

ENWR100 Introduction to Writing Made with Words

[Individual Instructor Information: name; office location and hour; email address; section number and semester identifier)

Texts

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2006.

Hacker, Diana. *A Writer's Reference*. Montclair State University edition. 2009.

Montclair State University First-Year Writing Program. *Made with Words*. NY: Bedford St. Martin, 2009.

Websites

Course Blackboard: <http://blackboard.montclair.edu>

First Year Writing: <http://www.montclair.edu/writing/firstyearwriting/>

Purpose of Course

The aim of this course is to improve your writing. Good writers are not good simply because they have "natural writing talent." Rather, good writers have become good through practice, and so that is what you will be doing in this class. The other key to becoming a good writer is finding a way to become genuinely interested in your writing--perhaps in figuring something out or expressing some ideas or feelings that are important to you. In this course you will be given lots of opportunities for practicing writing, and also lots of opportunities to discover ways to become interested and invested in your writing.

This course is also designed to be a rigorous, thoughtful and hopefully engaging course in intellectual ideas of the contemporary world. As college students you are asked to engage with questions about how individuals are shaped by the world in which they live, for better or worse. You will be asked to learn from others—by reading—but also to reflect thoughtfully on your own experiences and particular points of entry into American society.

Course Expectations

Course expectations are articulated in the prefatory chapter (the chapter that precedes the "first" chapter) of the Montclair State University edition of *A Writer's Reference*. Please read this chapter very carefully as it is an essential supplement to your syllabus. Here are a few points of elaboration.

The Center for Writing Excellence

Introduction to Writing students are required to use the tutoring/consulting services offered by the Center for Writing Excellence. At the CWE trained assistants offer students free tutoring on all aspects of the writing process. **Introduction to Writing students are required to consult with a CWE tutor five times during the semester.**

Attendance and Class Participation

If you miss more than two classes your final grade will be lowered; for each additional absence beyond the two that are allowed your grade will be lowered a half grade (e. g., C+ to C). Additionally, you are expected to come to class prepared and on time. Finally, participate. There will be plenty to talk about,

and we will all find the class more interesting if everyone contributes to the conversation. The classroom will be a safe place for ideas, and I promise that no one will be punished or humiliated for giving voice to an unusual question or interpretation.

Grades

See the first chapter of *A Writer's Reference* for grading rubric (what is expected) as well as descriptions of A, B, C, D and F essays.

Course Requirements

Daily Participation	Required
Five Visits to the CWE	Required
Unit Papers (1, 3 and 4)	50%
Assignments:	20%
Class Participation:	5%
Writing Portfolio	25%
Writing Exercises	Required

Writing Portfolio (25%)

You will submit a portfolio of your writing at the end of the semester. This will include a selection of the exercises and essays you will have written over the semester. I will provide you with a detailed description of how to assemble and organize the portfolio, well in advance of the due date. **Important: save and carefully label each piece of work as a separate data file for the Portfolio; do not "write over" any existing files when drafting, and be sure to BACK UP your work each time you type.**

Schedule of Reading & Writes

👉 IMPORTANT 👈

This schedule is subject to minor change. Refer to the Blackboard Assignments page for the actual assignment.

Unit 1: What is The Purpose of Higher Education?

Week One

Day 1: Listed below is what is DUE on this day. The same method is employed throughout this syllabus.

Read: selection from Horace Mann, “The Report of the Massachusetts Board of Education”; Kelly Field’s “A Year of College for All”; and the Ford Foundation report, “Reaping the Benefits: Defining the Public and Private Benefits of Going to College.” (Instructors: this assignment was sent to all incoming first-year students in August; students have been given access to the readings and the accompanying assignment.)

Write: Draft 1 of Unit 1 due

In-Class: Discussion of readings; draft share; revising activities.

Week Two

Day 2

Read: William Henry’s “In Defense of Elitism” (Bb).

Write: In light of discussion and activities from the first day and from reading and reflecting on William Henry’s article, revise – rewrite – your essay for submission of **Draft 2 of Unit 1 essay**. **NOTE: Be sure to bring in TWO HARD COPIES of your essay. Additionally, place one copy in the Assignment section of our Blackboard class community.** [Instructors: you may find it easier to review papers electronically, particularly for placement review, although this is up to you.].

Please Note: Your paper will serve two purposes: learning and assessment. One copy will be reviewed to verify that you are appropriately placed into ENWR100. If a faculty review committee determines that you will benefit from taking ENWR105 without ENWR100, you will be contacted directly, by email, and have your class switched. If this switch occurs, you will take this essay with you to ENWR105, and after successful completion of that course, enroll in ENWR106 in the spring. For more questions, please see the following website: www.montclair.edu/writing/

The second copy will be reviewed by me and returned to you on the third day of class with commentary to direct further revision for final submission (and evaluation) next week.

In-Class: Peer Review

Day 3

Read : “Entering Class Discussions: A Brief Appendix (pp. 133-135) and “Introduction: Entering the Conversation” from *They Say, I Say*.

In-Class: Introduction to the Course; Discussion of Readings

Unit 2: Entering the Conversation

Week 3

Day 4

Write: **Draft 3 (final) of Unit 1 essay due at beginning of class.**

Read: and “How Dictionaries are Made” from *Made with Words*.

Write: Along with your draft Write, also complete exercises 1 and 2 (pp. 13-14). Use “How Dictionaries are Made” for Exercise 1.

Day 5

Read: Chapter One of *They Say, I Say*.

Write: Exercises 1 and 2 (pp. 26-27). Exercise 2 should be 1-2 pages of writing.

In-Class: Discuss responses to the Intro to *They Say, I Say*. Was this assignment easy, difficult and why? What do students think about their roles and work as academic writers?

Week 4

Day 6

Read:

- A) Chapter 2 of *They Say, I Say*.
- B) “Hot Dogs and Wild Geese” and “If Black English Isn’t a Language, Then Tell Me, What Is?” in *Made with Words*.

Write:

- A) Exercises 1 and 2 (p. 38) of *They Say, I Say*.
- B) Do Exercise 1 again (using the ideas in one of the essays you just read from *Made with Words*)

In-class group activity practicing with the templates in Chapter 1 of *They Say, I Say* (bring in short essays, articles, editorials, etc.). “Peer Review” type activity with homework from Exercise 2.

Day 7

Read:

- A) Chapter 3 of *They Say, I Say*.
- B) “Literacy and the Politics of Education” and “Reppin’ Islam” from *Made with Words*.

Write: Exercises 1 and 2 (p. 47) of *They Say, I Say*. Complete Exercise 1 giving examples from both of the essays you just read in *Made with Words*.

Unit 3: Writing about Language

Week 5

Day 8

Read:

- A) Chapter 4 of *They Say, I Say*.
- B) “Sexism in English: Embodiment and Language” and “There Is No Unmarked Woman” from *Made with Words*.

Write: Exercises 1 and 2 (pp. 62-63) of *They Say, I Say*. For exercise 2 use one of the essays you just read from *Made with Words*.

In-Class: Students are split into groups to discuss the readings. What did they understand? What was confusing? What ideas were interesting? As a class, examine the meaning of literacy and how we are literate in various ways. How are our individual literacies important in our daily lives and in our academic experiences?

Day 9

Read: Chapter 5 of *They Say, I Say*.

Write: Exercises 1 and 2 (pp. 71-73) in *They Say, I Say*. For exercise 2, use something you have written for this class.

In-class: workshop on plagiarism and the differences between summarizing and quoting. Practice these forms of writing in class using the templates from Chapters 2 and 3 in *They Say, I Say*.

In-Class **Unit 3 Assignment Introduced (TBA)**

Week 6

Day 10

Write: First draft of Unit 3 essay due.

In-Class: Peer review on first draft, focusing on techniques learned from *They Say, I Say*.

Day 11

Handbook in-class activity, discuss editing

Write: Mid-process draft of Unit 3 Essay due.

In addition, write 1-2 separate paragraphs explaining how you incorporated the comments you received from Peer Review into your later drafts. Be sure to give examples. Continue working on your final draft.

Week 7

Day 12

Read: “Desperation Writing” from *Made with Words*.

In-Class: Mid-process drafts will be handed back with feedback. In-class Write: respond, in writing, to comments. Continue working on your final draft, due next class.

Unit 4: 21st Century Writing?

Day 13

Write: Final draft of Unit 3 essay due.

In-class activity: Follow the directions in Peter Elbow’s essay, “Desperation Writing,” from *Made with Words*.

In-Class:

- A) Read Chapter 6 of *They Say, I Say*.
- B) Read “I Think, Therefore IM” and “The Intimacy of Blogs” from *Made with Words*.

Week 8

Day 14

Read: Chapter 7 of *They Say, I Say*.

Write: Exercises 1 and 2 (pp. 86-87). Complete Exercise 1 with the passage provided, then for both “I Think, Therefore IM” and “The Intimacy of Blogs.” For Exercise 2 use the essay you just wrote. Exercise 2 (p. 97) of *They Say, I Say*. For Exercise 2, use your final draft of Essay 1.

Day 15

Read: “How Computers Change the Way We Think” and “The World of Doublespeak” from *Made with Words*.

Write: Exercise 1 (p. 97) Chapter 7 of *They Say, I Say*. Apply Exercise 1 to both of the essays you just read.

Week 9

Day 16

Read:

- A) Review templates in Chapter 7 of *They Say, I Say*.
- B) Chapter 8 of *They Say, I Say*.
- C) “The Classroom and the Wider Culture: Identity as a Key to Learning English Composition” and “Achievement of Desire” from *Made with Words*.

Write: Exercises 1 and 2 (pp. 113- 114) in *They Say, I Say*. Apply Exercise 1 to both of the essays you just read. Write your answers on a separate sheet of paper. Use your final draft of Essay 1 to complete Exercise 2.

In-class: activity on “making your claim” and saying “why it matters.”

Day 17: Scheduled student conferences.

Read: TBA

Write: TBA

Week 10

Day 18: Scheduled student conferences.

Read: TBA

Write: TBA

Day 19

In class discussion: Personal Voice vs. Academic Voice

Read:

- A) Chapter 9 of *They Say, I Say*.
- B) “The Word Police” and “Coming to an Awareness of Language” from *Made with Words*.

Write: Exercises 1 and 2 on page 122 of *They Say, I Say*. For Exercise 1, use one paragraph from both “The Word Police” and “Coming to an Awareness of Language.”

Week 11

Day 20

Read: Chapter 10 of *They Say, I Say*.

Write: Exercise 1 of Chapter 10 (pp. 131-132).

Day 21

Read: “Shitty First Drafts” and “From Outside, In” from *Made with Words*.

Write: Exercise 2 of Chapter 10 (p. 132) using “Shitty First Drafts” and “From Outside, In.”

Week 12

Day 22

Write: For Wednesday, write a first draft of 2 or more pages of Essay 1.

Unit 4 Assignment: TBA

Day 23

Write: **First draft of Unit 4 essay due.**

Peer review on first draft, focusing on techniques learned from *They Say, I Say*.

Homework: Revise your essay into a second/mid-process draft.

Week 13

Day 24

Write: **Mid-process draft due.**

Write: Additionally, write 1-2 separate paragraphs explaining how you incorporated the comments you received from Peer Review into your later drafts. Be sure to give examples. Continue working on your final draft.

Day 25 Thanksgiving

Week 14

Day 26

Mid-process drafts will be handed back with feedback.

In-class: Respond, in writing, to comments. Continue working on your final draft, due next class.

Day 27

Write: **Final draft or Unit 4 essay due.**

Unit 5: Portfolio

Week 15: Portfolio Week

Portfolio Work Week: Work through revisions through peer review, guided revision exercises, and teacher-conferences. Share draft of “Me as a Writer” essay to classmate for review.

Portfolio due at final exam day (in lieu of exam).