

## Cedar Crest College Fall 2008

WRI 100: College Writing Section 04 2 T-Th 8- 9:15am

**Instructor:** Carol F. Dixon      **E-mail:** [cfdixon@cedarcrest.edu](mailto:cfdixon@cedarcrest.edu)

**Office:** 224 Hartzel Hall      **Office Hours:** By appt.      **Phone:** (610) 606-4666 x6446

*“We develop our best ideas in the act of writing. Writing facilitates thinking. Writers write not to record but to discover and develop their ideas.”*

-- Donald McQuade

### **COURSE DESCRIPTION**

This course is intended to instruct students in the writing process, with intensive practice in developing clear, logical, and persuasive prose and will include the opportunity for review of drafts (by instructor and/or students) and revision. Writing and the process of writing is the main focus of this course and content, organization and style common to the academic community will be stressed. Students will be encouraged to critically analyze readings and to provide insightful responses to relevant issues. Each student must complete 25-30 pages of written material (this number includes both formal and informal writing: drafts, final drafts, and rewrites of papers; prewriting materials, etc.) Students must pass with a grade of C to fulfill the liberal arts curriculum requirements.

### **REQUIRED TEXTS and MATERIALS**

- *Critical Thinking, Thoughtful Writing*, 4<sup>th</sup> ed. John Chaffee, Christine McMahon, and Barbara Stout, eds. Boston: Houghton Mifflin Company, 2008
- *The Pocket Wadsworth Handbook*. 4th ed., Kirszner & Mandell
- *The Year of Magical Thinking* by Joan Didion, New York: Vintage, 2005
- Fully activated Cedar Crest email account
- Bound notebook (not spiral) for reading logs
- Highlighter
- Writing Folder
- An electronic storage device (flash drive, rewritable CD rom, MP3 player, etc)
- Spiral notebook or loose-leaf
- Access to a current college level dictionary and a thesaurus

### **WRI 100 OUTCOMES, OBJECTIVES and ASSESSMENT**

**Upon completion of WRI-100: College Writing, students will be able to:**

- **Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.**

- Use writing to communicate their own understanding of a subject while integrating and distinguishing their ideas from those of others.
- Analyze other writers' arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task's purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.
- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts, and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability.
- Critique their own and others' writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

In order to attain these outcomes, WRI 100 has the following course methods:

- Thinking critically requires you to recognize and analyze patterns of argument. To analyze arguments, you will locate and evaluate writers' claims, the supports for these claims, and their counterarguments. You will also assess the credentials and authority of the writer. You will apply these skills of analysis to various sources of information, in both print and electronic forms, in order to evaluate the legitimacy and applicability of this information.
- In order to learn to communicate effectively in writing, you will be asked both to examine and to practice the uses and effects of various types of writing, noticing how different contexts for writing call for changes in tone, syntax, rhetorical mode, and genre. Feedback from your teacher and classmates will guide you as you write and revise your work.

Student performance regarding WRI 100 learning outcomes will be evaluated through the following forms of assessment:

- Student writing will be evaluated according to the six qualities of effective college writing: insightful ideas, a supported thesis, audience and discourse

- conventions, coherence and logical organization, a sophisticated and professional style, & the revision process and manuscript preparation.**
- **Students will demonstrate the ability to engage in critical analysis through class discussion of assigned reading and through informal and formal written assignments.**
  - **Students will demonstrate the ability to communicate clearly and effectively in writing in the prewriting, drafting, and revising of their papers for the course.**
  - **Students will demonstrate the ability to practice information literacy through assigned research tasks.**

## **STUDENT RESPONSIBILITIES**

### **Honor Philosophy**

- The Cedar Crest Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence.
- **Classroom Protocol**  
Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distraction such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.
- **Plagiarism**  
It is dishonest to present oral or written work that is not entirely the student's own, except as may be approved by the instructor. Students must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted. Any language taken from another source, whether individual words or entire paragraphs, must be placed within quotation marks and attributed to the source, following the citation format specified by the instructor. Paraphrased material from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument—regardless of whether the student has directly quoted the source or not—that debt must also be acknowledged. Make no mistake about it, **plagiarism is a serious academic offense** and in this class the penalty for it and any other forms of academic dishonesty is a grade of F on the individual assignment or for the entire course, to be determined by the instructor. Plagiarism on the final research paper will result in an F for the course.
- **Attendance**  
Students are expected to attend every class and to be on time. Participation is extremely important to your success in this course and there will be no distinction made between *excused* and *unexcused* absences. The final grade will be lowered one letter grade for each absence past the **third**. **Seven or more** absences will result in a final grade of **F**. I must be notified of any anticipated or unforeseen absences through either the Director of The Advising Center or the Dean of Student Affairs. You are responsible for any and all material covered in your absence. Cedar Crest's Inclement Weather Hotline number is 610-606-4629. On the rare occasion that I cancel a class, you will be notified via email to your Cedar Crest account. I will also leave a message on my office voicemail (x6446).

## GRADING

- **Papers/Assignments/Logs/Participation 50%**

All papers must be typed on one side only, in MS Word, Times New Roman, font size 12. The paper must be double-spaced, formatted in MLA style and handed in when due. Late papers will result in a lower grade (one letter grade lower for each 24 hour period). If you are absent from class, I expect the paper via email as a MS Word attachment, by 6PM the same day it is due. This is the **only** condition under which you may email me your paper **or** unless I **specifically ask** you to do so. If you are in class and do not hand in a paper, it is automatically late and one letter grade will be deducted each 24 hour period until the paper is handed in. Homework assignments, the Midterm and the Final Research paper may not be handed in late. A number of shorter papers (2 pages) will be assigned as well as 2-3 longer essays (4 pages) drafted and revised for grading. Occasionally there will be a quiz on assigned material when warranted by poor performance.

A Reading Log will be maintained and used as a learning tool as well as to initiate discussions about the readings and as a resource for developing and writing your own papers. These will also be collected periodically and evaluated. The level of participation in your peer group will be determined by individual group members. Your attendance, your level of preparedness and your participation in class and group discussions will all be factored into your overall grade for the course.

- **Midterm 25%**

Students will write an essay based on class and outside readings. The essays (6 pages minimum) will go through an extensive revision process before being collected and graded.

- **Final Research Paper 25%**

A final research paper (minimum of 8 pages) exhibiting proper documentation, drafted and revised, will serve as the final exam. This paper will also be presented orally.

## UNIT 1: Tools for Thinking, Reading, and Writing

### WEEK 1

T Aug. 26

INTRODUCTION TO THE COURSE:

Who are we? / Why *College Writing*?

Format: Student Driven /Peer Groups/ Portfolio/ Logs

How can *you* be successful in WRI 100?

**In class:** *Analyzing a Writing Experience* CTTW (9)

TH Aug. 28

Read: **CTTW:** Chap. 1-*Thinking Through Writing*, (4-21)

**LOG:** QAR #3(13); QTC #1 (19)

**Due:** 1<sup>st</sup> Draft - *Expressing a Deeper Meaning* (2 page paper)

**PWH:** *Writing Paragraphs* (19-23)

**In class:** Writing Assessment Essay/ Peer Group Assignments

### WEEK 2

T Sept. 2

Read: **CTTW:** Chap. 2- *Reading Actively, Reading Critically*, (22-49)

**LOG:** *A Problem Solving Approach to Reading-Steps1-5* (29)

**PWH:** *Understanding Purpose and Audience* (2-5)

**Due:** Use Reading Worksheet (35) to evaluate *Grounds for Fiction* (36-44)

**In class:** Peer Group Review of paper

TH Sept. 4

Read: **CTTW:** Chap. 3-*Thinking Critically Writing Thoughtfully*, (50-83)

**LOG:** Choose #3 or 4 **and** 5 (54) and do *Evaluating Beliefs* (55-56)

**PWH:** *Writing Essays* (6-13)

**Due:** Rewrite: *Expressing a Deeper Meaning* (3pages) w/self eval. form

**In class:** QTC #3 (45)

### WEEK 3

T Sept. 9

Read: **CTTW:** Chap. 4 – *Viewing Critically, Thinking Creatively*, (84-116)

**LOG:** Review (10-11) Discuss: Purpose, Audience, Subject and Writer for **each** essay in the chapter

**PWH:** *Writing an Argumentative Essay* (24-30) *Revising Run-ons* (32-34)

*Revising Sentence Fragments* (34-38) **Quiz:** Run-ons & Fragments

**Due:** QAR: #2 (104); #3 (108) QTC: #2 (104) Use MLA format

**In class:** #2 (108);

TH Sept. 11

Read: **CTTW:** Chap. 5-*Making Decisions and Drafting*, (117- 144)

**LOG:** Discuss: Purpose, Audience, Subject and Writer for **each** essay

**PWH:** *Understanding Agreement* (38-44) **Quiz**

**Due:** QAR: #3 (129); #2 (133); **1<sup>st</sup> draft of Alvarez essay**

### WEEK 4

T Sept. 16

Read: **CTTW:** Chap. 6 – *Revising Thoughtfully, Using Language Ethically*, (145-181)

**LOG:** Discuss: Purpose, Audience, Subject and Writer for **each** essay

**PWH:** *Writing Varied Sentences* (62-65) *Writing Concise Sentences* (65-70)

**QAR:** #1(150); #1-2 (158); #2(161) #1(169) #1(173)refer to (252)

## UNIT 2: Memoir and Personal Essay

**The Year of Magical Thinking** by Joan Didion, New York: Vintage, 2005

TH Sept. 18 Read: **YMT:** Chapters 1-4; **Handout:** *Definitions for Memoir and Personal Essay; Somehow Form a Family*, Tony Earley  
**LOG:** Summarize the chapters in YMT  
**Due:** Questions 1-4

### WEEK 5

T Sept. 23 Read: **YMT:** Chapters 5-8; **Handout:** *On Going Home*, Joan Didion  
**LOG:** Summarize the chapters in YMT  
**Due:** Questions 5-8

TH Sept. 25 Read: **YMT:** Chapters 9-12; **Handout:** *No Name Woman*, Maxine Hong Kingston  
**LOG:** Summarize the chapters in YMT  
**Due:** Questions 9-12

### WEEK 6

T Sept. 30 Read: **YMT:** Chapters 13-18; **Handout:** *The Joy of Reading Writing Superman and Me*, Sherman Alexie  
**LOG:** Summarize the chapters in YMT  
**Due:** Questions 13-18

TH Oct. 2 Read: **YMT:** Chapters 19-22; **Handout:** *Biography of a Dress*, Jamaica Kincaid;  
**LOG:** Summarize the chapters in YMT  
**Due:** Questions 19-22

### WEEK 7

T Oct. 7 Conferences  
TH Oct. 9 Conferences

### WEEK 8

T Oct. 14 NO CLASS – FALL BREAK  
TH Oct. 16 **Due Midterm:** Final draft of memoir or personal essay

Readings and assignments for the remainder of the course will be determined with student input