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**English 120: College Writing**

**Fall 2012**

**CRN: 15192**

*The mission of Concordia University, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel.*

1. English 120.05 College Writing

Liberal Arts Tradition and General Education: Concordia University’s General Education curriculum is an intentional plan to provide a broad, “liberal arts” education. This course is a critical component of that curriculum and will emphasize two of Concordia’s 10 University Outcomes, which are skills and values that reflect Concordia’s mission and purpose.  These outcomes include Writing, Critical Thinking, Quantitative Reasoning, Oral Communication, Information Literacy, and Aesthetic, Spiritual, Global, Interpersonal, and Civic Values. They are part of Concordia University’s overall Framework for Learning, which is described in the Academic Catalog ([www.csp.edu/academiccatalog/](http://www.csp.edu/academiccatalog/)). Experiences at Concordia – General Education courses, major courses, electives, and co-curricular activities – are rooted in the

Framework for Learning. This particular course, (English 120), is designed to teach and assess the following two University Outcomes: Writing and Information Literacy/Technology.

1. Prerequisites: English 100 if indicated by placement
2. 4 credits (Concordia); ½ credit (Martin Luther High School)
3. Contact Hours/Time and Place of Meetings. This is a 4 credit undergraduate course that meets Monday through Friday from 9:33-10:15 AM in Room 101. In addition, each student will meet individually with the instructor at least four times during the semester.

This course is designed to have learning opportunities and activities totaling

approximately 146 hours over the 16 weeks of the course, including finals week—56 hours in class (42 minutes a class, 5 times a week for 16 weeks) and 90 hours outside of class. This estimate is for the typical undergraduate student, but it is only an estimate. Here are further estimates meant to help you manage your workload:

In-class Lecture and Discussion: 45 hrs.

Required Readings: 20 hrs.

Five Papers: 62 hrs

Other written assignments 10 hours

Research: 17 hrs.

Individual Conferences: 02 hrs

TOTAL: 146 hrs

1. My office is Room 101 or the Principal’s office. My office phone number is 436-5349. You may send e-mail to me at roerman@gmail.com. I encourage you to send me e-mail if you have a question or wish to set up a conference. I will usually respond to you within 24 hours, except for weekends and vacations.
2. Office Hours:

Monday through Friday 1:30 PM-3:30 PM

If these hours are not convenient for you, please make an appointment to see me another time.

VIII. College Catalogue Course Description:

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voices and styles. They will make conscious choices related to audience and academic conventions.

IX. Instructor's Class Description:

Most essential to improving writing on the college level is the student’s willingness to re-write and listen to suggestions for improvement. A lively curiosity for models of good writing in published texts helps as well. Finally, constant practice in brainstorming, drafting, revising, and presenting the final paper, then revising once again after consultations with faculty and peers will improve even the best student writer. This class introduces students to writing in college and lets them practice these skills in a variety of papers. In addition to stressing writing as a process, this course emphasizes reading and composing logical and graceful arguments, often supported by library research. Students are introduced to the elements of rhetoric and are given constant practice weeding out weak or faulty constructions

X. Class Objectives

The student will

* Practice and develop stages in the writing process: thinking and planning, research, organizing, composing, rewriting, and editing
* Formulate a thesis, develop, and support it
* Write organized sequences (paragraph coherence, essay structure, transitions, introductions, conclusions, etc.)
* Write a college-level research paper, which includes the following components:
* Quote, paraphrase, and summarize
* Integrate scholarly sources into their own prose (gather, annotate, integrate, and synthesize)
* Locate appropriate supporting evidence and content, including but not limited to listening (interviews, speeches, music), reading (hardcopy, electronic texts) and viewing (plays, visual texts)
* Negotiate the Library Technology Center including but not limited to ClicNet, paper indexes, Gateway, CD-ROM, microfilm
* Follow standard forms for internal documentation and works cited
* Avoid plagiarism
* Analyze the needs and expectations of an audience and address those needs and expectations in rhetorical choices made in writing
* Distinguish a sound argument and formulate logical thought
* Demonstrate an awareness of the power of language
* Demonstrate improved competency in writing correct sentences: formal grammar, usage, punctuation, possessives, subject/verb agreement, pronoun usage, spelling, etc.

XI. Instructor's Educational Philosophy

Students need to take responsibility for their own writing. As a professor, I approach

every text, including those by students, as I approach texts by professionals, encouraging students to understand and use wisely the power of words. Language used carefully can inform, persuade, entertain, or transform others; I see students as writers who are beginning to understand and apply this knowledge.

XII. Teaching Procedures

This section of English 120 will follow a workshop pattern; many of our days in class will be spent writing or evaluating what students have written. Early in the semester, we will discuss some essays from our textbook, review writing basics, and cover elements of good essays. We may also have a scheduled day—or two—in the library to review research strategies, and we will use the materials you find there when we work as a group on quoting, paraphrasing, and summarizing. Most of the rest of our class days will be spent working directly with your essays; therefore, it is crucial to come prepared to class.

During the semester, students will make at least four conferences with me to discuss writing. Please note that scheduled conferences for which you come prepared to discuss your writing carry points as part of participation and course commitment.

I contact students often through e-mail. Please help me know your correct e-mail address.

XIII. Attendance .

Participating actively in class projects and discussions requires attendance. Because classroom discussion is the foundation of this course, attendance is mandatory. If a student misses class for any reason, it is the student’s responsibility to obtain the missed notes and assignments. (Students will be given one day for each day missed to make up the work.) For all prior-planned absences, the student is required to get the homework from the instructor before the absence, and that homework (including tests and essays) will be due on the day the student returns to class.

XIV. Classroom Atmosphere

Good writing classrooms have an energy, a buzz, a hum, and an air of creativity and reflection.

XV. Required Texts:

* Ackley, Katherine*. Perspectives on Contemporary Issues.7th edition.*
* Lunsford, Andrea A. *The St. Martin’s Handbook.* Sixth edition. Boston: Bedford/St.

Martin’s, 2008.

* A good college dictionary and thesaurus are highly recommended.

XVI. Basis for Student Grading

1. Five finished essays with accompanying drafts, of which at least one is a research paper:

Essay 1 My First Life Line 2-3 pages 100 pts.

Essay 2 Critique 2-3 pages 125 pts.

Essay 3 Explanatory Synthesis 3-4 pages 125 pts.

Essay 4 Research paper 8-10 pages 250 pts.

Essay 5 Self-assessment 2-3 pages 75 pts.

**NOTE: Every time you come to class on peer review days without a draft, you will lose 5 points. If it is a day that requires a revised draft, you must have a second or third draft that has been substantially changed since the first one or again, you will lose 5 points. These points will be deducted from the final grade of your essay. For example, if you write a perfect, A+ paper (100%), 10 points will be deducted from it if you did not have your rough drafts completed on time. You would end up with an A- (90%).**

* Summary 25 pts.
* 10 source sheets (Documenting, Summarizing and Evaluating Sources) 10 x 5 = 50 pts.
* Participation and course commitment 10 pts. Per week = 150 pts.

(daily assignments, participating in class discussion and peer review, etc.)

* Individual Conferences with instructor. 4 x 10 = 40 pts.
* Annotated bibliography (at least 10 entries) and Defense of Sources 50 pts.
* Final Exam 50 pts.

My grading scale is as follows:

93 and above = A

90-92 = A-

88-89 = B+

83-87 = B

80-82 = B-

78-79 = C+

73-77 = C

70-72 = C-

68-69 = D+

63-67 = D

60–62= D-

below 60 = F

**Policies:**

**Format for Essays**

* All in-class essays must be written in blue or black ink on ruled paper or keyboarded. You must (for the sake of my eyes and your own ease of revision) write every other line. All keyboarded papers must be double-spaced in 12 point font and with one-inch margins all around.
* All out-of-class essays, including SHUN papers, must be keyboarded (double-spaced, 12-point font, one-inch margins all around).

**Late Work Policy**

Consistent late work will not be tolerated. All work is expected on the due date. Any work not turned in when due will receive only half credit. It is the student’s responsibility to be aware of any missing work and to turn that work in. All work must be completed. Failure to complete all course work will result in an incomplete and possible failure.

**Grammatical Errors:** Standard, edited written English is expected by college professors in all disciplines. If you have problems with grammar and usage, you must work extra hard to make up for your lack of preparation. Therefore, if the final draft of a paper that you submit to me has an unacceptable number of errors (four or more per page), I will give the paper back to you and require a consultation with me or the Writing Center to help you with these errors. You will then re-submit the paper to me for a grade.

###### **Materials**

* loose-leaf paper or spiral notebook
* pens—dark blue or black ink—ALL homework must be written in blue or black ink or typed
* folder or three-ring binder to hold handouts and drafts of papers
* laptop computer (optional)
* email address

**Revision**: If you receive a D or F on a paper, you may revise for a higher grade. **However, the highest grade you may receive on this revision option is a C.** You may exercise this option on all papers that receive below a C-. You must return these revised papers to me no later than one week after you receive a grade on the paper.

**PLUS**

**ALL** students (no matter what grade they received) may elect to rewrite ONE paper for a higher grade. For this option, there is no cap to the grade. For example, you could revise a “B” paper up to an “A”. This rewrite will be due by the last date of class, unless it is the research paper. The revision of the research paper will be due by the final (along with all sources and notes.)

**Plagiarism**: If students do not already know what constitutes plagiarism, they should see the professor immediately. Borrowing ideas as well as words from another source without attribution is theft. **Plagiarized papers will receive a grade of zero.**

**Student Support Services:** You are strongly encouraged to discuss your course progress or concerns with the professor.

**The Writing Center:** The Writing Center is a place for all students, whatever their skill level, to receive free, one-on-one help with their writing assignments.  Students may visit the Writing Center at any stage of the writing process: brainstorming ideas, creating outlines, revising paragraphs, adding the finishing touches, or at any point between these stages. Writing Center tutors include Concordia students, staff, and faculty, all of whom have been selected because of their strong writing skills and their ability to clearly explain concepts; therefore, they are a helpful resource for students who want to make sure their ideas come across as clearly as possible before they turn in papers for grading.  The Writing Center is located in Luther Hall 116, and drop-in tutoring is available any time the Writing Center is open.  Students may also schedule appointments in advance by signing up in the appointment book just outside of Luther Hall 116, by emailing [writingcenter@csp.edu](mailto:writingcenter@csp.edu), or by calling 651-603-6233.  More information about Writing Center hours and policies is available at <http://concordia.csp.edu/writingcenter>.

**Miscellany**: Please contribute to class discussions. Don’t carry on side conversations. Please show respect for others’ opinions. I will arrive punctually, ready to tackle that day’s agenda; the same is expected of all of you.

XXI. Course Outline:

This class has two books: *Perspectives on Contemporary Issues* and the *St. Martin’s Handbook*. The main textbook is *Perspectives on Contemporary Issues.* If the calendar does not indicate which book to read, assume it is this one.

This class will use *St. Martin’s* for revision and editing days in class and when noted in the syllabus; you will use the handbook often on your own as you write and rewrite papers for this course and for your other college classes. Refer to it when you need a place to look for suggestions about a particular writing problem you are having. If you need tips about using it over and above what I cover in class, please ask me.

Keep in mind that I may ask you to read pages from our text that are not listed below. It is also important to keep in mind that the following schedule may change in accordance with our educational and intellectual goals. The best way to know what’s going on is to attend.

Course Calendar

English 120

Fall 2012

Rebecca Oerman

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| DATE | CLASS ACTIVITY | PREPARATION (All reading and writing assignments should be done BEFORE coming to class.) |
| Monday, Aug 27 | Course expectations. |  |
| Tuesday, Aug 28 | Writing Sample |  |
| Wednesday, Aug 29 | Discuss SHUN paper expectations and proper format |  |
| Thursday, Aug 30 | Discussion of “voice” | READ: Handout on “Voice” |
| Friday, Aug 31 | Discussion and in-class work on diction | Complete worksheet on diction |
| Mon, Sept 3 | **NO CLASS. LABOR DAY.** |  |
| Tues, Sept 4 | Begin discussion of how to read critically |  |
| Wed, Sept 5 | Discussion of what a critical reading is and how to do one | Read *Perspectives* chapter 1 and essays on pages 407-410 & 413-415 |
| Thurs, Sept 6 | Discuss critical readings of “Social Connections” | Do a critical reading of “Social Connections,” (413-415). Use pp. 7 & 11-13 as a guide |
| Fri, Sept 7 | **No Class—late start for faculty meeting** |  |
| Mon, Sept. 10 | Discuss requirements of Paper #1  Discuss elements of a good essay | Do a critical reading of one of the following:   * 491-495 * 500-502 * 502-504 |
| Tues, Sept. 11 | Finish discussion of elements of a good essay  In-class work on Essay #1 | Read *Perspectives* chapter 2  Bring names for peer review groups |
| Wed, Sept 12 | Discuss reading  Quiz over reading | Read St. Martin’s pp. 2-12 |
| Thurs, Sept 13 | Workshop on Essay #1—focus, thesis, organization, support  (Peer review) | Bring 2 copies of  1st draft of Essay #1 |
| Fri, Sept 14 | Workshop of Essay #1—meet with instructor |  |
| Mon, Sept 17 | Discuss how to summarize | Read *Perspectives* chapter 3 |
| Tues, Sept 18 | Work in class on summary notes of “Girls Just Wanna Have Fangs” | Final copy of Essay #1 due |
| Wed, Sept 19 | Discuss notes | Complete summary notes of “Girls Just Wanna Have Fangs” |
| Thurs, Sept 20 | Voice--detail | Summary of “Girls Just Wanna Have Fangs” due |
| Fri, Sept 21 | Discuss how to write a critique | “Detail” worksheet  Read *Perspectives* chapter 4 |
| Mon, Sept 24 | Continue discussion of how to write a critique; use critical reading as discussion points  Discuss Essay #2 requirements | Read *Perspectives* pp. 526-531 “In Defense of Sweatshops” and do a critical reading (see chapter 1 for reminders) |
| Tues, Sept 25 | In-class work day |  |
| Wed, Sept 26 | In-class work day |  |
| Thurs, Sept 27 | Peer review | 2 copies of 1st draft of Essay #2 |
| Fri, Sept 28 | In-class work day: make revisions based on feedback |  |
| Mon, Oct 1 | Meet w/ instructor to discuss Essay #2 | Bring original draft and revisions |
| Tues, Oct 2 | What is “synthesizing”? | Read *Perspectives* pp. 95-97 & 112-117 |
| Wed, Oct 3 | More on synthesizing | Final copy of Essay #2 due |
| Thurs, Oct 4 | Read the following articles: “Aggression: The Impact of Media Violence” (224-229), “Violent Media is Good for Kids” (230-233), “Stop Blaming Kids and TV” (252-256), & “Girls Just Wanna Have Fangs” (265-268)  Take notes on what you see as the connections between these four articles. What do they have in common? How are they different? |  |
| Fri, Oct 5 | Discuss connections | Finish notes on connections between the four articles |
| Mon, Oct 8 | In-class work on outline of synthesis paper | Write an outline of a prospective synthesis paper on the articles assigned last week. In this outline, include the complete topic sentence of each paragraph.  For example, using the sample essay in our textbook, you would write, “Scientists, politicians, and the general public all have mixed feelings about the developments in medical science.”  ALSO include the quotations from each source you would use to back up the topic sentence  Be sure to have at least 2 authors quoted in each paragraph. Do NOT simply summarize one source per paragraph without making connections between them |
| Tues, Oct 9 | In-class work on synthesis outline | Read *Perspectives* pp. 97-112 |
| Wed, Oct 10 | Discuss quoting sources | Read *Perspectives* pp. 97-112 |
| Thurs, Oct 11 | **No Class—7th & 8th grade “Step-Up Day”** |  |
| Fri, Oct 12 | Discuss paraphrasing |  |
| Mon, Oct 15 | Peer review of 1st draft of synthesis paper | 2 copies of 1st draft of synthesis paper due |
| Tues, Oct 16 | In-class work day and meet with instructor | Work on revisions |
| Wed Oct 17 | **NO CLASS—Juniors take PSAT** |  |
| Mon, Oct 22 | Meet with instructor about synthesis paper | Bring original draft of synthesis paper and revisions based on peer review |
| Tues, Oct 23 | In-class work day | Work on revisions |
| Wed, Oct 24 | In-class work day | Work on revisions |
| Thurs, Oct 25 | Peer review of 2nd draft of synthesis paper | 2nd draft of synthesis paper due |
| Fri, Oct 26 | In-class work day and meet with instructor as needed | Read *Perspectives* chapter 7 |
| Mon, Oct 29 | Discuss research paper assignment | Read *Perspectives* chapter 7 |
| Tues, Oct 30 | Discuss finding quality sources for a research paper | Read *Perspectives* chapter 7 |
| Wed, Oct 31 | Discuss selecting a strong topic for a research paper | Final copy of Essay #3 due  Come to class with an idea for your research paper |
| Thurs, Nov 1 | What is an “annotated bibliography”? | Read St. Martin’s chapter 14 |
| Fri, Nov 2 | Evaluating sources—bias, logical fallacies, etc. |  |
| Mon, Nov 5 | More on evaluating sources—bias, logical fallacies, etc.  How to write a summary/source evaluation | Read *Perspectives* chapter 5 |

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| Tues, Nov 6 | Work on summary/source evaluations | Bring at least 2 sources for your research paper to class |
| Wed, Nov 7 | Work on summary/source evaluations | Bring at least 2 sources for your research paper to class |
| Thurs, Nov 8 | Work on summary/source evaluations | Bring at least 2 sources for your research paper to class |
| Fri, Nov 9 | Discussion of argumentation | 4 summary/source evaluation sheets due |
| Mon, Nov 12 | Discussion of argumentation | 2 more summary/source evaluation sheets due |
| Tues, Nov 13 | Work on summary/source evaluations |  |
| Wed, Nov 14 | Work on summary/source evaluations |  |
| Thurs, Nov 15 | Work on research paper | 4 more summary/source evaluation sheets due |
| Fri, Nov 16 | Work on research paper |  |
| Mon, Nov 19 | Work on research paper | Annotated bibliography due—at least 10 sources |
| Tues, Nov 20 | Peer review of first 2 pages of research paper | Write 2 pages of your research paper. (They do not have to include the first page. Sometimes it’s easier to start in the middle.) |
| Mon, Nov 26 | Meet w/ instructor | Bring first 2 pages of research paper plus any revisions based on peer review |
| Tues, Nov 27 | Work on research paper |  |
| Wed, Nov 28 | Work on research paper |  |
| Thurs, Nov 29 | Work on research paper | 5 pages total of research paper due |
| Fri, Nov 30 | Work on research paper |  |
| Mon, Dec 3 | Work on research paper |  |
| Tues, Dec 4 | Work on research paper |  |
| Wed, Dec 5 | Work on research paper | Full draft due |
| Thurs, Dec 6 | Conferences with instructor |  |
| Fri, Dec 7 | Conferences with instructor |  |
| Mon, Dec 10 | Conferences with instructor |  |
| Tues, Dec 11 | Work on research paper |  |
| Wed, Dec 12 | Work on research paper |  |
| Thurs, Dec 13 | Discuss Paper #5: Self-assessment | Final copy of Research Paper due |
| Fri, Dec 14 | In-class work on Paper #5 |  |
| Mon, Dec 17 | In-class work on Paper #5 | Write 1st draft of Paper #5 |
| Tues, Dec 18 | Peer review of Paper #5 |  |
| Wed, Dec 19 | Course wrap-up | Final draft of Paper #5 due |
| Thurs, Dec 20 | SEMESTER FINAL EXAM—Part 1 |  |
| Fri, Dec 21 | SEMESTER FINAL EXAM—Part 2 |  |