



WRITING TO LEARN AND COMMUNICATE
ENGL 110 College Writing I
Spring 2012
Instructor: J. Angie Johnson

Section B: MWF, 9-950A	Section E: MWF, 130-220P
Room: HH 135	Office: HH 123 Phone: x-881

Texts and Required Course Materials

- Rosa, Alfred, and Paul Eschholz. *Models for Writers*. 10th ed. Boston: Bedford/St. Martins, 2010. Print.
- Hacker, Diana. *Rules for Writers*. 6th ed. Boston: Bedford/St. Martins, 2010. Print.
- Flash/Jump Drive
- Writing Utensils (i.e. pencils)
- Notebook Paper
- 3-Ring Binder for Final Portfolio
- Regular CampusWeb Access

Course Overview

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 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."

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 educated individuals.

General Education Literature & Writing Goals

Upon successful completion of this course, students should be able to...

- A. Ask effective 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, analyze what each text communicates in detail, consider how various authors choose to achieve his or her purposes, and evaluate the effectiveness of those choices.
Means: Read several essays from *Models for Writers* and examine texts in-class to see how they work.
2. Students will produce a five-paragraph essay by using a 4-Step Process for Evaluating Art, which will be practiced 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 details).

- 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 use a wide variety of invention and revision techniques in order to compose three essays in four 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: Revising essays multiple times, Writing Workshops, and one-on-one conferences with the instructor.

4. Students will come to understand the collaborative and social aspects of writing and practice critiquing their own and others' essays in small groups that meet regularly.

Means: Writing Workshop Days and one-on-one conferences with the instructor.

• **To demonstrate proficiency in written and oral English.**

- D. Exhibit familiarity with credible databases, archives, and scholarly sources, and regularly gather and apply the date contained therein, and

- E. Exhibit familiarity with and apply MLA formatting guidelines to their formal written works.

5. 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 understand and perhaps be convinced of the answer to the research question.

Means: Producing a research paper of 7+ pages and a correct Works Cited page of 6 or more sources.

6. Students will learn to carefully revise and edit their essays for the benefit of a real audience (which includes the academy), especially working on correct sentence crafting.

Means: Producing four revised and edited essays and a Portfolio by course end.

7. Students will demonstrate competency in writing effective thesis statements (a single, declarative sentence which asserts an arguable opinion), and create proper MLA Works Cited pages and integrate sources correctly within texts.

Means:

Thesis Statement Exam--passed

MLA Citation Style Exam—passed

Course Components

- ✓ Essay 1 — Personal Narrative
- ✓ Essay 2 — Rhetorical Analysis (Art Critique)
- ✓ Essay 3 — I-Research Part 1: Report
- ✓ Essay 4 — I-Research Part 2: Argumentative Essay
- ✓ Readings and Critical Reading Responses (CRRs) from *Models for Writers*, as well as other posted materials
- ✓ Homework assignments and/or writing exercises
- ✓ Thesis Statement Competency Exam (Pass/Fail)
- ✓ MLA Citation Style Competency Exam (Pass/Fail)
- ✓ Final Portfolio Presentation (Pass/Fail)

Course Evaluation

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

1. In-class participation and homework assignments
2. One presentation
3. **Drafts** of written essays, and other materials noted within each rubric (i.e. conferences)
4. Written essays
5. Pass/Fail: Thesis Competency Exam, MLA Citation Style Competency Exam, Final Portfolio Presentation

Breakdown:

- | | |
|---|---------------------------------------|
| • Friday Presentations | 50 pts. or 5% of total grade |
| • Unit 1 – Personal Narrative | 200 pts. or 20% of total grade |
| • Unit 2 – Rhetorical Analysis (Art Critique) | 200 pts. or 20% of total grade |
| • Unit 3 – I-Research Part 1: Research Report | 250 pts. or 25% of total grade |
| • Unit 4 – I-Research Part 2: Argumentative Essay | <u>300 pts. or 30% of total grade</u> |
| | 1,000 Total Points Possible |

A = 1,000 – 900 points

B = 899 – 700

C = 699 – 500

D = 499 – 300

F = 299 – 0

The grade for each Unit includes in-class activities, quizzes, reader responses, peer reviews, in-class freewriting, self-assessments (rubrics), **drafting**, etc.

I use a rubric to grade essays. The rubric, along with assignment descriptions, will be posted to CampusWeb before the assignment is due. Rubrics allow me to grade your work objectively, and allows you to see what is required for “A” papers.

Late Work

I’ll keep this short and simple: **I do not accept late work.** Even athletes/musicians/thespians 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 flashdrive 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. If you’ve got a good grade and you don’t turn in one 5 point homework assignment, it’s probably not going to hurt. They add up, however. Fast. So don’t neglect too many assignments
Personal problems →	Schedule an appointment with me, but most likely: sorry. Even in the professional world, you’re still expected to complete your work

Academic Integrity Policy

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” (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,” 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 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 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 your homework to be turned in by the due date.** You **will not** lose in-class points, but you will NOT be able to make up points earned in-class. Again, I do not accept late work. If absent, read over that day’s PowerPoint presentation to find out what happened.

If you miss more than three classes you will be docked one full letter grade per 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: If you’re late to class I will mark you as being absent, even if you complete in-class assignments.

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

Week 1	Course Introduction
Weeks 2-5	Unit 1: Personal Narrative
Weeks 6-10.....	Unit 2: Rhetorical Analysis
Weeks 11-13.....	Unit 3: Report
Weeks 14-17.....	Unit 4: Argument
Week 18	Finals

No Class

Feb. 20.....	Presidents' Day
Feb. 24.....	Personal
March 2-9 (Week 9).....	Spring Break
March 14	Advising Day
March 16	Personal
April 5-10	Easter Break

Final Notes

How a typical week works:

- M/W are set aside for homework reviews and writing practice/activities
- F is set aside for student presentations and in-class writing/homework time
- Some weeks we won't meet as a class. I believe students benefit from 1-on-1 conferences
- I begin most days with a "warm-up" activity. This is how I take attendance

Written Feedback:

- I do not comment on most homework assignments. I read your work and assign a grade. I'll supply examples of written assignments so we're clear on what's expected
- When a draft is returned to you, please read my feedback. Often, I ask students to do XYZ before they can submit a final draft. **If you do not follow my feedback instructions you will receive a "0" for the essay**
- 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 a person!** It's also not meant to invoke frustration, so please, make an appointment so we can chat if that's how you're feeling

Favors:

- In the past I've had students ask me to read essays 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