

University of Wisconsin-Green Bay
English Comp 100: College Writing (3 credits)
Two Rivers High School
College Composition (1/2 credit*)
Course Syllabus: Spring Semester 2018-2019 School Year

Instructor: Mr. Rob Henseler
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Course Description: This purpose of this course is to further develop students' critical and creative thinking, reading, and writing skills. Class will emphasize effective planning and development for various rhetorical purposes, and a primary focus will be clarity and correctness.

While other writing courses teach distinct modes for writing, including narration, description, cause-effect, compare-contrast, persuasion, and argument, this course posits that all communication is a blend of those modes and that writers must learn to purposely combine all appropriate writing modes into the presentation of each text that they write.

English Composition and Programmatic Outcomes:

Process: Gain an appreciation for- and approach to writing as a recursive process. Learn and use strategies for inventing, drafting, revising, and editing. Recognize that it usually takes multiple drafts to complete a successful text. Recognize that students are in control of their writing and gain confidence in their ability to write.

Structure: Write unified, coherent well developed paragraphs, essays, papers and "texts" appropriate for a given purpose.

Complex Ideas: Recognize, synthesize, and use effective evidence to support a thesis and to develop points.

Rhetoric: Recognize how purpose, audience, and context influence style and content, and write essays that reflect various purposes.

Evidence: Locate and use acceptable sources from a variety of locations. Use conventions for quoted material. Integrate source material in a smooth, natural fashion. Synthesize, summarize, paraphrase, and document source material.

GUM: Learn and use the basic conventions of punctuation, usage, and grammar. Recognize and use a variety of sentence patterns.

Formal Writing Assignments

Paper One: The Scholarship or Application—Students will study the basic types of scholarship and application essay topics, what their audience is typically looking for, and ways to make themselves stand out among a crowded field of qualified applicants.

Paper Two: My Life in Six Stories— Students compose six very short stories that collectively create a complex yet dominant image of themselves. Emphasis will be on narration, description, dialogue, efficient use of language, and extremely critical editing.

Paper Three: Character Sketch—Students will present a narrow and focused portrait of a person (warts and all) they are familiar with. Emphasis will be on narration, description, dialogue, efficient use of language, and extremely critical editing.

Paper Four: Hermit Crab Essay— Students will write an “essay” using the form or shell of some other familiar form of writing (a menu, field guide, instruction manual, horoscope, personal letters, etc.).

Paper Five: This I Believe—Inspired by the NPR series “This I believe,” students will compose an essay (and record it) that clearly states and supports a belief—something they feel strongly about, has significance, and can relate to others.

Paper Six: Annotated Bibliography—Based on an issue that students are concerned about and would like to propose a solution for, students will write an annotated bibliography in MLA format. The annotated bibliography will include an introductory paragraph explaining the larger research context, and will include a minimum of five entries from reliable and appropriate sources.

Paper Seven: Public Service Announcement—Using information and sources from the annotated bibliography completed earlier, students will design and deliver a message relating to an issue or problem that concerns them. Information will be presented through video with the addition of other elements to include text, images, graphs, links, voice over, and music as appropriate.

Impromptu Writing: To improve essay test skills, periodically students will write in timed situations in response to teacher-provided questions. These essays will focus on refining writing in various modes including narration, persuasion, description, and exposition.

Semester grades will be calculated based on the following categories:

Composition Portfolio		55%
In-Class Essays	50 points each	
Out-of-Class Essays	100 points each	
Projects and Presentations	100 points each	
Essay planning	5 points each	
Knowledge of Writing and Rhetoric		15%
Quizzes and Tests	point values variable	
Writing Practice		15%
Odd Lines and Insights	25 points each	
Exercises	10 points weekly	
Semester Project		15%

UW-Green Bay grading scale:

A: 92-100 AB: 89-91 B: 82-88 BC: 79-81 C: 72-78 CD: 69-71
D: 59-68 F: below 59

UW-Green Bay			Two Rivers High School	
4.0	A	Excellent	A	4.0
3.5	A/B	Very Good	A-	3.7
			B+	3.3
3.0	B	Good	B	3.0
2.5	B/C	Above Average	B-	2.7
			C+	2.3
2	C	Average	C	2.0
1.5	C/D	Below Average	C-	1.7
			D+	1.3
1.0	D	Poor	D	1.0
0.0	F	Unacceptable	D-	.7
			F	0.0