WRITING 111-04 Syllabus

Instructor: Laura J. Phillips  
T/TH 9:20am – 10:50am  
Phone: 330-272-2060 (text only)  
Location: Old Main, Room 311  
Email: phillilj@westminster.edu  
Office: Thompson Clark 408  
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
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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 TEXTS AND MATERIALS**

  ISBN: 9780393617399
  [Be sure to purchase the version of the text that has both the readings and the handbook.]

**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 attend all classes and complete all drafts required of all assignments, failure to attend class and meet deadlines will result in the student not understanding what is expected of them in terms of how to complete each assignment which would ultimately affect the overall grade on that assignment. Failing to turn in any graded work (simply taking a zero) can drop the overall final grade by two to three letters resulting in being unable to pass the class. It is imperative that all work be completed and handed in on time.

Students have ample time to complete assignments and, if necessary, make an appointment to meet with me. Please be aware, I cannot help you with an essay that has not yet been written. You are given a good amount of time because it is expected that you will create multiple drafts prior to the final draft that you turn in. The most effective instructor meetings regarding an assignment arise from the student having a completed first/rough draft of that essay. Requesting a meeting on the day the essay is due is unacceptable as plenty of time is given to complete and meet over the first draft prior to peer review. Please budget your time and prioritize your work accordingly.

**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 a college approved documented excuse as outlined by Westminster College Policy and has made arrangements with me as outlined in DEADLINES POLICY). I have far too many students to “track down” essays emailed by unprepared students, and I will not waste my time doing so. Simply missing class and emailing the essay/assignment does not count as being handed in on time, if you know you will be missing class, it is your responsibility to get that essay there, or hand it in early. It’s amazing how many students suddenly fall ill on the exact day an essay is due. Simply advising me that you were “not feeling well” will not prevent your paper from being late, only a Westminster approved documented excuse from the doctor stating you were unable to make it to class, on that specific day, due to health reasons will be accepted. If you miss class, you may bring the essay/assignment to the next scheduled class, however it may be considered turned in late per deadlines policy.

**Grading Scale:**

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900 - 1000</td>
<td>A</td>
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<tr>
<td>800 - 899</td>
<td>B</td>
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<tr>
<td>700 - 799</td>
<td>C</td>
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<tr>
<td>600 - 699</td>
<td>D</td>
</tr>
<tr>
<td>0 - 599</td>
<td>F</td>
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**COURSE REQUIREMENTS**

**Major Assignments**

- **Literacy-related Narrative [4-5 pp.] 150 pts.**
  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 *The Norton Field Guide*. MLA documentation required.

- **Textual Analysis [4-5 pp.] 150 pts.**
  The Textual Analysis asks you to use an assigned primary text and offer an analysis that shows how the text’s features support your interpretation of the text. Your audience for this essay is readers who are familiar with the text (so you need a minimum of summary) and you should assume that your readers will be skeptical of your interpretation. You should use plenty of textual details and evidence to support your interpretation in order to persuade your skeptical readers. The Textual Analysis essay should analyze your text carefully and use details and examples from the text to support your interpretation of the meaning, impact, effect, etc. of the text.

- **Comparative Analysis Essay [5-6 pp.] 250 pts.**
  In this assignment you will compose a carefully-organized essay that compares/contrasts the contents of two reading selections. One selection will come from *The Norton Field Guide*; the other selection from the Library database. MLA documentation required.

- **Critical/Analytical Essay [5-6 pp.] 300 pts.**
  In this assignment you will be asked to write an essay that focuses not so much on what a writer says in a text but more on how a writer says what he or she says. You will use
textual evidence as well as outside sources to support your assertions. You will have some choice in the text being analyzed, however the text choice must be approved by the instructor. MLA documentation required.

**Additional Course Requirements**

**READING RESPONSE ASSIGNMENT [3-5 pp.] 100pts.**

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 the *Norton Field Guide* 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

**COVER LETTER [1 pg.] 50pts.**

This assignment asks you to write a cover letter for a job or internship opportunity. You will respond to an ad given in class. This assignment requires you to write for a professional audience, and must follow the conventions for a business letter.

Your cover letter will be assessed on whether it:

- Uses specific and concrete personal examples, details, evidence, etc.
- Makes a strong, persuasive case with two paragraphs that detail your qualifications, abilities, skills, etc.
- Follows the formatting and conventions of a cover letter
- Has an appropriate opening and closing paragraph that follows the conventions for a cover letter.
- Is absolutely no more than one single-spaced typed page and must be easy to read
  Is free of grammatical and mechanical errors

Extra Credit is offered only at the discretion of the instructor, and offered equally to all students. If extra credit is offered it will be during class time only. Student must be present that day and complete the work satisfactorily. It cannot be made up. Extra Credit opportunities are not announced in advance and in order to complete it successfully, student will have to be present in class and prepared for that day, (readings and homework completed).
CALCULATION OF FINAL GRADES
Grades will be assigned using a simple percentage scale: A = 90-100%; B = 80-89%; C = 70-79%; D=60-69; F= 0-59. This course asks you to complete 1000 points of coursework, so if you earn: 900-1000=A; 800-899=B; 700-799=C; 600-699=D; below 600=F

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.** All coursework done outside of class should be typed and meet the criteria on this checklist:

For Essays:
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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>Jan. 16 T</td>
<td>Getting Started/Rhetoric/Diagnostic Writing</td>
<td>Pgs. 55-70; 289-300</td>
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<tr>
<td>Jan. 18 TH</td>
<td>The Writing Process/Ted Talk <em>How to Tell a Story</em> – JJ Abrams</td>
<td>Pgs. 3-32; 45-52</td>
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<tr>
<td>Jan. 23 T</td>
<td>Purpose and Audience/How to Peer Review</td>
<td>Pgs. 216-252</td>
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<tr>
<td>Jan. 25 TH</td>
<td>Situating Personal Literacies/ASSIGN LITERACY RELATED NARRATIVE</td>
<td>Pgs. 73-93; Essays: 639-662</td>
</tr>
<tr>
<td>Jan 30 T</td>
<td>Framing your Paper/Introduction/Body/Conclusion</td>
<td>Pgs. 331-343</td>
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<td>Thesis Statements/Formulating a Thesis</td>
<td>Pgs. 344-349</td>
</tr>
<tr>
<td>Feb. 01 TH</td>
<td>Narrating/Dialogue/Titles</td>
<td>Pgs. 408-413; 419-427</td>
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<tr>
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<td>Pgs. 301 - 318</td>
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<td>Feb. 06 T</td>
<td><strong>FIRST DRAFT LITERACY NARRATIVE DUE/Peer Workshop</strong></td>
<td>Acknowledging Sources/Plagiarism – Ted Talk: <em>Perils of Plagerism</em></td>
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<td>Pgs. 491-499</td>
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Feb. 08 TH  **FINAL DRAFT LITERACY NARRATIVE DUE IN CLASS (150 pts)**
ASSIGN READING RESPONSE ASSIGNMENT
Summarizing/Responding/Quoting/Paraphrasing
*Reading: Pgs. 33-44; Pgs. 478-489*

Feb. 13 T  Analyzing Texts/Ted Talk: *How Great Leaders Inspire Action*
*Reading: Pgs. 94-128; Essays: 664-696*

Feb. 15 TH  **FIRST DRAFT READING RESPONSE DUE/Peer Workshop**
Taking Essay Exams/Ted Talk: *Do Schools Kill Creativity*
*Reading: Pgs. 428-432; 301-305 (Assessing Your Own Writing)*

Feb. 20 T  **FINAL DRAFT READING RESPONSE ESSAY DUE IN CLASS (100 pts)**
ASSIGN: COMPARATIVE ANALYSIS ESSAY
Sign up for Instructor Meeting Slots
Comparing and Contrasting/Defining and Describing
*Reading: Pgs. 380-387; 388-407*

Feb. 22 TH  Sign up for Instructor Meeting Slots
MLA Documentation Style/Sources/Citations
*Reading: Pgs. 500-548*

Feb. 27 T  Instructor Meetings/Completed Rough Draft Due Comparative Analysis Essay

Mar. 01 TH  Instructor Meetings/Completed Rough Draft Due Comparative Analysis Essay

Mar. 03-11  **Spring Break – No Classes**

Mar. 13 T  COMPARATIVE ANALYSIS ESSAY DUE/Peer Workshop
Ted Talk: *Why our Screens make us Less Happy*
[https://www.ted.com/talks/adam_alter_why_our_screens_make_us_less_happy](https://www.ted.com/talks/adam_alter_why_our_screens_make_us_less_happy)

Mar. 15 TH  **FINAL DRAFT COMPARATIVE ANALYSIS DUE IN CLASS (250pts)**
ASSIGN: TEXTUAL ANALYSIS ESSAY
Literary Analysis
*Reading: Pgs. 206-215; Essays: 790-847*

Mar. 20 T  Argument, ppt.
*Reading: Pgs. 156-182*

Mar. 22 TH  Deconstructing the Argument
*Reading: Pgs. 355-373*

Mar. 27 T  **COMPLETE DRAFT TEXTUAL ANALYSIS ESSAY DUE/Peer Workshop**
Using Appropriate Language/Editing and Proofreading
*Reading: Pgs. 313-317*

Mar 29-Apr. 02  **Easter Break – No Classes**

Apr. 03 T  Classes Resume/Follow Monday Schedule not Tuesday (We don’t meet)
Apr. 05 TH  **FINAL DRAFT TEXTUAL ANALYSIS ESSAY DUE IN CLASS (150 pts)**
Sentence Variety, ppt. (In class workshop)

Apr. 10 T  Conciseness, ppt. (In class workshop)

Apr. 12 TH  **Resumes and Job Letters – Assignment Completed In Class (50 pts)**
Reading: Pgs. 253-264

Apr. 17 T  **ASSIGN: CRITICAL ANALYTICAL ESSAY**
Analytical Research (what it is and what it isn’t)
Reading: Pgs. 433-471

Apr. 19 TH  Synthesizing Ideas
*Reading: Pgs. 473-477*
Explaining Processes/Using Visuals and Sound
*Reading: Pgs. 414-418; Pgs. 607-615*

Apr. 24 T  Designing Effective Power Point Presentations, ppt.
Reading: Pgs. 625-636

Apr. 26 TH  Collaborating/Ted Talk: Get Comfortable with Being Uncomfortable
Assign Group Project
*Reading: Pgs. 285-288*

May 01 T  Workday Group Projects

May 03 TH  **CRITICAL ANALYTICAL ESSAY DUE IN CLASS (300 pts)**
Group Presentations

May 07-10  Finals Week – No Class