

# UNIVERSITY of WISCONSIN-GREEN BAY

**English Composition 100: College Writing**  
**Spring 2009, 3 Credits**  
**University of Wisconsin-Green Bay**  
**Monday-Friday 12:00-1:30 p.m.**  
**Sturgeon Bay High School Room 210**

Instructor: Holly G. Meikle  
Office phone: (920) 746-5752  
Email: hmeikle@sturbay.k12.wi.us  
Office hours: 8:10-9:45 or 3:10-3:30 M-F

**Course description:** An introductory course in college writing emphasizing *critical* reading and the process of writing. We will work on vocabulary, sentence structure, paragraph development, and principles of organization. You will learn and practice 9 different styles of writing: narration, description, process, definition, illustration, comparison and contrast, division and classification, cause and effect, and persuasion and argument.

This course is offered through the University of Wisconsin-Green Bay to eligible students at Sturgeon Bay High School. The university does all the testing and makes all decisions as to the placement of students. The course is coordinated and monitored by the English Composition Department at UWGB and is taught by an instructor whose experience and credentials are similar to those instructors in the writing program on campus. In all respects, this course reflects the practices, approaches, and standards of the writing courses offered on campus.

**Required Texts:**

- Hacker, D. (2000). *A Pocket Style Manual*. (4th ed.). Boston: Bedford/St. Martin's.
- Wyrick, Jean and Beverly J. Slaughter. (1999). *The Rinehart Reader*. (3rd ed). Boston. Thomson-Heinle.

**Course goals:**

- ✓ To learn to read critically
- ✓ To understand the connection between critical reading and good writing
- ✓ To understand the process of good writing
- ✓ To improve your writing and find your style

**Attendance:** There will be a considerable amount of reading and writing both inside and outside of class. Because the writing process includes involvement with other students' writing, it is important that all exercises and assignments be done on time, and that you are fully prepared for discussion. Your consistent attendance and active participation will be crucial to your success. I expect you to be in class, be on time, and be prepared. If you are going to be absent, turn the work in before you leave. If you are ill, email me the assignment at hmeikle@sturbay.k12.wi.us. More than 3 absences may result in a lower course grade.

**Writing:** Good writing takes a lot of practice as well as thought. This is true for students as well as professionals. To facilitate an atmosphere conducive to good writing, it is essential that everyone in this class conducts himself/herself quietly and respectfully. **Forty-five minutes every day must be spent in silence** so we can all reflect upon and evaluate our work. You will revise each paper to help refine your ability to generate interesting, effective and clear essays. **Absolutely no late work will be accepted for any reason.**

**Plagiarism:** Presenting all or part of another person's work as your own without giving proper credit (whether you copy it word for word or paraphrase) is plagiarism. Students who plagiarize will receive a failing grade for the assignment and possibly for the course. Students who actively or passively enable others to plagiarize are equally responsible. If you have questions about what constitutes plagiarism, contact me.

# UNIVERSITY of WISCONSIN-GREEN BAY

<b>Grading:</b>	Daily essay reflections	20%
	Vocabulary knowledge and use	20%
	Polished final essays	60%

## **Additional information:**

- At the college level all submitted work must be free from errors in conventions, there is absolutely no excuse for not carefully proofreading your work
- All written work must be computer generated
- Neatness does count, it reflects your attitude and concern for a quality product
- You will need a 1 ½ or 2” 3-ring binder to hold all your drafts, critiques, final copies, and reflections; organize your portfolio and have each section legibly tabbed
- Save everything you have done in this course, including the syllabus. You may need to show an admissions officer the quality of your work if you transfer to another campus.

## **Week 1: Jan. 26-Jan. 30: Narration**

Reading and Writing Essays pp. 1-121 (group share)

Jan. 27, Tuesday, visit from head of CCIHS program at UW-GB, official enrollment

Vocabulary Unit 1-test Friday Jan. 20

Tues-Friday read narration essays/work on reflections (pp. 128-168)

Narration essay due Friday Jan. 30 (prompts found on p. 176)

## **Week 2: Feb. 2-Feb. 6: Description**

Monday-Friday read selected essays/work on reflections pp. 183-228

Vocab Unit 2-test Friday Feb. 6

Descriptive essay due Friday Feb. 6 (prompts found on p. 236)

## **Week 3: Feb 9-13: Process**

Monday-Friday read selected essays/work on reflections pp. 241-277

Vocab Unit 3-test Friday Feb. 13

Process essay due Friday Feb. 13 (prompts found on p. 286)

## **Week 4: Feb. 16-20: Definition**

Monday-Friday read selected essays/work on reflections pp. 291-330

Vocab Unit 4-test Friday Feb. 20

Definition essay due Friday Feb. 20 (prompts found on p. 339)

## **Week 5: Feb. 23-27: Illustration**

Monday-Friday read selected essays/work on reflections pp. 344-387

Vocab Unit 5-test Friday Feb. 27

Illustration essay due Friday Feb. 23 (prompts on p. 392)

## **Week 6: March 2-6: Comparison/Contrast**

Monday-Friday read selected essays/work on reflections pp. 398-434

Vocab Unit 6-test Friday March 6

Comparison/contrast essay due Friday Feb. 6 (prompts on p. 441)

## **Week 7: March 9-13: Division/Classification**

Monday-Friday read selected essays/work on reflections pp. 447-484

Vocab Unit 7-test Friday March 13

Division/classification essay due Friday Feb. 13 (prompts on p. 495)

## **Week 8: March 16-20: Cause & Effect**

Monday-Friday read selected essays/work on reflections pp. 501-548

Vocab Unit 8-test Friday March 20

Cause and Effect essay due Friday March 20 (prompts on p. 553)

# UNIVERSITY of WISCONSIN-GREEN BAY

## **Week 9: March 23-27: Persuasion/Argument**

Monday-Friday read selected essays/work on reflections pp. 568-637

Vocab Unit 9-test Friday March 27

Persuasion/Argument essay due Friday March 27 (prompts on p. 643)

### **Grading for Completed Essays (60%)**

- A Paper reveals a strong, sophisticated point, in-depth analysis and development, a clear sense of purpose and audience, a well-defined focus, solid organization, and sentence level polish and style
- AB Paper meets most of the above criteria but falls short in one area, such as needing organization, a more developed introduction or conclusion, or better command of conventions
- B Paper still needs work in more than one area. For example, ideas need to be more fully developed, prose needs to be polished for grammatical correctness, and theme needs to be clear
- BC Paper has potential, but is clearly in “draft stage.” It needs substantial revision in terms of one of the following major areas: thesis, organization, analysis, focus, conventions
- C Paper falls short in some or all of the above areas and demonstrates consistent problems at the sentence or paragraph level
- D Paper falls short in many of the above areas
- F Student plagiarizes material for paper and/or paper is not submitted on time

### **Grading for daily essay reflections (20%)**

- A Reflection turned in on time, polished, focused, insightful and analytical
- B Reflection turned in on time, polished, focused
- C Reflection turned in on time but not polished or focused and lacks depth, analysis
- D Reflection turned in one day late
- F Reflection turned in more than one class day late

### **Vocabulary Knowledge (20%)**

- A Vocabulary exercises completed on time, test score is A level work
- B Vocabulary exercise completed on time, test score is B level work
- C Vocabulary exercises completed on time, test score is C level work
- D Vocabulary exercises are not completed on time
- F Vocabulary exercises are not completed on time, test score is D or F level

### **Sure ways to lower your grade:**

- 1. Playing computer games instead of writing**
- 2. Looking at non-academic websites**
- 3. Talking or disrupting the class during our quiet time**
- 4. Monopolizing a class discussion**
- 5. Not working to your potential**
- 6. Working on homework for another class**