There is no way of writing well and also of writing easily.
~Anthony Trollope

The art of writing has for backbone some fierce attachment to an idea.
~Virginia Woolf

Instructor: Dr. Kristianne Kalata
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kalatak@westminster.edu

Office Hours: Tues. 2-4; Weds. 9-10; and by appointment

Required Texts:
3. The OWL (Online Writing Lab) at Purdue University, available through our course site @ D2L.

Course Description:
Writing 111 develops a primary skill—the ability to write clearly and interestingly. Moreover, this course develops and refines your critical thinking and reading skills, both of which are essential to good writing. Together we will explore the functions of writer, audience, and purpose and will come to understand writing as an ongoing, organic process of reading, re-reading, thinking, re-thinking, drafting, and revising. We will focus on developing and supporting interesting claims in analytical and evaluative essays. Throughout the semester, these and other varied assignments will help you gain confidence, independence, and sophistication as a writer.

Outcomes:
Upon successful completion of Writing 111, students should be able to
1. know and consistently apply the rules of English grammar and usage;
2. write clear, concise, logical sentences;
3. recognize and write effective thesis statements;
4. construct unified, well-developed paragraphs with specific evidence to support the thesis;
5. demonstrate an understanding of audience & purpose by choosing appropriate style and diction;
6. demonstrate critical reading and thinking skills;
7. understand what constitutes plagiarism and how to locate, incorporate, and document source material according to standard rules of academic citation; and
8. construct engaging, cohesive essays that include fully developed introductions, body paragraphs, and conclusions.

We will pursue course outcomes through the following assignments.
Course Requirements:

70% Course Papers (meet outcomes 1-8)
I will distribute detailed instructions for each of these assignments.
- Paper 1: Rhetorical Analysis (3 pp.), worth 10% of overall course grade
- Paper 2: Mini-Memoir (3 pp.) accompanied by rhetorical analysis (2 pp.), worth 10%
- Paper 3: Social Media Analysis (4 pp.), worth 10%
- Paper 4: Compare & Contrast (5 pp.), worth 15%
- Paper 5: Researched Biographical Sketch and Analysis (6 pp.) with partially-annotated bibliography (3-4 pp.), together worth 25%
- Final Grade Proposal, in the form of a Letter to Dr. K: At the end of the term, you will write a 1-2 page letter to me in which you cite specific evidence to justify the grade you think you deserve in WRI 111. This essay will be the last thing I read before submitting course grades in May. Do your best to impress!

15% In-Class Writing Assignments (meets outcomes 2, 4, & 6)
Good writers must first be good readers. As such, there will be six unannounced In-Class Writes throughout the semester, each of which will require you to summarize and respond to one of the readings assigned for that day. Each In-Class Write will be worth 3% of the overall course grade. I will drop your lowest score. These assignments will take place during the first 15 minutes of class, and students who are late will not be given extra time to finish. Absent students automatically earn a score of zero.

10% Error Log (meets outcomes 1-2)
This assignment, which falls between Papers 2 & 3, asks you to identify and correct grammatical and mechanical errors in your graded assignments. It aims to help you learn to recognize your problem areas and understand how to revise them independently.

5% Final Presentation (meets outcomes 1, 5-6)
At the end of the semester, you will describe your Paper 5 topic and writing process and read an excerpt from your work to the class. Details forthcoming.

**** Participation
PLEASE NOTE: Though it is not officially graded, your participation is essential to the success of this course. Active participation means that you arrive to class on time with the assignment thoroughly completed. It also means that you remain engaged and make a concerted effort to contribute to class discussions and activities. Review my attendance policy below, and understand that good participation can make the difference between B+ and an A-.

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<th>GRADING SCALE</th>
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<tr>
<td>100% - 94% = A</td>
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<td>93% - 90% = A-</td>
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<tr>
<td>83% - 80% = B-</td>
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IMPORTANT:

- All papers must follow MLA style and format. They should be typed in 12-pt. font and double-spaced. Points will be deducted from papers not meeting these standards.
- **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. On time. Every day. Excessive absences will directly affect your grade. You may miss three classes. After these three, you risk losing 1/3 of a letter grade for each additional class you miss (e.g., an A- course grade changes to a B; a B+ course grade changes 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. If you are messaging or sleeping throughout the bulk of any class session, I will consider you 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 5% 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 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.

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 the 4th floor of 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** generally should be kept out of sight and out of mind. If you are texting, facebooking, tweeting, etc., I consider you absent because you’re not really here, are you?

- **THE ACADEMIC SUCCESS CENTER** provides free academic support, including drop-in tutoring and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals. Located on the 4th floor of Thompson-Clark Hall, the Center also offers rooms for individual or group studying on a first-come, first-served basis until 10 p.m. every night. For more information, visit [www.westminster.edu/academics/learning-center/index.cfm](http://www.westminster.edu/academics/learning-center/index.cfm) or contact Coordinator Jessica Shelenberger by visiting TC 412, emailing shelenjp@westminster.edu, or calling (724) 946-6700.

- **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, please allow sufficient time for the drafting process (“sufficient time” = one week before work is due).
**Schedule of Assignments:**
*Schedule is subject to change at any time. Page numbers for reading assignments appear in parentheses after text titles and are to be read before class, by the date listed to the left of each entry. “Cohen” stands for *50 Essays*, ed. Samuel Cohen, just as “OWL” stands for Purdue University’s Online Writing Lab, which I will link to our course site at D2L.*

M 14 Jan  Welcome to Writing 111: Course overview and in-class exercises. What does it mean to write about the self? And what is “good” writing, anyway? We’ll practice both today as we get to know one another. I’ll provide guiding questions for Friday’s assignment and instructions for In-Class Writes.

**UNIT ONE: MEMOIR & RHETORIC**

W 16 Jan  **Cohen:** “Introduction for Students” (pp. 1-14) and **Graff & Birkenstein**, “Introduction” (1-14). We’ll practice annotating an excerpt from Graff & Birkenstein. On **OWL** (see link in D2L / Content), read The Rhetorical Situation. I’ll distribute your Paper 1 assignment.

F 18 Jan  **Cohen:** Alexie, “The Joy of Reading and Writing” (pp. 22-26) and King, “Reading to Write” (pp. 210-15). Also read **OWL** (link in D2L / Content): Thesis statements. We’ll review thesis statements and practice drafting a rhetorical analysis.

M 21 Jan  **NO CLASS:** MLK Day

W 23 Jan  **Cohen:** Tan, “Mother Tongue” (362-68) and **OWL** (see link on D2L): Paragraphs and transitions. We’ll practice crafting strong thesis statements and paragraphs.

F 25 Jan  **Cohen:** Sedaris, “Me Talk Pretty One Day” (333-37) and in **D2L / Content**, read model student paper. We’ll discuss next week’s workshops.

M 28 Jan  **In-class workshop on Paper 1:** Half of the class reports to our classroom with laptops (see Paper 1 assignment for instructions). The other half of the class studies the model student paper posted to D2L / Content.

W 30 Jan  **In-class workshop on Paper 1:** We switch halves—see M 28 Jan above for instructions.

F 1 Feb  **Graff & Birkenstein:** Chapters 1-2, “They Say” and “Her Point Is” (pp. 19-41). We’ll practice the art of summary. **Paper 1 due to D2L / Dropbox by midnight**

M 4 Feb  **Cohen:** Adichie, “To My One Love” (pp. 17-21) and **OWL**: Descriptive writing; word choice (see link in D2L / Content). I’ll distribute the Paper 2 assignment.

W 6 Feb  **Cohen:** Baldwin, “Notes of a Native Son” (pp. 44-64) and **OWL**: selections from Sentence Accuracy, Clarity, and Variety.

F 8 Feb  **Cohen:** Henríquez, “Lunch” and Hughes, “Salvation” (182-87). We’ll assign experts for Monday’s readings.

M 11 Feb  **Cohen:** Didion, “On Keeping a Notebook” (116-23) and White, “Once More to the Lake” (404-10). **OWL**: Verbs, adjectives, and avoiding cliché (see D2L / Content). I’ll let you know what to expect next class.
W 13 Feb  In D2L / Content, please read the model student papers. We’ll work on Paper 2 in class.

F 15 Feb  Graff & Birkenstein: Chapter 3, “The Art of Quoting” (42-50). We’ll discuss how to quote ourselves and others in Paper 2, and we’ll also practice some sentence-level revision in class.

UNIT TWO: AUTO/BIOGRAPHY AND THE MEDIA

M 18 Feb  OWL: Avoiding Plagiarism (see link on D2L). We’ll do an in-class activity on recognizing and avoiding plagiarism. Paper 2 due to D2L / dropbox by midnight


M 25 Feb  In-class Error Log workshop: Bring laptops. Read OWL: Punctuation (link on D2L). We’ll discuss commas and semicolons, and we’ll practice sentence-level revision.

W 27 Feb  In-class Error Log workshop: Bring laptops; we will continue working on the Error Log assignment. Error Log due to D2L / dropbox by midnight.

F 1 Mar  In-class workshop on Paper 3: Half of the class reports to our classroom with laptops (see Paper 3 assignment for instructions). The other half studies the model student paper posted to D2L / Content.

M 4 Mar  In-class workshop on Paper 3: We switch halves—see above.

UNIT THREE: AUTO/BIOGRAPHY, INTERPRETATION, & ARGUMENT


F 8 Mar  Paper 3 due to D2L / dropbox by 2:00 p.m.

M 11 Mar – F 15 Mar  NO CLASS: SPRING BREAK!

M 18 Mar  Cohen: Defoe, “The Education of Women” (111-14) and Woolf, “Professions for Women” (417-22)


F 22 Mar  Graff and Birkenstein: Chapters 9 & 10, “Academic Writing...” and “The Art of Metacommentary” (121-37). We’ll do in-class exercises on voice and metacommentary.

M 25 Mar  In-class workshop on Paper 4: Half of the class reports to our classroom with laptops (see Paper 4 assignment). The other half studies the model student paper posted to D2L.
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<th>Activity</th>
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<tr>
<td>W 27 Mar</td>
<td><strong>In-class workshop on Paper 4</strong>: See 25 Mar. above. You know the drill.</td>
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<td>F 29 Mar</td>
<td>We'll practice sentence-level revision; bring laptops.</td>
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<td>M 1 Apr</td>
<td><strong>Paper 4 due to D2L / Dropbox by midnight.</strong> Please read the Paper 5 assignment on D2L.</td>
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<td>W 3 Apr</td>
<td><strong>Cohen</strong>: Ehrenreich, “Serving in Florida” (136-45). I’ll distribute a print copy of the Paper 5 assignment, and we'll discuss sample topics.</td>
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<td>F 5 Apr</td>
<td>I’ll do a film criticism overview and we'll begin watching a Biopic: TBA</td>
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<td>M 8 Apr</td>
<td>Film, ctd.</td>
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<td>W 10 Apr</td>
<td>Film, finish; plus in-class writing assignment, if there is time.</td>
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<td>F 12 Apr</td>
<td><strong>Graff and Birkenstein</strong>: Chapters 7-8, “Saying Why It Matters” and “Connecting the Parts” (pp. 92-118). We’ll peruse an assortment of traditional biographies, and I’ll distribute the final presentation assignment. If time permits, we will begin discussing your paper 5 topics.</td>
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<td>M 15 Apr</td>
<td><strong>MEET IN MCGILL LIBRARY.</strong> We will work on refining Paper 5 topics, as well as locating and annotating credible sources.</td>
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<td>W 17 Apr</td>
<td>On D2L, read the model student papers. Come to class prepared to share your topic and approach to Paper 5.</td>
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<td>F 19 Apr – M Apr 22</td>
<td><strong>NO CLASS: Easter Break</strong></td>
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<td>T 23 Apr</td>
<td><strong>Monday classes meet today</strong>: <strong>In-class workshop on Paper 5</strong>: This time, everyone comes to class. We’ll work in small groups, evaluating your revised thesis statements, sources, and outlines for Paper 5.</td>
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<td>W 24 Apr</td>
<td><strong>NO CLASSES</strong>: Please attend the Undergraduate Research Symposium</td>
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<td>F 26 Apr</td>
<td><strong>Graff &amp; Birkenstein</strong>: Read chapter 11, “Using the Templates to Revise” and skim Part 4. <strong>Bring laptops</strong>. We’ll practice sentence-level revision, and I’ll circulate to answer specific questions you may have about Paper 5.</td>
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<td>M 29 Apr</td>
<td>No formal class; <strong>Paper 5 due to D2L by 4:00 p.m. today</strong>. Please read the Final Grade Proposal Assignment, posted to D2L.</td>
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<td>W 1 May</td>
<td>Begin presentations</td>
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<td>F 3 May</td>
<td>Presentations, continued</td>
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<td>T 7 May</td>
<td><strong>FINAL PERIOD, 9:00-10:30 a.m.</strong>: Finish Presentations. <strong>Grade Proposal assignment due at the beginning of class (print copy, please).</strong></td>
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