

Course: ENG-1071-J01

College Writing Syllabus

Summer 2017

Instructor: Russ Weis

See Schedule for Dates/Times

Office: Dewey Advising Center, Room 161

Classrooms: LLC 212 & Stearns

Phone: 635-1330 (JSC) / 309-4923 (cell)

Office Hr.: To Be Determined

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and By Appointment

Course Description

The famous painter Edgar Degas reportedly once said that "painting is easy when you don't know how, but very difficult when you do." The same might be said of writing. Writing well is an acquired skill, requiring much practice and attention to detail. Once learned, however, the ability to communicate effectively through the written word will serve you well – both during your remaining college years and in the years to follow.

College Writing focuses on all aspects of the writing process, from the initial brainstorming to the polished final draft. You will compose short essays, revising them a number of times; in the process, you will continue to practice how to give and accept constructive criticism. You will also continue reading and analyzing essays written by both professionals and students in order to help you hone your critical reading skills. Since effective communication requires a command of correct grammar, sentence structure, punctuation, vocabulary, and spelling, the mechanics of discourse will receive attention throughout the semester. You will be expected to share your work in class, including early drafts, as well as to participate fully in each session.

Course Objectives - By the end of College Writing you should be able to:

1. Select topics and develop essays with a clear thesis, focused paragraphs, and relevant concrete supporting details
2. Revise work for clarity and edit for accuracy and concision
3. Use vocabulary and diction appropriate to subject and purpose
4. Write grammatically correct, properly punctuated sentences, varied in length and structure
5. Develop effective proofreading strategies
6. Learn ways to critique classmates' essays and respond constructively to peer criticism
7. Analyze essays by professional writers in terms of content, structure, and language
8. Summarize and paraphrase accurately
9. Learn techniques for library research strategies in both print and electronic formats
10. Understand what constitutes plagiarism and how to avoid it

You should also be able to achieve the following grammar and punctuation objectives:

1. Identify and correct fragments, comma splices, and fused sentences
2. Learn and apply rules for commas, semi-colons, colons, apostrophes and quotation marks
3. Understand and avoid errors in subject-verb agreement, pronoun-antecedent agreement and pronoun case
4. Recognize commonly confused words and avoid usage errors
5. Understand basic sentence structure and create different types of sentences

Required Texts

1. *The Bedford Reader*, 12th ed., by X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron, Ellen Kuhl Repetto
2. *A Writer's Basic Toolkit* by Tyrone Shaw (Provided online on our Moodle course page)

Websites

1. <http://writersalmanac.org/>

2. www.freerice.com/



Required Materials

1. A notebook with pockets for handouts, drafts, revisions and in-class writing assignments
2. Access to a good dictionary and a thesaurus – or equivalent online resources
3. Blue or black pens – please bring at least two writing implements to each class

(over)

Expectations

1. **Regular attendance** – If you miss class, your learning will suffer, as will the learning of others. Illnesses and personal emergencies are good reasons for having to miss class; not finishing your work on time isn't. My goal is the same as your goal: to help you become the best writer you can possibly be. Thus, attendance will be figured into the course, via your "participation" grade.
2. **All major assignments, homework, in-class assignments and quizzes must be completed.**
3. **Engagement in discussions, as well as a proactive attitude towards assignments** – Remember, the only bad question is one that remains unasked. Take responsibility for your learning; you have nothing to lose by approaching all in-class activities and take-home assignments enthusiastically.
4. **Students will avail themselves of all campus resources**, including (but not limited to) writing assistance offered via Academic Support Services and research assistance given by library staff.
5. **Regular checking of your JSC e-mail account** – You may miss important information relating to the course if you don't. (Note that you can set up your JSC e-mail account to forward to your personal e-mail account.)

Essay Requirements (*unless otherwise stipulated*)

1. Typewritten, double-spaced, 12-point Times New Roman font, 1" margins on sides, top, bottom.
2. Titled – choose one that summarizes the topic and is interesting, catchy, witty, creative, etc.
3. Headed as follows:
Your Name (first and last)
College Writing
The Date
Draft # (i.e., *First Draft*, *Second Draft*, *Third Draft*, *Final Draft*, etc.)
Readability Statistics (e.g., *Reading Ease 49.7*, *Grade Level 10.7*)
4. Essays must each be at least three full pages of coherent prose and will not be accepted for credit until this requirement is met.

Assessment

Your grade will be based upon a combination of factors, including your abilities to demonstrate your grasp of course content, to show how much you are learning, and to display how much you care about improving. In other words, it will reflect a complex mix of your proficiency (how much you *know*), progress (how much you *learn*), and participation (how much you *care*). [See Grading Percentages below.]

Grading

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|--|-----|---|
| 1. Three essays (plus revisions) [E#1 & E#2 = 20% each; E#3 = 25%] | 65% | → |
| 2. Grammar/Vocabulary exams [Midterm = 5%; Final = 10%] | 15% | |
| 3. In-class activities, participation, homework, vocab list... | 20% | |

You can always raise your grade by handing in a succeeding draft (if final draft was handed in on time).

Your grades can always be checked on Moodle. Please see teacher if you have any questions.

Please Note: Instructor reserves the right to modify the above percentages. Also, incompletes are granted when problems such as illness or personal emergencies arise, not simply because work is late, incomplete or missing.

Office Hours and Conferences

Students may meet with instructor before and/or after class and may contact him anytime during the week via e-mail and voice mail. In addition to possible required conferences, students may also request a meeting with instructor to discuss progress, problems, pet peeves, proposals, projects, and papers at any time.

Plagiarism...Do not submit someone else's work as your own. Do not forget to document your sources. If you have any questions about this serious offense, please ask them, or refer to the *College Catalogue*.


In Conclusion

Learning to convey ideas, develop an argument - and, yes, paint pictures - using words as our tools can be an exhilarating undertaking. It can also be challenging for many people. Regardless of how you feel about the writing process – confident or fearful or somewhere in between – I look forward to working together with you during this coming semester as you brush up on your grammar skills and learn to "write right."

Please note: If you feel you may need an accommodation based upon the impact of a disability, you should contact the JSC Coordinator of Disability Services in Dewey Academic Support in order to coordinate reasonable/feasible accommodations for your documented learning disability.

~ SCHEDULE OF CLASSES & MAJOR ASSIGNMENTS ~

Important note: Assignments of a non-major nature will also be included as part of the work of the course. Instructor reserves the right to alter any assignment(s)/due date(s) as necessary. Please ask if you are unsure of any assignment(s) or due date(s).

Class #	Date	Due (+ What We'll Do) In Class	Homework
1 RW = teacher LLC 212	Thur, 6-29 6-8:30pm	Please be sure to bring your books, notebook, pens, pencils, paper, etc. to every class!	1. Read syllabus + this sheet and come with questions 2. Do Hmwk. Assignment #1 Sheet 3. Read <i>Bedford Reader</i> ("BR"): "How to Use this Book," pp. 1-6, and Ch. 1, "Critical Reading," pp. 9-26.
2 RW = teacher LLC 212	Fri, 6-30 9am-12pm	Questions about syllabus + Homework Assignment #1	1. Read <i>Bedford Reader</i> : Chapter 2 2. Read <i>Writer's Toolkit</i> ("WT"), Intro & Section 1
3 Stearns → LLC 212 → RW = teacher	Wed, 7-5 5:30-6pm 6-7:30pm	<i>Not your Grandma's Grammar</i> Group write a 1st Draft (Demonstrate format, use Readability Statistics...)	1. Read WT – Sections 2-3 2. Do assigned WT exercises 3. Study for Midterm
4 UB = teacher/TA LLC 212	Thur, 7-6 5:30-7:30pm	Your Assigned WT exercises MIDTERM EXAM <i>Essay #1 Assignment Sheet</i>	1. Type First Draft of Essay #1 2. Read <i>Bedford Reader</i> : Chapter 3 3. Read WT – Section 4
5 UB = teacher/TA LLC 216	Fri, 7-7 9-11am	Essay #1 – First Draft due WORKING SESSION: E#1	1. Type Second Draft of Essay #1 2. Read <i>Bedford Reader</i> : Chapter 4
6 Stearns → LLC 212 → RW = teacher	Mon, 7-10 5:30-6pm 6-7:30pm	Essay #1 – Second Draft due <i>Review Midterm Exam</i>	1. Type Final Draft of Essay #1 2. Read BR: Chapter 5
7 Stearns → LLC 212 → RW = teacher	Tue, 7-11 5:30-6pm 6-7:30pm	Essay #1 – Final Draft due <i>Go over Final Proofing Sheet</i>	1. Read BR: Chapter 6 2. Read WT – Sections 5-6
8 Stearns → LLC 212 → RW = teacher	Wed, 7-12 5:30-6pm 6-7:30pm	<i>FILM: "A River Runs Through It"</i> <i>Essay #2 Assignment Sheet</i>	1. Complete Film Worksheet 2. Type First Draft of Essay #2
9 UB = teacher/TA LLC 216	Fri, 7-14 9-11am	Essay #2 – First Draft due WORKING SESSION: E#2	1. Type Second Draft of Essay #2 2. Read <i>Bedford Reader</i> : Chapter 7
10 Stearns → LLC 212 → RW = teacher	Mon, 7-17 5:30-6pm 6-7:30pm	Essay #2 – Second Draft due Film Worksheet due	1. Read BR: Ch. 11 2. Read WT–Sections 7-9 3. Type Final Draft of Essay #2
11 Stearns → LLC 212 → RW = teacher	Tue, 7-18 5:30-6pm 6-7:30pm	Essay #2 – Final Draft due <i>Essay #3 Assignment Sheet</i>	1. Type First Draft of Essay #3 2. Read BR: Chapter 12
12 Stearns → LLC 212 → RW = teacher	Wed, 7-19 5:30-6pm 6-7:30pm	Essay #3 – First Draft due	1. Type Final Draft of Essay #3 2. Read BR: Chapter 13
13 UB = teacher/TA LLC 216	Fri, 7-21 9-11am	Essay #3 – Final Draft due WORKING SESSION: E#3	1. Finish up Vocabulary List 2. Read BR: MIXING THE METHODS
14 Stearns → LLC 212 → RW = teacher	Mon, 7-24 5:30-6pm 6-7:30pm	Vocabulary List Due	1. LAST CHANCE TO GET IN ALL OVERDUE WORK AND CATCH UP ON READING
15 RW=teacher→ LLC 212 UB=teacher/TA→	Wed, 7-26 9am-12pm & 2-4pm	Final Exam Preparation Final Exercise Sheet	1. Study for Final Exam
16 UB=teacher/TA LLC 212	Thur, 7-27 9am-12pm	FINAL EXAM	Congratulations! 🎉
Summer afternoon...the two most beautiful words in the English language. ~ Henry James			To see the Summer Sky Is Poetry, though never in a Book it lie.~ Emily Dickinson 