Course Description

Writing 111 develops and refines your critical thinking, reading, and writing skills and prepares you to write successful college-level essays. Together we will explore the functions of writer, audience, and purpose and come to understand writing as an ongoing process: a creative mix of reading, re-reading, thinking, re-thinking, drafting, and revising. We will focus on developing and supporting interesting ideas in narrative/descriptive, analytical/expository, and argumentative essays. Over the course of the semester, these and a variety of other assignments will help you gain increasing confidence, independence, and sophistication as a writer.

Course Outcomes

Upon successful completion of Writing 111, students will:

1. know and consistently apply the rules of English grammar and usage
2. write clear, concise, logical sentences
3. construct coherent, unified, well-developed paragraphs that include specific supporting details
4. recognize and write effective thesis statements
5. demonstrate an understanding of audience and purpose by choosing appropriate style and diction
6. demonstrate enhanced critical reading and thinking skills
7. incorporate and document source material in an ethical, thoughtful, focused, stylistically correct manner
8. construct engaging, cohesive essays that include fully developed introductions, body paragraphs, and conclusions
9. understand what constitutes plagiarism and adhere to the College’s policy on academic integrity

Please note:
According to the policy of Westminster College’s Department of English and Public Relations, students who plagiarize will receive a 0 for the assignment and may fail the course.

You must earn at least a C- in Writing 111 to meet the College’s writing requirement. You must meet the writing requirement to graduate.
Writing 111, Fall 2017

Brianne Howard
Email: howardbk@westminster.edu
Cell: (330) 885-0889
Office: Thompson-Clark 408

Section 04: T/Th 7:40-9:10, Patterson 108
Section 03: T/Th 9:20-10:50, Old Main 311
Office Hours: by appointment only
(either on campus or virtually)

Our Course Description and Plan

This semester, we’ll explore our personal views of culture — specifically where our beliefs, opinions, and knowledge stem from — and how they influence our experiences and interpretations of the world by analyzing different facets of real-world texts (including news coverage, social media posts, podcasts, film, memes, commercials, and music, etc.). We’ll examine how these influence us in our experiences and views of culture, and then articulate our thoughts using a variety of composition approaches, while exploring how the writing process helps facilitate critical thinking and expression both in and outside of academia.

Required Texts

Other Course Requirements

Regularly check Desire2Learn and your school email for announcements, schedule changes, assignments, and follow up that may be required.

Save all of your work, both handwritten and electronic, so you have a record of your grades. Desire2Learn isn’t a clear indicator of your grade, since it doesn’t include all assignments and grade components. Also, using a cloud service for your electronic work is awesome during tech emergencies.

Technology is welcome in class as long as you’re using it for class-related purposes. Avoid making devices a distraction to others and yourself.

We will discuss sensitive issues and our work openly as a class. Criticism must be constructive and respectful at all times. Disagreeing can fuel some great conversations and learning experiences, just remain awesome in the process.

Assignments and Grading
You will turn in a rough draft and participate in interactive peer workshops for each major essay assignment. This makes the process of writing and sharing your work a major component of this class. Take advantage of this. It gives you fresh eyes and ears on your paper and helps develop peer review skills.

All major assignments must be in MLA format. Use your Prentice Hall Reference Guide in combination with the updated digital handout available on D2L as the go-to resources.

Additionally, all major assignments must be turned in via D2L in .doc or .docx format. Assignments will automatically be run through the TurnItIn service. Assignments will not be accepted or eligible for grading until this is completed.

The minor assignments will be done both in and out of class, and may be comprised of quizzes, written responses, discussion board entries, short papers, major assignment pre-work, group work, mini-presentations, etc.

Participation grades are determined by your engagement in class. I will be looking for things such as being prepared, completing the readings consistently, speaking up (with comments or questions), active listening, coming to all the peer workshops, using available resources, utilizing technology appropriately, and taking ownership for your own growth in this class.

You are welcome to revise any graded major essay on which you receive a C- (73%) or less and turn it in for a new grade, except for the final essay. The better of the two grades will count. You will have one week’s time after the return of the original essay to make revisions and resubmit.

**Late Work**

I will accept major essays late, but you’ll lose 10% of the total possible grade for the assignment for each day of the week, including weekends, that the assignment is late. For example, if the assignment is worth 100%, and you turn it in two days late, you will lose an additional 20% off your final score for the assignment. Any late penalties that apply to your original assignment will also apply to revised assignments.

Other assignments, including rough drafts, will only be accepted late with my prior approval. See the attendance policy for missed in-class work.
Attendance
You are expected to attend every class on time. In the event you must miss class, please let me know as soon as you can via an email, text message, or voicemail. Again, be awesome.

You can miss up to two absences (excused or unexcused) without any penalty. Each absence afterward will lower your final course grade by one degree of a letter grade as determined by the grading scale. For example, if you miss four class sessions, your final course grade will be lowered by two levels (e.g. from a B to C+). Excessive tardiness will be counted as unexcused absences.

You are not able to make up in-class work for the day you are absent, whether excused or unexcused. Check with a classmate for any missed material, notes, or assignments.

Academic Integrity
Plagiarism of any kind is unacceptable. You are responsible for maintaining academic integrity in all of your work, and all work submitted for this course should be your own and for this class only. If you use any information from any outside source, you must give credit to that source. According to the policy of Westminster College’s Department of English and Public Relations, students who plagiarize will receive a “0” for the assignment and may fail the course.

Accessibility
Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact:

Faith Craig, Disability Resources Director
209 Thompson-Clark Hall
(724) 946-7192
craigfa@westminster.edu

Course Schedule
This schedule is subject to change. Changes will be announced in class and online. All readings listed in the schedule as PHRG are in the Prentice Hall Reference Guide, and any online readings will have links posted in D2L. Any readings should be done prior to class time. Online videos and recordings will usually be watched in class unless other instructions are provided.

Week 1: 8/28 - 9/1 – Personal Exploration and Expression
• Tuesday
  ○ Introductions
  ○ Syllabus review/group activity
  ○ D2L orientation
  ○ Diagnostic writing
  ○ Critical exploration of the self and experience in the classroom

• Thursday
  ○ Plagiarism, read PHRG (pg. 368-375)
  ○ Monica Crowley article (in class review)
  ○ MLA format
  ○ How is good writing measured?
  ○ Writing and articulation outside of academia
  ○ Writing process/brainstorming
  ○ Proofreading, editing, revising, PHRG (pg. 18-22)
  ○ Assign essay 1
  ○ This I Believe samples

Week 2: 9/4 - 9/8 – Personal Exploration and Expression
• Tuesday
  ○ “I believe…” statement workshop
  ○ Purpose, read PHRG (pg. 3-5)
  ○ Audience, read PHRG (pg. 2-3)
  ○ Chevy Cruze commercial (online recording) (2:08)
  ○ Word choice, read PHRG (pg. 203-207)
  ○ Description and abstract ideas
  ○ Showing vs. telling
  ○ Advice from Mary Karr and Stephen King
  ○ Personal narrative and description practice
  ○

• Thursday
  ○ Paragraphs, read PHRG (pg. 22-29)
  ○ Organization
  ○ Paragraph development and supporting details
  ○ Transitions and idea links
  ○ Assign news coverage group assignment
  ○ Essay 1 workshop
  ○ Essay 1 rough draft due by 11:59 PM

Week 3: 9/11 - 9/15 – Personal Exploration and Expression
• Tuesday
  ○ Framing a paper
  ○ Introductions and conclusions, read PHRG (pg. 29-32)
  ○ Singular focus
  ○ Essay 1 workshop – body paragraphs
Thursday
- Critical reading and thinking
- Comprehension vs. analysis
- Media exploration - Columbine excerpts
- News coverage group work and presentations
- Fake news & social media

Week 4: 9/18 - 9/22 – Personal Exploration and Expression

- Tuesday
  - Education vs. entertainment
  - “How Accurate Should Movies Be?” (online video) (12:30)
  - Essay 1 workshop
- Thursday
  - Essay 1 due by 11:59 PM
  - Bring PHRG to class
  - MLA Works Cited pages, review PHRG (section 11)
  - Citation practice
  - Assign essay 2
  - Group research assignment for Stephen King and Stanley Kubrick

Week 5: 9/25 - 9/29 – Analyzing Pop Culture

- Tuesday
  - Thesis statements, read PHRG (pg. 11-13)
  - Bring PHRG to class
  - Integrating sources, read PHRG (pg. 375-390)
  - MLA in-text citations, review PHRG (section 11)
  - “Steam and Gas” - Lore (online recording) (22:50)
- Thursday
  - Student teachbacks about King and Kubrick
  - The Shining
  - Assign Faculty of Horror, “All Work and No Play: Stanley Kubrick’s The Shining” (1:08:00)

Week 6: 10/2 - 10/6 – Analyzing Pop Culture

- Tuesday
  - The Shining
  - Topics and thesis statements for essay 2 due
- Thursday
  - The Shining
  - Summary and analytical theme practice

Week 7: 10/9 - 10/13 – Analyzing Pop Culture

- Tuesday
  - Essay 2 workshop - thesis statement, summary, and content planning
- Thursday
  - Essay 2 workshop - thesis statement, summary, and content planning (continued)
○ Supplemental pieces on *The Shining*
○ Intertextuality
○ Analytical organization and thesis support with source integration
○ Essay 2 rough draft due by 11:59 PM

**Week 8: 10/16 - 10/20 – Analyzing Pop Culture**
- **Tuesday**
  - Essay 2 workshop – analysis and evidence integration
- **Thursday**
  - Concise writing, read *PHRG* (pg. 218-223)
  - Advice from Stephen King
  - Essay 2 workshop – concise writing
  - Current event group assignment

**Week 9: 10/23 - 10/27 – Our Cultural Presence**
- **Tuesday**
  - No class - Mid-term break
- **Thursday**
  - Current event group presentations
  - Cultural presence and experience
  - “MTV Original Broadcast” (online video)

**Week 10: 10/30 - 11/3 – Our Cultural Presence**
- **Tuesday**
  - Essay 2 due by 11:59 PM
  - Assign essay 3
  - Literature reviews
  - Evaluating sources, read *PHRG* (pg. 340-342, 356-363)
  - Annotated bibliographies, read *PHRG* (pg. 366-368)
  - Research tips and approaches, read *PHRG* (pg. 331)
  - Assign annotated bibliographies
- **Thursday**
  - Read “Sample MLA-style Research Paper” in *PHRG* (pg. 434-440)
  - “Behold the Humble Block! Tools of the Trade” (online recording) (4:07)

**Week 11: 11/6 - 11/10 – Our Cultural Presence**
- **Tuesday**
  - Essay 3 research workshop
  - Topics for essay 3 due at class time
- **Thursday**
  - Argument organization and development, *PHRG* (pg. 59-68)
  - “Is Doctor Who a Religion?” (online video)
  - Compare/contrast integration
  - Annotated bibliographies due by 11:59 PM

**Week 12: 11/13 - 11/17 – Our Cultural Presence**
- Tuesday
  - “Are Our Devices Turning Us into a New Kind of Human” – Amber Case (online video) (7:53)
- Thursday
  - Essay 3 workshop – compare/contrast development
  - Essay 3 rough draft due by 11:59 PM

- Tuesday
  - Logical fallacies, PHRG (pg. 69-70)
  - “The Guide to Common Fallacies” (online video playlist)
- Thursday
  - No class - Thanksgiving break

Week 14: 11/27 - 12/1 – Our Cultural Presence
- Tuesday
  - Essay 3 student presentations/discussion
- Thursday
  - Essay 3 student presentations/discussion

Week 15: 12/5 - 12/8 – Our Cultural Presence
- Tuesday
  - Essay 3 student presentations/discussion
  - What did we learn?
  - Course evaluations
- Thursday
  - Essay 3 workshop
  - Essay 3 due by 11:59 PM
  - Last day of class

Week 16: 12/12 - 12/15 – Finals Week