALL informal and formal work produced throughout the semester

**Evaluation (800 pts. TOTAL)**

**Attendance: 50 pts.**

Full class participation is expected, especially for students hoping to earn an above average grade. One to three “unexcused absences” will be allowed before your grade is affected (“excused” meaning participation in an official school-sponsored activity—provided that the instructor is informed by the student him/herself ahead of time AND all work due for the day is turned in on time). Note that an absence due to illness is not “excused”—so stay healthy!

*After three unexcused absences each additional absence will subtract 10 pts. from this portion of the course grade. Any student missing nine or more times will automatically fail the whole course.*

If you have a crisis or an extended illness, *do please contact me*. It’s possible that this policy may be adjusted for students who are able to make up the work. Stay healthy and come to class! YOU are an integral part of the community of learners in this class so…when you’re gone, all of our learning suffers!

**A Set of 15 Writing Exercises and 4 Worksheets: 100 pts.**

*Evaluated as Poor, Pass, or Superior as a set at Midterm and Course-end, based on the following of directions, the level of commitment to most of the tasks, and the overall level of complexity of thought and creativity revealed. If four or more writing exercises or worksheets are turned in late or from one to three are missing, a student cannot earn more than 80 points in this category. If five or more exercises or worksheets are missing, the student will earn a 0.*

**Drafts of Four Essays, Eventually Achieving Performance Quality: 100, 100, 100, & 200 pts. (I-Search)**

You will be drafting multiple times for each project, trying new perspectives, adding more material, responding with more clarity or changes based on feedback received, and polishing your sentences, words, grammar, and punctuation to be effective, artful, and never distracting to readers. Each significantly new draft of these essay projects requires an attached Process Letter of 200+ words describing the continuing story of the essay’s development. *Evaluated in various ways, based on criteria specific to the project and the instructor’s and, in some ways, the student’s goals, but essentially most essays are not evaluated and given points until the instructor believes it is finished or time has run out.* One late draft has no penalty. After that, each late draft deducts 10 points.

**Thesis Statement- Competency Exam: 25 pts. (20 is passing)**

**MLA Citation Style Competency Exam: 25 pts. (20 is passing)**

**Dear Reader Portfolio Letter: 50 pts.**

This 3+-page letter to your potential readers and your future self—to remind you of all your hard work and the process used to create each project—should be the first work seen in your organized portfolio (see below). It will include: goals for the course, what you learned from the writing exercises and several classroom experiences, the writing workshops, and your one-on-one conferences, the story of *each* essay’s development from idea through completion (the setbacks, frustrations, successes, understandings etc.), your perception of how your attitudes about writing and your habits changed (or didn’t), and finally your goals for your writing in the future. You may use portions of your process letters already written to craft this letter. *Evaluation based on the level of detail, honesty, and insight exhibited.*

**A Gathered Portfolio of All Finished Work, Most Midway Drafts, & All Exercises:** **50 pts.**

Optional Inclusions: any or all 21-Day Writing Challenge Entries, writing done outside of class which you would like to share with future readers, and any course handouts you may wish to include. This is not a “best work” portfolio that will be kept and evaluated by your instructor. It is a place in addition to your computer files that celebrates all you have done in the course and puts it in a substantial binder you may easily refer to in the future and perhaps keep adding to. The instructor by the end of the course has probably seen everything you will include already, with the exception perhaps of the final edited version of the I-Search project and one or more essays you continued to revise and polish one final time, and the Dear Reader Portfolio. The full binder will be *evaluated according to its level of completeness, attractiveness, and on attendance at the required final conference.* The student will take this portfolio with him or her at the end of the conference…and share it with friends and family!

**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” (110). 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 (Hacker 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. *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

Professor Czer

January 14, 2013

Essay 1 “The Tree”—DD

**“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***

**Spring 2013 In-Progress Course Schedule**

**Color code:**

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| Light Green = Drafts of Essays 1 & 2 Due |
| Yellow = Conference Days |
| Red font = Worksheet Due |
| Purple = In-Class Essay |
| Pink = Essay 4 (I-Search) Assignments Due |

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| Week One | Reading Assignment Due | Writing Assignment Due |
| Jan. 14 |  |  |
| Jan. 16 | “Lost to Be Found” in CP | WEx1—Freewriting 600 words on topic of choice |
| Jan. 18 | *Write to Learn (WtoL*) Ch. 1 | WEx2—Freewriting TBA |
| Week Two |  |  |
| Jan. 21 | *Essays* pp. | WEx3—TBA |
| Jan. 23 | Course Packet pages | 100-Topics List Due |
| Jan. 25 | *WtoL* Ch. 2 & *Essays* pp. | WEx4— TBA |
| Week Three |  |  |
| Jan. 28 | *WtoL* Ch. 3 | WEx5— TBA |
| Jan. 30 | *Essays* pp. | **DD Essay 1 & Process Letter Due** |
| Feb. 1 | *WtoL* Ch. 4 | WEx6--TBA |
| Week Four |  |  |
| Feb. 4 | Course Packet pp. | **Bring in best writing so far—WORKSHOP DAY Practice** |
| Feb. 6 | *WtoL* Ch. 5 | WEx7—30 Titles  **Two 1-page EDs for Essay 1 Due** |
| Feb. 8 | **NO CLASS—Conferences** | **CONFERENCES—Bring in all written work done so far** |
| Week Five |  |  |
| Feb. 11 | *Essays* pp. | WEx8— Slow motion scene with 3+ senses |
| Feb. 13 | *WtoL* Ch. 6 | **FD Essay 1 & Process Letter Due—WORKSHOP DAY (bring 4 copies)** |
| Feb. 15 | Course Packet pp. | **The Art of the Comma Worksheet** |
| Week Six |  |  |
| Feb. 20 | *WtoL* Ch. 7 | WEx9—Invention techniques for Essay 2 |
| Feb. 22 | **NO CLASS—Conferences** | **CONFERENCES--NEW FD of Essay 1& Process Letter Due** |
| Week Seven |  |  |
| Feb. 25 | *WtoL* Ch. 8 | WEx10—**Notetaking for Essay 2e** |
| Feb. 27 | *Essays* pp. | **Sentence Combining Worksheet** |
| Mar. 1 |  | **PD Essay 1 & Process Letter Due—Sharing Day** |
| Week Eight |  | Have you turned in a creative work to *Inkwell* yet? |
| Mar. 4 | *WtoL* Ch. 9 | **Thesis Statement Worksheet**  10-Day Freewriting Challenge explained |
| Mar. 6 | **NO CLASS--Conferences** | **CONFERENCES—FD Essay 2 & Process Letter Due** |
| Week Nine | **Spring Break Mar. 8—17** | **10-Day Freewriting Challenge begins March 8!** |
| Mar. 18 |  | 10-Day Freewriting Challenge and Commentary Due  WEx11—2-page response to an artwork found in a public space on campus |
| Mar. 20 | **NO CLASS—Adv. Day** |  |
| Mar. 22 | Sample Art Critiques | WEx12—Try the 4-Step Process on an artwork in a public space on campus |
| Week Ten |  |  |
| Mar. 25 | NO CLASS | Instructor giving a workshop in New Ulm |
| Mar. 27 | In-Class Essay 3 | In-Class Essay 3 |
| Week Eleven | **Easter Mar. 28—Apr. 2** |  |
| Apr. 3 |  | **FD2 Essay 2 & P. Letter Due—WORKSHOP DAY (bring4 copies)** |
| Apr. 5 | **NO CLASS—Conferences** | **CONFERENCES— NEW FD of Essay2 & Process Letter Due** |
| Week Twelve |  |  |
| Apr. 8 | *WtoL* Ch.10 &  Course Packet pp. | WEx13—600 Freewrite on your research experiences (see questions) |
| Apr. 10 | *Essays* pp. | **MLA Worksheet** |
| Apr. 12 | Sample research papers | **Research Proposal Due** |
| Week Thirteen |  |  |
| Apr. 15 | **NO CLASS—Conferences** | **CONFERENCES on help finding sources** |
| Apr. 17 | *Essays* pp. | **PD Essay 2 Due & Library visit** |
| Apr. 19 |  | **Annotated Bibliography Due**—**WORKSHOP DAY (bring 4 copies)** |
| Week Fourteen |  |  |
| Apr. 22 | *WtoL* Ch. 11 | **40 Notecards Due (from 3 or more sources, coded, WITH page numbers)** |
| Apr. 24 |  | **PD Essay 2 Due—Sharing Day** |
| Apr. 26 |  | **In-Class Work Day** |
| Week Fifteen |  |  |
| Apr. 29 | *Essays* pp. | **Thesis Statement Exam** |
| May 1 | Sample I-Search papers | WEx 14--TBA |
| May 3 | **NO CLASS-Conferences** | **FD of Essay 4 Due—CONFERENCES (3+ pgs & WC page)** |
| Week Sixteen |  |  |
| May 6 |  | WEx 15--**TBA** |
| May 8 |  | **Rev. of Essays 1-3 Due & begin Dear Reader Port. Letter in class** |
| May 10 | Play word games! | **PD of Essay 4 Due (penalties for late papers)** |
| Finals Week | Required Conferences | **Bring in Portfolio & 2 copies of Dear Reader Portfolio Letter** |

**Class List ENGL110.C**

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| 1. Earl Augst |
| 1. Sierra Batalden |
| 1. Emily Biggs |
| 1. Gabrielle Emmons |
| 1. Parker Farland |
| 1. Kasey Jo Gratz |
| 1. Chelsea Green |
| 1. Lee Leal |
| 1. Ezra Lippert |
| 1. Khiry Moore |
| 1. Emily Mueller |
| 1. Emily Splinter |
| 1. Tiffany Wellner |
| 1. Christina Young |