

Course Syllabus
Fall 2009

Course Number: ENG COMP 100
Course Title: College Writing
Credits: 3 undergraduate credits
Location: Shawano Community High School, Room 1126
Dates: Mon.-Fri. 9/01/2009 – 1/22/2010 (7:25-8:09)

Instructor: Lynn Brodhagen
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Required texts:

The Compact Reader: Short Essays by Method and Theme by Jane E. Aaron

Simon & Schuster Handbook for Writers, 7/e by Lynn Troyka & Douglas Hesse

30 Days to a More Powerful Vocabulary by Wilfred Funk & Norman Lewis

Course Description:

An introductory course in college writing, emphasizing writing as a process. Focuses on generating and organizing ideas, conducting library research, developing paragraphs, improving sentence structure; reviews conventions of punctuation, grammar, spelling, and usage as needed.

Rationale:

This course will help you develop fluency and confidence in your writing, sharpen your critical thinking, reading, and writing skills, strengthen your speaking skills through discussions and oral presentations, and hone your research strategies in the use of print and electronic resources.

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Course Objectives:

To employ basic academic writing forms.

To incorporate the writing process and collaboration in a personal academic essay writing method.

To develop abilities crucial to writing grammatical and coherent academic essays.

To utilize a variety of research resources.

To employ the MLA citation method.

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 and group work. **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 an emergency arises, and you must miss class, it is your responsibility to contact someone from your class to find out what you missed, to get the assignment for the next class meeting, and to provide feedback for group papers reviewed while you were absent.

If you need to be excused from class for some extracurricular activities, please notify me in advance. If you are going to be absent, turn the work in before you leave. If you are ill, you may e-mail the assignment to me at brodl@sgsd.k12.wi.us. A grade penalty will be incurred for any final draft that is late. Excessive absences may lower your grade. If you are frequently late, your participation grade will be adversely affected. **If you have a problem with an assignment or deadline, please talk to me. I will try to accommodate you.**

Writing Your Essays:

Writing is a process. Two important parts of the process are prewriting and peer critiquing. Prewriting assignments appear with each essay topic. Several days during the semester are reserved for peer critiquing, when you will work in small groups with other students. In order for this process to work smoothly and effectively, it is essential that you distribute drafts to members of your peer critique group in class on scheduled days. You will revise several papers to help refine your ability to generate interesting, effective and clear essays.

Grading:

Since writing is a process that improves with time and practice, grading is based on your improvement from one draft to the next, your effort with homework and writing activities, and participation and growth in the group workshops. You will receive a grading rubric specific to each assignment at the introduction of each essay. In evaluating your papers I will consider content, logic, voice, documentation, mechanics, and any specific requirements of the assignment.

Major papers 70%; daily assignments, journal, quizzes, portfolio 10%; class participation, group work 20%.

Grading for essays

- 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 paragraph development, organization, or more developed introduction or conclusion.
- B Paper still needs work in more than one area. For example, ideas need to be more fully developed, and prose needs to be more polished for grammatical correctness and easy reading.
- 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.
- C Paper falls short in some or all of the above areas and demonstrates consistent problems at the sentence or paragraph level.
- D Work falls short in many of the above areas.

Grading for class participation and group work

- A Outstanding in all classroom activity. Full attendance, full preparation, assigned readings completed on time, all worksheets completed, rough drafts prepared for critiquing, journals up to date. Assignments handed in on time.
- AB Full attendance, full preparation, assignments handed in on time, but falls short in one of the above categories such as completed readings, completed worksheets, rough drafts late, journals incomplete.
- B Full attendance, full preparation, but lacks time management skills.
- C/D/F Consistently not prepared for class with reading and writing assignments. Uses class time unwisely, fails to hand in assignments, demonstrates insensitivity to other students’ writings, appears disengaged or detached from class discussions and activities.

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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 it) is plagiarism. Students who plagiarize may receive a failing grade for the assignment or for the entire course. Students who actively or passively enable others to plagiarize are equally responsible. If you have questions about what constitutes plagiarism, contact me.

Additional Information:

- All papers are to be typed, double-spaced, and contain all appropriate bibliographic data. Consult your handbook for the appropriate forms. When using information from the Internet, you must attach the printout of the material with the cited information high-lighted.
- Correct spelling, usage, and sentence structure is expected.
- Neatness does count. The presentation of your paper does reflect your attitude and concern for a quality product.
- You will also need a 1½" or 2" binder to keep all your drafts, critiques, and final copies. This will be your showcase portfolio that will be graded at the end of the semester. Provide dividers and label the sections **Published Works** (containing clean copies of final drafts) and **Process and Support Materials** (all prewriting, drafts, critiques, and support material). This portfolio is valuable if your college has any questions about the course and the scope of your work.

Order of assignments (subject to change):

Letter to instructor

Personal Reflection Essay

In-class Essay (timed writing)

Division/Analysis Essay

Classification Essay

Comparison/Contrast Essay

Definition Essay

Cause and Effect Analysis Essay

Argument/Persuasion Essay

Investigative Essay

In-class Essay (timed writing)