

**Syllabus for English 1100-80**  
**College Writing**  
**Winter 2023-2024**

**Sections/Days/Times:** Online

**Instructor:** Professor Matthew Kendrick

**Office:** Barbara Moll Grant 363

**Office hours:** TBA

**Phone:** (973) 720-3054

**Email:** kendrickm2@wpunj.edu

**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

#### Required Texts:

All texts are available on Blackboard under the “course material” tab.

#### Assignments and Grade Breakdown:

**Three essays (75%):** You will write three (3-page) essays this semester. The first essay is a personal essay. The second essay is a thesis-driven argumentative essay. For the final essay, you will choose one of those essays and complete a significant revision.

**Discussions (25%):** Because this is a discussion-based course, it is important that you participate on a regular basis by sharing your thoughts in the Blackboard discussions.

(Note: essay assignments are posted to Blackboard under the assignments tab)

#### Academic Integrity

All the writing you do for this class must be your own. It is unacceptable to present the academic work of others as your own and doing so will be considered grounds for failure. If you are not sure what constitutes plagiarism, please see the University’s policies at:

<http://www.wpunj.edu/cte/wpu-academic-integrity-policy.dot>

#### Late Work

Essays will be accepted after the formal due date only in cases where I have personally granted an extension. Otherwise, an essay will be marked down a half grade point for each day that it is late. If the essay has not been turned in one week after the due date, you will receive a grade of zero.

*Message from the Writing Center: Message from the Writing Center:* [The WPU Writing Center](#) (124 Preakness)(Text only (201) 285 7751) provides one-on-one peer writing consults for any WPU student, teacher or alum about any kind of writing in any stage of development on any device. This is a safe space to share your writing and also a brave space committed to promoting social justice through collaborative action. Writing sessions are 45 minutes. (In Fall 2020 all sessions will be online through the WC system. At times when WPU has some face-to-face classes, the WC will be open for limited face-to-face hours for advice and assistance. Check [the website.](#)) You can [register here](#). You can login and [book appointments here](#). The WC [Online Starter Kit is here](#).

## Schedule

### **Section One: The Personal Essay**

Week 1 (Dec. 18 – Dec. 24):

Introductions

Read: Joan Didion, “Why I Write”

Read: “Literacy Narratives”

Week 2 (Dec. 25 – Dec. 31):

Read: Ashley Ford, “My Father Spent 30 Years in Prison. Now He’s Out”

Read: “Key Features/Memoirs”

Read: “Generating Ideas”

Read: “Active Reading”

**Due: Essay 1 (3 pgs.)**

### **Section Two: The Argumentative Essay**

Week 3 (Jan. 1 – Jan. 7):

Read: “Rhetorical Situation”

Read: Alex S. Vitale, “The Only Solution is to Defund the Police”

Week 4 (Jan. 8 – Jan. 14):

Read: “Reading Argumentative Essays: A Checklist”

Read: Michelle Alexander, Introduction to *The New Jim Crow*

Complete eLearning Module: “The Thesis Statement: An Introduction”

**Due: Essay 2 (3 pgs.)**

Week 5 (Jan. 15 – Jan. 22):

Essay 1 workshop

Week 6 (Jan. 22 – Jan. 24):

**Due: Final Revision**