

Writing 111



Course description

Writing 111 develops and refines your critical thinking, reading, and writing skills and prepares you to write successful college-level essays. Together we will explore the functions of writer, audience, and purpose and come to understand writing as an ongoing process: a creative mix of reading, re-reading, thinking, re-thinking, drafting, and revising. We will focus on developing and supporting interesting ideas in narrative/descriptive, analytical/expository, and argumentative essays. Over the course of the semester, these and a variety of other assignments will help you gain increasing confidence, independence, and sophistication as a writer.

Course outcomes

Upon successful completion of Writing 111, students will

1. know and consistently apply the rules of English grammar and usage
2. write clear, concise, logical sentences
3. construct coherent, unified, well-developed paragraphs that include specific supporting details
4. recognize and write effective thesis statements
5. demonstrate an understanding of audience and purpose by choosing appropriate style and diction
6. demonstrate enhanced critical reading and thinking skills
7. incorporate and document source material in an ethical, thoughtful, focused, stylistically correct manner
8. construct engaging, cohesive essays that include fully developed introductions, body paragraphs, and conclusions
9. understand what constitutes plagiarism and adhere to the College's policy on academic integrity

Please note:

According to the policy of Westminster College's Department of English and Public Relations, students who **plagiarize** will receive a "0" for the assignment and may fail the course.

You must earn at least a **C-** in Writing 111 to meet the College's writing requirement. You must meet the writing requirement to graduate.

Traditional Letter Grades

(published by NCTE: National Council for Teachers of English)

“F”

Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Grammar and punctuation errors are frequent. In short, the ideas, organizations, and style fall far below what is acceptable college writing.

“D”

Its treatment and development of the subject are as yet only rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious grammar and punctuation errors. Evidence of careful proofreading is scanty, perhaps nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

“C”

It is generally competent, meeting the assignment, readable despite mechanical errors, and having reasonable organization and development. The actual information it delivers, however, is thin and commonplace; the ideas are expressed as vague generalities which prompt the confused reader to ask “In every case? Exactly how large? Why? But how many?” Stylistically the C paper has other shortcomings as well: the opening paragraph does little to engage the reader’s attention; the conclusion offers only a perfunctory wrap-up; the transitions between paragraphs are bumpy or missing; the sentences may be choppy or follow monotonous subject-verb-baggage patterns. The diction is occasionally marred by unconscious repetition, redundancy, and imprecision. While it gets the job done, the C paper lacks both imagination and intellectual rigor, and hence does not invite rereading.

“B”

It is significantly more than competent, almost free of mechanical errors, and giving the reader substantial information both in quality and interest. Its specific points are appropriately arranged, well-developed, and unified around a clear organizing principle which is apparent early in the paper. The opening draws the reader in; the closing is both conclusive and thematically related to the opening. The transitions between paragraphs are generally smooth, the sentence structures pleasingly varied. The diction is concise and accurate. On the whole, the B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

“A”

The chief principle of the A paper is its rich content. The information delivered is such that the reader feels significantly informed by the writer, sentence after sentence, paragraph after paragraph. It is also marked by stylistic finesse: the introduction and title are engaging, the transitions artful, the sentence structures varied, the diction tight, fresh, and highly specific, the tone appropriate to author, audience, and purpose alike. Because of its careful organization and development (which are apparent but not obtrusive), the A paper imparts a feeling of wholeness and unusual clarity. It leaves the reader feeling thoroughly satisfied, and often eager to reread the piece.

WRITING 111 08
Fall 2013
TR 2:00-3:30
TC 315

Instructor: Ms. Carol Morrow morrowcs@westminster.edu
Office: Thompson-Clark 410 (x 7342)
Office Hours: M 12:00 – 1:00 and by appointment

Texts: Muriel Harris, *Prentice Hall Reference Guide (8th edition)* Prentice Hall
Cohen, Samuel, ed. *50 Essays: A Portable Anthology, 3rd ed.* Bedford/St. Martin's
Standard College Dictionary (a hard bound, heavy, obnoxious one!—no puny
paperbacks), or a reputable on-line dictionary.

Writing Activities:

You will write 3 short papers (2+ pages), and 3 major essays (3-6 pages) All assignments must be completed in order to pass the course. No late assignments will be accepted. You will also be doing in-class writings in response to prompts as a portion of your participation grade.

You must observe some basic format criteria for major essays—I will not accept papers which do not follow MLA format:

- 1-inch margins on all four sides
- double spacing
- 12 point font (Times New Roman preferred)
- heading on first page (student's name, instructor's name, class, date)
- page numbering on all pages, top right margin (ex. Smith 1)

And please, do not put your paper/essay inside any type of cover. I do not want anything fancy: just plain white paper, with a single staple in upper left hand corner.

Attendance

I expect and require that you attend class. If you accumulate more than two absences, your grade begins to plummet. It drops one full letter for each additional unexcused absence. So, if you have earned a "B" in the course but had two additional unexcused absences, you will earn a "D" and have to retake the class. **Don't do that to yourself—come to class every day and be ready to participate!** Consistent tardiness will count as unexcused absence.

Cell phones

All cell phones must be turned off and remain in purse, bag, or pocket during class. I don't want to hear them or see them unless we are working on a designated project.

Academic Integrity

Any use of another writer's work without proper documentation constitutes plagiarism. Whether intentional or unintentional, students who plagiarize may receive a 0 for that assignment and may fail the course and/or be referred to the Academic Dean for further action. Please read the section on Academic Integrity in the *Inquiry Reader, The Prentice Hall Reference Guide*, and/or the *Undergraduate Catalog*.

Grading:

Your final grade in this course will combine the following elements:

1. The grades for the THREE major essays (60%)
2. Short papers and in-class writing activities, including quizzes (30%)
3. Active class participation and attendance (10%)

These components are listed in order of importance. I weight the later essays more heavily than earlier ones. Therefore, if you begin the course shakily, you still have time to improve your grade. Observe all due dates for all assignments.

Standard +/- grading will be used for all assignments and the final grade:

| | |
|-------------|--------------|
| A: 93+ | C: 73 – 76 |
| A-: 90 – 92 | C-: 70 – 72 |
| B+: 87 – 89 | D+: 67 – 69 |
| B: 83 – 86 | D: 63 – 66 |
| B-: 80 – 82 | D-: 60 – 62 |
| C+: 77-79 | F: <u>50</u> |

Resources

The Learning Center is a wonderful resource for all students, but especially for first year students. You may either call (x 6812) or visit (TC 212/office) to set up an appointment with student tutors who can help you.

McGill Library offers quiet study areas, and access to texts ranging from books and microfilm to print and online professional journals. There is also a computer lab here.

If you are in college to learn, use these facilities! They are not just for geeks, freaks, or “dumb” students. The best students are those who seek out assistance and information. Do it!

COPYEDITING SYMBOL KEY

| | |
|--------------------------|--|
| put in upper case | Novelist eudora Welty lived her entire life in mississippi. |
| put in lower case | A Pre-med student would benefit from working at a Hospital. |
| divide | They informed herthat she would have to give back the overpayment. |
| connect | Stu can not do construction work any more due to his arm injury. |
| insert here | He overcame his handicap through his unflaging persistence. |
| delete | The books which that she signed are now available for purchase. |
| spelling | Each year after school is out, we go hikking in the Rockies. |
| invert order | To err is human; divine to forgive. |
| agreement | Every softball player must keep up their grades to be eligible. |
| new paragraph | This is the end. This is a new beginning. |

Writing 111 08: Schedule of Readings and Assignments (subject to change at instructor's discretion)

T 8/27 Intro to Writing 111

R 8/29 "Introduction" (*50 Essays: An Anthology* pp.1-13)

"Learning to Read and Write" Frederick Douglass (*50 Essays* pp. 129-35)

Pronouns, Capitals (*PHRG* Secs. 23b - 24 + 48)

T 9/3 "Learning to Read" Malcolm X (*50 Essays* pp. 257-66)

Subject/Verb Agreement, Abbreviations, Numbers, (*PHRG* Secs. 12 + 49 +50)

R 9/5 Paper #1 due

Adjectives, Adverbs, Hyphens (*PHRG* Secs. 25 + 45)

T 9/10 "On Dumpster Diving" Lars Eighner (*50 Essays* pp. 146-58)

Commas, Semicolons, Colons (*PHRG* Secs. 40 + 42 + 43)

R 9/12 Paper #2 due

Passive/Active Voice, Prepositions (*PHRG* Secs. 36 + 26)

T 9/17 Grammar/Vocab Quiz #1

Paragraph development (*PHRG* Sec. 3)

R 9/19 Paper #3 due

Paraphrases, Quotations, Plagiarism, MLA documentation (*PHRG* Secs. 68 + 70)

T 9/24 "What's Eating America?" Michael Pollan (*50 Essays* pp. 300-05)

In-class activity

R 9/26 DRAFT: Essay #1 Peer editing

T 10/1 Conferences Group 1 only

R 10/3 Conferences Group 2 only

T 10/8 FINAL : Essay # 1

Sentence Clarity (*PHRG* Sec. 19)

Begin discussion on film as text

R 10/10 Film as Text workshop

T 10/15 DRAFT Intro + thesis statement: Essay # 2

"Our Vanishing Night" Verlyn Klinkenborg (*50 Essays* pp. 234-37)

R 10/17 DRAFT: Essay #2 Peer editing

T 10/22 Conferences Group 2 only

R 10/24 Conferences Group 1 only

T 10/29 MONDAY CLASSES MEET -- NO WRITING 111 CLASS

R 10/31 FINAL: Essay # 2

Parallel Constructions (*PHRG* Sec. 15)

"Television: The Plug In Drug" Marie Winn (*50 Essays* pp. 438-47)

T 11/5 Film *Freedom Writers*
R 11/7 Film *Freedom Writers* (concl.)
Grammar/Vocab Quiz #2

T 11/12 *Freedom Writers* paper due
Style, Conciseness (*PHRG* Secs. 32-33 + 35)

R 11/14 **DRAFT Intro + thesis statement: Essay # 3**
Library research session – meet in McGill lab

T 11/19 “Serving in Florida” Barbara Ehrenreich (*50 Essays* pp. 136-45)

R 11/21 **DRAFT: Essay #3 Peer editing**

T 11/26 Review elements of argument (*PHRG* Sec. 7)
“Where I Lived, and What I Lived For” Henry Thoreau (*50 Essays* 403-09)

R 11/28 **THANKSGIVING BREAK -- NO WRITING 111 CLASS**

T 12/3 Conferences **Group 1 only**

R 12/5 Conferences **Group 2 only**

Tuesday, 12/10 (8:00 AM) Course final period
FINAL: #3 Essay
Grammar/Vocab quiz #3