

**ENG 1100-69
College Writing
Fall 2018**

Section 1: General Information

Course Information:

Meeting Days and Time: MW 2:00 pm—3:15 pm

Building and Room: Hunziker 207

English Department Office: Preakness Hall 321

English Department Phone: 973-720-2254

Instructor Information:

Name: Professor O'Donnell

Email: odonnella2@wpunj.edu

Textbooks and Required Materials:

- A folder to store your syllabus, essay rough drafts, hand-outs, and readings
- A notebook and a writing utensil
- Our course readings and material, which will either be handed out in class, or available on the course Blackboard.

Section 2: Course Overview—What Is a Writing Workshop?

A workshop course is one in which the main activity is sharing drafts of your writing, discussing these drafts, and revising them. There is a strong emphasis on revision in this course. At times, you will be asked to do very rough exploratory writing—just to or begin thinking about a topic or to test ideas. Some of this writing may grow into drafts of papers. Some of those will get extended and revised. All along the way, you'll share your writing, discuss it, and get feedback—both from your fellow classmates and from your instructor. You will be graded not just on the quality of your final drafts but on your engagement in all steps of the writing process.

Be prepared to do a lot of writing in this course. You will complete at least eleven pages of workshopped, reviewed, and revised writing. You will do at least three times that amount of rough or unedited writing.

Course description:

Students will produce essays in a variety of rhetorical modes (such as argumentation or exposition) and genres, using writing to explore ideas, observations and experiences. Students will share their writing with their peers, receive feedback on drafts, and revise as they progress through process-driven writing.

Course objectives:

To enable students to:

- a. Understand fundamental standards of college writing
- b. Develop expository essays exhibiting a coherent structure and, as appropriate, integrating research

- c. Discuss, revise and edit multiple drafts of an essay
- d. Utilize feedback from instructors and classmates to develop their writing and their writing process.
- e. Use writing-to-learn strategies (such as journals, writing logs, brainstorming) to develop their understanding of course content and to think critically about that content
- f. Understand and consider the importance of audience

Student learning outcomes:

By the completion of this course, students will:

- a. Demonstrate fundamental standards of college writing.
- b. Develop expository essays exhibiting a coherent structure and, as appropriate, integrating research.
- c. Develop revision and editing skills to be applied to multiple drafts of their essays
- d. Apply feedback from instructors and classmates to develop their writing and their writing process
- e. Develop writing-to-learn strategies (such as brainstorming, free-writing, and reading logs) to develop their understanding of course content and to think critically about that content.
- f. Identify effective writing strategies to address a variety of audiences

Section 3: Requirements and Procedures

- Students are expected and required to complete the homework, participate in discussions and workshops, and turn in essay drafts, including the midterm and final, on time.
- Students must save every single essay draft that has been graded and commented on. Handouts and the syllabus should also be saved for future reference.
- Be prepared to take notes. There will be frequent class writing activities, and I encourage you to write down some of the observations made during class discussions. This will help you process the information and can provide an opening for you to begin writing your essays.
- No electronic devices, including cellphones and laptops, may be in use during class. Studies show that taking notes by hand improves your chances of remembering the material—to get the full benefit of your notetaking, you will be expected to do any in-class writing in a notebook or binder.

ALL readings (assigned essays, excerpts, articles, etc.) MUST be obtained in print form. You must have a physical copy of the readings present in class with you on the days we are studying those readings. It's much easier for us to look to the same page of a reading, and do so quickly, if everyone has a print copy in front of them.

*** Writing Program Attendance Policy ***

Because this is a workshop course requiring regular attendance and participation, the policy of the William Paterson University Writing Program is that students may not have more than five absences in the case of classes that meet twice a week, or three absences in the case of

classes that meet once a week. If you have more absences than this, you will automatically receive an "F." No distinction will be made between "excused" or "unexcused" absences. Students are strongly advised to save absences in case of an emergency.

Any student who enters the classroom after class has begun will be marked as late. This policy refers to any abbreviated attendance, whether at the start of class, or leaving early. Coming to class late three times equals one absence.

If you are late, class will start without you and I will not repeat myself. You are responsible for finding out what you missed if you are late or absent by contacting me, or asking a classmate for help. An absence is not an excuse for late or missing work; if you are absent you must contact me beforehand to email me the assignment due on that date, and to find out what is due on the day you return.

Classroom etiquette/netiquette:

Many readings and assignments for this course will be posted directly to our class Blackboard; therefore, you must have reliable access to the Internet. You must have another plan in place for those times when your Internet stops working. We may also occasionally use the discussion feature on Blackboard. If this is the case, your written responses posted to Blackboard must adhere to the assigned guidelines. Any replies to your classmates must be composed respectfully—if you disagree with something they are saying, please do so politely. Cell phones and other electronic devices are to be stored out of sight and silenced when class begins. Any behavior that is disruptive to the learning of your peers, should it continue, may be grounds for dismissal from the class.

Email Policy

Email correspondence should be formal, or at least semi-formal. This is good to keep in mind when emailing any of your professors. Polite, professional emails contain a subject line that briefly states the purpose of your email, as well as an email body that contains a greeting, an explanation of your query, and your signature. You can typically expect a response to any emails within 24 hours Monday-Friday.

Section 4: Grading:

ENG 1100 is a UCC course required of all William Paterson University students. You must receive at least a "C" or better in this course to pass. If you do not receive at least a C, you will need to repeat the course. Students that display adequate effort throughout the semester but still need more practice to produce college writing may receive an "N" grade on their transcript. The N grade means you must repeat the course, but your GPA is unaffected. Plagiarizing, failing to turn in assignments on time, and lack of participation in class demonstrates low effort, and may result in an "F" grade, which does affect your GPA.

Class Participation –	10%
In-Class Writing –	10%
Midterm –	10%
Homework -	20%
Final –	50%



- Class Participation
- In-Class Writing
- Midterm
- Homework
- Final Portfolio

Class Participation:

This class is focused on reading, analyzing, and discussing, and producing written work. To meet those goals, students must come to class every day having completed the homework assignment. Every student's thoughts are a valuable contribution, and it is the responsibility of each student to come to each class prepared to contribute those thoughts. I expect each student to contribute to at least 75% of our in-class discussions. Students must contribute to in-class workshop groups by providing feedback to their classmates. All reading material must be secured as a print copy and brought to class for discussion.

Homework:

You are required to complete all of the readings, reaction papers, and essays. Missing any of those assignments will result in a deduction from your homework grade. First and second drafts of essays will receive homework credit on a pass/fail basis:

First Drafts:

A pass (100%) for the first draft means that you completed at least 2-3 pages of a rough draft, brought the required amount of printed copies to class, and workshopped the draft with your group. Omitting any of the previous steps will result in a failing grade for that draft (0%).

Second Drafts:

To get a passing grade (100%) for the second draft, you must hand in an essay to me that has been substantially revised from the first draft, works towards developing one of the assignment topics, and meets the page count minimum and formatting requirements. Omitting any of the previous requirements will result in a failing grade for the second draft (0%). Substantial revision means that you must go beyond copyediting your essay drafts for typos and punctuation. Subsequent essay drafts should show thoughtful attempts to reorganize, make additions and subtractions, tailor your writing to your audience, and so on, as needed.

Essay drafts submitted to me will not be accepted without a rough draft that was workshopped in class and revised. The first draft of each essay that you workshopped must be turned in along with the second draft. Failure to do this will result in a zero for both your first and second essay drafts. Absences do not excuse you from the workshopping requirement. If you are absent when first drafts are workshopped in class, you will be required to attend a session at the Writing Center to make up for the missed workshop—please contact me for further instructions if this happens.

Your homework grade will be determined as follows:

You must complete 95% or more of these assignments to get an A.

You must complete 85% or more of these assignments to get a B.

You must complete 75% or more of these assignments to get a C.

You must complete 65% or more of these assignments to get a D.

In-Class Writing:

I will occasionally assign short, in-class writing, in the form of reaction papers or brainstorming essay topics. These writings may be collected occasionally. **All in-class writing must be completed in your notebook.**

Midterm:

The midterm will be a third draft of the first essay, with further, significant attempts at revision. Additional instructions will be given when the midterm is assigned.

Final:

The final will be an 11 page minimum portfolio that includes final drafts of 2 or 3 of the essays assigned earlier in the year. Please keep in mind that the final portfolio is worth 50% of your grade. Your portfolio should contain the following for each essay:

- An initial draft that was workshopped in class with your classmates
- A revised draft, based on feedback from your classmates (and other optional people)
- A further revised and thoroughly edited final draft, based on feedback from myself and others.
- A cover letter that requires you to reflect on your writing

Further instructions will be given when the final portfolio is assigned.

About halfway through the course (when the mid-term is assigned) I will give each student their class participation, homework, and in-class writing grade so far, as well as a brief explanation of that grade.

Section 5: Plagiarism and Ethical Issues

Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course. Plagiarism is a serious offense with serious consequences, which may include failing the assignment, failing the course, disciplinary action, or even expulsion from the University. If you use another person's words or ideas in your work without giving them proper credit, you will fail the assignment and be reported to the university. If you plagiarize any portion of the final portfolio, you will fail the course and be reported to the university. If you have any questions about proper citations and plagiarism, please ask me before submitting your assignment.

Section 6: Message from the Writing Center:

The Writing Center provides one-on-one tutoring for any WPU student working on any kind of writing in any stage of development. Tutorial sessions typically take thirty minutes to an hour. Appointments are available at <https://wpunj.mywconline.com/>. We'll work with you on issues such as brainstorming, outlining, thesis clarification, organization, style, transitions, citing, and grammar, and we help you learn how to edit and proofread your own writing. Our aim is not just to produce a better piece of writing; it's to produce a better writer. See www.wpunj.edu/writing-center/ for our locations and hours.

Section 7: Tentative Schedule

Please note that the schedule here is subject to change. Due dates, assignments, class discussions topics may be altered as needed over the course of the semester. If you have a question about the schedule, it is best to ask me directly for up-to-date information.

September

Wednesday, September 5th

Ice breaker and syllabus review

For HW: Read "Thinking Critically," and "Word Choice: Hidden Meanings Can Influence Our Judgment."

Writing response HW TBA

Monday, September 10th

Discussion: What does it mean to think critically? Why does word choice matter?

For HW: Read "Against School" by John Taylor Gatto, and the excerpt from *Pedagogy of the Oppressed* by Paulo Freire. Reading response TBA

Wednesday September 12th

Discuss the readings

Mini-lesson: personal narratives

HW: Read "Me Talk Pretty One Day," by David Sedaris, the excerpt from *Hunger for Memory* by Richard Rodriguez and "Learning in the Shadow of Race and Class" by bell hooks. Write at least one paragraph reacting to each reading (two paragraphs in total). Write another paragraph discussing how you personally relate to something one of the authors wrote about.

Monday, September 17th

Discuss the reading and writing homework

Essay 1 instructions

Revisiting MLA Format, grammar and sentence structure

HW: Begin a rough draft of your essay

Wednesday, September 19th

Discussion/ lecture: What is a workshop? How can you be a good workshop participant?

In-class writing exercises: descriptive writing & critical reflection

HW: finish the draft of your essay, Bring in a final copy of your paper on Monday

Monday, September 24th

Essay 1 workshop

HW: finish the draft of your essay, Bring in a final copy of your paper on Wednesday

Wednesday, September 26th

Essay 1 due

In class writing and discuss: What are some cultural norms, scripts, roles, or rules regarding how we think about and react to finances and economic inequality?

Watch "Municipal Violations" and discuss

HW: Read "The Classist Implications of 'Bad Skin' "by Jaya Saxena, and the excerpt from *Evicted* by Matthew Desmond. Write a response to these reading that addresses the following: How are these readings responding to cultural norms, roles, or rules about money? What connections do you see between these readings?

October

Monday, October 1st

Discuss homework readings and response writing

Homework: Read "Debtor's Prism," by Margaret Atwood. Write: Choose to compare "Municipal Violations," "The Classist Implications of 'Bad Skin'," or the excerpt from *Evicted* to "Debtor's Prism." How does the work you chose relate to "Debtor's Prism"? How can one work inform your understanding of the other? Compare and contrast their main points.

Wednesday, October 3rd

Class discussion of the reading and your response assignment

In class writing: what are some cultural norms, scripts, and roles relating to criminal justice?

HW: Read "Forgiveness" and "Walking with RJ." Listen to the episode "Stranger Danger" by *In the Dark* podcast. Response writing TBA.

Monday, October 8th

Discuss the reading HW

Midterm instructions

HW: begin working on your midterm

Wednesday, October 10th

PowerPoint "quiz"

Begin watching *Cropsey*

HW: continue working on your midterm

Monday, October 15th

Midterm due

Finish watching *Cropsey*

HW: Read "The Art of Quoting." Written response to the documentary *Cropsey*, specific instructions TBA

Wednesday, October 17th

Discuss *Cropsey*

Instructions for essay 2: putting two texts into conversation

HW: Write your rough draft for essay 2, bring in 4 copies to workshop on Monday, 10/22

Monday, October 22nd

Essay 2 workshop

HW: begin revising essay 2

Wednesday, October 24th

Discussion: Why is culture, and pop culture, important? What does it say about us or the world around us?

In-class writing: What are some aspects of pop culture you are interested in? Write down 5-7 different ideas in your notebook.

In-class activity: Summary Vs. Analysis

HW: Finish up revising essay 2, due Monday 10/29

Read and respond to the excerpt from *The Killing Joke* by Alan Moore and "Easier than Typing," by Chuck Klosterman

Monday, October 29th

Essay 2 due

Discuss *The Killing Joke* by Alan Moore and "Easier than Typing," by Chuck Klosterman

HW: read the excerpt from *Bright-sided*, by Barbara Ehrenreich, and additional text TBA

Wednesday, October 31st

Discuss reactions the reading homework

HW: Continue working on the midterm, read "Looking Around: All Buildings Are Interesting." Highlight or underline parts of the reading that you find noteworthy/would like to discuss further in class. In your notebook, write two full paragraphs about an often overlooked subject that you find interesting. In the first paragraph, describe your subject. What are the nuances of that subject? In the second paragraph, write about why you find this subject interesting.

November

Monday, November 5th

Discuss the reading and written responses.

Essay 3: Critical analysis

HW: Begin brainstorming about essay 3 topics

Wednesday, November 7th

Watch episode 1 of *Breaking Bad* & discuss

HW: Continue working on the midterm, read a sample student essay analyzing *Breaking Bad*, along with instructions on how to structure an analytical essay

Using your brainstorming session from today, narrow your essay down to one aspect of our culture you'd like to analyze. Write three-four main points you would like to make about this topic. Bring your written response to class on Monday

Monday, November 12th

Discuss the reading homework

Mini-workshop: peer review of your homework with your workshop groups.

HW: Begin your rough draft of essay 3. Craft a preliminary thesis and bring it to class on Wednesday.

Wednesday, November 14th

In-class writing exercise: Thesis statements for essay 3

Mini-lesson: using evidence

HW: Finish working on your rough draft for essay 3 and bring in 4 copies to workshop on Monday 11/19

Monday, November 19th

Workshop Essay 3 in class

HW: bring your rough draft of essay 3 back to class on Wednesday, 11/21

Wednesday, November 21st

In-class writing: Who are you writing for? Thinking about audiences

HW: Finish revisions of essay 3, due Monday

Monday, November 26th

Essay 3 due today!

Final portfolio instructions

HW: begin working on your final portfolio

Wednesday, November 28th

In-class writing exercises: catchy titles, reorganizing your essay

HW: bring in 4 copies of an essay you'd like additional peer suggestions on for Monday, 12/3

December

Monday, December 3rd

Final peer workshop

HW: continue working on your final portfolio

Wednesday, December 5th

Student conferences

HW: Continue working on your final portfolio

Monday, December 10th

Student conferences

HW: Continue working on your final portfolio

Wednesday, December 12th

Student conferences

HW: Continue working on your final portfolio

Monday, December 17th

Final portfolio due in class today

