Course Description:  

**College Writing** is an introductory course emphasizing writing as a recursive 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, composing impromptu in-class essays, and improving style and 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 while developing an individual method of what works. Peer review will be an important part of the course.

Course Text:  

Other Materials for the Course:  
Multiple-subject notebook or access to a digital notebook
Binder (to be used as Writer's Portfolio)

Course Objectives:  

Students in this course will attain competency in the following areas:

1. Awareness of writing as a recursive and individual process involving inventing, drafting, revising, editing, and reflection.
2. Awareness of purpose and its influence on other writing choices such as tone and style; awareness of the concept of audience and how to adjust strategies to meet the needs of various audiences.
3. Ability to create logical and coherent essays unified through an introduction-development-conclusion structure in support of clear, sharply focused thesis statements.
4. Ability to use appropriate transitions to underscore and link an essay’s ideas; ability to manipulate sentences, use elements of emphasis appropriately, write concisely, and choose words precisely to achieve an appropriate tone and level of formality, increase reader interest, etc.
5. Awareness of and adherence to the basic conventions of punctuation, grammar, and usage.
6. Ability to write lively, interesting accounts of student’s personal experiences, accounts which reflect insight on that experience and its effect on the student’s developing character or its lessons for the student; awareness of writing’s potential for exploring for a field of knowledge and for exploring oneself.
7. Ability to take a clear stand on a potentially controversial topic and support that stand with appropriate evidence.
8. Read a piece and write reflectively about how the concepts in that piece apply (or don’t apply) to the student’s own situation, experiences, etc.; ability to summarize the ideas in high quality articles.
9. Ability to become adept at the research process, use proper documentation to avoid plagiarism, and utilize various aspects of APA and MLA formats.
10. Ability to write clear, coherent analytical, argumentative, research, and impromptu essays, as well as essay exam responses.

**English Composition Programmatic Outcomes:**

1. **Structure** - Students will formulate an appropriate thesis and support that thesis with unified, coherent, appropriately developed paragraphs set in a logical order.
2. **Process** - When given a writing assignment, students will generate ideas, find and organize information, plan, draft, revise, and proofread.
3. **Rhetorical Knowledge** - Students will analyze their audience, purpose, and genre, and will apply suitable conventions and style.
4. **Inquiry** - Students will formulate research questions appropriate for the assignment, locate and evaluate appropriate sources, and synthesize material from those sources, while adequately paraphrasing, carefully quoting when appropriate, and correctly citing.
5. **Argument** - Students will defend their ideas while addressing opposing viewpoints, and when appropriate will incorporate and synthesize material from authoritative sources into their arguments.
6. **Standard English** - Students’ essays will adhere to the conventions of Standard Edited American English.

**Course Outline**

**Unit One: Critical Reading and the Writing Process**
- Annotation, Summary, and Response
- Drafting a Paper
- Revision and Editing
- Recursive Process of Writing
- Short Practice Writing Pieces

**Unit Two: Description, Narration, and Reflection**
- Rhetoric: Influence of Purpose and Audience
- Narration and Description
- Personal Essay and Reflection
- **Writing Portfolio Submission #1**: Using multiple techniques studied within this unit, students write one descriptive essay on a personal experience.

**Unit Three: Analytical Writing**
- Cause and Effect Essay or Comparison and Contrast Essay
- Definition Essay
- In-Class Essay Writing
- **Writing Portfolio Submissions #2-4**: Students choose either the cause and effect or comparison and contrast essay form to write an essay on a self-selected topic (form will be dependent on which technique best fits student’s audience, purpose, and topic). Using a concept/term taken from their cause/effect or comparison/contrast essay, students will then go one step further by writing a definition essay to deepen the audience's connection with a term/concept. Students will also learn techniques associated with timed writing prompts and will participate in mock writing sessions on this skill and 1-2 formal writing sessions (these will be submitted to the writing portfolio).
Unit Four: Argumentative Writing
- Argumentative Strategies
- Position Essay/Call to Action Essay
- Letters to the Editor
- **Writing Portfolio Submissions #5 & 6**: Students will study forms of argumentation and write a position/call to action essay on a relevant global/national/local issue. To help refine these arguments and make them relevant for a selected audience, students will study multiple examples of editorials from national and local newspapers and journals and submit a letter to the editor on his/her chosen topic.

Unit Five: Inquiry and Synthesis Writing
- Developing a Research Plan
- Conducting Primary and Library Research
- Internet Research
- 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 Paper
- **Writing Portfolio Submission #7**: Students will write a research paper following an in-depth research process, an evaluation of sources, and selection of relevant information to justify his/her thesis. Students will also be asked to prepare and present an oral defense of his/her research.

Unit Six: Portfolio Creation/Evaluation
- Defense of Writing Selections
- Reflection Paper on Growth as a Writer

**Writing Requirements and Expectations**

For one block class, 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 you will come to class prepared to participate.
- All assignments needed for discussion are due at the beginning of the block for which they were assigned. Other papers will have separate deadlines.
  - Assignments 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 the instructor.
- All submitted assignments must credit any sources used and must contain all appropriate bibliographic data. Consult the handbook in your textbook for the correct format.
- 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.
All essays must be computer-generated, using 12-point font with 1-inch margins, and include a proper MLA heading. Points will be deducted for improper format.

Daily participation in class discussions, daily writing, minor/major papers, and your final portfolio will determine your grade.

All work in this course must be original. The consequences of plagiarism can range from a failing grade for an individual assignment to dismissal from the course and an F on your transcript. Do not put yourself in the position of having your integrity questioned.

**Writing Portfolio**
Your assignments need to be organized in your binder by unit and clearly labeled. Include notes, works in progress, revisions, and paper. At the end of each unit, a 1-page reflection of the unit’s writing must be included.

**Conferences:**
You will be required to meet with me during the semester for one-on-one reviews of your writing progress. You must take the responsibility for scheduling these conferences (preferably before class or during enhancement times).

**Assessment:**
You will be given due dates for all assignments. Work must be completed on time. If you are going to be absent, you may e-mail the assignment to me on or before the due date. All e-mailed work must be submitted in a compatible format.

When evaluating papers, I will consider the following:
~content
~logic
~voice
~individual progress in writing
~documentation
~mechanics, including grammar and sentence structure
~specific assignment requirements

We will follow the UWGB guideline for grading (see below).

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*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.*