WRITING 111 07 Syllabus

Instructor: Laura J. Phillips  
Phone: 330-272-2060  
Email: phillilj@westminster.edu  
Office: Thompson Clark 408  
Location: Old Main, Rm: 211  
Office Hrs: By Appointment

Course Description
This course offers strategies for writing as a means of critical inquiry, with a focus on writing processes and on the roles of writer, audience, and purpose as they affect writing. Students will practice different forms of writing as well as the process of investigation: exploration of topics, formulation of tentative theses, collection of data from suitable primary and secondary sources, and clear and appropriate presentation of the results of these inquiries.

Student Outcomes
1) Comprehend, discuss, and critically analyze assigned texts.
2) Communicate effectively in writing by
   - Knowing and consistently applying the rules of English grammar and usage
   - Writing clear, concise, and logical sentences
   - Developing effective thesis statements
   - Constructing coherent, unified, well-developed paragraphs that include specific supporting details
   - Completing written work that responds appropriately to the assignment and displays a minimum of errors
3) Produce credible, authoritative, and appropriately researched and documented arguments by
   - Developing and organizing the components of argumentative essays
   - Writing in a way that meets the demands of a specific audience
4) Access and use a variety of learning tools and technologies

Ethics
Promptness, attendance, and “attentiveness” are valued in this class. Please behave accordingly and do not disrupt the class with excessive talk or the use of cell phones (that includes texting) and other devices. It is presumed that learners will work cooperatively with one another, and all work that is not “original” will be properly credited.

The most common form of academic dishonesty is often described as plagiarism, that is, presenting someone else’s words or ideas as your own. Examples include, but are not limited to:
- turning in a rewritten copy of a paper whether your own or that of someone else;
- turning in a paper posted on the internet;
- copying text (i.e. cut and paste) from the web;
- or using words, ideas, or a pattern of words, ideas and paragraphs without a citation.

Accommodations
Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact Faith Craig, Director.
of Disability Support Services, located in 209 Thompson-Clark Hall. Phone: 724-946-7192. Email: craigfa@westminster.edu. Students with disabilities must verify their eligibility through the Office of Disability Support Services.

Policy on Recording Classroom Activities
No student may record or tape any classroom activity without the express written consent of the professor. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact the Office of Disability Resources to request appropriate accommodation.

Required Text

Other Source
https://owl.english.purdue.edu/owl/section/1/

Grading Scale:
- 900 - 1000: A
- 800 - 899: B
- 700 - 799: C
- 600 - 699: D
- 0 - 599: F

Literacy Narrative (4-5pg) 100 points
- In this assignment you will write about an incident, or perhaps a person, that played a significant role in your literacy development. As part of your narrative you will be required to incorporate material/ideas from two readings from Everything’s a Text, MLA documentation required.

Reading Response Essay (3-4 pgs.) 100 points
The reading response is a very typical assignment in college courses because it both asks you to demonstrate your mastery of a text and employ your critical thinking skills to respond appropriately and thoughtfully to it. You will need to carefully read and annotate a reading from Everything’s a Text and then prepare a Reading Response that accurately summarizes the main points of the reading and responds to the reading. Your reading response will be assessed on whether it:

- Includes an accurate and thorough summary of the main points of the reading of no fewer 1,000 words
- Uses direct quotation, paraphrase, and summary appropriately as well as employs MLA citation style as needed
- Addresses at least two main points with your own thoughts and opinions
- Uses transitions and signal phrases to connect the various parts of the paper
- Incorporates an appropriate and well-crafted thesis statement that both forecasts the main points of the reading as well as your take on the reading

Analytical Expository Essay (4-5pg) 150 points
Argument (Persuasion) (5-6pg) 200 points
Research (6-7pg) 250 points
Cover Letter 50 points
Power Point Presentation 50 points
Participation 100 points

**Participation Points Breakdown:**

100 pts **High Participation** – Always prepared, pays attention and is present in class discussions, contributes to all class discussions and all group work with rich and relevant content, uses technology only for class work.

75 pts **Moderate Participation** – Usually prepared, generally pays attention and is present in class discussions, contributes to class discussions and group work with good and relevant content, uses technology only for class work.

50 pts **Minimal Participation** – Mostly unprepared, may pay attention in class but rarely contributes to class discussions or contributes with off-topic content, fails to participate in group work, uses technology for non-class purposes at times, may create or contribute to distractions during class occasionally.

0 pts **No Participation** – Usually unprepared, rarely contributes to class discussions, failed to complete all group work, often distracts classmates or steers conversation off-topic, frequently uses technology for non-class purposes.

When group work is graded and collected, if you have not completed/contributed to the group work, the amount that assignment is worth (typically 10 points) will be deducted from your participation grade. Group work is assigned as needed and not listed on the syllabus. You must be present to participate and receive credit for group work assignments.

**NOTE: You will lose FIVE (5) points for EACH DAY that you are absent (unexcused) during power point presentations. (i.e. if you are absent 1 day you will lose 5 points, 2 days you will lose 10 points, 3 days you will be deducted 15 points, and so forth). If you are already at 0 points for Participation the points will still be deducted from your overall grade.**

**DEADLINES POLICY**

Rough drafts and final drafts of assignments are due in class on their assigned dates. A rough or final draft turned in after the end of class will be considered late. A late rough draft results in a penalty equal to 20% of the assignment’s value. A late final draft results in a penalty of 10% of the assignment’s value for each business day (M-F) the final draft is late. Final drafts more than five business days late will not be accepted and the grade for the assignment will be zero.

Students who feel extenuating circumstances are preventing them from meeting a deadline must request permission for a late submission from their instructor at least **24 hours in advance of the deadline.** The instructor shall determine whether the extenuating circumstances warrant a late submission with no penalty.

Students are expected to complete all drafts required of all assignments.
TURNING IN ESSAYS/ASSIGNMENTS POLICY
All Essays/Assignments (including first drafts) will be PRINTED OUT AND BROUGHT TO CLASS by the student, ON THE DUE DATE AS LISTED ON THE SYLLABUS. EMAILING AN ESSAY/ASSIGNMENT TO ME WILL NOT BE ACCEPTED. It is the student’s responsibility to be in class, prepared, during the scheduled class hours. Any paper that is not handed in during the class hours, in which it is due, will be considered late. (Unless the student has an excused/documentated absence as outlined by Westminster College Policy and has made arrangements with me as outlined in DEADLINES POLICY). Simply missing class and emailing the essay/assignment does not count as being handed in on time. If you miss class, you may bring the essay/assignment to the next scheduled class, however it may be considered turned in late.

Assignment Formatting
Formatting is important because it affects the length of your paper. Do not try to alter these guidelines to modify the length of your writing. Meeting the page length and formatting are graded criteria for all assignments, including rough drafts. All coursework done outside of class should be typed and meet the criteria on this checklist:

1. Double-spaced
2. 12-pt Times New Roman font
3. 1” margins on all four sides
4. No extra spacing between paragraphs
5. An original title (not bolded, italicized, all caps, or in quotation marks)
6. Each page has a header on the top right with your last name and page number
7. MLA style documentation

COURSE CALENDAR

Aug. 29 T Getting Started/Peer Review Presentation
Aug. 31 TH Defending Rhetoric/The Writing Process/Literacy
Read pgs. 1-26 Everything’s a Text

Sept. 05 T Critical Reading/Situating Personal Literacy/Prewriting
Assign Literacy Narrative Essay
Read pgs. 27-44 Everything’s a Text
Read My Most Spectacular Failure pgs. 81-84
Read Superman and Me pgs. 85-88

Sept. 07 TH Purpose and Audience/Brainstorming
Read pgs. 7-15 Everything’s a Text
Read Two Questions pgs. 93-105
Read ...Composing a Personal Literacy Narrative pgs. 70-78

Sept. 12 T Framing your Paper/Titles, Introductions, Conclusions
Read What’s I Got Do with It?... pgs. 62-69

Sept. 14 TH Completed First Draft Literacy Narrative Due/Peer Workshop
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Sept. 19 T</td>
<td><strong>Final Draft Literacy Narrative Due/Assign Reading Response Essay</strong></td>
<td>Thesis Statements: Formulating a Thesis</td>
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<td>Ted Talk: How Great Leaders Inspire Action</td>
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<td>Read pgs. 135-151 <em>Everything’s a Text</em></td>
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<td>Read pgs. 209-218</td>
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<td>Sept. 21 TH</td>
<td><strong>Completed First Draft Reading Response Essay Due/Peer Workshop</strong></td>
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<td>Sept. 26 T</td>
<td><strong>Final Draft Reading Response Essay Due/Assign Analytical Expository</strong></td>
<td>Critical/Analytical Essay/Problem Solving/Informative</td>
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<td>Read <em>...Doing Oral History...</em> pgs. 183-194</td>
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<td>Read <em>Excerpts from Mules and Men</em> pgs. 179-182</td>
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<td>Read <em>Pictures in America...</em> pgs. 251-257</td>
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<td>Sept. 28 TH</td>
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<td>Digital Literacy/Paragraph Development/Transitions</td>
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<td>Read pgs. 264-273 <em>Everything’s a Text</em></td>
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<td>Read <em>Growing Up Digital</em> pgs. 280-285</td>
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<td>Oct. 03 T</td>
<td>Digital Literacy Continued</td>
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<td>Read <em>A Grand Unified Theory of YouTube...</em> pgs. 298-301</td>
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<td>Read <em>Living the Virtual Life: A Second Life</em> pgs. 302-309</td>
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<td>Read <em>...What Video Games Have to Teach Us...</em> pgs. 310-317</td>
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<td>Oct. 05 TH</td>
<td><strong>Completed First Draft Analytical Expository Due/Peer Workshop</strong></td>
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<td>Oct. 10 T</td>
<td><strong>Analytical Essay Due/Assign Persuasion Essay</strong></td>
<td>Establishing &amp; Organizing your Argument/Logic in Argument</td>
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<td>Oct. 12 TH</td>
<td>Persuasion/Popular Culture Literacy</td>
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<td>Read pgs. 333-343 <em>Everything’s a Text</em></td>
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<td>Oct. 17 T</td>
<td>Using Appropriate Language/Adding Emphasis</td>
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<td>Read <em>Barbie at 35</em> pgs. 364-366</td>
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<td>Read <em>Sex and the Single Doll</em> pgs. 367-369</td>
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<td>Oct. 19 TH</td>
<td><strong>Persuasion Completed First Draft Due/Peer Workshop</strong></td>
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<td>Oct. 21-24</td>
<td>No Classes – Mid-Break</td>
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<td>Oct. 26 TH</td>
<td>Conciseness/Sentence Variety</td>
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<td>Read <em>Don’t Super Size Me...</em> pgs. 358-360p</td>
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<td>Read <em>I’ll Take My Stand...</em> pgs. 352-357</td>
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<td>Oct. 31 T</td>
<td><strong>Final Draft Persuasion Essay Due/Assign Research Essay</strong></td>
<td>Academic Literacy</td>
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<td>Read pgs. 398-408 <em>Everything’s a Text</em></td>
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<td>Read <em>...Stranger in Strange Lands...</em> pgs. 432-446</td>
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Nov. 02 TH  Analytical Research  
Research Paper/What it is and What it isn’t

Nov. 07 T  Writing a Research Paper  
Genre/Topic/Audience/How to Begin

Nov. 09 TH  Various Sources/Citations/MLA  
Annotated Bibliographies  
Assign 10 min. PPT Presentation Outlining Research Topic for Class  
Research Paper Thesis Statement Due

Nov. 14 T  Work on Cover Letter Assignment in Class

Nov. 16 TH  Typed Cover Letters Due in Class for Grade  
Civic & Cultural Literacy  
Read Civic Literacy… pgs. 488-498  
Read Cultural Literacy… pgs. 532-536  
Read Critical Literacy… pgs. 537-542

Nov. 21 T  Rough Draft Research Essay Due/Peer Workshop  
Designing Effective Power Point Presentations  
Visual Rhetoric

Nov. 22-26  No Classes – Thanksgiving Break

Nov. 28 T  Power Point Presentations – Attendance Mandatory

Dec. 05 T  Power Point Presentations – Attendance Mandatory

Dec. 07 TH  Research Essay Due/ Power Point Presentations – Attendance Mandatory

Dec. 11-15  Finals Week – No Class