

College Writing

WRI 100/80
Cedar Crest College

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Books and Resources: The required books listed below can be purchased from the Campus Bookstore, but feel free to pick them up elsewhere.

- ✓ Robert DiYanni and Pat C. Hoy II. *Occasions for Writing: Evidence, Idea, Essay*. Boston: Thomson Higher Education, 2008. (ISBN 141301206X)
- ✓ Laurie G. Kirszner and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 3rd edition. Boston: Thomson Higher Education, 2006.

Course Description: The goal of WRI 100: College Writing is to understand and produce thoughtful writing, prose that expresses and develops, explores and sustains ideas and their justifications. We'll pay particular attention to the style of writing common to the academic community: writing that presents and develops an insightful claim about the world and supports that claim with sound reasoning and good evidence. As such, this course will ask you to read, learn, and think about cultural issues relevant to us today—the structure of the American family, the practices of higher education, and our conventions surrounding work and play.

Cedar Crest College emphasizes a process approach to writing, a process by which you read and learn about a subject, develop your ideas about it through prewriting and drafting, and refine those ideas and language by revising earlier drafts. Intensive practice will be given in writing clear, logical, and persuasive prose that stresses focus, content, organization, style, and conventions in argument.

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.

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. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest Honor Philosophy. 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 distractions such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction or otherwise compromise students' access to their Cedar Crest College education.

Please refrain from non-classroom computer use during class. In addition, please place your phones on "silent" and avoid wearing ear buds during class.

It is my policy that no guests are permitted in class, so please do not ask.

Academic Honesty and Plagiarism: Plagiarism is the act of using someone else's ideas or words and passing them off as your own without giving credit to the original source. Since a key goal of a college education is to develop and express your own ideas, plagiarism is an extremely serious academic offense.

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 in quotation marks and attributed to the source, following the citation format specified. 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 be acknowledged.

In this class, the penalty for plagiarism and other forms of academic dishonesty is a grade of F either on the individual assignment or for the entire course, to be determined by the instructor based upon the severity of the offense. All cases of plagiarism will be kept on record with Cedar Crest College's Provost Office.

For an extended description of what constitutes plagiarism, please consult *Writing at Cedar Crest College: A Student's Guide*.

Attendance: Simply put, you are expected to attend and participate in each class meeting. Improving your college writing skills requires sustained practice in class-to-class discussions and exercises, and missing class means that you're missing activities that cannot easily be made up. **There is no distinction between "excused" and "unexcused" absences.** If you must miss several classes due to unavoidable circumstances, you should contact me as soon as reasonably possible. If you miss a class, you remain responsible for the material covered. **Missing more than 2 of the class meetings will result in a final grade of F.**

Class Cancellation: If Cedar Crest's campus is open, you should expect our class meetings to be held. If troublesome weather threatens to close the campus and thus cancel class, however, you should refer to Cedar Crest's Inclement Weather Hotline at 610-606-4629 for notification. Of course, you should always use common sense and place your safety first when determining whether or not it's appropriate for you to drive to campus under such conditions. If I cancel class independently of the campus closing, due to weather or for other reasons, I will send a class-wide email to your Cedar Crest account and place an outgoing message on my office voicemail (x3582).

College Policy Regarding Learning Disabilities: Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Conferences, Peer Workshops, and Editing Sheets: You are encouraged to consult with me individually on drafts of your writing at any stage. At several points during the semester, though, we'll meet in conferences (occasionally with some of your classmates) to discuss a specific draft-in-progress. As classes typically will be cancelled to provide time to meet, **missed conferences count as class absences**. These conferences are collaborative, and I will not simply read over drafts to correct weaknesses. Instead, you should arrive with specific questions about your writing skills and a draft of your paper.

During the class immediately before a paper is due, we'll have peer workshops where you critique the writing of your classmates and in turn have your own draft commented upon. Since this is a crucial step in the process of improving your writing, you must bring a **full-length draft** (5-6 pages) of your paper to the workshop. Bring this draft in electronic format, as I try to keep this course as paper-free as possible. Many of your assignments and revisions will be in electronic format in order to contribute to campus efforts to preserve the environment.

As part of our workshop procedure, you'll receive two electronic editing sheets that you'll need to have classmates complete based upon their critiques of your draft. These **editing sheets must be attached to the final version of each paper (electronically)**. Missing or being ill-prepared for conferences and workshops, or failing to submit completed editing sheets, will reduce your grade for the unit paper.

Assignment Format: All formal class assignments must be typewritten and double-spaced with a 12-pt Times New Roman font and at least one-inch margins. Syntactically correct American English should be used. Be certain to include your name, our class information, and a descriptive title on the first page. As we learn about various academic writing styles (the APA, CSE, or MLA), be certain to consult *The Pocket Wadsworth Handbook* for format details (title page, bibliography, headers and footers, etc.).

Distributing Your Work: You should expect the writing you produce for this class to be public, written for the class as a whole to read and critique. We will write *in every class, and that writing will be shared with classmates and with me*.

Deadlines and Lateness: Learning to complete a piece of writing by an established date is essential to your academic and professional success, and thus papers, essays, and other projects are due at the beginning of class for the dates listed on the course schedule (submit them all via email to christine.nowik@cedarcrest.edu). Do not send assignments in a format other than Word or RTF (WordPerfect, etc.) as they will not be counted as being received if I cannot open them:

most word processing programs allow you to save files as either Word (.doc) or RTF (.rtf) documents. **Computer problems are not acceptable excuses for extensions or lateness. In addition, if you miss an in-class assignment, it cannot be made up. Please see the grading contract for more details.**

Description of Class Assignments: Detailed descriptions for the below assignments will be distributed over the course of the semester.

Small Assignments: Assignments completed in class or assigned as homework.

Papers (5-6 pgs each)— You are responsible for submitting three papers this semester.

All assignments must be submitted in order to pass the course with a B.

Grades: We'll cover the standards by which Cedar Crest College evaluates and judges your writing early in the semester. Additionally, please refer to the grading contract.

WRI 100: 01 Course Schedule

Date	Assignment or Class Activity (what we're doing)	Homework (what to prepare for next class)
8/24	Introduction: Writing for College—The Difference between Reporting Information and Expressing Understanding E-college Introduction Writing Placement	
8/31	Wadsworth Scavenger Hunt Using Evidence In-class Writing	Read Ch. 1 pp. 1-11; "Look at your Fish," pp. 100-02; revise in-class writing assignment
9/7	Labor Day: NO CLASS	
9/14	The importance of observation In-class Writing	Read "Claiming an Education," pp. 360-363; Revise in-class writing
9/21	Developing a thesis In-class Writing	Read "Femininity," pp. 205-208; "Being a Man," pp. 772-774
9/28	Men, Women, and the Media In-class Writing Paper #1 Assigned	Read "Asymmetries," pp. 213-22; Draft Paper #1
10/5	Citing Sources Peer Editing, Paper #1	Revise Paper #1; Complete library assignment
10/12	Fall Break: No Class	
10/19	PAPER #1 Due The Introduction In-class Writing	Read "The Middle Way," pp. 656-659; "The Company Man," p. 629-630
10/26	Work and Life In-class Writing	Read Torture Articles
11/2	Unity In-class Writing Paper #2 Assigned	Draft paper #2
11/9	Transitions Peer Editing/Conferences	Revise paper #2
11/16	Paper #2 Due Conclusions In-class Writing	List of 3 "hot topics"
11/23	Walk-through Hot Topics Paper #3 Assigned	Draft Paper #3
11/30	Conferences	Revise Paper #3
12/7	Wrapping up WRI 100: Where do we go from here? Paper #3 Due	