

Syllabus for Introduction to College Writing

English 100: Introduction to College Writing – Composition and Language

Class time and room:

Writer's Workshop time and room:

Instructor:

Office:

Phone:

Office Hours:

E-mail:

Required Texts and Course Materials:

Discovering the Student, Discovering the Self: Introduction to College Writing

The Other Wes Moore, We Moore, Spiegel and Grau, 2011.

Computer disks/jump drives/flash drives

Copies for group work as requested

Folders

Course Description:

“One thing that is always with the writer – no matter how long he has written or how good he is – is the continuing process of learning how to write.” -Flannery O'Connor

“There is no greater agony than bearing an untold story inside you.” – Maya Angelou

In this course we will discuss writing as a process. And you may ask, what does this statement mean? The truth is, no one just sits down and instantly produces a perfect piece of writing. There are many steps a writer goes through when producing a text, including pre-writing (or gathering and organizing ideas and thoughts), writing, revising and editing, and we will discuss these steps in this course. By breaking down these steps, hopefully, the writing process will seem less difficult. In discovering writing as a process, you will discover the reading and writing strategies and processes that work best for you. The emphasis here is on you and your attention to the topics. I know that you will not survive in this course if you come to class unprepared, if you do not revise your writing, if you do not ask questions and ask for my help, if you wait until the last minute to draft an essay or build a portfolio. I also know that you probably will succeed if you become someone who connects reading and writing to your life, to your experiences, and who reflects on the impact of these connections.

Obviously, becoming an independent and confident writer requires trusted readers of your writing. I will read drafts and schedule conferences to respond to your work; your Writer's Workshop tutor will also read and respond to your writing; and the class sessions and the Writer's Workshop sessions will focus instruction on your writing. Becoming a critical and thoughtful writer is essential for success in college. This course has been designed to help you make this effort.

In this section we will read/discuss the book *The Other Wes Moore* in which two boys with the same name grow up in the same place and time and in similar circumstances yet one boy grows up to be a Rhodes Scholar, decorated veteran and business leader (and the author of the book) while the other ends up as a convicted murderer serving a life sentence. How does this happen? To answer this question, we will discuss, read and write about issues such as race, class, crime and violence, poverty, education and family. We will also discuss current events and answer the following questions: How much does one's upbringing and family affect him/her? Do larger social, economic and political issues play a role as well? Why is it that two young, African American boys growing up in the same area and same time end up

leading such different adult lives? What needs to change -- is it the smaller family unit or the larger American society as a whole? Do citizens, organizations, politicians, teachers, parents and/or the government need to take action to increase education and employment and decrease poverty, crime, drug use? Do individuals need to take personal responsibility in their own lives and decisions? Is our educational system one of the reasons for so many problems with our youth and until we get serious about saving our public schools and the kids within them, will we not be able to save our children and our future? Hopefully these questions and answers will intrigue, challenge and help you.

Course Goals and Class Assignments:

Reading Goals:

- Read actively for greater understanding;
- Use reading to improve writing by drawing ideas and information from written texts
- Use texts to understand own and others' experiences;
- Read writing assignments effectively as a guide to creating better papers;
- Recognize good writing by actively reading good prose.

Writing Goals:

- Move from writer-based to reader-based prose
- Write at greater length more easily, more quickly, and more usefully;
- Structure writing to fit the assignment, purpose, and audience;
- Develop ideas and concepts with specific details, examples, and explanations;
- Craft more effective and polished sentences and paragraphs;
- Use effective planning, invention, revision, and editing to complete successful writing tasks.

General Studies Goals:

- Think critically and reason analytically;
- Write and speak clearly and effectively;
- Gain a greater awareness of the present through an understanding of other cultures and times;
- Understand and appreciate moral values and ethical choices;
- Understand and enjoy aesthetic experiences and share in related creative activities.

For common objectives/means and institutional competencies also refer to the English department website.

Methods of Instruction:

Methods of instruction include textbook, lectures, class discussions, group work, writer's workshops, journals, informal writing assignments and formal writing assignments. Students will be expected to participate in peer revision groups and in-class writing exercises.

Textbook(s): Please be sure to read all assigned textbook/handbook chapters, essays, books and other reading assignments, be prepared to discuss the essays in class and complete journal assignments and other exercises in regard to the essays. Bring all three books to class and workshop every day.

Critical Response/Reading Journals:

You will write journal entries/critical reading responses to all of your assigned readings. Please refer to your assignment schedule for journal entries. These entries will be your explanations of and reactions to the readings. Journal entries are always due the next class period. Journal entries will be graded on content, organization and style and will be part of your grade for the portfolio and the course.

Writer's Workshops:

Writer's Workshop, a required component of English 100, requires that you meet once a week with a Student Assistant/Tutor and a group of other English 100 students from your class. Writer's Workshop sessions will be conducted by a Student Assistant/Tutor who has been carefully selected from experienced student writers. In Writer's Workshop, you will work towards becoming a better writer through work with your peers, one-on-one sessions with your tutor, and through lessons designed to teach you general critical thinking, reading and writing concepts. In Writer's Workshop activities, you will respond to prompts, complete individual exercises, collaborate on writing exercises, and complete the stages of the writing process for each Task Paper. It is required that you always bring to workshop your most current draft/Task Paper along with the assignment sheet and any notes/comments/letters from your ENG 100 Instructor regarding your paper. You will receive personal responses and suggestions to help you develop and revise each essay and to help you grow as a writer. You will also be allowed time, in workshop, to write and revise. All of these activities are designed to give you more experience with writing, increasing your fluency, critical thinking, writing processes, and use of written conventions. If you make the commitment to Writer's Workshop and your Student Tutor, you will become an independent writer, a writer who has discovered strategies and processes to write competent and thoughtful essays. The Writer's Workshops have a very strict attendance policy. **If you are not present, you will be marked absent regardless of the circumstances that prevent you from attending Writer's Workshops. The fourth Writer's Workshop absence—no matter the reason—results in failure of ENG 100.** Your classroom teacher may also assign further penalties for Workshop absences. In addition, if you do not bring the required materials to each session (ENG 100 textbook, most current draft/Task Paper, writing utensils, etc.), do not attend the complete session, do not fully participate or exhibit any unacceptable behavior in the session, you will be marked absent. Repeated incidences or problems will result in harsher penalties which may include removal from and failure of the class. If you miss a workshop or are not prepared you will be marked absent; however, you have the opportunity to make it up. You can attend the general make-up session on Friday at 2:00 or 3:00 pm in Eder 222 U-V. However, in this makeup session, you may be required to complete a specific lesson or activity and may not be able to receive feedback on your writing or to do your own writing. Moreover, you will be allowed only three make-up opportunities. Please remember that you and your writing will benefit the most by attending your regularly scheduled workshops/conferences and working on your writing. Please consult your ENG 100 textbook for more detailed information.

Peer Revision Groups:

Prior to submitting your writing tasks, you will be required to participate in peer revision groups in which you will bring in copies of your rough draft to share with your group and receive feedback from your group in order to help you strengthen and revise your own written work. This is a required activity and will be part of your grade for the portfolio and the course. (Note: During these sessions I will also evaluate drafts).

*Mini-Portfolios: The mini-portfolio system is explained at end of syllabus.

Policies:

Attendance Policy:

This course has a very strict attendance policy in Writer's Workshops as well as in class. If you miss five class periods OR four Writer's Workshops throughout the course of the entire semester, you will receive an F in the class. There are no excused absences, exceptions or "makeups" for this attendance requirement. This attendance policy begins on the first day of the semester and concludes on the last day of the semester. If you know of any circumstances likely to make this policy difficult for you this semester, you may wish to consult with your advisor to review your options. If you miss a class session, you are responsible for all material covered and assignments given during your absence. All out-of-class assignments are due at the beginning of the class period. The last day to withdraw from a course and receive a "W" instead of an "F" is Friday, November 4.

Late Work:

All writing assignments are due at the beginning of the class period on the due date. Each student is allowed one late task paper, and only one late paper, and any such arrangement must be discussed with me prior to the due date so we can discuss the extended due date. If this arrangement is not discussed and approved prior to the due date, I will not accept the paper. This requirement is important because you must complete, turn in and receive a grade for all papers in order to pass this class. *In other words, if these conditions for a late paper are not met or a second paper is late, you will fail the course.* Please note that a second late paper will result in failure of the course. If you are not in class on the due date you are still responsible for submitting your assignment on time. Late in-class writing assignments will not be accepted.

Grading Policy:

Your overall mini-portfolio grades and final exam will constitute your final course grade. Please note that journal entries, in-class work, quizzes, peer response work and class preparation/participation are very important and do affect your grade because they will all be calculated into the mini-portfolio grade. The components of your grade in the course are:

- Four writing tasks. *A student who does not turn in timely responses to all four tasks will not pass the course even if the grades achieved in the other writing tasks are satisfactory.*

Writing Task One Mini-Portfolio: 100 points

Writing Task Two Mini-Portfolio: 100 points

Writing Task Three Mini-Portfolio: 125 points

Writing Task Four Mini-Portfolio: 125 points

- Final exam: 100 points *The final exam is mandatory. A student who does not take the final exam will not pass the course even if the grades achieved prior to the exam are satisfactory.*

Final exam date and time: Tuesday, December 13, at 11:30 am

Grade Appeal Policy: Please refer to the Department policy and Student Handbook for the Grade Appeal Process.

Progress as a Writer/Revision Policy:

For all writing tasks you will be required to participate in peer revisions groups. Graded writing tasks (tasks one-three) can be revised and resubmitted for a “new” grade. You will have two weeks from the date the paper is returned in class to revise and resubmit each task paper. If you miss the two-week deadline, you forfeit the right to revise that specific task paper. It is required that your original, graded essay (with all comments and grade sheets from the instructor) accompanies your revised essay. You will not have the opportunity to revise Writing Task Four; however, you will have ample opportunity to share and revise drafts with peers, workshop tutors and me.

Student Disability:

Any student in this course who has a disability that prevents the fullest expressions of his or her potential to succeed in this course must notify me as soon as possible (the first week) so that we can discuss class requirements and possible accommodations. In addition, you must also contact Michael Ritter. If you have been diagnosed with a disability or if you suspect that you may have a disability that has never been diagnosed and would like to find out what services may be available, please the Accessibility Resource Center (ARC)

Academic Honesty Policy:

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records or any other fraudulent classroom activity. You will receive a grade of F (0 points) for any paper/

assignment/exam that shows evidence of cheating and/or plagiarism and forfeit the opportunity to revise. You have the burden of proving that a paper showing evidence of cheating or plagiarism has in fact been written by you. You should keep thorough evidence of your writing processes for all papers so that you can meet this burden of proof. Please note carefully the statement on plagiarism on the departmental website and refer to the Student Handbook and calendar for specific activities identified as violations of this policy and the student due process procedure.

Miscellaneous:

Please note that you must complete all writing assignments in order to pass this course. In addition, admission into ENG 104 requires a “C” or higher in ENG 100. All drafts and final papers for this course must be word-processed. *It is also important to save all writing tasks on disks, jump drives, etc., keeping back-ups if necessary, and to save all drafts as well. **Please feel free to come see me if you have any problems or questions. You can make an appointment to conference about any paper or homework assignment, to discuss your progress in class, to clarify or question something that was discussed or done in class, etc. I believe communication is very important between an instructor and her students and, as a result, I will make myself available to you for any reason.**

Civility and Cooperation – Our University requires all students to help us maintain good conditions for teaching and learning. All students will treat their classmates, teachers, and student assistants with civility and respect, both inside and outside the classroom. Students who violate this policy may, among other penalties, be counted absent and asked to leave either temporarily or permanently based upon the seriousness of the violation. You should review your student handbook, specifically sections of Community Expectations and Code of Conduct and Procedures.

Harassment, Discrimination and Sexual Misconduct – Our University seeks to assure all community members learn and work in a welcoming and inclusive environment. For more information about policies and resources or reporting options, please visit the Title IX website.

*Please see next page for the Mini-Portfolio Grading System

*Writing Task Mini-Portfolio Grading System

You will notice on your assignment schedule that each writing task is assigned a section. This means that everything we do in that section, including readings, journal entries, class discussions, in-class writing and group activities and peer revision work are all connected to the writing task and will help you to complete that writing task. As a result, every activity is required and will be part of your overall grade. At the end of each section, you will submit your writing task and you will also submit all the work you have done in that section leading up to that writing task. You will be required to submit your quizzes, in-class writing activities and peer revision sheets (these activities make up a substantial part of your overall mini-portfolio grade). You will also resubmit your graded journal entries. All of this work must be placed in a folder and submitted on the writing task due date which appears on your assignment schedule. Then I will grade not only your paper but all of your other work as well. Consequently, it is very important that you complete your readings and journal entries and be in class for activities such as peer revision groups. Your paper will receive a grade as well as your mini-portfolio. You can revise your paper, but you will **not** be allowed to revise any other work in the portfolio. Hopefully, this portfolio will help you to envision your writing as a process that is made up of many smaller, but equally important, activities and will help to pinpoint your reading and writing strengths and weaknesses.

Revision policy: Graded writing tasks (tasks one-three) can be revised and resubmitted for a new grade. When you receive each task paper it will be graded and you have the option to revise it for a better grade. You will have two weeks from the date the paper is returned in class to revise and resubmit your task paper. It is required that your original, graded essay accompanies your revised essay. If you miss the two-week deadline for revision, you forfeit the right to revise that specific task paper. Revision must be significant. You will not have the opportunity to revise Writing Task Four; however, you will have ample opportunity to share and revise drafts with your workshop tutor, your peers and me.

Revision process: You will have a number of opportunities to work on revising and strengthening each task paper. This will be a focus of your Writer's Workshop. For all writing tasks you will be required to share your written drafts and receive feedback from your workshop tutor, your peers and me prior to the due date of the paper. In addition, when you receive your graded papers, there will be a grade sheet attached and comments written on your paper to guide you in revising your paper. Activities to help in revision of your drafts and graded papers:

- Writer's Workshops/conferences.
- Peer revision groups (in class).
- After you receive your draft and/or graded task paper, paraphrase my comments so you can ensure that you understand them and respond to them.
- Focus on one particular issue (introduction/thesis statement, conclusion, body paragraph(s), organization, use of examples, sentence structure, etc.) for your first revision. Do not overwhelm and confuse yourself by taking on too much. Go through the writing and revising process one step at a time.
- Write an outline of your paper after it is already written to study the paper's organization and consider other ways to better organize the paper.
- Remember to use your textbook as a reference guides; remember I am available to conference with you about drafts and papers as well as the tutors in the Center for Academic Support.

ENG 100 Assignment Schedule: Please note this is a tentative schedule and changes can be made. Bring all books to every class. HW (including journal entries) is always due the next class period unless otherwise specified.

Section One/Task One:

Week One

- Aug. 30: Introduction to course; Review syllabus; Writing inventory and sample; In-class reading/exercise on “Myths About Writing”; Explain journal entries
HW: Read Introduction and pages 1-25 in *The Other Wes Moore* and write journal entry/bring to class; ****Print out and bring to class syllabus and assignment schedule: Complete and turn in journal entry**
- Sept. 1: Discuss *The Other Wes Moore* and journal entries; Begin discussion for Section One/Task One; Discuss the writing process; **Assign Writing Task One**
HW: Read “Place” by Dorothy Allison and pages 26-45 in *The Other Wes Moore* and write journal entry. If you wish, read ahead to page 62 (you will have to read and write a journal on these pages next week, so prepare and work ahead!). Bring both books to class next week.

Week Two

- Sept. 6: Discuss *The Other Wes Moore* and describing significance of place; In-class exercises on organization and paragraph structure for Task One
HW: “Once More to the Lake” and write journal entry
- Sept. 8: Discuss “Once More to the Lake”; in-class exercise/writing on cohesion
HW: Read “Casa: A Partial Remembrance of a Puerto Rican Childhood” by Judith Cofer, write journal entry and bring journal entry, along with any writing/draft for Task One, to class on Tuesday; Read pages on thesis statement, introduction and conclusion

Week Three

- Sept. 13: Discuss homework on Cofer’s essay, significant places, your journal entries and how all of this can be applied to Task One; Discuss structure and organization; Review Task One, revision and peer response groups
HW: Work on Task One; ****Read pages 46-62 in *The Other Wes Moore* and write journal entry**
- Sept. 15: **Rough Draft Due – Peer Response Groups**
HW: Read Chapters on sentence fragments, comma splices and run-on/fused sentences and chapter on apostrophes. Be prepared to discuss and apply in class on Tuesday; Work on Task One/Miniportfolio One; ***Bring Task One draft to class**

Week Four

- Sept. 20: In-class exercise – grammar, sentence structure and editing
HW: Complete Task One/Miniportfolio One
- Sept. 22: **Writing Task One with Mini-Portfolio Due; Assign Task Two**; Review student samples and handout
HW: Read “Bachan’s Story” (interview essay) and write journal entry; **Set up interview**; Read pages on how to introduce, incorporate and punctuate direct quotes from your interview subject

Section Two/Task Two:

Week Four

Sept. 22: **Writing Task One with Mini-Portfolio Due; Assign Task Two;** Review student samples and handout on interview process and questions; Story Corps and Ted Talk
HW: Read “Bachan’s Story and write journal entry; Set up interview and conduct ASAP!; Read pages on how to introduce, incorporate and punctuate direct quotes from your interview subject – very important; Bring questions to class and workshop

Week Five

Sept. 27: Discuss “Bachan’s Story”; Review Task Two and the interview; In-class work on the interview and devising interview questions; student samples; Conduct interview ASAP!

HW: Read student interview essay in textbook and write journal entry
Sept. 29: Discuss student essay; In-class exercise on Task Two (handout/outline)
HW: Complete interview no later than today and work on paper; bring interview questions, notes and drafts to class and Writer’s Workshop

Week Six

Oct. 4: In-class work on Task Two so bring all materials to class
HW: Read chapter on sentence structure and variety, chapter on verbs and chapter on commas, complete exercises, make a list of weaknesses/questions you have in any area of grammar/sentence structure we have covered to date and be prepared to discuss in class next week; *Read Part II pp 63-107 in *The Other Wes Moore* for October 13 -- very important.

Oct. 6: **Rough Draft Due – Peer Response Groups**
HW: Read chapter on editing; Work on Task Two; Bring draft of Task Two to class

Week Seven

Oct. 11: Discussion and in-class writing over *The Other Wes Moore* pp 63-107; Grammar and sentence structure; Summary writing assignment (*TOWM*)
HW: Read pages 107-122 in *TOWM* and write journal entry; Complete/revise summary writing assignment from class if needed; Bring journals to class on Thursday

Oct.13: Assign Task Three; Conclude summary writing; *Discuss The Other Wes Moore*
HW: Read *The Other Wes Moore* pp 123-157 and write journal entry; Reflective Writing

Section Three/Task Three:

Week Eight

Oct. 18: **Writing Task Two with Mini-Portfolio Due;** Reflective writing; Begin Task Three; Discuss *The Other Wes Moore*:
HW: Read the conclusion of *TOWM* pp 157-183 and write journal entry; Read two student essays and respond to them (see attached journal assignment).

Oct. 20: Discuss the conclusion of *TOWM*: What made the difference between the two Weses? Read “Remarks at the Topeka School District” by Michelle Obama ; Review student samples and journals; In-class work on Task Three (handout); In-class exercise on responding to essay and documentation
HW: Complete 5 Minute Essay Outline in textbook and bring to class; Work on Task Three

Week Nine

- Oct. 25: Review and revise 5 Minute Essay Outline; Task Three;
HW: Task Three rough draft
- Oct. 29: In-class work on Task Three; conferences
HW: Work on Task Three rough draft

Week Ten

- Nov. 1: **Rough Draft Due of Task Three – Peer Response Groups**
- Nov. 3: In-class work on Task Three; explanation of HW and Task Four
HW: Read “The Love of Books” by Gloria Naylor and write journal entry – summary and response; Distribute Reflective Writing
*Friday, November 4, is last day to withdraw from a course

Section Four/Task Four:

Week Eleven

- Nov. 8: **Writing Task Three and Mini-Portfolio Due**; Begin our final section/assignment on “Literacy Autobiography”; Discuss Gloria Naylor’s essay and complete freewrite: How do you express yourself? How do you escape and relax? What shapes and conveys your identity? What “saves” you? “Getting Started” in-class exercise with Amy Tan’s “Mother Tongue”; Distribute Reflective Writing; Assign Task Four
HW: Read “How I Learned to Read and Write” by Frederick Douglass and write journal entry – summary and response HW: Complete Reflective Writing for HW and place in miniportfolio
- Nov. 10: Discuss “How I Learned to Read and Write”; student samples
HW: Read “The Lonely, Good Company of Books” AND “One Writer’s Beginnings” and write journal entry comparing and contrasting the two authors’ experiences with reading and writing.

Week Twelve

- Nov. 15: Discuss “The Lonely, Good Company of Books” and “One Writer’s Beginnings”
HW: Read “Superman and Me” by Sherman Alexie and write journal entry; Work on Task Four
- Nov. 17: Discuss essay read for HW; Review for writing Task Four; Quiz; Student samples
HW: Read student sample essay in textbook and write journal; Work on Task Four

Week Thirteen: Fall Break

Week Fourteen

- Nov. 29: In class work on Task Four; Discuss student sample and HW
- Dec. 31 **Rough Draft Due – Peer Response Groups; Be sure to pick up your draft from my office (Eder 222 F) before you leave for the weekend!**

Week Fifteen

- Dec. 6: Discuss final exam; Distribute study guide; Work on Task Four in class
- Dec. 8: **Writing Task Four with Mini-Portfolio Due**; In-class reflective writing; No papers/portfolios will be accepted after class today! You must submit paper/portfolio during this class period! Last day of class

Final Exam Information, Date and Time:

