



WRITING TO LEARN AND COMMUNICATE

ENGL 110 College Writing I

Fall 2012

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Texts and Required Course Materials

- Bullock, Richard. *The Norton Field Guide to Writing*. 2nd ed. New York: Norton, 2009. Print.
- NEW MyWritingLab – Standalone Access Card (<http://www.mywritinglab.com/>)
- Flash/Jump Drive
- Writing Implements (i.e. pencils)
- Notebook Paper
- Folder for Unit Portfolios
- Regular Email, CampusWeb, MyWritingLab, and Internet Access
- Optional: personal laptop, iPod/Mp3 player, headphones/ear buds

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 Evaluation

Your final grade for ENGL 110 is dependent upon the following:

1. In-class participation
2. Meeting unit portfolio requirements (i.e. MyWritingLab assignments, completed drafts, reading quizzes, drafting)
3. Thesis and MLA Citation Style Competency Exam (final)

Breakdown:

- | | |
|---|---------------------------|
| ➤ Unit 1: Resume and Job Letters | 20% of final grade |
| ➤ Unit 2: Analyzing a Text | 30% of final grade |
| ➤ Unit 3: Proposal, Research, and Argument | 40% of final grade |
| ➤ Thesis and MLA Citation Style Competency Exam | <u>10% of final grade</u> |
| | 100% = final grade |

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

Late Work

I'll keep this short and sweet: **I do not accept late work.** All athletes/musicians/thespians etc. must turn in work on time. Plan. Keep a day timer. Push yourselves. Thanks.

<u>Common Excuses/Reasons for Missing Assignments</u>	<u>Resolutions</u>
CampusWeb was down	Save work to a flash-drive and print before class begins.
My computer wasn't working	Go to a computer lab, ask a friend for computer support, crack open a notebook and fetch a pencil...
Family emergency/problems got in the way	Hardships happen. However, in the "real world" your boss will still expect completed reports, so I'm sorry – get your work done. Sometimes, we have to pick and choose our battles – including lower grades. We'll talk about contract grading later.
Personal problems	Schedule an appointment with me, but most likely: sorry. Even in the professional world, you'll still be expected to complete assigned work.

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 (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 quotation 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 in the course.

Attendance

You may miss three classes without penalty (that's one week of school). I do not want to know why you are missing class, so please, keep it professional and send an email that simply states you won't be in attendance. **Be aware, however, that I expect unit portfolios/homework to be turned in on time.** You **will not** lose in-class points for

excused absences, but you will NOT be able to make up points earned in-class (if distributed). Again, I do not accept late work. If absent, read over the week's PowerPoint to learn what you missed.

If you miss more than three classes you will be docked ½ letter grade per additional absence. Your understanding of the subject-matter depends upon class discussions and in-class writings/assignments. Collaborative working, thinking, and writing are important aspects of this course. And besides, it thrills me to see your smiling faces!

Tardy: Three tardies (10+ min.) equals one absence.

Extended Illness: If you become ill and must miss more than three classes it is your responsibility to talk with your advisor, and provide doctor notification.

Course Schedule

Weeks 1-2	Course Introduction
Weeks 3-4	Unit 1: Resume and Job Letters
Weeks 5-7	Unit 2: Analyzing a Text
Weeks 8-16	Unit 3: Proposal, Research, and Argument
Week 17	Finals

No Class

M, Sept. 3	Labor Day
F, Oct. 19	Mid-term Break
W, Oct. 31	Advising Day
W, Nov. 21	Personal
F, Nov. 23	Thanksgiving Break

Final Notes

A typical week:

- M/W are set aside for reading quizzes, homework reviews, and writing practice/activities.
- F is set aside for in-class writing / research / homework. If you prefer to listen to music as you work, bring headphones and whatever implement you prefer (i.e. iPod).
- Due to student / teacher conferences, some class periods will be cancelled. Cancellations will be announced in the homework schedule.
- I begin most days with a “warm-up” activity. This is how I take attendance

Homework:

- You can expect 2+ hours of homework per 1 hour of class. Of course, this will vary depending on your learning style(s).

Drafting / Written Feedback / The Sting / Pointer:

- **Drafting:** With exception to Unit 1, you are expected to compose three drafts per essay. Although I will read drafts of your written work, I will not comment on all of them. For example, I never comment on first drafts. First draft deadlines are for your benefit. We'll talk about what constitutes a first draft later this week.
- **Written Feedback:** This course emphasizes peer reviews, and numerous submissions to Pearson Education's Tutor Services (MyWritingLab) with whom I am collaborating (Units 2 and 3). For example, I will read your 2nd draft essay in Units 2 and 3, and provide global feedback. So will your peers. For nitty-gritty line-edits and comments concerning word choice, transitions, and grammar/mechanics you are required to rely upon Pearson Tutor Services (MyWritingLab). In part, this is what your access card pays for.
- **Pointer:** Read my feedback. Often, I ask students to do XYZ before they can submit a final draft. **Your portfolio will receive a “0” if you do not follow feedback instructions.**
- **The Sting:** Feedback stings. 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! It's also not meant to invoke frustration, so please, make an appointment so we can chat if that's how you wind up feeling.

Favors:

- In the past I've had students ask 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:

- Make mistakes with pride. I do – and will. In class, reading aloud will happen on a regular basis, so mispronounce words with exuberance. In early drafts, I also encourage you to misspell, compose sentence fragments, and ignore subject / verb agreement in order to sift through ideas. Without mistakes there cannot be growth – not in this field, not in any. Albert Pujols of the Los Angeles Angels didn't learn to hit a ball without first striking out; basketball player Candace Parker didn't learn to dribble without first travelling; Webb Simpson didn't learn to drive a shot without first putting a divot in the turf. The same goes for the craft of writing. Consider my classroom a safe haven to strike out, travel, and scar the page... so long as you continue to put forth effort.