Instructor: Holly Graham Meikle  
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Office hours: 12:15-1:40 M-F

**Course description:** An introductory course in college writing emphasizing *critical* reading and the process of writing. We will work on vocabulary, sentence structure, paragraph development, and principles of organization. You will read and create 9 different styles of writing: narration, description, process, definition, illustration, comparison and contrast, division and classification, cause and effect, and persuasion and argument.

This course is offered through the University of Wisconsin-Green Bay to qualified students at Sturgeon Bay High School. The course is coordinated and monitored by the Literature and Language Department at UW-GB and is taught by an instructor whose experience and credentials are similar to those instructors in the writing program on campus. In all respects, this course reflects the practices, approaches, and standards of the writing courses offered on campus.

**Required Text:**

**Course goals:**
- ✔ To learn to read critically
- ✔ To understand the connection between critical reading and good writing
- ✔ To understand the process of good writing
- ✔ To improve your writing and find your style

**Attendance:** 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. All written work must be received by its deadline date.

**Writing:** Good writing takes a lot of practice as well as thought. This is true for students as well as professionals. To facilitate an atmosphere conducive to good writing, it is essential that everyone in this class conducts himself/herself quietly and respectfully. Half of the class period is set up as a writing lab. **There is no talking during this time.** Submit all writing through Google Drive. My work email is: hmeikle@sbsdmail.net. Make sure I am allowed to comment on and edit your submitted work. **Absolutely no late work will be accepted for any reason.**
**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) is plagiarism. Students who plagiarize will receive a failing grade for the assignment and possibly for the course. Students who actively or passively enable others to plagiarize are equally responsible. If you have questions about what constitutes plagiarism, contact me.

**Grading**: Grammar exercises 20%
Weekly vocabulary tests 20%
Weekly essays 60%

**Additional information**:
- At the college level all submitted work must be free from errors in conventions, there is absolutely no excuse for not carefully proofreading your work
- All essays must be computer generated and submitted through Google Drive
- Save everything you have done in this course, including the syllabus. You may need to show an admissions officer the quality of your work if you transfer to another campus.

**Week 1: Jan. 26-Jan. 30: Narration**
Reading and Writing Essays pp. 1-121 (group share)
Tues-Friday read narration essays in class
Narration essay due Friday Jan. 30 by 3:45 p.m. (prompts found on p. 176)

**Week 2: Feb 2-Feb 6: Description**
Monday-Friday read selected essays in class
Vocab Unit 1-test Friday Feb. 6
Descriptive essay due Friday Feb. 6 by 3:45 p.m. (prompts found on p. 236)
Grammar exercises

**Week 3: Feb 9-13: Process**
Monday-Thursday read selected essays in class
Vocab Unit 2-test Thursday, Feb. 12 (no class 2/13/15)
Process essay due Friday Feb. 13 by 3:45 p.m. (prompts found on p. 286)
Grammar exercises

**Week 4: Feb. 16-20: Definition**
Monday-Thursday read selected essays in class
Vocab Unit 3-test Friday Feb. 20
Definition essay due Friday Feb. 20 by 3:45 p.m. (prompts found on p. 339)
Grammar exercises

**Week 5: Feb. 23-27: Illustration**
Monday-Friday read selected essays in class
Vocab Unit 4-test Friday Feb. 27
Illustration essay due Friday Feb. 27 by 3:45 p.m. (prompts on p. 392)
Grammar exercises
Week 6: March 2-6: Comparison/Contrast
Monday-Friday read selected essays in class
Vocab Unit 5-test Friday March 6
Comparison/contrast essay due Friday March 6 by 3:45 p.m. (prompts on p. 441)
Grammar exercises

Week 7: March 9-13: Division/Classification
Monday-Friday read selected essays
Vocab Unit 6-test Friday, March 13
Division/classification essay due Friday, March 13 by 3:45 p.m. (prompts on p. 495)
Grammar exercises

Week 8: March 16-20: Cause & Effect
Monday-Friday read selected essays
Vocab Unit 7-test Friday March 20
Cause and Effect essay due Friday March 20 by 3:45 p.m. (prompts on p. 553)
Grammar exercises

Week 9: March 23-27: Persuasion/Argument
Monday-Friday read selected essays
Vocab Unit 8-test Thursday March 26
Persuasion/Argument essay due Friday March 27 by 3:45 p.m. (prompts on p. 643)
Grammar exercises

Grading for Completed Essays (60%)

A  Sophisticated language, 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 organization, a more developed introduction or conclusion, or better command of conventions

B  Paper still needs work in more than one area. For example, ideas need to be more fully developed, prose needs to be polished for grammatical correctness, and theme needs to be clear

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, conventions

C  Paper falls short in some or all of the above areas and demonstrates consistent problems at the sentence or paragraph level
D  Paper falls short in many of the above areas

F  Student plagiarizes material for paper and/or paper is not submitted on time

Professionalism is your conduct in class.
- Abide by this syllabus (meet deadlines, avoid talking during lab time, participate in class discussions)
- Make the most of class time; push yourself to produce the best writing you can create

Ways to lose points:
1. Playing computer games instead of writing
2. Looking at non-academic websites
3. Talking or disrupting the class during our quiet time
4. Not working to your potential
5. Working on homework for another class