English 1091—097

Textbooks
- Funk et al., Strategies for College Writing
- Fulwiler and Hayakawa, The Blair Handbook, 2nd ed. (BH)
- A standard college dictionary

Policies and Assignments
1. **Writing**: We’ll be doing lots of it—in class and out of class (in print and in cyberspace!). Some of your writing will be “writing to learn”—writing intended to help you to stimulate thought and reflection, to clarify an idea, to expand an idea. At others times you will be writing to communicate your thoughts to others—to me, to members of your writing group, to other students in your major. In addition to informal discovery writing, there will be four formal essays and one research paper.

2. **Essay Format**: All of your typed out-of-class writing should be double-spaced, with 1-inch margins on all sides. If you use a computer, please take the justification off the right margin. Include your name, the date, and the essay number on each assignment.

3. **Revisions**: To receive credit for the class, essays 1, 2, 3, & 4 must be revised according to the system we will discuss in class and should be returned to me no later than one class period after they are returned to you.

4. **Journals**: Informal, out-of-class responses will be gathered in a journal. Assignments for these entries are included on the syllabus, will be given in class, and can be of your own choosing (e.g., questions about writing, additional comments on the readings or class discussions, comments on writing for other classes). Some entries will be written privately, directly in your journals. Others will be posted on our 1091 WebCT site—both your original postings and your responses to other people’s postings. The posted entries must be copied from the web and included in your journal. Plan to copy them as soon as you post them, so you don’t forget. Create an index for your entries that gives each entry a number, title, and date; then place the numbered entries in chronological order in a folder with pockets. Journals will be picked up at unannounced points in the semester, so be sure to keep up with your entries.

5. **Late papers**: It is extremely important to keep up with assignments and group activities, and so I ask that all papers and group assignments be turned in on their due dates unless we have made other arrangements. In an emergency situation, please contact me as soon as possible. You may use my WebCT private e-mail account to contact me. An unexcused late essay will be graded down one-half letter grade for each class period that it is late. Late group assignments will affect the “group” portion of your grade. All assignments must be completed and #’s 1-4 must be revised in order for you to receive a passing grade in the course.
6. **Plagiarism:** Here is the English Department policy—"Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office." Included under plagiarism is the irresponsible handling of documentation (i.e., in a way that is intended to misrepresent the use of another author's material).

7. **Attendance:** Class participation is essential to becoming a better, more able, and responsible writer and collaborator—this includes being fully prepared and taking part in class discussions. In general, if you have a problem, please e-mail or call me—or come to my office to see me as soon as possible. More than three unexcused absences will lower your grade one letter grade. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." Please provide me with a brief memo when an excused absence occurs. Also, please be on time—a significant pattern of tardiness will lower your class participation grade. [Note: If you miss an assigned conference, this generally counts as three class absences.]

8. **Grading:** The essays assigned in the course are sequential and increasingly challenging. Given this class structure, essays and writing produced at the end of the semester will weigh more heavily in determining your final grade; in addition, I will consider the success of your informal writing, revision process, your group participation, and your class participation. Percentages—Essays 1 & 2=10% each; Essay 3=15%; Essay #4=20%; Essay 5=25%; Journal (including WebCT entries)/group/class participation=20%.

9. **Writing groups:** Both in college and in the work world, collaboration is a common and effective way to improve your own and your peer's writing or to produce a common document. We will discuss the actual process of writing groups in great detail when the time comes. As an essential part of the course, groups require concern and careful attention on the part of all group members. Your efforts will be repaid many times over.

10. **Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

11. **Office Hours:** Please feel free to drop in during my scheduled hours—or to request an appointment. If you have questions, be sure to ask them—in class or after. Chances are that if you have a question, someone else has the same question!
WEEKS 1-3: SELF AND OTHERS

Week 1

M 8/21—Introductions

W 8/23—SCW chpt. 1 (Please do the Internet activity on p. 16 and write a one to two paragraph report in your journal); discuss Friday’s exercise

F 8/25—in-class writing exercise. Please be sure to have your WebCT account set up by tomorrow (8/26).

Week 2

M 8/28—SCW chpt. 2 and pp. 152-156 (Please do the “Preparing to Read” activity—p. 152—on the Bulletin Board in WebCT by 9 p.m. 8/26. Make a print copy of this posting to place in your journal. Read all student postings to the Bulletin Board before coming to class—and please feel free to respond to one another.)

W 8/30—Essay #1 assigned; SCW 34-46 (Do the “First Responses” activity p. 46 in your journal). Be prepared to discuss your responses to the “Writer’s Workshop” on p. 40.

F 9/1—Groups; “Criticism”—handout to be distributed in class; SCW pp. 50-53 (Please do the “First Responses” activity—p. 52—on the Bulletin Board by 6 p.m. 8/31. Make a print copy of this posting to place in your journal. Read all student postings to the Bulletin Board before coming to class—and please feel free to respond to one another.)

Week 3

M 9/4—Labor Day

W 9/6—SCW pp. 54-62—Please do the “First Responses” activity—p. 54—on the Bulletin Board by 10 a.m. 9/5—BEFORE YOU READ THE DUBUS ESSAY. Make a print copy of this posting to place in your journal. Read all student postings on the Bulletin Board before coming to class—and please feel free to respond to one another.); Groups—bring drafts of Essay #1 to class

F 9/8—Essay #1 due; SCW pp. 63-73
WEEKS 4-8: THE MEANINGFUL LIFE

Week 4
M 9/11—SCW pp. 86-96 & 116-124; Please answer question # 1 under "Why" on page 124 on the WebCt Class Journal by 3 p.m. 9/10.
FOR ALL WEBCT ASSIGNMENTS FROM THIS POINT ON, UNLESS OTHERWISE INSTRUCTED: Make a print copy of the posting to place in your journal. Read all student postings on the Bulletin Board before coming to class—and respond to at least one other student's posting.
W 9/13—Assign Essay #2; SCW pp. 125-132; Do the "Preparing to Read" on p. 125 by 6 p.m. on 9/12
F 9/15—Groups; SCW pp. 187-198 & 146-150

Week 5
M 9/18—SCW p. 225-232
W 9/20—Groups—bring drafts to class
F 9/22—Essay #2 due; bring SCW to class

Week 6
M 9/25—SCW pp. 242-57; Do the "Preparing to Read" on p. 253 by 3 p.m. on 9/24.
W 9/27—SCW 259-62. Visit the site suggested in #3 p. 263 but don't actually write an essay on the topic. Be prepared to discuss your results in class.
F 9/29—Assign Essay #3; SCW 134-145

Week 7
M 10/2—Select article for #3 by today; SCW 158-64
W 10/4—draft summary of article due—bring copies for your group
F 10/6—Summary due

Week 8
M 10/9—SCW 508-516; Post a reaction to "Coming to America, to Clean" on WebCt by 3 p.m. 10/8.
W 10/11—drafts of #3 due—bring copies for your group
F 10/13—Essay #3 due