WRITING 111 02 Syllabus

Instructor: Laura J. Phillips  M/W/F 12:50pm – 1:50pm
Phone: 330-272-2060 Location: Patterson Hall, Rm: 210
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Office: Patterson Hall 334

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

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

**In Class Assignments (Reading Responses/Group Work)** 150 points
- Literacy Narrative (4-5pg) 100 points
- Comparative Analysis (4-5pg) 150 points
- Textual Analysis Essay (Persuasion) (5-6pg) 200 points
- Critical Analytical Research (6-7pg) 250 points
- Power Point Presentation 50 points
- Participation 100 points

**Major Assignments**
- Literacy-related Narrative [4-5 pp.]
  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.]**
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.]**
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 [6-7 pp.]**
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.

**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.

In Class Assignments are Credit/No Credit. You will receive credit if you satisfactorily completed the assignment or no credit if you have not satisfactorily completed the assignment. You must be present to participate and receive credit for In Class Assignments and these cannot be made up outside of class. These assignments are based
on the daily readings (think of them as quizzes) so if you are not present in class to complete them, you will not receive credit for that day’s assignment.

NOTE: You will lose FIVE (5) Participation 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/documentedit 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

**TENTATIVE COURSE CALENDAR**

**Week 1**
*Aug. 27-31*
Getting Started/Rhetoric/Diagnostic Writing  
*Reading:* Pgs. 55-70; 289-300  
The Writing Process/Ted Talk *How to Tell a Story* – JJ Abrams  
*Reading:* Pgs. 3-32; 45-52

**Week 2**
*Sep. 03-07*
Purpose and Audience/How to Peer Review  
*Reading:* Pgs. 216-252  
Situating Personal Literacies/ASSIGN LITERACY NARRATIVE  
*Reading:* Pgs. 73-93; Essays: 639-662

**Week 3**
*Sep. 10-14*
Framing your Paper/Introduction/Body/Conclusion  
*Reading:* Pgs. 331-343  
Thesis Statements/Formulating a Thesis  
*Reading:* Pgs. 344-349

**Week 4**
*Sep. 17-21*
Narrating/Dialogue/Titles  
*Reading:* Pgs. 408-413; 419-427  
*Reading:* Pgs. 301 - 318  
**FIRST DRAFT LITERACY NARRATIVE DUE**/Peer Workshop  
Acknowledging Sources/Plagiarism – Ted Talk: *Perils of Plagiarism*  
*Reading:* Pgs. 491-499

**Week 5**
*Sep. 24-28*
**FINAL DRAFT LITERACY NARRATIVE DUE IN CLASS**  
Summarizing/Responding/Quoting/Paraphrasing  
*Reading:* Pgs. 33-44; Pgs. 478-489  
Analyzing Texts/Ted Talk: *How Great Leaders Inspire Action*  
*Reading:* Pgs. 94-128; Essays: 664-696

**Week 6**
*Oct. 01-05*
Taking Essay Exams/Ted Talk: *Do Schools Kill Creativity*  
*Reading:* Pgs. 428-432; 301-305 (Assessing Your Own Writing)  
Comparing and Contrasting/Defining and Describing  
ASSIGN: COMPARITIVE ANALYSIS ESSAY  
*Reading:* Pgs. 380-387; 388-407

**Week 7**
*Oct. 08-12*
MLA Documentation Style/Sources/Citations  
*Reading:* Pgs. 500-548  
**COMPLETED DRAFT COMPARITIVE ESSAY DUE**/Peer Review  
Literary Analysis  
*Reading:* Pgs. 206-215; Essays: 790-847
| Week 08 | **FINAL DRAFT COMPARATIVE ANALYSIS DUE IN CLASS**  
| Oct. 15-19 | **ASSIGN: TEXTUAL ANALYSIS ESSAY**  
| | Argument, ppt.  
| | *Reading: Pgs. 156-182*  
| | Deconstructing the Argument  
| | *Reading: Pgs. 355-373*  
| Week 09 | | Using Appropriate Language/Editing and Proofreading  
| Oct. 22-26 | *Reading: Pgs. 313-317*  
| | **COMPLETE DRAFT TEXTUAL ANALYSIS ESSAY DUE/Peer Workshop**  
| | **Mid Break – No Classes**  
| Week 10 | **Classes Resume Oct. 31/Follow Monday’s Schedule on Tuesday**  
| Oct. 31-11/02 | **FINAL DRAFT TEXTUAL ANALYSIS ESSAY DUE IN CLASS**  
| | Sentence Variety, ppt./workshop  
| Week 11 | | Conciseness, ppt./workshop  
| Nov. 05-09 | *Reading: Pgs. 253-264*  
| | **ASSIGN: CRITICAL ANALYTICAL RESEARCH ESSAY**  
| | Analytical Research (what it is and what it isn’t)  
| | *Reading: Pgs. 433-471*  
| Week 12 | | Synthesizing Ideas  
| Nov. 12-16 | Collaborating/Ted Talk: Get Comfortable with Being Uncomfortable  
| | Assign Group Project  
| | *Reading: Pgs. 473-477*  
| | *Reading: Pgs. 414-418; Pgs. 607-615*  
| Week 13 | | Group Work on Presentation  
| Nov. 19-20 | *Reading: Pgs. 285-288*  
| | *Reading: Pgs. 625-636*  
| | Nov. 21-25 | Thanksgiving Break  
| Week 14 | | Group Projects Presented  
| Nov. 26-30 | Power Point Presentations on Research  
| Week 15 | **CRITICAL ANALYTICAL ESSAY DUE IN CLASS**  
| Dec. 03-07 | Power Point Presentations on Research  
| | **Finals Week – No Class**  
| Dec. 10-13 |