Writing 111

Westminster College

Dr. Trisha Cowen, Assistant Professor **First-Year Program**
Office Location: Patterson 303 **Office Hours:** Tu & Th 9-10:30am, & by appointment

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.

STUDENT LEARNING OUTCOMES AND OBJECTIVES

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.

REQUIRED TEXTBOOKS

- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *"They Say, I Say" with Readings: The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2015. Print.
- Hacker, Diana and Sommers, Nancy. *A Pocket Style Manual, 2016 MLA Update Edition*. Bedford St. Martin's: 2016. Print.
- Small spiral or composition notebook and a folder to compile readings and assignments.

Additionally, you will be expected to read and/or view several texts that will be available on D2L. Keep in mind that this course will involve an extensive amount of reading and writing, and that your success in the course will depend on keeping up with the reading material. Students are responsible for their learning within the course. Students must be responsible for obtaining all the materials needed for the course in advance. Students are responsible for scheduling enough time during the course to complete their papers and reading assignments on time.

GRADING SYSTEM

Grade Breakdown:

Participation	10 %
Personal Essay Draft	10 %
Summary/Rhetorical Analysis of Visual Source	5 %
Summary/Rhetorical Analysis of Text-Based Source	10%
Research Argument Proposal, Outline, and Draft	20 %
Researched Argument Oral Presentation	5 %
Grammar Quizzes and Homework Assignments	10 %
Final Portfolio	30 %
TOTAL PERCENTAGE	**100%**

GRADING SCALE

100% - 94% = A	89% - 88% = B+	79% - 78% = C+	69% - 60% = D
93% - 90% = A-	87% - 84% = B	77% - 74% = C	59% - 0% = F
	83% - 80% = B-	73% - 70% = C-	

PARTICIPATION

[10%] You are expected to be in every class, on time, fully prepared. You are expected to fulfill all homework, group activities, presentations, and reading requirements. Invest yourself in the assigned readings and discussions—doing so will pay off in your writing. In this class, I hope to make you more comfortable (and effective) engaging in different forms of public discourse—both written and oral. You should make an effort to add your voice to discussions during every class. In addition, if I assign a writing prompt or a group activity and you decide to text or use the time for consistent bathroom breaks, you will not earn credit.

Your participation grade will also be affected by your contributions to your Peer Revision Workshops. In order to receive full participation credit, you must: 1.) Arrive to class on time; 2) Have various printed copies of your essay (announced in class beforehand); 3) Meet the length requirement for the assignment; and 4) Provide constructive feedback to your partners. Peer Revision Workshops are worth 5% of your overall draft grade.

PERSONAL ESSAY (3 pages)

[10%] Write a Personal Essay that explores one experience in your life that impacted your transition into adulthood. The essay should document and interpret **your experience** as it represents or clashes with previous eras, your culture, or your community. In a nutshell, you have to tell one story

(one event) from your life that influenced your coming-of-age, using elements of creative non-fiction: story narrative arc, imagery, dialogue, setting, reflection, etc.

Peer Review: Sept. 20th
Polished Draft Due: Sept 27th

SUMMARY/RHETORICAL ANALYSIS OF VISUAL SOURCE (2-3 pages)

[5%] After watching the documentary *The Mask You Live In*, students will:

1.) Summarize the documentary in their own words.
2.) Articulate the thesis of the film.
3.) Articulate the main claims (3) of the film used as evidence for the thesis.
4.) Analyze the rhetorical appeals used in the film. How are ethos, logos, and pathos used? How ethically are they used? Does the film present an effective argument? Why?

SUMMARY/RHETORICAL ANALYSIS OF TEXT-BASED SOURCE (2-3 pages)

[10%] After choosing one of the articles assigned in class, students will:

1.) Summarize the article in their own words.
2.) Articulate the thesis of the film.
3.) Articulate the main claims (3) of the article used as evidence for the thesis.
4.) Execute paraphrase and direct quotation correctly when discussing the main claims of the article.
5.) Analyze the rhetorical appeals used in the film. How are ethos, logos, and pathos used? How ethically are they used? Does the film present an effective argument? Why?

RESEARCHED ARGUMENT ESSAY (5 pages)

[20%] Making an argument—expressing a point of view on a subject and supporting it with evidence—is often the aim of academic writing, even if the word "argument" is never used. Someone, somewhere has debated most material you learn in college at some time. In your writing, instructors may ask you to interpret what you've read and then refute it or defend it, and/or offer some new view of your own. For this essay, you will need to select a point of view on an ongoing, timely debate and provide evidence to develop your own personal argument. Your paper must have a thesis and at least three argumentative claims that provide evidence for your thesis. You will incorporate at least two scholarly sources, two credible sources of any type, a credible news source, and cite using MLA formatting. This paper should show that you know how to use summary, paraphrase, and direct quotation appropriately.

Peer Review #1: Nov. 8th
Peer Review #2: Nov. 15th
Polished Draft Due: Nov. 20th

RESEARCHED ARGUMENT ORAL PRESENTATION

[5%] For this assignment, you will create an individual oral presentation to introduce your peers and instructor to your Researched Argument Essay, establishing what has already been written and said on the issue you explored, and adding your interpretations and perspectives to the conversation. Further guidelines will be presented in class. You will need to dress up for this presentation and create a well-planned visual aid.

QUIZZES

[10%] In this course, you will take both scheduled and pop quizzes on grammar, organization, readings, argumentative strategies, etc. For your scheduled quizzes, you will need to bring a computer, tablet, phone (last resort), etc. If you cannot find appropriate technology, please let me know 24-hours in advance of the quiz. Watch the homework schedule carefully. Make-ups on quizzes are not allowed, so please plan accordingly.

Scheduled Quizzes will be held on:

Quiz # 1: Tuesday, Sept. 25th on Creative-Non Fiction Elements and Grammar.
Quiz # 2: Thursday, Oct. 18th on Rhetorical Appeals, Thesis Statements, and Grammar.
Quiz # 3: Thursday, Nov. 1st on Paragraph Organization, MLA Citation, and Grammar (You may use your *Pocket Style Manual*). This quiz will include summary, paragraph, and direct quotation.
Quiz # 4: Tuesday, Nov. 27nd on Essay Organization and Grammar.

FINAL PORTFOLIO

[30%] As a culmination of your work for the semester you will hand in revisions of your workshopped papers: the personal essay and the researched argument. In addition, you must write me a two-page, double-spaced reflective letter explaining how your writing has improved throughout the semester and the key changes you made on your two drafts. Your revisions may expand your paper length by one page over the page limit for the polished draft but no more.

If you don't make any revisions from your drafts to the final, you will not get above a C on the final portfolio, even if your draft earned a high score. Throughout the course you will have plenty of opportunity to receive feedback on your essays. You will receive comments from me on your polished drafts, you will take part in peer review workshops in class, and you are welcome to come see my in office hours for additional feedback on particular concerns. Your portfolio must be complete and show that you can **write and revise** at the college-level to pass the course.

DUE ON DEC. 10th at 3PM DURING FINALS WEEK

COURSE POLICIES

Attendance Requirements

Students are expected to attend all class meetings. It matters that you come to class on time, every day. If you are repeatedly late, it will negatively influence your grade. Excessive tardiness, early departure, or lack of preparation will result in an absence.

- After you miss **two (**TTH) classes, your final grade will be reduced a 1/3 letter grade for each additional class missed. For example, if you miss 3 classes and you end the course with a B+, it will be converted to a B, and so forth. All absences count towards this total, with the exception of school-sanctioned activities that I am aware of in advance via email, illness that requires confinement to bed on physician's orders (documented), death/severe illness in the family (documented), or court appearances. "Self-reported sick in room" notices from the Student Health Center will **not** count as an excused absence. You must keep a tally of your absences.
- Students who arrive to class late will be counted as absent. Late arrivals disrupt our class; therefore, excessive lateness will affect your participation grade and, potentially, your final grade.
- If you are involved in Westminster athletics or other extracurricular activities and will miss class meetings because of games, performances, etc., please notify me **in advance** via email of any class sessions you will miss. All work is to be submitted prior to the excused absence. You cannot miss class to go to a sporting practice. If you are involved in an extracurricular or co-curricular activity at Westminster College, you must make it known to me before the end of add period of each semester via email. In the email, please include the dates you know you will miss.
- If you do miss class for any reason, you are still responsible for the missed material. Connect with a classmate for the notes and come to office hours if you have any questions about the notes. Please **do not** come up to me at the beginning of the next class to ask what happened and waste your classmates' time!
- That said, if you experience a crisis that prevents you from completing your work speak to me about it privately during office hours, or ask an appropriate campus official to document your situation. I am here to help you do well in the course so please don't hesitate to reach out if you need assistance, or help finding the right assistance.

Essay Policies

- Most of your papers will go through **three stages** of revision in this class: 1.) a draft for peer review (reviewed by your peers), 2.) a polished draft (commented on and graded by instructor), and 3.) a final revision to be placed in your final portfolio (graded by instructor.) This class places great emphasis on revision to bring your writing from the High School to College-Level.
- All sources must be cited using MLA guidelines. Please see OWL PURDUE WRITING LAB online for assistance with citation and use your *Pocket Style Manual*!
- Essays must be double-spaced, in Times New Roman, Sized 12 with **1 inch margins**, and a Works Cited Page. (Per MLA Guidelines.) You will automatically receive a grade lower if your MLA is incorrect.
- **All essays must be submitted to D2L on the day/time they are due in class. This means that you must submit your paper before going to class.**
- All essays must be turned in prior to or by the date and time specified for full credit. Your essays will be accepted up to 24 hours after the original due date and time, but they will be penalized by one letter grade. After 24 hours, no essay will be accepted unless a documented emergency occurs. If you are not in class and you haven't submitted the paper by the beginning of class time, your paper is late. Make prior arrangements to get me your work in advance. If you decide

to hand in your paper late, you must upload the paper to D2L and send me an email alerting me of the late submission.

- ❖ Remember that your papers are worth a large percentage, so even missing one paper draft will impact your grade severely. Don't miss a Polished Draft submission!
- ❖ Your Final Portfolio must be complete, be in MLA format, and show that you can **write and revise** at the college-level to do well in this class. This is not something that can be accomplished the night before so don't try it.

Late Work

In order to be fair to everyone in the course, I do not accept late work without consequence. Homework will not be accepted late; however, papers can be submitted up to 24 hours late with a letter grade reduction. If you are absent on a day when an assignment is due, I expect you to submit your work to me via email, under my office door, or my department mailbox by **your scheduled class time**. I also expect you to come prepared the following class session. Verifiable emergencies may receive exceptions, but you must communicate with me before the project or assignment is due. A printer or alarm error is not an acceptable excuse—plan ahead! If you anticipate needing a deadline extension for an assignment, you may request one four days *in advance of the due date*.

Office Hours

I encourage you to meet with me at least once during the semester to discuss papers, class topics, comments on readings, etc. I want you to succeed in the course and, therefore, I am happy to discuss your progress at any time. Easily answered questions can be asked over email; however, please do not send me any paper drafts via email. If you'd like to discuss paper drafts, come into the office and we will discuss the parts you are having trouble with or would like another opinion on**.** Bring a printed copy of the paper and come with questions. **Do not wait until the day before an essay is due to meet with me about it.** Office hours will be held on Tuesdays and Thursdays 9-10:30am or by appointment. Lastly, because I have a toddler at home, please avoid coming to Office Hours if you are sick! Send me an email instead!

Supplemental Readings

If I've assigned a supplemental reading from D2L, it is your responsibility to print it, read it and annotate it carefully, and bring a copy of it to class. You should keep a folder of all the course readings, syllabus, and handouts for reference daily.

Plagiarism & Academic Integrity Code Specific to this Section

Students are responsible for the academic work they submit (including papers, examinations, reflections, PowerPoints, reports, etc.), and that work should be completed honestly and according to the requirements and restrictions for academic work based upon the Westminster College Academic Integrity Policy. Please see the current Undergraduate Catalog for official definitions of cheating, misconduct, plagiarism, and providing false information. The following is a list of some representative examples of academic misconduct specific to this section, though it is not comprehensive:

- *Plagiarism*: the representation of someone else's words, ideas, or work as one's own. This includes quoting, paraphrasing, or condensing another's work within one's own without giving proper attribution, or purchasing or receiving another's work and submitting it as one's own. When quoting, paraphrasing, or summarizing, students must identify the extent

to which a source has been used and must cite with precision. This applies not only to written work, but also designs, photography, video, art, and other media.

- *Misconduct:* submitting the same work, including oral presentations, for different courses without the explicit consent of the teacher, sabotaging the work of others, unethically obtaining answers or other information about a quiz, test, or examination before it has been administered to all students, even if not a member of the class, etc.
- *Dishonesty in Examinations*: unauthorized use of notes, study aids, electronic or other equipment during an examination; unauthorized possession of examinations; copying or looking at another individual's examination; taking or passing information to another student during an examination; taking an exam for another student; allowing another student to take one's examination.
- *Fabrication of Data*: unauthorized falsification or invention of any information or citation during an academic exercise.
- *Cheating or Inappropriate Assistance*: unauthorized use of any study aids, equipment, tutoring, or another's work during an academic exercise; unauthorized collaboration on projects, homework, take-home examinations, or other work. Students are responsible for clarifying with instructors what forms of collaboration or assistance are acceptable for each assignment.

Consequences for Breaking Academic Policy in this Section
If a student has violated Westminster's Academic Integrity Policy, the student will be reported to the college and receive the appropriate sanctions determined by the VPAA. Please see the Undergraduate Handbook for further information about the respective consequences.

In regards to the course, if a student breaks the college's Academic Integrity Policy or the policies listed above, the student will receive an F on the assignment that broke policy for a first offense. If the student violates the policy a second time, they will fail the course.

Absences from Examinations
Absence from an announced examination results in a failing grade for the examination, unless suitable arrangements are made for a special examination. A student who seeks such a privilege should petition the instructor in writing prior to the scheduled examination date. If the instructor considers that the petition should be granted, then a note to that effect is added and the petition is presented to the Dean of the College. The examination may be given only if the Dean also approves the petition.

In the case of athletic championship tournaments that fall during finals week, it is the College's policy to permit those who are approved to participate in these tournaments to reschedule their missed work. Instructors and the dean must be notified in advance of the conflict and students must arrange with their instructors a place and time to make up the work.

Disruptive Technology
Electronic devices are prohibited in the classroom unless specific permission is given. Electronic devices include: cell phones, digital media players, recording devices (video and audio), headphones, iPods, electronic readers, and laptops. If a student needs to use technology due to a disability, please let me know.

Course Accessibility
Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources at 724-946-7192 or via e-mail at craigfa@westminster.edu. Please do not hesitate to discuss your situation with me.

Honor Code
Lastly, as we frequently deal with sensitive topics and personal reflections in this class, professionalism and maturity will be expected from you during class discussion and in your written responses. Sensitivity is especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, ableness, gender identity, and nationalities. In addition, I will gladly honor your request to address you by an alternate name or gender pronoun than your legal paperwork if you wish. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Tentative Course Schedule

Below you will find the tentative schedule for our semester. Please be aware that these due dates may be subject to change if we move too slowly or quickly through a section, or due to inclement weather. Be sure to check your email before class each day for any modifications to the schedule, or class cancellation. You are required to check your email daily.

Dates	Topics	Readings and Assignments
Week 1 Aug. 27th-31st	Classroom Community Building & MLA Basic Formatting, Academic Honesty Policy Review	**Tuesday:** Course Introduction and Community-Building Activities. **Thursday:** Print, read, and bring Burroway's "The Personal Essay and Creative Nonfiction" from D2L to prepare for the writing of your personal essay and Quiz #1. Review 124-173 in *A Pocket Style Manual* for help citing using MLA. See pages 184-229 for APA.
Week 2 Sept. 3rd- Sept. 7th	Personal Essay Overview: Freewriting, Narrative Arc and Conflict	**Tuesday:** Read "The Personal Essay Assignment Sheet" and begin listing ideas for the essay. Bring a list of five ideas to class. Read "Red Sky at Morning" from D2L and answer two "Reading as a Writer Questions" for Homework #1. **Thursday:** Read E.B. White's "Once More to the Lake" and answer two "Reading as a Writer Questions" for Homework #2. Choose a topic for your personal essay and outline the narrative arc. Write a few sentences describing your topic, draw your outline, and bring it to class.
Week 3 Sept. 10th- 14th	Personal Essay: Scene Development and Deeper Meaning	**Tuesday:** Work on your Personal Essay Draft. Read and print "A Sample of Personal Essays" from D2L. Review pages 22-55 (Grammar) in *A Pocket Style Manual.* **Thursday:** Work on your Personal Essay Draft and read pages 57-77 (Punctuation) in *A Pocket Style Manual.*

Week 4 Sept. 17th- 21st	Personal Essay: Drafting and Peer Review	**Tuesday:** Work on your personal Essay Draft. Mock Peer Review Day. **Thursday:** PERSONAL ESSAY PEER REVIEW DAY. Finish your first draft of your Personal Essay and bring 4 **copies of your personal essay to class**.
Week 5 Sept. 24th-28th	Rhetorical Analysis Overview: Ethos, logos, & pathos	**Tuesday:** Take Quiz#1in-Class. Introduce the Summary/Rhetorical Analysis of a Text-Based Paper**.** Read: TSIS (*They Say, I Say*) Preface & Introduction. Print, read, and bring to class "Chapter 8: Rhetorical Analysis" from D2L. **Thursday:** Personal Essay Polished Draft Due via D2L Today. Read TSIS "Entering the Conversation," pages 1-15 and "They Say," pages 16-51.
Week 6 Oct. 1st-5th	Rhetorical Analysis Overview: Rhetorical Appeals, MLA, and Thesis Statements	**Tuesday:** Read TSIS "I Say" pages 55-101. For Homework #3 Read "Family Guy and Freud" from TSIS, pages: 145-159. Write a paragraph denoting the thesis and the argumentative appeals the author uses. Note examples. Bring your pocket style manuals to class today to go over MLA. **Thursday:** Read "Against Meat" (448-461), "Don't Blame the Eater" (462-465), "The Supermarket" (496-505), and (442-447) from TSIS, and Chap. 12-14 in *TSIS,* pages 163-183. For Homework #4, write a paragraph for each article denoting the author's thesis and the argumentative appeals (ethos, logos, and pathos) the author uses for each article. Denote where the appeal is being used.
Week 7 Oct. 8th- 12th	Rhetorical Analysis: Analyzing a Text-Based Source, Organizing Paragraphs, and Using Summary, Paraphrase, and Direct Quotation	**Tuesday:** Bring an advertisement to class to analyze. Introduce the Summary/Rhetorical Analysis of a Visual Text Paper**.** Read 4-20 (Clarity) in *A Pocket Style Manual.* **Thursday:** Summary/Rhetorical Analysis on a Text-Based Source Due Today on D2L. In class, watch the documentary *The Mask You Live In* (2015).

Week 8 Oct. 15th- 19th	Rhetorical Analysis: Analyzing a Visual Text	**Tuesday:** Finish and discuss the documentary *The Mask You Live In* (2015). Work on your Summary/Rhetorical Analysis paper. **Thursday:** Summary/Rhetorical Analysis on a Visual Text Due Today on D2L.Take Quiz#2 in class. Bring a computer for library training**.** Introduce the Researched Argument Assignment. Read "From Topics to Questions" from D2L. You do not need to print this off.
Week 9 Oct. 22nd-26th	Researched Argument: Narrowing Topics, Describing Events, and MLA	**Tuesday:** Read "Sample Researched Arguments" and "Introductions and Conclusions" from D2L. Research topics and ideas for the RA. Bring a typed list of 3-5 possible topics you are interested in pursuing. Come with a SERIOUS LIST that you have spent time on. **Thursday:** Homework #5: Topic Proposal due. Complete the two-paragraph template from page 9 of *TSIS* after narrowing down your topic. Find 2 scholarly sources. Include a Works Cited page. Use your handbook to put it together. (This is NOT meant to be the introduction of your paper.)
Week 10 Oct. 29th- Nov. 2nd	Researched Argument: Thesis statements, Topic Sentences, and Essay Organization	**Tuesday: No Classes!** **Thursday:** Read TSIS pages 105-144, "Tying it All Together" and "Small Change: Why the Revolution will Not be Tweeted" 399. Review pages 79-89 in *A Pocket Style Manual*. Read pages 107-110 from *A Pocket Style Manual*. Study grammar rules, paragraph structure, and bring a computer or tablet to take Quiz #3.

Week 11 Nov. 5th- Nov. 9th	Researched Argument: Outline	**Tuesday:** Complete an outline for your paper based on the models given. **Thursday:** RESEARCHED ARGUMENT PEER REVIEW #1. Write the introduction to your paper and two body paragraphs to your paper and bring **3 copies to class**.
Week 12 Nov. 12th- Nov. 16th	Researched Argument Peer Review	**Tuesday:** Write three more body paragraphs for your paper and revise your introduction. **Thursday:** RESEARCHED ARGUMENT PEER REVIEW #2. Bring 4 **copies of your essay to class** for peer review. (You should have all except your conclusion completed.)
Week 13 Nov. 19th-23rd	Researched Argument Peer Review	**Tuesday:** Write the conclusion to your paper and revise your essay based on peer review. RESEARCHED ARGUMENT POLISHED DRAFT Due via D2L Today. Bring your outline and your paper scaffold to class to hand in. **Thursday: No Classes!**
Week 14 Nov. 26th-30th	Researched Argument Presentations	**Tuesday:** Quiz # 4. Researched Argument Presentations. Revise your Portfolio essays. If you have a visual for your presentation, please send it to me in advance. **Thursday:** Researched Argument Presentations. Revise your Portfolio essays. If you have a visual for your presentation, please send it to me in advance.

Week 15 Dec. 3rd-7th	Researched Argument Presentations and Portfolio Prep	**Tuesday:** Researched argument presentations. Revise your Portfolio essays. If you have a visual for your presentation, please send it to me in advance. **Thursday:** Bring a computer or a tablet to complete the Final Course Evaluation and bring any revision questions to class.
Week 16 Monday, Dec. 10th from 3-5:30pm	Final Exam Week	**Monday:** Final Portfolios Due Promptly at 3PM. You will submit a digital copy on D2L, as well as bring a printed copy to our final meeting. In addition, please bring a computer to our final meeting so that I can ensure you upload the assignment correctly. Otherwise, check with me beforehand.