“If you want to write, you can. Fear stops most people from writing, not lack of talent, whatever that is. Who am I? What right have I to speak? Who will listen to me if I do? You’re a human being, with a unique story to tell, and you have every right. If you speak with passion, many of us will listen. We need stories to live, all of us. We live story by story. Yours enlarges the circle.”

~ Richard Rhodes

Writing 111
Spring 2018

111-07: 2:00-3:30 PM  Tuesday & Thursday: Patterson Hall 206
111-09: 3:40-5:10 PM  Tuesday & Thursday: Patterson Hall 208

Instructor: Michael R. Harvey  E-mail: harveymr@westminster.edu
Office: Thompson-Clark 408  Office Hours: Tuesday & Thursday: 1:00-2:00

Required Texts & Materials:
• Please be sure to have a folder to keep all class assignments together

Course Description:
This course concentrates on the skills of discovering, selecting, and developing ideas. Students will learn how to research topics, organize and develop their thoughts, and revise and edit their writing with attention to grammar and style. Students will develop their ability to analyze, summarize, and argue. Through these skills, they will learn strategies for effectively developing and expressing ideas to different audiences. As they research, students will develop their ability to use a variety of standard print and electronic sources.

Course Goals and Outcomes: (from the Inquiry handbook)
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

Grading Scale & Assignments:
5 Essays:
   Essay 1  100 pts.
   Essay 2  125 pts.
   Essay 3  125 pts.
   Essay 4  150 pts.
   Essay 5  200 pts.
Reading Responses  100 pts.
Attendance/Participation/In-Class Assignments  200 pts.

100% - 94% = A  89% - 88% = B+  79% - 78% = C+
69% - 60% = D
93% - 90% = A-  87% - 84% = B  77% - 74% = C
83% - 80% = B-  73% - 70% = C-

*IMPORTANT: 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.
Policies & Expectations:

Attendance. Come to class. Every day. Excessive absences will directly affect your grade. You may miss two classes. After these two, you risk losing 1/3 of a letter grade for each additional class you miss (e.g., an A-course grade can change to a B; a B+ course grade can change to a B-). Absences will be excused only in emergency situations, with appropriate documentation. Please be aware that “self-reported sick in room” notices from the Student Health Center will not change an absence from unexcused to excused. I reserve the right to mark text-messagers and sleepers absent.

Preparedness. Come to class prepared and ready to discuss the day’s reading assignments. All readings should be completed before the class during which they will be discussed. Similarly, all writing assignments should be submitted on time. Late papers will be penalized 10% per day late, including the first day and weekends. Computer problems do not justify late or shoddy work. Know that technology tends to fail us at the most inconvenient of times. Be prepared, backup your work, and you will have no problems.

Honesty. The lasting reward of academic integrity is a good character and the ability to learn on your own. See the Academic Integrity Policy available online and in the Undergraduate Catalog. Note that failure to demonstrate academic integrity has serious consequences in the short term (grades) as well as for the rest of your life.

Respect. Maintain a respectful attitude toward the course, your fellow students, and me; in turn, I will do the same for you. Know that disrespectful behavior—online or in class—can negatively affect your participation grade.

IMPORTANT NOTES:

• ACCESSIBILITY STATEMENT: Westminster College actively strives for the full inclusion of all students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, located in 209 Thompson—Clark Hall. Phone: 724.946.7192; e-mail: craigfa@westminster.edu.

• ATHLETICS & EXTRACURRICULARS: If you are involved in College athletics or other extracurricular activities and will miss class meetings because of games or performances, please notify me in advance of any class sessions you will miss. All work is to be submitted prior to the excused absence.

• CELL PHONES should be kept out of sight and out of mind. If you are texting, facebooking, tweeting, etc., I count you absent because you’re not really here, are you? Please let me know if you are accessing course materials via smartphone so that I do not assume the worst.

• LEARNING CENTER: Westminster’s Learning Center is located in McGill Library and is staffed by upper-class undergraduate tutors who offer help with writing assignments. While the Center will not proofread your paper(s) for you, its staff can help you with larger-order issues, including thesis statements, clarity, organization, development, source integration, etc. Call 724.946.6700 to schedule an appointment. Please prepare specific questions before going to the Center so as to ensure the value of your session.

• PAPER DRAFTS: I encourage you to visit me during office hours so we can discuss your writing. You may also e-mail me specific questions about an assignment. In each case, though, please allow sufficient time for the drafting process (“sufficient time” = one week before paper is due).
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Course &amp; Instructor Introduction</td>
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<td></td>
<td>1/18</td>
<td>Student Introductions</td>
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<td>2</td>
<td>1/23</td>
<td><strong>Read/Discuss:</strong> “Lessons From Late Night” by Tina Fey</td>
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<td>1/25</td>
<td>Discuss Narratives; <strong>Read/Discuss:</strong> Excerpt from <em>Narrative of the Life of Frederick Douglass, an American Slave</em>, by Frederick Douglass</td>
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<td>3</td>
<td>1/30</td>
<td>Continue Discussion of Narratives; <strong>Read/Discuss:</strong> “On Writing” by Stephen King</td>
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<td>4</td>
<td>2/1</td>
<td>Continue Discussion of Narratives; <strong>Read/Discuss:</strong> “Prologue” by Sonia Sotomayor</td>
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<td>5</td>
<td>2/6</td>
<td>Begin Discussion of THE AMERICAN IDEA; <strong>Due:</strong> Essay 1: Narrative</td>
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<td>2/8</td>
<td>Continue Discussion of Narratives; <strong>Read/Discuss:</strong> THE AMERICAN IDEA: Part 1</td>
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<td><strong>Read/Discuss:</strong> THE AMERICAN IDEA: Part 2</td>
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<td>2/20</td>
<td><strong>Read/Discuss:</strong> THE AMERICAN IDEA: Part 3</td>
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<td>7</td>
<td>2/22</td>
<td>Peer Review Workshop</td>
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<td>8</td>
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<td>Begin Discussion of Reporting Information; <strong>Due:</strong> Essay 2: American Idea</td>
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<td>3/1</td>
<td><strong>Read/Discuss:</strong> “That’s my Spidey” by Stan Lee</td>
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<td><strong>Spring Break: March 5-9</strong></td>
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<td>3/13</td>
<td><strong>Read/Discuss:</strong> “Love in the Age of Like” by Aziz Ansari</td>
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<td>3/15</td>
<td><strong>Read/Discuss:</strong> “In Defense of Curiosity” by Eleanor Roosevelt and “What I See in Lincoln’s Eyes” by Barack Obama</td>
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<td>10</td>
<td>3/20</td>
<td>Peer Review Workshop</td>
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<td>3/22</td>
<td><strong>Due:</strong> Essay 3: Report; Begin Discussion of Analysis</td>
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<td>3/27</td>
<td><strong>Read/Discuss:</strong> “It’s Not About You” by David Brooks</td>
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<td>12</td>
<td>4/3</td>
<td>FOLLOW MONDAY SCHEDULE</td>
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<td>13</td>
<td>4/5</td>
<td><strong>Due:</strong> Essay 4: Rhetorical Analysis; Begin Discussion of Proposal Arguments</td>
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Week 1
T 4/10  Read/Discuss: “The End of Youthful Indiscretions” by Jeffrey Zaslow
R 4/12  Read/Discuss: “Old People” by Stephen Colbert and “Free the Hens, Costco!” by Bill Maher

Week 13
T 4/17  Read/Discuss: “We Can’t Wish Away Climate Change” by Al Gore
R 4/19  Read/Discuss: “Should Online Gambling be Legalized” by Barney Frank and Spencer Bachus
Continue Discussion of Proposals

Week 14
T 4/24  Read/Discuss: “How to Make Online Dating Work” by Aziz Ansari
R 4/26  Peer Review Workshop

Week 15
T 5/1   Continue Discussion of Proposals
R 5/3   DUE: Essay 5 – Proposal Argument

All revisions are due by Tuesday, May 8, 2018 at 2:00 PM