

English 100: Writing and Language

Syllabus, Fall 2015

Monday/Friday 11 a.m., Nicarry 230

"Easy reading is damn hard writing."—Nathaniel Hawthorne

Instructor: Rick Fellingner

Office Location and Hours: BSC 229; MF 1-5 pm, TH 2-4 pm, W 1-4 pm

Email: fellingerr@etown.edu **Office Phone:** 361-3765

Required Texts (please bring to every class):

- *The Norton Reader*, Shorter 13th Edition, Peterson, Brereton, Bizup, et al.
- *A Pocket Style Manual*, Hacker (You should keep as a reference for future use.)

Other Materials and Resources:

A notebook for in-class writing is required

I suggest a dictionary and thesaurus for your work space, or familiarity with online versions

Course Introduction:

This course is intended to help you master the writing skills you will need throughout your academic and professional career—be it in social science, physical science, business, humanities or the arts. We will read and write about issues that face us today as a society. Topics can be any local, national or international issue such as smoking laws, police tactics, or war. The classes will be workshop style, and we will write a lot in class. Healthy discussions about the issues and our readings are also expected.

Student Learning Outcomes:

By the end of the course, you should be able to read carefully and critically, analyze and synthesize new ideas, construct logical and persuasive arguments, and explain how language affects thinking and conceptual development. Along the way, we will focus on the concepts of the writing process: brainstorming, researching, organizing, drafting, revising, and proofreading. It is my hope that you will have a firm grasp of how to write with proper grammar and citations, solid organization, effective leads and strong endings. Please remember that I'm here to help, and I keep an open-door policy at my office.

Attendance:

Attendance is required. If you must miss class due to illness or other unforeseen circumstances, you must let me know before class starts, preferably by email. If you miss more than three classes for any reason, you must provide documentation. Failure to abide by these rules means a minimum of 5 percentage points (1/2 grade) off your final grade.

Course Requirements and Grading:

- Attendance and participation, **10 percent of your grade**. This includes doing the assigned readings and sharing your in-class writing when asked.
And please, no texting or cell-phone use in our class. It will affect your grade.
- Participate in a weekly Canvas discussion about college writing. I will start each session with a question about the type of writing we are working on, and I suggest you budget about an hour a week for this. **5 percent of your grade**.
- Lead a 15-minute class discussion on your final paper topic. You will be asked to bring handouts or other materials about your topic. **5 percent of your grade**.
- Write five papers, one of which will have a graded draft, with MLA citation style:
 1. The first paper will be 2-3 pages on an issue of importance to you. You must first submit a draft. The draft will be **5 percent of your grade**, and the revised version will be **10 percent of your grade**.
 2. The second paper will be a 4-5 page research paper. It will be **15 percent of your grade**, and you must attach evidence of your draft.
 3. The third paper will be 2-3 pages on the types of writing you will have to do in your major or career of choice. You can interview a faculty member and/or someone who works in the field. It will be **15 percent of your grade**, and you must attach evidence of your draft.
 4. The fourth paper will be a 2-3 page opinion piece about an issue. It will be **15 percent of your grade**, and you must attach evidence of your draft.
 5. The final paper will be a 5-6 page argumentative paper in which you support your argument with ample research. It will be **15 percent of your grade**.
- Finally, you are required to compile a portfolio of three of your papers from the term and a one-page reflective essay on your progress as a writer. It must include your research paper and final, but the third paper is your choice. The portfolio must be printed and delivered to my office by finals period. **5 percent of your grade**.

Paper deadlines: Meeting deadlines is important in writing, and papers must be handed to me in class on the due date. No emailed papers. Missing a deadline without a documented emergency will reduce your grade by one letter for each class it's late. Late finals or portfolios without documented emergency will be reduced one letter for each day late.

School Closure Policy: If the college is closed for weather or other emergencies, I may email you assignments. Paper deadlines will only be changed in extreme circumstances.

Paper topics: I will suggest a list of issues, but you may also propose one for my approval. All work must be original for this class.

Paper formatting: Papers must have a professional appearance—typed and double-spaced with page numbers. I will provide more details before assignments.

- Extra credit opportunity: You can improve the grade on one of your first four papers by 2/3 of a grade (for example, from a B- to a B+) by meeting with me in my office for at least 15 minutes to discuss your writing.

Academic Honesty:

Elizabethtown College takes plagiarism seriously. Please ask me ASAP if you have any questions about the definition of plagiarism. The college also has a helpful guide for avoiding plagiarism at <http://www2.etown.edu/library/AcademicIntegrity.pdf>. If I suspect plagiarism, I will follow the college's procedures for dealing with cases of academic dishonesty, which is at <http://catalog.etown.edu/content.php?catoid=3&navoid=92>. For flagrant plagiarism, English Department guidelines call for an "F" in the course.

For Students With Disabilities:

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and require accommodations to access course material, activities, or requirements, you must:

- 1.) Contact the Director of Disability Services, Lynne Davies, in the Center for Student Success, BSC 228, by phone (361-1227) or email daviesl@etown.edu.
- 2.) Meet with me, the instructor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

Tentative Course Schedule:

Week 1

Aug. 24: Introduction to course; basic writing tips

Aug. 28: In-class exercises on brainstorming. Reading assignment for next class, essay p. 209.

Week 2

Aug. 31: Library visit and lesson at High Library. Assignments: Find two sources on your topic, read essays p. 529, 150.

Sept. 4: Confirm first paper topics; writing a good lead and thesis. Assignment: Bring draft of lead paragraph to next class

Week 3

Sept 7: No Class, Labor Day

Sept. 11: MLA style; plagiarism; review drafts of lead paragraphs.

Week 4

Sept. 14: DRAFT OF PAPER 1 DUE; Peer review of drafts. Read essay p. 257 and handout essay, "Shitty First Drafts"

Sept. 18: Drafting and revising; grammar exercise. Bring copy of draft to next class. Reading assignment: TBA.

Week 5

Sept. 21: Clarity and word economy

Sept. 25: REVISED VERSION OF PAPER 1 DUE. Preparing for research paper, brainstorm research topics. Read essay p. 176, 377, intro

Week 6

Sept. 28: Confirm research topics; quoting and paraphrasing. Bring three sources to next class.

Oct. 2: Review research sources; reading trends and habits

Week 7

Oct. 5 & 6: No Classes, Fall Break

Oct. 7 (Wednesday, Monday schedule of classes): Organization, endings. Reading assignment: An essay of your choice. Bring draft of lead and thesis to next class.

Oct. 9: Citation, grammar refreshers. Peer review of lead and thesis

Week 8

Oct. 12: PAPER 2 DUE. Intro to professional writing. Reading assignment, essay p. 102

Oct. 16: Possible guest speakers. Bring draft of lead and thesis to next class.

Week 9

Oct. 19: Interviews; active vs. passive voice; grammar refreshers; peer review of lead and thesis.

Oct. 23: Grammar refreshers, peer review of complete draft.

Week 10

Oct. 26: PAPER 3 DUE. Intro to opinion writing. Reading assignments: essays p. 161 and 195.

Oct. 30: Confirm opinion topics; analyze opinion pieces.

Week 11

Nov. 2: More opinion analysis. Reading assignment: An essay of your choice. Bring draft of opinion piece to next class.

Nov. 6: Proofreading; peer review of opinion pieces. Review final assignments.

Week 12

Nov. 9: PAPER 4 DUE. Model discussion by instructor. Discuss final paper topics.

Nov. 13: Student-led discussions begin

Week 13

Nov. 16: Student-led discussions continue

Nov. 20: Student-led discussions continue

Week 14

Nov. 23: Student-led discussions end

THANKSGIVING BREAK, Nov. 27 & 28

Week 15

Nov. 30: Grammar refresher and in-class review of final paper drafts

Dec. 4: FINAL PAPER DUE. Discuss portfolios and progress and future goals as a writer

Week 16

PORTFOLIO DUE at my office, BSC 229, no later than finals period