

ENG 1100-01 College Writing, Fall 2018

Time:

M/W 11:00AM-12:15pm

Place:

Tues/Thurs: HUNZKR-208

Professor: Brent Lucia

Office Hours: Monday and Wednesday 11:30-12:30 & by appointment

Email: luciab1@wpunj.edu

Course description: Students will produce essays in a variety of rhetorical modes and genres, using writing to explore ideas, observations and experiences. Students will share their writing with their peers, receive feedback on drafts, and revise as they progress through process-driven writing. Students will also consider how academic writing can cross disciplines and genres, exploring the composition process within a digital platform.

Required Materials

1. Academic Readings/Essays that I will hand out or provide on blackboard. Academic readings will come from *The Norton Field Guide to Writing*, *They/Say I/Say* and various composition scholars
2. An active Blackboard account: <https://bb.wpunj.edu/>
3. Your WP email account (check daily)
4. Microsoft Word for all of your essay drafts--free for all WP students
5. A WordPress Website (I'll help you with this)

Course objectives:

To enable students to:

- a. Understand fundamental standards of college writing
- b. Develop expository essays exhibiting a coherent structure and, as appropriate, integrating research
- c. Discuss, revise and edit multiple drafts of an essay
- d. Utilize feedback from instructors and classmates to develop their writing and their writing process.
- e. Use writing-to-learn strategies (such as journals, writing logs, brainstorming) to develop their understanding of course content and to think critically about that content
- f. Understand and consider the importance of audience

Student learning outcomes:

By the completion of this course, students will:

- a. Demonstrate fundamental standards of college writing.
- b. Develop expository essays exhibiting a coherent structure and, as appropriate, integrating research.
- c. Develop revision and editing skills to be applied to multiple drafts of their essays
- d. Apply feedback from instructors and classmates to develop their writing and their writing process

- e. Develop writing-to-learn strategies (such as brainstorming, free-writing, and reading logs) to develop their understanding of course content and to think critically about that content.
- f. Identify effective writing strategies to address a variety of audiences

Course Overview—What Is a Writing Workshop? A workshop course is one in which the main activity is not listening to lectures and taking tests. Our focus, instead, involves sharing drafts of your writing, discussing these drafts, and revising them. All essays will be work shopped by peers and revised according to both peer and instructor feedback. Students should expect to spend roughly eight hours a week on the work assigned in this class.

Format for written work: All drafts and final essays must be typed and submitted in accordance with MLA standards. All work must be submitted by the due dates. Late submissions of final drafts will receive a grade deduction up to one week. After one week, no late work will be accepted. Please remember that this is not an online class.

Attendance/Tardiness: Because this is a workshop course requiring regular attendance and participation, the policy of the William Paterson University Writing Program is that **students may not have more than five (5) absences** in the case of classes that meet twice a week. More than five absences will have an affect on your final grade in the course. No distinction will be made between “excused” or “unexcused” absences. Students are strongly advised to save absences in case of an emergency. If you feel you cannot make it to class on time given your other obligations (classes, transportation, etc.), please find a section that is better suited to your schedule. If you find, in the early weeks of class, that you cannot make it to class on time, a better option may be to drop the course. **Any student who enters the classroom after class has begun will be marked as late.** This policy refers to any lapse in attendance, whether at the start of class, a lengthy “break” in the middle or at the end (leaving early). Coming to class late three times equals one absence

Electronic Devices: Laptops, netbooks, iPads may be used to take notes during class with approval of Instructor. However, mobile phones and all other hand-held devices must be silenced during class.

Plagiarism: Plagiarism is copying (without citing) source material, creditable or non-creditable, and placing the information in your papers as your own work. Plagiarism is unacceptable according to the academic honor code of the university, with a zero tolerance policy. Please refer to the Academic Policies page of the WP website for a complete description. This class will educate you about what plagiarism is and how to avoid it. Should you choose to plagiarize—turning in written work as your own that you have copied from some other source, whether a website, print media, or even another student—I will submit your plagiarized paper and the source materials from which you have plagiarized to the Student Conduct office and you will face disciplinary action from the University.

Grading: Final grades ranging from A to F will be based upon completion of all course requirements (writing and reading assignments, class participation and attendance). **A passing grade for this course is C and above.** The four formal papers will make up the bulk of your grade, as outlined below:

Assignment	Percentage of final grade
1. Paper #1 (3-4 pages)	15%
2. Paper #2 (3-4 pages)	20%
3. Paper #3 (4-6 pages)	25%
4. Multimodal Project Proposal	5%
4. Multimodal Project	20%
5. In-Class Writing, Blackboard, Attendance and Participation	15%

Paper #1: A Rhetorical Analysis paper of an essay we review in class. In order to receive full credit you will need to present a draft to me via appointment outside of classroom time.

Paper #2: An organized, analytical paper responding to two sources read in class, utilizing evidence from both sources to make your argument. I will supply you with a question to respond to in the assignment sheet.

Paper #3: A paper responding to two sources discussed in class as well as an outside source that you've chosen through WPU's library database. You will choose from a variety of writing genres to complete this task.

Multimodal Project: Your Final project will be developed on WordPress as a multimodal composition that incorporates ideas generated from your previous assignments as well as writing practices discussed in class. This will also be a research project and require you to utilize WPU's library database (more on this as the semester rolls on).

Writing Center: Students are advised to take advantage of the services offered by the Writing Center, located on the first floor of Preakness Hall. Trained writing consultants offer free tutoring on all aspects of the writing process.

Blackboard: Make sure you have an active blackboard account and you are checking it on a daily basis. Blackboard will be used extensively in this classroom, especially for homework assignments and the discussion board. I will also be storing all reading and writing resources needed for the course on this site. If you have any issues with Blackboard, please let me know.

WordPress Website: Constructing this site will be discussed in class well ahead of the final project's due date so don't be nervous about working on this platform. Instructions are already posted on Blackboard as well.

No Late Assignments

I will not accept late assignments, except due to *extenuating circumstances*. You must tell me about any problems that you are having **before** the assignment is due. I do give extensions under some circumstances; I do **not** give extensions when they are requested after the assignment is due. If you know that you will miss a class, please email me your work at luciabl@wpunj.edu before the beginning of class. Work that is submitted via email after class starts will not be considered submitted.

Course Outline (Subject to Change By Instructor)

		<u>PART ONE: Writing As Inquiry</u>
Week 1	Thurs 9/06	Read Through Syllabus What is Writing As Inquiry? Why do it? Paper Assignment #1 distributed
Week 2	Tues 9/11	“The Art of Summary” From <i>They Say/I Say</i> ; “Writing As Inquiry” From <i>Norton’s Field Guide</i> Literacy Narratives: Thinking and reflecting on our writing
	Thurs 9/13	Examples of Literacy Narratives From the New York Times; “Literacy Narrative” From <i>Norton’s Field Guide</i> Review of Plagiarism and Practicing MLA format. Group Work: Sharing/Discussing Our Stories through writing Rough draft of paper #1 due
Week 3	Tues 9/18	James Baldwin, “If Black English Isn’t A Language, Then Tell me What Is?” -Brainstorming: Writing techniques that move us towards an opinion -What is an Argument? What is Rhetoric?
		<u>PART TWO: The Rhetorical Situation and Academic Writing (Basics)</u>
	Thurs 9/20	John McWhorter, <i>Why Save a Language?</i> (NY times handout); “Writing A Literacy Narrative” and “Analyzing Texts” from <i>Norton’s Field Guide</i> -Reading As a writer: Rhetorical Analysis and Basic Reading Strategies -Group Work Regarding Baldwin Piece **Paper #1 Due (Reflection) Formal Paper Assignment #2 distributed
Week 4	Tues 9/25	Amy Tan, “Mother Tongue.”; “Analyzing Texts” from <i>Norton’s Field Guide</i> ; “Quote Integration” from <i>They Say/I Say</i> The Thesis: Brainstorming ideas and leading with a question.

		Thesis Practice
	Thurs 9/27	Anne Lamott, “Crappy First Drafts” -Quote Integration: Drawing connections and choosing quotations that make claims or give examples- Practicing Quote Integration with Student Work-Moving from Analysis to First Draft: Discuss Baldwin/McWhorter/Tan Connections Rough Draft of Paper #2 Due
Week 5	Tues 10/02	Gary Cutting “What is College For”; “Arguing A Position” from <i>Norton’s Field Guide</i> ; Rhetorical Analysis: Reading as Writers Writing Activity to practice Rhetorical Analysis
	Thurs 10/04	Drawing Connections between Cutting/Edmundson (Group Work) Peer review of second draft; developing a thesis; reverse outlining 2nd Draft of Paper #2 Due
Week 6	Tues 10/09	Mark Edmundson, “On The Uses of a Liberal Education” “Metacommentary” from <i>They Say/I Say</i> The Topic Sentence: What it is and how to Improve them Writing Activity: Editing/Revising Sample Papers.
	Thurs 10/11	“Synthesizing Ideas” from <i>Norton’s Field Guide</i> Thesis Statements (Revisited)/Synthesis: Aligning your work to your argument **Final draft of paper #2 due (Reflection)
Week 7	Tues 10/16	Linda Lee, “The Case Against College;” “Finding Sources” From <i>Norton’s Field Guide</i> Stylistic tips for Sentence Structure Creditable vs. non-credible sources: Formal Paper Assignment #3 distributed
	Thurs 10/18	CONFERENCES
Week 8	Tues 10/23	CONFERENCES Rhetorical Situation and Academic Writing Review: Reflection First Draft of Paper #3 Due

		<u>PART THREE: Writing as a Mediated Practice</u>
	Thurs 10/25	Jody Shipka, “Composition Made Whole;” “Multimodal” from <i>Norton’s Field Guide</i> - Define/Discuss Mediated Practice (Composing is a performance) Distribute WordPress Assignment
Week 9	Tues 10/30	“Editing and Proof Reading” from <i>Norton’s Field Guide</i> Peer review: Working on the your thesis/research question; connecting the research question to your sources - The Rhetorical Situation: Considering your purpose for WP project in the proposal
	Thurs 11/01	Excerpts From Byron Hawk and Judy Shipka on Multimodal; “Visual Rhetoric” from <i>Norton’s Field Guide</i> Review different Genres for WP project (autoethnography, Argumentative Essay, Compare/Contrast etc) **Final Draft of Paper #3 Due (Reflection)
Week 10	Tues 11/06	-Reflecting/Responding on Cutting. Review of Outline Structure Workshop/Edit your WP proposal
	Thurs 11/08	Quote Integration Activity
Week 11	Tues 11/13	library/computer lab visit: keyword searches, limiting results, and evaluating sources. WP proposal Due (Reflection)
	Thurs 11/15	Peer Review/Critical Friends Group Work
Week 12	Mon 11/20	Discuss Portfolios/MLA review First Draft of WP project Due
	Thurs 11/22	No Class (Thanksgiving)
Week 13	Tues 11/27	Revision Strategies for Portfolio discussion Critical Friends Round 2: Post-First Draft.
	Thurs 11/29	Workshop Projects In Class Resume/Cover Letter Discussion

		2nd Draft of Paper #4 Due
Week 14	Tues 12/4	Peer Review and Portfolio Preparation Reflective Reading and Writing
	Thurs 12/6	Conferences/Portfolio Presentations
Week 15	Tues 12/11	Portfolio Presentations
	Thurs 12/13	**Final WP project Due (Reflection)