**Course Description**

In this course you will learn how to use writing as a means by which to engage in conversation with diverse authors and your peers about an array of contemporary issues. Through the development of close reading and analysis skills, you will learn to tailor your writing to specific audiences, develop your writing voice, and gain a basic understanding of recognizing and constructing a unique thesis statement. From an analysis of societal issues and Socratic discussions, you will develop advanced critical thinking skills to utilize in drafting, revising, and editing your own essays as well as evaluating the work of your peers in a writer’s workshop format.

**Course Objectives**

At the end of this course you should be able to:
- Choose appropriate rhetorical mode and strategies to write clearly and effectively for a variety of audiences and specific tasks.
- Use the writing process to produce preparatory writing and polished, final drafts.
- Perform a close reading of professional and student texts on a variety of topics in order to develop a deeper understanding of the author’s argument(s) and how those arguments are constructed.
Read and respond critically to a variety of professional and student texts in order to examine and develop one’s own views.

Read and respond critically to a variety of professional and student texts in order to establish a conversation with the authors, considering how the ideas presented in these texts relate to one another and one’s own views.

Use academic language, follow rules of Standard English, and experiment with a variety of stylistic devices to enhance your writing.

Course Work

Socratic Seminars - Throughout the semester, you will engage in numerous thoughtful discussions of assigned readings using the Socratic Method. As participation is 20% of your grade, missing an opportunity to participate will result in a lower overall grade. However, I will allow you a one-time-only alternative make-up assignment for an excused, pre-approved absence on a seminar date.

Quizzes - I reserve the right to conduct unannounced, in-class quizzes at any time. These quizzes will focus on the assigned readings and your understanding of those readings as well as your understanding of basic writing components such as theme, style, audience, etc. Vocabulary study will also be assessed through word choice in written work and/or quizzes.

Major Writing Assignments - There are six major writing assignments for this class, in addition to three impromptu writing tests and a variety of in-class writings. I will provide you with separate handouts detailing the guidelines and requirements for submission for each assignment. Each final essay will be the polished, revised version of a rough draft that has undergone self and peer evaluation.

In Class Activities - Throughout the semester, you will complete individual, partner, and group assignments that will be randomly evaluated.

Homework - Reading assignments and presentations will be assigned as homework. Be prepared to read each day out of class.

Portfolio - You will turn in a portfolio of your writing at the end of the semester. Your final portfolio must receive a Pass in order for you to move on to Expository Writing 105. We will discuss portfolios requirements in detail in class.

Participation

Participation in class discussions, Socratic seminars, group work, peer conferences and conference appointments (with me) is required. When explaining my grading policy I used the phrase, “your work.” I understand “your work” to include written assignments, required readings, class discussions, and attendance. Your final grade for this class is an evaluation of your overall performance, not just your essay assignments.

Attendance and Tardiness

This class begins at 7:45. I will be on time, and I expect you to be on time. If you are absent, it is your responsibility to contact a classmate to get the required information for the next class. All work due to absences must be made up. If you know you are going to be absent, notify me and make arrangements prior to the absence so that the work can be turned in ahead of time. If sick, you may email the assignment to me at hoffmana1@shawanoschools.com. Late work will NOT be accepted except in rare, unavoidable or dreadful circumstances as determined by me. Chronic absenteeism and tardiness will not be permitted and may lower your participation grade.
Electronics Policy

The use of cell phones, iPods, iPads, etc. is prohibited in class unless authorized by instructor for educational purposes.

Plagiarism

Academic dishonesty will not be tolerated. If you use someone else’s words or thoughts without crediting them, you are guilty of plagiarism. Evidence of plagiarism will result in a failing grade for this course and a report filed with the Provost of the university. Please visit the following site for a thorough explanation of UWGB’s policy regarding plagiarism: [http://www.uwgb.edu/writingcenter/handouts/index.htm](http://www.uwgb.edu/writingcenter/handouts/index.htm)

On Writing

Writing is a process which takes time, patience and effort to develop. The first step in the process involves prewriting and brainstorming which will be completed before each writing assignment. Often brainstorming will be done in a discussion format in order for you to generate ideas from one another. Peer editing is required with each writing assignment; in order to participate in this small group activity you must distribute one copy of your work to each group member on the appointed dates. After peer editing, you will revise your work as necessary to improve your skills as an effective writer.

Grading

Major Papers: 50%  
Participation: 15%  
Assignments: 15%  
Tests/Quizzes: 20%

Your grade will reflect the progress, participation, and effort you demonstrate through the writing process. Participation in group activities is imperative to your success in this class. Evaluation of your work will include, voice, ideas, logic, content, documentation, grammar, and any specific requirements of the assignment. Please keep in mind that most universities do not accept transfer credits with a grade lower than a C.

### UWGB Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Text</th>
<th>Grade Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>AB</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>BC</td>
<td>Above Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>CD</td>
<td>Below Average</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
</tbody>
</table>

UWGB grade scale by percentage

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>93% &amp; above ... A</td>
<td>73% - 77% ... C</td>
<td></td>
</tr>
<tr>
<td>88% - 92% ... AB</td>
<td>68% - 72% ... CD</td>
<td></td>
</tr>
<tr>
<td>83% - 87% ... B</td>
<td>63% - 67% ... D</td>
<td></td>
</tr>
<tr>
<td>78% - 82% ... BC</td>
<td>59% &amp; below ... F</td>
<td></td>
</tr>
</tbody>
</table>

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 error free use of grammar.

AB  Paper meets most of the above criteria but falls short in one area such as grammar, organization, or paragraph development.

B  Paper still needs work in more than one area. For example, ideas may need to be more specified and supported, or grammatical conventions may need to be worked on.

BC  Paper has potential but does not appear to be a final draft. Development is needed in several areas.

C  Paper falls short in some or all of the above areas and demonstrates consistent grammatical problems.

D/F  Paper lacks potential and development.
Grading for class participation and group work (Socratic seminar will use a rubric)

A  Outstanding in all classroom activities. Good attendance and participation that benefits the class as a whole. Always prepared for discussion and writer’s workshop. Participates in all class activities.

AB  Full attendance, full preparation, and assignments handed in on time. Student may have fallen behind on one peer evaluation assignment or has failed to participate effectively in discussion or a class activity.

B  Full attendance, full preparation, but lacks time management skills needed to properly participate in class. Unprepared for discussion and writer’s workshop on one occasion. Makes little effort to participate fully in class activities.

C  Inconsistent attendance and participation in class that diminishes his/her benefit to the class as a whole. Unprepared for discussion or writer’s workshop on more than one occasion. Fails to effectively participate in class activities.

D/F  Chronic absenteeism and/or lack of participation in class that greatly diminishes his/her benefit to the class as a whole. Chronically unprepared for writer’s workshop and/or class discussion. Refuses to participate in class activities.

Additional Information

• All papers are to be typed, double-spaced, and contain all appropriate bibliographic data. Though some instruction will be provided in class and on assignment instructions, you are expected to consult your handbook or Purdue Owl (http://owl.english.purdue.edu/) for the appropriate format.

• Correct sentence structure and grammatical forms are required. I will assess your writing and offer critical, specific feedback which I expect you to consider in future assignments to avoid making the same errors in structure and/or grammar. If you are unsure of how to fix/avoid these errors, please come to see me. If you choose to ignore my suggestions for improvement and continue making redundant errors, I may choose not to evaluate your work until it is revised and edited, incurring a late grade.

• Neatness reflects your attitude towards the assignment and the class as a whole. I expect nothing less than your best effort on any given assignment.

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.