

# UNIVERSITY of WISCONSIN-GREEN BAY

**ENG COMP 100: College Writing**  
**University of Wisconsin-Green Bay**  
**Northeastern Wisconsin Lutheran High School**  
**Fall 2009, 3 Credits**

Instructor: Mrs. Leanne Lange  
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**Course Description:** **College Writing** is an introductory course, emphasizing writing as a process that involves prewriting, drafting, revising, and editing. The course focuses on generating and organizing ideas, conducting library and internet research, developing paragraphs and essays, and improving sentence structure; it also reviews the conventions of punctuation, grammar, spelling, and usage as needed. Students will learn to read critically as they study and practice various styles of writing. Peer review will be an important part of the course.

This course is offered through the University of Wisconsin-Green Bay to eligible seniors in participating high schools. Eligibility is determined by performance on a written essay (scored by UW-Green Bay Faculty) in conjunction with GPA and ACT English score. Curriculum is reviewed and approved by the department. In all respects, this course reflects the practices, approaches, and standards of the writing courses taken on campus.

## **Required Texts and Materials:**

Texts:

VanderMey, et al., *The College Writer: A Guide to Thinking, Writing, and Researching*.  
**2<sup>nd</sup> Edition**. Boston: Houghton Mifflin Company, 2007.

Shelley, Mary. *Frankenstein*. (You must purchase an **unabridged** edition.)

Other Materials:

You will need a separate writing journal (a spiral notebook is fine) and a small packet of manila folders. You will use the e-mail through UWGB. You will receive account information as soon as the registration process is completed.

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## **Course Objectives**

The student will. . .

- gain an appreciation for writing as a process;
- learn and use strategies for inventing, drafting, revising, and editing;
- recognize that it usually takes multiple drafts to write a successful paper;
- recognize and use effective evidence to develop points and to support a thesis;
- recognize how purpose and audience influence style and content and write papers that reflect various purposes;
- master the basic conventions of punctuation, usage, and grammar;
- learn and become adept in following the research process and using proper documentation;
- develop the ability to consistently write unified, coherent, and well-developed paragraphs and essays as well as analytical and research papers;
- prepare and present an oral defense of his/her work;
- gain confidence in his/her ability to write competently.

## **Course Outline**

### *Unit One: Critical Thinking through Reading and Writing*

- Critical reading, viewing, and writing
- Beginning the writing process
- Planning and drafting
- Revising, editing, and proofreading
- Submitting writing and creating writing portfolios
- The college essay: One writer's process

### *Unit Two: Introduction to the Research Process*

- Developing a research plan
- Conducting primary and library research
- Conducting research on the internet
- Selecting and evaluating sources
- Creating a working bibliography
- Developing a note-taking system
- Avoiding plagiarism
- Learning the MLA and APA documentation styles
- Drafting a paper with documented research
- Preparing and presenting an oral defense of the paper

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## *Unit Three: Writing Strategies and Models - Part One*

Writing across the curriculum

Narration and description

Description and reflection

Analytical writing

cause and effect

comparison and contrast

classification

process writing

## *Unit Four: Writing Strategies and Models – Part Two*

Persuasive writing

strategies for argumentation and persuasion

taking a position

persuading readers to act

proposing a solution

## *Unit Five: Special Forms of Writing*

Writing about literature and the arts

Literary terminology

Writing for the workplace

Writing and presenting oral presentations

## *Unit Six: Ethics Study*

Courthouse visit

Observation report

Study of *Frankenstein* and related materials

## *Unit Seven: Service Project (in cooperation with government class)*

Work in groups on Veteran's Day project

Organize special chapel and festivities honoring veterans

Interview veterans and write an interview report

Group production of DVD's as final project

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## Writing Requirements and Expectations

For one class period, five days a week, you are a student of the University of Wisconsin-Green Bay and, as such, much will be expected of you. These are things you should know about a college course:

- ~ It is expected that you will do all of the work that is assigned and that you will come to class prepared to participate.
- ~ All assignments are due at the beginning of the class period for which they were assigned. They must be turned in on or before the due date. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED FOR CREDIT** except under special circumstances. If you are absent, you should email your assignment to me.
- ~ All final drafts are to be typed, double-spaced, and contain all appropriate bibliographic data. Consult your handbook for the correct format. When using information from the Internet, you must attach the printout of the material with the cited information high-lighted.
- ~ You are expected to hand in work that is mechanically and grammatically correct. Errors in spelling, punctuation, usage, etc., are unacceptable. Edit your work carefully and, when in doubt, check your handbook.
- ~ Daily participation in class discussions, daily writing/notebook, minor and major papers, and your finished portfolio will determine your grade.
- ~ All work in the course must be your original work. The consequences of plagiarism can range from a failing grade for an individual assignment to removal from the class and a zero for the course. Do not put yourself in the position of having your integrity questioned.

Special Organizational Criteria:

All essays must be computer-generated, using a 12 font and 1-inch margins. The header should appear on the right side and should include name, assignment title, and date (single-spaced). Example:

Leanne Lange  
Narrative Essay  
Date

## Writing Portfolio:

Your assignments need to be organized in your binder by unit and clearly labeled.

Example of binder organization:

Unit One: Critical Thinking through Reading and Writing (title page or divider p.)

Page 1: Notes from unit readings

Page 2: Writing assignment one

Page 3: Writing assignment two

Page 4: Writing assignment three

Page 5: Reflection

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## **Final Portfolio Assessment:**

From among all of the writing you have done, choose your best work (at least three pieces) and write a short defense (approx. 1 page) of each work. In conclusion, write a final reflection paper that covers the entire semester. You do not have to note each piece of work that you have done; instead, write a summary of your growth as a writer. Please include specific examples to show the areas in which you have experienced the most improvement (as well as areas where improvement is still needed). Please feel free to give me constructive criticism about the class.

## **Conferences:**

You will be required to meet with me twice during the semester for a one-on-one review of your writing progress. You must take the responsibility for scheduling these conferences (preferably before school or during PLC). Begin scheduling conferences in the fifth or sixth week of class.

## **Assessment:**

You will be given due dates for all assignments. Work must be completed prior to the beginning of class. If you are going to be absent, you may e-mail the assignment to me on or before the due date ([langel@uwgb.edu](mailto:langel@uwgb.edu)). All e-mailed work must be submitted in a compatible format, and your name needs to be typed in the memo line.

When evaluating your papers, I will consider the following:

- ~ content
- ~ logic
- ~ voice
- ~ your individual progress in writing
- ~ documentation
- ~ mechanics, including grammar and sentence structure
- ~ specific assignment requirements

Keep a file (I will have a file drawer available) of all your daily writings; from these, you will choose topics to develop into your major papers. Do not throw away any of your prewriting. At the end of each unit, you can choose the writings that you think reflect your progress in the course and place them into your portfolio. At the end of the semester, I will evaluate your portfolio and class participation to determine your grade.

We will follow the UWGB guideline (as listed below) for grading. Please keep in mind that most universities do not accept transfer credits with a grade lower than a C. I will update Edline for your N.E.W.L.H.S. grade after each unit portfolio has been graded and at the end of the semester.

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## UWGB Grading Scale:

A	Excellent
AB	Very Good
B	Good
BC	Above Average
C	Average
CD	Below Average
D	Poor
F	Unacceptable

## Attendance:

Because this writing course is student-centered, your consistent attendance and active participation is crucial to your success. More than five absences, therefore, will result in a lower course grade and ten or more absences may result in a failure. Please do not make your scheduled appointments during our class time. An unexcused tardy will count as an absence for the day.

*Please do not hesitate to let me know if you have any special needs or concerns. My goal as your instructor is for you to become a competent and confident writer, one who is well prepared for a successful college experience.*

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## College Writing 100 Assignment Guide Fall 2009

### Introduction to the Service Project (Aug. 26-31)

Assignment: Write a 2-3 p. paper defining *service*. Develop your paper with material both from the movie *Second Chance* and from your own experience (due Aug. 31).

### Unit One: The Writing Process

Objectives: The student will come to recognize writing as a process that involves prewriting, drafting, revising, and editing. He or she will learn and practice strategies for active reading as well as responding to and summarizing material; will be able to interpret and evaluate images; and will recognize various modes of thinking that influence writing. This critical reading, viewing, and thinking will result in thoughtful, well-planned writing.

Model Essays: "Preparing for Agroterror" by Brian Ley  
"Uncle Sam and Aunt Samantha" by Anna Quindlen  
"The Media and the Ethics of Cloning" by Leigh Turner

<u>Topic</u>	<u>Assignment(s)</u>	<u>Date</u>
<u>Due</u>		
Critical Reading & Viewing	Read Chapter 1 & Turner's essay, p. 309. Take notes on 4 discussion points, p. 9.	Sept. 2
Summarizing/Responding	Choose one essay (p. 303 or 306). a. Map or outline the text; b. Evaluate it using points from p. 9; c. Write a paragraph of response; d. Summarize the text.	Sept. 4
Beginning the Writing Process	Read Chap. 2-3 (know meanings of Key Words p. 29).	Sept. 8
	Writing Activity 3, p. 48	Sept. 9
Drafting the paper	Read Chap. 4. Analyze essay conclusions (2, p. 62).	Sept. 10
Revising/Editing	Read Chap. 5-6. Class discussion of sent. problems	Sept. 11
	Edit and proofread your <i>Service</i> paper, and revise	Sept. 14

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as needed.

Using the Library	UWGB library visit to organize research paper	Sept. 16
One Writer's Process	Read Chap. 7-8. Write a 2-3 p. paper, following the steps in chap. 8. Include information from at least two outside sources (MLA documentation). Ask for peer review. Revise as necessary.	Sept. 18
Unit Portfolio	Submit your portfolio for Unit One. Include all notes and original drafts as well as all revisions, labeled and arranged in the order in which you did them. Your final page should be a personal reflection of your response to the unit (approx. 1 p.).	Sept. 22

## **Unit Two: The Research Process**

Objectives: The student will know how to follow an organized process when writing a research paper. This will include planning, finding and evaluating sources, developing a note-taking system, summarizing, paraphrasing, and quoting source material correctly while avoiding any form of plagiarism. He/she will learn and become comfortable with both the MLA and the APA forms of documentation. The student will also be able to prepare and present an oral defense of his/her thesis.

<u>Topic</u>	<u>Assignment(s)</u>	<u>Due Date</u>
Getting Started	Read chap. 29-30	Sept. 23
Conducting/documenting	Read chap. 31-32	Sept. 24
Research Workshop	Primary & internet research/ note-taking	Sept. 25-Oct. 2

*Your finished paper is due on Nov. 4. You will receive the paper requirements and scoring rubric at the beginning of this unit.*

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## **Unit Three: Writing Strategies and Models (Narration, Description, & Reflection)**

Objectives: The student will learn to use strategies in writing personal essays and to consider the audience and purpose for which they are intended. He/she will focus on personal experience—whether of places, people, or events—with the goal of vividly sharing that experience with others through writing. The student will recognize importance points of discussion in a model and will learn to organize and lead discussion groups.

Model Readings: “Mzee Owitti” by Jacqui Nyangi Owitti  
“That Morning on the Prairie” by James C. Schaap  
“The Stream in the Ravine” by Nicole Suurdt, student writer  
“Call Me Crazy, But I Have to Be Myself” by Mary Seymour  
“None of This Is Fair” by Richard Rodriguez  
“A Hanging” by George Orwell  
“Sunday in the Park” by Bel Kaufman

<u>Topic</u>	<u>Assignment(s)</u>	<u>Date Due</u>
Narration/Description	Read Chap. 10; Student-led discussions on models, pp. 137 & 139 (you are always expected to take notes on the assigned essays and to be well-prepared for an energetic discussion).	Oct. 5
	Student-led discussion on models, pp. 143, 147	Oct. 6
Applying Strategies	Write a 2-3 p. personal narrative, using the strategies in this chap. Ask your peer group to review your first draft; revise, proofread, and submit.	Oct. 8
Description/Reflection	Read Chap. 11. Student-led discussions on essays pp. 158, 160, & 164 (remember to take notes on the readings).	Oct. 12
Applying Strategies	Write a 2-3 p. description/reflection paper, using the strategies in this chap. Ask your peer group to review your first draft; revise, proofread, and submit.	Oct. 16
Unit Paper	Choose one writing activity from p. 154 or #2, p. 172 approx. 2 pp.	Oct. 19
Portfolio	Submit Unit Three Portfolio, including all notes and	Oct. 20

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papers, unit paper, and 1-p. reflection on the unit.

## Unit Four: Analytical Writing

Objectives: The student will become adept at using the traditional modes of analytical writing: cause-effect, comparison-contrast, classification, process, and definition. He/she will recognize these modes as analytical in that they involve “breaking down” a topic in order to reveal structures and logical relationships. The student will consider subject, audience, and purpose in choosing the strategy that best suits each individual essay and will learn to combine strategies when appropriate.

Model Readings: “The Legacy of Generation N” by Christy Haubegger  
“Our Tired, Our Poor, Our Kids” by Anna Quindlen  
“A Fear Born of Sorrow” by Anita Brinkman, student writer  
“Shrouded in Contradiction” by Gelareh Asayesh  
“Like Mexicans” by Gary Soto  
“Three Family Cancers” by Kim Brouwer, student writer  
“Wayward Cells” by Kerri Mertz, student writer  
“Hair Today, Gone Tomorrow” by Verne Meyer  
“Understanding Dementia” by Sarah Anne Morelos, student writer  
“On Excellence” by Cynthia Ozick

**NOTE: The orderly flow of this unit will sometimes be interrupted for special scheduled events and writing activities connected with said events. Those sections will be noted in bold italics.**

<u>Topic</u>	<u>Assignment(s)</u>	<u>Date Due</u>
Cause and Effect	Read chap. 12. Discuss essays, pp. 180,183.	Oct. 21
Applying Strategies	Write a 2-3 p. paper showing the cause and effect of Poverty on the DeLacey family and the response of Frankenstein’s creation to the family’s poverty. Ask for Peer review and submit.	Oct. 23
Comparison-Contrast	Read Chap. 13. Student-led discussions of essays, pp. 189, 193, and 196.	Oct. 26
Applying Strategies	Write a comparison/contrast paper; ask for peer review; edit, proofread, and submit.	Oct. 29

**Teachers’ Convention Nov. 2-3**

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<b>Research Paper</b>	Submit completed paper	Nov. 4
Classification	Read Chap. 14. Student-led discussion of essays, pp. 205 and 210.	Nov. 5
Applying Strategies	Apply pre-writing strategies to topics at bottom of p. 204; then choose a topic to develop into an essay of classification. Write the essay.	Nov. 9
<b>Ethics</b>	<b>Courthouse visit:</b> Write a 2-3 p. paper describing the visit as well as your personal reaction to the experience. Your paper must deal with ethics, which will be the focus of Judge Bischel's talk .	Date to be det.
<b>Veterans' Day Event</b>	Prepare for chapel and interviews	Nov. 10
Process Writing	Read Chap. 15. Discuss essays, pp. 219, 222.	Nov. 11
Applying Strategies	Considering the points on p. 218, choose a topic for writing about a process. Write the essay and ask for peer review. Submit the essay	Nov. 13
Definition	Read chap. 16. Student-led discussions on essays pp. 235 & 239. Write 2 paragraphs, defining words of your choice (in class).	Nov. 16
Applying	Define <i>intelligence</i> as it applies to the being created by Victor Frankenstein (2-3 pp.).	Nov. 19

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Unit Paper	Choose one of the following writing activities for your Unit Four paper: #1 p. 186; #3 or #4 p. 202; #1 p. 216; #2 p. 244. Write the paper.	Nov. 24
Portfolio	Submit Unit Four Portfolio. Include all of your papers and revisions; however, this time choose the three papers (not including the ethics paper or the unit paper) that you are most proud of writing. These will be given special consideration in grading the unit.	Nov. 25

### *Thanksgiving Break, Nov. 26-27*

#### **Unit Five: Persuasive Writing**

**Objectives:** The student will recognize the foundational strategies for argumentation and persuasion and learn to make and support claims effectively as well as to avoid logical fallacies. Upon taking a position, he/she will be able to present a persuasive argument with the desired goal of changing the readers' thinking and perhaps even their behavior and actions.

**Reading Models:** "An Apology for the Life of Ms. Barbie D. Doll" by Rita Isakson  
 "Apostles of Hatred Find It Easy to Spread Their Message" by Leonard Pitts, Jr.  
 "In Defense of the Animals" by Meg Greenfield, student writer  
 "Demystifying Multiculturalism" by Linda Chavez  
 "To Drill or Not to Drill" by Rebecca Pasok  
 "Soul of a Citizen: Living with Conviction in a Cynical Time" by Paul Rogat Loeb  
 "The Media's Image of Arabs" by Jack G. Shaheen

Topic	Assignment(s)	Date Due
Strategies for Argumentation	Read Chap. 17. Describe and evaluate (or bring in) an ad that uses logical fallacies for persuasion.  In groups, examine and evaluate "Letters to the Ed." from your local paper.	Nov. 30
	Select an essay from chapters 18-20; describe and evaluate the argumentative strategies used by the writer. Use the specific ques. under #1 p. 262.	Dec. 2
Taking a Position	Read Chap. 18. Discuss position essays (265, 267, 269, 277). Students lead discussions.	Dec. 3-4

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Persuading Readers to Act	Read Chap. 19. Discuss essays pp.285, 288.	Dec. 7
Facts/Opinions/Claims	Read Shaheen's essay (295). Take notes on #2, 3, & 4 p. 297.	Dec. 9
Applying Strategies	Write an essay of argumentation, designed to persuade your reader to act. 22-3 pp.	Dec. 14
Unit Paper	For your Unit Five paper, choose one of the writing activities listed on p. 316.	Dec. 16
Unit Portfolio	Submit Unit Five portfolio. Include all notes, works in progress, revisions, and finished papers. Again, include a 1-page reflection of the unit.	Dec. 18

## **Unit Six: Writing about Literature**

Objectives: The student will attempt to see a short story, a play, a poem, or a film through the eyes of the writer or producer. He/she will learn to analyze the plot, characterization, point of view, setting, and theme(s) and to critique the work as a whole. He/she will write an in-depth analysis of a single feature of a piece of literature or a work of art, showing how it contributes to the whole.

Assignment: Read chap. 24; then, choose a piece of literature or a film that interests you. After studying it carefully, write a 2-3 pp. paper, analyzing one or more aspects of the work and showing how successful the writer/producer was at achieving his/her purpose. **Due Jan. 6.**

### **Final Portfolio Assignment:**

Your final portfolio will serve in place of a semester final. You have worked hard and learned much this semester. Your portfolio will reflect the progress that you have made.

As stated at the beginning of the semester, all of your work should be collected and labeled, using the proper heading. From among all of the writing you have done, **choose three pieces that demonstrate your best work.** Place them into your portfolio along with any revisions you have made along the way. Furthermore, **write a short defense of each one**, explaining why you have chosen it (250-400 words). In conclusion, **write a final reflection paper that covers the entire semester (1-2 pp.).** You do not have to note each piece of work that you have done; instead, **write a summary of your growth as a writer.** Please include specific examples to show the areas in which you have experienced the most improvement (as well as areas where improvement is still needed). Please feel free to give me constructive criticism about the class. **Due Jan. 8.**