English 100 – College Writing Fall Semester, 2009

Section -02: MWF 9-9:50am, Webb 115 Section -03: MWF 10-10:50am, Webb 213 Professor Benjamin Pauley Webb Hall 244

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College Writing

This class is intended to help you develop strategies for writing effectively in different scenarios. Though much of what we do in this class will help you directly with the kinds of writing assignments you're likely to receive as a student at Eastern, we will also think about writing in contexts beyond the world of the university.

Though we will spend some of our time thinking about the mechanics of writing (grammar, style, punctuation, formatting, etc.), the biggest part of our job in this class will be thinking about all of the work that goes into a piece of writing before we even start typing. We will consider questions of argumentation and rhetoric (that is, how the way that ideas are presented helps a writer to achieve certain effects with an audience of readers), questions of research, and questions about the analysis of other people's arguments.

The principal objectives of this class are:

- 1) To help students imagine different kinds of audiences for their writing, and to help them develop facility at adapting their writing to suit the needs of their chosen audience.
- 2) To help students solidify their grasp of standard written English (the "register" of language that readers of formal writing expect). We will spend time reviewing English grammar, punctuation, and style, as dictated by the particular needs of the class.
- 3) To help students become more careful and attentive readers of other people's writing, so that they can apply to their own writing the many lessons to be learned from reading.

Required Texts (available at the campus bookstore)

Bullock, Richard, *The Norton Field Guide to Writing*, Second Edition (W. W. Norton & Co.)

You will also need to buy a pressboard report and tabbed dividers for your writing portfolio (explained below), and you should expect to spend some money on photocopying over the course of the semester (for copying sources you find during research, for example.)

Course Policies

Please Note: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. Please understand that I cannot provide accommodations based upon AccessAbility until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Students are encouraged to use the support offered by the **Academic Services Center** located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://academicaffairs.easternet.edu/ASC-FAQs.html.

Written Work

There are four major written assignments for this class: an analysis of a writer's rhetorical pose; an argumentative research paper on a topic of public concern; a public letter; and a journalistic profile piece. I will provide you with plenty of specifics about each assignment as we come to them. For each assignment, we will move through a series of stages, from developing a topic, through drafting and revising the final piece. *You must complete all four assignments to pass the class*.

All assignments should be submitted using Blackboard (the University's online course management platform). When you turn in each assignment, I will also be asking you to turn in a self-assessment of the paper: what do you think you accomplished? what do you think you could have done differently or better? What do you think you need to watch out for in the next assignment?

There are specified due dates for each stage of each assignment. I will only grant extensions on these deadlines in extraordinary circumstances. If you need to request an extension, it is your responsibility to contact me as soon as possible: don't wait until the deadline has already passed. Except in extraordinary circumstances, I will not accept any assignment more than one week late.

Revisions of written work: I will not accept additional revisions after a final draft has been turned in. That is, you won't be able to revise a paper simply because you find yourself disappointed with the grade you earned on it. We will be moving quite deliberately through drafting and revising every assignment, so you should have ample opportunity to make each paper the best you know how to make it before you turn in the final version. As part of your portfolio, though, you will be asked to choose *one* paper for revision, and the quality of that revision will be considered in your final grade.

Attendance and Participation

Learning to write is a hands-on process, and we'll be doing a fair amount of in-class work. This is not a class where you can always catch up on what you missed simply by borrowing someone else's notes. It's impossible to participate in a class if you aren't present at it. Though I don't adhere to a strict formula regarding numbers of absences, I certainly know who's in class and who's not. If you miss classes, you should expect the participation of your grade to suffer. Of course, that's also true if you are mentally absent from classes at which you are physically present.

Please make sure that your cell phone is silenced before you sit down for class. "Set on vibrate" is not the same as "silenced."

Conferences

You will meet with me four times during the semester to talk about your progress on the assignments. In addition to these required conferences, you are most welcome to come see me at any time during my office hours to talk about an assignment—indeed, I encourage you to do so.

A note on academic integrity: In the world of the university, plagiarism is a very serious offense. If I discover that you have attempted to pass of someone else's work as your own, you will receive a grade of "F" for the course. In keeping with Eastern's academic misconduct policy, I will also refer cases of academic dishonesty to the university's judicial officer.

Eastern Connecticut State University's Portfolio Requirement for English 100 and 100P

All students enrolled in English 100 or 100P are required to compile and submit a portfolio of their writing for evaluation by another English instructor. Though each instructor handles the details of the portfolio requirement a little differently, all student portfolios are evaluated according to the same criteria. The portfolio you submit should demonstrate your ability:

- To write essays in several genres that are sufficiently focused, clearly and logically organized, and fully developed so that you communicate ideas clearly to your intended audiences;
- To use various kinds of evidence and reasoning to support your judgments;
- To locate, evaluate, synthesize, and appropriately document various kinds of information gleaned from research;
- To analyze texts or concepts;
- To reflect intelligently on your own strengths and weaknesses as a writer;
- To adequately edit your own writing according to the conventions of standard written English.

I'll provide you with more specific instructions about assembling your portfolio later in the semester (and we'll spend some time in class pulling them together). In the meantime, you should save *all* of the writing you do for the class, including drafts and in-class writing.

You must submit a portfolio to receive a passing grade in this class. The timetable for portfolio submission and reading will be such that you'll be able to get your evaluated portfolio back before the end of final exams. You will get written feedback on your portfolio from a second reader in the English department, and that person's assessment will be factored into your final grade for the class.

Grading

Your final grade for the course will be *no lower than* the grade arrived at using this formula:

Short a	assignments and/or quizzes (if any)	10%
Forma	l papers, including:	
1.	an analysis of a piece of persuasive writing	15%
2.	a researched position paper	15%
3.	a translation of your position paper into a different public genre 15%	
4.	a journalistic profile piece	15%
Portfo	lio 15%	
Course	e Participation 15%	

In calculating grades, I use the grade point scale published in the University's faculty handbook (i.e. A = 4.0; A = 3.7; B + = 3.3; B = 3.0; B = 2.7; C + = 2.3; C = 2.0; C = 1.7; D + = 1.3; D = 1.0; F = 0). In some cases, an assignment may receive a "slashed" grade, which will be interpreted as falling midway between the two grades on the quality point scale (e.g. "C + /B - " would equal 2.5).

Schedule (Some shifting may occur)

	M	8/31	Introductions
Week 1	W	9/2	Martha Kolln and Robert Funk, "The Study of Grammar: An Overview" (chapter 1 of <i>Understanding English Grammar</i>) [Handout] Lisa VanDamme, "Introduction" to Phyllis Davenport, <i>Rex Barks: Diagramming Sentences Made Easy</i> [Handout]
	F	9/4	Phyllis Davenport, <i>Rex Barks: Diagramming Sentences Made Easy</i> , chapters 1-2 [Handout]
	M	9/7	Kitty Burns Florey, Sister Bernadette's Barking Dog, chapter 1 [Handout] Lynne Truss, Eats, Shoots & Leaves, Introduction [Handout]
Week 2	W	9/9	Meet in Webb 206
	F	9/11	David Foster Wallace, "Tense Present: Democracy, English, and the Wars over Usage" [Handout]

	M	9/14	Norton Field Guide, pp. 3-17, 38-58
Week 3	W	9/16	Meet in Webb 206
	F	9/18	No class (Professor Pauley out of town) Work on first draft of Paper 1
	M	9/21	First draft of paper 1 due Norton Field Guide, pp. 219-228
Week 4	W	9/23	Meet in Webb 206
	F	9/25	No class (Professor Pauley out of town) Begin revisions of Paper 1
	M	9/28	No formal class meeting: conference day
Week 5	W	9/30	No formal class meeting: conference day
	F	10/2	Introduction to research tools (Location TBA)
	M	10/5	Paper 1 due with self-assessment
Week 6	W	10/7	Norton Field Guide, pp. 83-110, 375-476 Meet in Webb 206
	F	10/9	Discussion: Thinking about research topics
	M	10/12	Paper 2 topic proposal due
Week 7	W	10/14	Meet in Webb 206
	F	10/16	Norton Field Guide, pp. 111-15 Bring to class an abstract of one source you think you might use in the research paper
	M	10/19	Discussion: Bringing sources into dialogue
Week 8	W	10/21	Meet in Webb 206
	F	10/23	No formal class: continue to pursue your research for paper 2

	M	10/26	First draft of paper 2 due
Week 9	W	10/28	Meet in Webb 206
	F	10/30	No formal class: conferences
	M	11/2	No formal class: conferences
Week 10	W	11/4	Meet in Webb 206
	F	11/6	Discussion: Documenting sources (bring your paper and all of your sources to class) Re-read <i>Norton Field Guide</i> , 420-476
	M	11/9	Paper 2 due with self-assessment Introducing Paper 3 and ECSU's first-year writing portfolio requirement
Week 11	W	11/11	Meet in Webb 206 Norton Field Guide 171-79
	F	11/13	Discussion: Compression
	M	11/16	First draft of paper 3 due
Week 12	W	11/18	No class: conferences
	F	11/20	No class: conferences
	M	11/23	Paper 3 due with self-assessment Pat Jordan, "The Lion in Late, Late Autumn" [Handout]
Week 13	W	11/25	No class – Thanksgiving
	F	11/27	No class – Thanksgiving
	M	11/30	Norton Field Guide, pp. 161-70
Week 14	W	12/2	Meet in Webb 206
	F	12/4	No formal class: conferences
	M	12/7	No formal class: conferences
Week 15	W	12/9	Conclusions (Paper 4 will be due Friday, December 18)