

Writing 100: College Writing

Cedar Crest College

Spring 2009

Section 00; MWF 11-11:50AM; BHA 4

Professor: Henry Marchand

Office: 110 Hartzel Hall

Office Hours: MWTh 10-11AM (& by appointment)

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(All email between students and instructor *must* utilize cedarcrest.edu addresses)

Books:

Occasions for Writing: Evidence, Idea, Essay

The Pocket Wadsworth Handbook, Fourth Edition

Other Texts:

The Crestiad

Additional materials as assigned

Course Description: The purpose of this 3-credit, one-semester course is to strengthen your writing and critical thinking abilities by providing instruction in the writing process, with intensive practice in writing clear, logical, and persuasive prose. Areas of emphasis will include purpose, content, organization, style, and conventions in argument. You must pass this course with a grade of C to fulfill the liberal arts curriculum requirement.

Course Requirements: To get what you should from this class, you must fulfill its basic requirements. These are:

Reading: There will be reading to do prior to just about every class meeting, primarily in *Occasions for Writing*. Keep up with the reading and come to class ready to discuss it; awareness of how other writers do the work is one of the keys to strengthening your own writing. Read *The Crestiad* regularly.

Discussion: Much of our time in class will be devoted to discussing the essays we read. Discussions will cover the content of each reading, but we will also be attentive to how (and how effectively) the writer has done her/his job. Participation in discussion is required of every class member; regular and meaningful contributions to discussion will be reflected in your final course grade.

Writing: You will write and revise three papers for this class. A written response to each day's assigned readings is required; these responses must be kept in a journal that you bring to class each day. You will also complete a number of writing exercises throughout the semester. Occasional quizzes will be administered.

Attendance: The attendance policy for this section of WRI 100 is as follows: Three absences are permitted without penalty. Each absence beyond the third, regardless of the reason for the absence, will lower the final course grade by one increment (example: B becomes B- with four absences, C+ with three, etc.) A total of seven missed classes will result in a final course grade of "F," regardless of the reasons for the absences and regardless of grades earned prior to the seventh absence.

Grades: In assigning a final grade to your performance in this class, I will consider your level of contribution to class discussion, the quality of your papers and revisions, and your performance in completing the writing exercises and quizzes.

Final Course Grades will be calculated using these percentages:

Paper 1: 20%

Paper 2: 25%

Paper 3: 30%

Writing Exercises/Quizzes: 10%

Participation in Discussion: 15%

Please note: It is *not* possible to skip a paper or the quizzes, or to completely opt out of class discussions, and still receive a passing final grade for the course. Even if the rest of your work is at the "A" level, failure to complete all course requirements means that you did not complete the class; this renders a passing grade impossible.

Participation in Discussion will be assessed according to the following criteria:

Participation Grading

Grade	Criteria
A	Regularly demonstrates excellent preparation: has clearly read the assigned material and thoughtfully considered any suggested questions, etc. Brings original thought and perspective to discussion, making contributions that expand and extend our collective understanding and appreciation of the literary work. Listens attentively to other class members and the instructor and responds constructively. Maintains active involvement throughout the semester.
B	Regularly contributes to class discussions and has clearly read the assigned material, considering any suggested questions, etc. Brings original thought and perspective to discussion. Listens attentively to class members and

instructor. Maintains consistent ongoing involvement throughout the semester.

- C** Contributions to discussion show that the assigned materials have been read. Listens attentively to class members and instructor. Level of involvement variable, but can contribute when called upon.
- D** Doesn't often contribute without being called upon. Completion of assigned reading is sometimes in doubt. Level of involvement is consistently unsatisfactory.
- F** Does not contribute to discussion unless called upon. Contributions when called upon indicate that assigned materials have not been read.

Handing In Work/Lateness: Papers must be submitted on the day that they are due. Work submitted late will lose one whole letter grade (a paper graded A becomes a B, for example) if received after class on the due date, and one whole letter grade for each additional day. [Note: For students enrolled in WRI 001: College Writing Studio concurrently with this WRI 100 class, paper due dates are extended, if needed, until the class meeting after the corresponding studio workshop. Students should use insights gained through the studio workshop session to further polish their writing.]

Writing exercises must be completed when assigned. (The dates of in-class exercises are identified on the course schedule.) If you are absent when an exercise is done in class, you must complete the exercise as soon as possible; exercises will be graded pass/fail based on their completion when assigned.

Quizzes will be administered in class and cannot be made up; a grade of F will be entered for any quiz administered on a day when you are absent.

Format for Papers: Modern Language Association (**MLA**) format is required for all papers. The work must be typed (double-spaced) in 12 point, Times New Roman font, with one-inch margins all around. You must use in-text, parenthetical citations and include a properly formatted Works Cited page when appropriate. **See Part 7 of *The Pocket Wadsworth Handbook*, 4th edition (“Documenting Sources: MLA Style”) for full details.**

Important Note: In writing college-level papers, you will frequently be called upon to do some degree of individual research and to make use of this research in your own writing. Sources such as *Wikipedia*, *Sparks Notes*, *Cliffs Notes*, and the like **are not acceptable**. Articles in reputable journals (find them via EBSCOHost and other databases – library reference staff can help you), book-length works by scholars and other relevant authorities, articles in periodicals approved by your instructor, and personal or published interviews with scholars or other authorities relevant to the paper are appropriate sources. When an assignment for this class requires such research and you have a question regarding the appropriateness of a source, please ask me.

Classroom Protocol: Appropriate college-level classroom behavior is implicit in the Cedar Crest Honor Code (see below). 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.

As this is a discussion-based class, debate and differences of perspective and opinion are expected and welcome; respect for these differences and for those whose opinions and perspectives differ from your own is also expected.

Cell phones must be turned to “vibrate” during class meetings. If you receive a call, you must turn off the phone at once or promptly leave the class to answer the call, understanding that *you are not permitted to return until the next class meeting*. You will be considered absent from any class you leave to answer your phone. Text messaging, playing games, watching TV, checking the news or sports scores or listening to music on your phone or any other device during class time is a sure way to fail this or any other college course. Eating in the classroom is prohibited, but drinking coffee, tea, soda, water, or juice is fine. Guests and/or dependent children should not be brought to class without prior approval. Laptop computers are not to be used in class without prior approval.

E-mail Policy: All e-mail correspondence between students and the instructor must utilize Cedar Crest College e-mail accounts. I will not respond to messages from any other address.

Special Accommodations: 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 the Advising Center.

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. Respect for the educational process and environment, and for your fellow students and instructors, is central to this philosophy.

Plagiarism: It is dishonest to present work that is not entirely your own without clearly acknowledging the origin of any material from another source. In writing, language taken from another source must be presented in the form of a quotation and attributed to the source, following the MLA in-text citation format. Paraphrased material from an outside source must also be correctly cited. In addition, if you are indebted to another source for a specific idea, perspective or line of argument—regardless of whether you directly quote the source or not—that debt must also be acknowledged.

The penalty for plagiarism and other forms of academic dishonesty is a grade of F on the individual assignment or a final course grade of F, to be determined by the instructor. All cases of plagiarism are kept on record in the college Provost's office.

For an extended description of what constitutes plagiarism, please consult *The Student Guide to Writing at Cedar Crest College*.

Course Goals: Upon completion of WRI 100, you should be able to do the following.

- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate your own understanding of a subject while integrating and distinguishing your 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 (description, exemplification, evaluation, problem-solving, etc.) 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 your 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.

We'll use the following methods in WRI 100 in order to achieve these goals:

- 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.
- 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.

The following forms of assessment will be applied. (The ways in which these forms of assessment determine your final course grade are detailed above, under “Grades.”)

- Your 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.
- You will demonstrate the ability to engage in critical analysis through class discussion of assigned reading and through informal and formal written assignments.
- You will demonstrate the ability to communicate clearly and effectively in writing in the prewriting, drafting, and revising of the papers for the course.
- You will demonstrate the ability to practice information literacy through assigned research tasks.

College Writing Studio: WRI 001: College Writing Studio is a supplemental writing lab for WRI-1 courses, providing extended workshop time and instruction in grammar, sentence and paragraph structures, and essay coherence. If you’re enrolled in WRI 001 concurrently with WRI 100, the due dates for your major papers are extended, as explained under “Handing in Work/Lateness” above.

The instructor reserves the right to make changes to this syllabus and schedule as the semester progresses. Any changes will be made known to students in class.

Course Schedule WRI 100, Section 00 Spring 2009

Date	Reading for the Day and Other Scheduled Class Activity
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Lecture subjects are indicated by italics. Readings are in **Occasions for Writing** unless otherwise noted; beginning page numbers appear in parentheses after their titles. The readings listed for a particular day are to be read before that day’s class meeting. A written response to each assigned reading is required.

Week 1: Course Introduction

M 1/19	Roster Check; The Course Syllabus.
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Writing as a Process of Inquiry.

W 1/21	In-class Writing.
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F 1/23	Read for today’s discussion: Ch. 1 and Ch.2, The Pocket Wadsworth Handbook, 4 th edition.
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The Essay: Form and Functions.

Syllabus Quiz.

Week 2: Writing Exercises, The Rhetorical Situation & The Rhetorical Appeals

M 1/26 In-class exercises: Common Grammatical Errors.

Outside-of-class exercises: Sentence and Paragraphing Skills.

W 1/28 Read for today: Ch. 3, The Pocket Wadsworth Handbook.

Discussion of writing exercises.

The Rhetorical Situation.

F 1/30 Read for today's discussion: "Claiming an Education," by Adrienne Rich (360).

Discussion: The Rhetorical Situation of Rich's essay.

The Rhetorical Appeals: Logos, Ethos, Pathos

Week 3: What is Education?

M 2/2 Read for today's discussion: "Clamorous to Learn," by Eudora Welty (352) and "Me Talk Pretty One Day," by David Sedaris (Handout).

W 2/4 Read for today's discussion: "Learning to Read and Write," by Frederick Douglass (327), "When I Heard the Learn'd Astronomer," by Walt Whitman (380).

F 2/6 Read for today's discussion: "*Purpose of the Organization: Deep Springs College Mission Statement*" and "The Grind" (describing a day at Deep Springs College)" (378). Also, read the Cedar Crest College Mission Statement (Handout) and "The Allegory of the Cave," by Plato. (762).

Paper 1 Assigned.

Working toward a Thesis and Considering Support.

Week 4: Working on Paper 1

M 2/9 Read for today: Part 6 (especially Ch. 32) and Part 7, "Documenting Sources: MLA Style," in The Pocket Wadsworth Handbook. Also, re-read

Ch. 2, "Writing Essays."

Thesis discussion.

W 2/11 Conferences

F 2/13 Conferences

Week 5: Writing Workshop and Revision

M 2/16 Draft of Paper 1 due. Writing workshop.

W 2/18 Discussion of drafts and workshop.

The Meaning of Revision.

F 2/20 Revision Conferences.

Week 6: Who is the 21st Century American Woman?

M 2/23 Revised Paper 1 Due.

Evaluation: Criteria and Judgment.

W 2/25 Read for today's discussion: "Ain't I a Woman?," by Sojourner Truth (776); "Femininity," by Susan Brownmiller (205).

F 2/27 Read for today's discussion: "Woman's Beauty: Put-Down or Power Source," by Susan Sontag (245); "Beauty: When the Other Dancer is the Self," by Alice Walker (251), and "Asymmetries: Men and Women Talking at Cross-Purposes," by Deborah Tannen (213).

Paper 2 Assigned. Evaluation through Criteria; Comparison and Contrast

Week 7: Working on Paper 2

M 3/2 Read for today (in Occasions for Writing): "Integrating Sources and Avoiding Plagiarism" (798-800) and "Documenting Sources" (800-813).

Research 101: Types of Sources, Assessing Online Sources, and Documentation Styles (MLA, APA, CBE).

In-class research and consultation.

W 3/4 Paper 2 Conferences (Sources and Evidence); In-class research/writing and consultation.

F 3/6 In-class research/writing and consultation.

Week 8: Spring Break

M 3/9 Break

W 3/11 Break

F 3/13 Break

Week 9: Writing Workshop and Revision

M 3/16 Draft of Paper 2 Due. Writing Workshop.

W 3/18 Revision Conferences.

F 3/20 Revision Conferences.

Week 10: Argument and Persuasion

M 3/23 Revised Paper 2 Due.

Argument and Persuasion.

W 3/25 Read for today: “The Declaration of Independence,” by Thomas Jefferson (716); “The Desert World,” by Anne Zwinger (415).

Paper 3 Assigned.

F 3/27 Read for today: “The Art of Science,” by Alan Lightman (451); “Against Work,” by Christopher Clausen (672).

Week 11: King’s “Letter” and Finding Your Subject

M 3/30 Read for today: “Letter from Birmingham Jail,” by Martin Luther King, Jr. (611)

W 4/1 Finding your subject: in-class research and consultation.

F 4/3 Discussion of initial research/subject and Rhetorical Plan for Paper 3.

Week 12: Library Research and a Long Weekend

M 4/6 Class meets in Cressman Library. Research and consultation.

W 4/8 Class meets in Cressman Library. Research and consultation.

F 4/10 Break

Week 13: Writing Paper 3

M 4/13 Break

W 4/15 In-class writing and consultation.

F 4/17 In-class writing and consultation.

Week 14: Writing Workshop and Revision

M 4/20 Draft of Paper 3 due. Writing workshop.

W 4/22 Revision Conferences.

F 4/24 Revision Conferences.

Week 15: We wrap it up for take-out

M 4/27 Revised Paper 3 Due.

Rhetorical Awareness in everyday life.

W 4/29 Course Review.

F 5/1 Course Review continues; Course Evaluation.

Week 16: Final Class Meeting

M 5/4 Final class meeting.