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**Writing To Learn and Communicate**

**ENGL 110 College Writing I**

**Fall 2012**

**Prof. Ramona Czer**

**Class Times: MWF 10:30 a.m. -11:20 a.m. Office: HH xxx**

**Room: HH 135 Phone: 507-276-1513 xxx xxxxx**

**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**

* Rosa, Alfred, and Paul Eschholz. *Models for Writers.* 10th edition. Bedford/St. Martins, 2010.
* Hacker, Diana. *Rules for Writers.*
* *Course Packet of Handouts and Resources*
* A 1” or bigger 3-ring binder for your Writing Portfolio.

**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 *Models for Writers “like a writer;”* participating in several group and whole class discussions to observe, analyze, interpret, and evaluate the texts to see how they work; and passing a terms quiz (70%) on several of the terms found in the glossary at the back of *Models for Writers?* |
| 1. 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 assignment-specific rubric.   *Means:* Writing Essay 3—the Art Critique Essay (see handouts for more explanation). |

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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 three 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:* Creating Discovery and Experimental Exercises and Drafts for Essays 1 and 2, and multiple Feedback Drafts for Essays 1, 2, and 4; receiving feedback from Peer Writing Groups and from the instructor in one-on-one conferences; 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. | | |
| 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 in copies of a given essay 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. Students will take notes on the feedback received, consider how best to revise the essay, and hand this response in with their next draft. | | |

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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, using and properly citing 6+ credible sources, and handing in four graded components of the project: a proposal, an annotated bibliography, a mid-way draft, and a finished draft with a perfect Works Cited page (see I-Search project handouts & rubric). |
| 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 both Essay 1 & 2—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. |
| 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****:* A Thesis Statement Exam**—Students will write three effective thesis statements during a 30-minute exam: about a short essay given to them ahead of time, about a short essay given them that day, and a revision of a badly written thesis statement on a general topic. Pass/Fail. To pass this exam two of the student’s thesis statements written must be worded as a single, declarative, correctly-constructed sentence which is correctly, does not use metaphorical language, idioms, or slang, is clear, and says something that is arguable and worth saying. If a student fails, he or she may retake the exam once, outside of class. If a student is unable to pass this exam, he or she cannot earn any higher than a C- course grade for ENGL 110.  **A MLA Citation Style Exam**: Students will be given a book, an article, and a website and asked to prepare a correct WC page and write a paragraph citing these three sources correctly. Pass/Fail (with 80% passing); two chances of retaking the exam will be allowed, outside of class. |

**Course Components**

* Readings from *Models for Writers* & the course packet or other handouts TBD.
* 12+ Writing Exercises—freewriting, webbing, lists, experimental drafts, a 100-word sentence, thesis statements worksheet, the art of the comma, sentence combining, practice in responding to art, MLA citation worksheet, I-Search questions and why you care. Evaluated √ or ∅ (Satisfactory or Unsatisfactory)
* Essay 1—Personal Essay (Narrative, Memoir, Creative Nonfiction, Interview-Based, Collage, etc.) with DD, ED, FDs, & PD
* Essay 2—Argument Essay (Op-ed, Action-Plan or Proposal, Letter to a Company, etc.) with 2FDs & PD
* Essay 3—Analysis Essay (In-Class Art Critique with a practice one and then a graded PD)
* Essay 4—I-Search Essay with Research Proposal, Annotated Bibliography, 30 notecards from 3+ sources, Mid-way FD with WC page, and a final, completed PD and perfect WC page.
* 4 Writing Workshop Days—Bringing in copies of drafts, giving feedback, taking notes.
* 3 One-on-One Conferences with the Instructor (Essays 1, 2, and 4)
* Thesis Statement Competency Exam
* MLA Citation Style Competency Exam
* Dear Reader Portfolio Letter (2 copies placed in your portfolio)
* Your Organized & Complete Portfolio

**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 (in other words, be a “Progressing Student”), students will need to meet all of the following requirements:**

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| √ | Requirement | Dates / Evaluation / Notes | | | | | | | | | | |
|  | Come to class most days with required textbooks, paper & pen, handouts, and readings done, not miss class more than 3 times (not counting school-related excused absences).\* |  | |  | |  | | |  | |  | |
|  | Turn in at least 10 Writing Exercises on time, earning a √ on at least 8 of them. | \_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_ 5 \_\_\_6 \_\_\_7 \_\_\_8 \_\_\_9 \_\_\_10 \_\_\_11 \_\_\_12 | | | | | | | | | | |
|  | Bring in multiple drafts of Essays 1 & 2 to class on the day each one is due (DD, ED, & FD for Essay 1 & two FDs for Essay 2) with no more than drafts late. | Essay 1 DD \_\_\_ ED \_\_\_ FD \_\_\_  Essay 2 FD1\_\_\_ FD2\_\_\_ | | | | | | | | | | |
|  | Earn a Satisfactory Evaluation (PD—Done) on both Essay1 & Essay 2 by course end. | PD Essay 1\_\_\_\_\_ PD Essay 2 \_\_\_\_\_ | | | | | | | | | | |
|  | 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 Writing Workshops, bring copies as needed, and not miss more than one conference with the instructor. | 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 your Dear Reader Portfolio Letter (at least 3 pages-long) and your organized and complete Portfolio (all drafts of all essays, some exercises) to Required Final Conference | DRPL\_\_\_\_  Portfolio—Complete? \_\_\_\_  Organized? \_\_\_\_ | | | | | | | | | | |

**To earn an “A” in ENGL 110 (in other words, be a “Student-Scholar”), *in addition to all of the above*, students will need to meet at least TWO of these extra requirements:**

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| √ | Requirement—You pick 2 |  |
|  | Earn an Excellent Evaluation (PD—Done +) on Essay 1 or 2 **OR** earn a score of 225 or more on the I-Search project. | |
|  | Write an additional challenge essay in consultation with the instructor, earning PD-Done. | |
|  | Participate in the Spring 2012 21-Day Writing Challenge (12 or more on-time entries), **OR**  Volunteer to help, gather, choose, arrange, and edit the *Spring 2012 New Writers at Bethany Booklet,***OR**  Attend a reading at MSU or elsewhere and write a 2+-page *crafted* response to the experience*.* | |

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| **If a student does not meet one or more of the requirements of a “Progressing Student,” he or she will earn a “C” in the course (in other words, be a “Struggling Student).** |
| **However, being absent 6 or 7 times, 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 150 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” (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 B

Professor XXX

September 14, 2012

Essay 1 “The Tree”—DD

**In-Progress Schedule of Assignment Due for ENGL 110C Fall 2012**

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| --- | --- | --- |
| Week One | Reading Assignment Due | **Writing Assignment Due** |
| 8-29-12 |  |  |
| 8-31-12 | “Lost to Be Found” in CP | **WEx1—Freewriting 600 words** |
| Week Two |  |  |
| 9-5-12 | MfW (*Models for Writers*):  “The Most Important Day” by Helen Keller | **In-class Freewriting** |
| 9-7-12 | Course Packet pages | **WEx2— TBA** |
| Week Three |  |  |
| 9-10-12 | MfW: “On Being 17, Bright, and Unable to Read” by David D. Raymond | **WEx3—100-Topics List Due** |
| 9-12-12 | Course Packet pages | **WEx3— TBA** |
| 9-14-12 | **NO CLASS--Conferences** | **DD Essay 1 & Process Letter Due** |
| Week Four |  |  |
| ­9-17-12 | Course Packet pages  *Rules for Writers (RW)* | **Bring in best writing so far--WORKSHOP DAY Practice** |
| 9-19-12 | Course Packet pages | **WEx4—TBA** |
| 9-21-12 | Course Packet pages | **ED Essay 1 Due** |
| Week Five |  |  |
| 9-24-12 | MfW: “Grant and Lee: A Study in Contrasts” by Bruce Catton | **WEx5— TBA** |
| 9-26-12 |  | **FD Essay 1 & Process Letter Due—WORKSHOP DAY (bring copies)** |
| 9-28-12 | Course Packet pages | **In-class revision strategies** |
| Week Six |  |  |
| 10-1-12 | MfW: “The Disgrace of Man” by Susan Francis (student essay) | **WEx6--TBA** |
| 10-3-12 | Course Packet pages | **The Art of the Comma** |
| 10-5-12 | **NO CLASS--Conferences** | **CONFERENCES on Essay 1** |
| Week Seven |  | **Remember to attend Christ in Media Events! (Ex. Credit available)** |
| 10-8-12 |  | **Opt. DD Essay 2 OR other invention techniques on topic ideas** |
| 10-10-12 | Course Packet pages | **WEx7— Sentence Combining** |
| 10-12-12 |  | **PD Essay 1 & Process Letter Due** |
| Week Eight |  |  |
| 10-15-12 |  | **Group Work on Essay 2 Rough Outline & first ¶** |
| 10-17-12 | **NO CLASS--Conferences** | **FD Essay 2 & Process Letter Due—CONFERENCES** |
| Week Nine |  | **Midterm Break 10-18 thru 10-21** |
| 10-22-12 |  | **Thesis Statement Worksheet Due** |
| 10-24-12 | MfW: TBD | **WEx8— A 2-page response to art found in a public space on BLCcampus** |
| 10-26-12 | Course Packet pages | **In-Class Essay 3 & the 4-Step Process Explained** |
| Week Ten |  |  |
| 10-29-12 | Sample Art Critiques | **WEx9—Try the 4-Step Process on an artwork on campus** |
| 10-31-12 | **NO CLASS—Advising Day** | **NO CLASS—Advising Day** |
| 11-2-12 | **In-Class Essay 3** | **In-Class Essay 3** |
| Week Eleven |  |  |
| 11-5-12 |  | **FD2 Essay 2 & P. Letter Due—WORKSHOP DAY (bring copies)** |
| 11-7-12 | Course Packet pages | **WEx10—TBA**  **MLA Worksheet Due** |
| 11-9-12 | **NO CLASS--Conferences** | **CONFERENCES—Essay 2** |
| Week Twelve |  |  |
| 11-12-12 |  | **Research Proposal Due** |
| 11-14-12 | Sample research papers | **PD Essay 2 Due** |
| 11-16-12 |  | **Library visit** |
| Week Thirteen |  |  |
| 11-19-12 | **NO CLASS--Conferences** | **CONFERENCES on help finding sources** |
| 11-21-12 |  | **Annotated Bibliography Due—WORKSHOP DAY (bring copies)** |
| Week Fourteen |  | **Thanksgi ving Break—11-22 thru 11-25** |
| 11-26-12 | Course Packet pages | **WEx11— TBA** |
| 11-28-12 |  | **40 Notecards Due (3 or more sources, coded, page numbers included)** |
| 11-30-12 |  | **Thesis Statement Exam** |
| Week Fifteen |  |  |
| 12-3-12 |  | **PD Essay 2 Due** |
| 12-5-12 | MfW: TBD | **WEx 12--TBA** |
| 12-7-12 | **NO CLASS-Conferences** | **FD of I-Search Essay Due—CONFERENCES (3+ pgs & WC page)** |
| Week Sixteen |  |  |
| 12-10-12 |  | **MLA Exam** |
| 12-12-12 | Peer Review of I-Search Paper with annotations | **Rev. of Essays 1-3 Due & begin Dear Reader Port. Letter in class** |
| 12-14-12 |  | **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***