

Sample Syllabus for NextText

Montclair State University
ENWR 105 College Writing I: Intellectual Prose

Professor:

Email:

Office Hours:

English Department website: <http://english.montclair.edu> (check for class cancellations.)

Required texts & materials:

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

Kress, Anne and Suellen Winkle. *NextText: Making Connections Across and Beyond the Disciplines*. Boston: Bedford/St. Martin's, 2008.

You will also need a notebook and a folder to assemble work for the final course portfolio.

Course objectives:

In this course we will focus on improving your writing skills through practicing the writing process: prewriting, planning, drafting, revision, and proofreading. You will work to develop your writing through workshops with your peers and conferences with me. Reading material and writing assignments are designed to engage your critical thinking in regards to historical and contemporary intellectual, social, and cultural issues. In addition, you will develop research skills and learn to evaluate sources and integrate outside information using summary, paraphrase, and direct quotation in your essays.

Course requirements:

You will write five essays during the course of the semester and a final course portfolio. You must complete and receive a passing grade of at least a "D" on all five essays and the portfolio in order to pass the course. Each essay requires the completion of several drafts along with prewriting and reflection/revision exercises. You are also expected to complete homework assignments and participate in class exercises and discussions including small group work and peer critiques. All assignments must be typed.

Attendance:

You are allowed three absences. Absences beyond the allowed three will lower your final grade by one full letter. Six or more absences will result in automatic failure of the course. An absence does not excuse you from deadlines or from being prepared for class on the day you return. When you are absent, refer to the course syllabus to see what you missed for that day and contact a peer from class to find out any additional information.

You are also expected to be in class on-time and prepared. Repeated lateness will affect your final grade. Three lates will count as one absence.

Student Responsibilities:

It is your responsibility to track your progress in class. I will not chase you down looking for missing assignments or to tell you to start attending and paying attention in class—I'm happy to discuss your progress and standing with you, but you must initiate this conversation either

during my office hours, after class or through email. Do not wait until the last few weeks of class to inquire about your progress as it may be too late to ensure your success.

Extra Help:

You have several resources available to assist you with your writing and the coursework. I encourage you to visit me during my office hours or you can chat with me during instructor conference/peer critique classes as noted on the syllabus. Do not wait until the last few weeks of class to ask for assistance. Another valuable resource available to you is the Writing Center. See details below:

The Center for Writing Excellence: Students are encouraged to take advantage of the services offered by the Center for Writing Excellence (CWE), located in Sprague Library (655-7442). At the CWE trained tutors offer students free tutoring on all aspects of the writing process. Students are most benefited if they make regular appointments, but drop-in hours are also available. www.montclair.edu/writing.

Grading:

Class Participation: Homework, Peer Review & In-Class Writing: 25% I determine this grade based on the quality and completion of the above components. I will check in-class writing responses/exercises every Thursday and will not accept any late written assignments.

Essays: 60%

You will write five essays during the course of the semester including one documented essay using outside research. For each essay you will write several drafts and complete invention and revision/ reflection work. Final drafts must be accompanied by all previous drafts, notes, and exercises. For every class day that a paper is late, the overall grade will be lowered accordingly. Any missing essay preparation components will also lower your grade.

Grading criteria for essays: see prefatory pages of the Hacker handbook.

Portfolio 15%

Near the end of the semester, I will give you instructions for compiling the final course portfolio. I will ask for two revised essays and an essay that reflects on how the selected work reflects your progress as a writer and thinker. For this reason, you must keep all of the writing you complete during the semester. Note: I will not accept a portfolio of work that I have not seen before-hand.

Plagiarism: See the prefatory materials of the Hacker Handbook for the MSU First-Year Writing Program Plagiarism Policy.

Whether deliberate or otherwise, plagiarism is unethical and a breach of trust between our community of writers. **Proven plagiarism will result in automatic failure of this course.** If you are unsure as to whether or not something you're doing constitutes plagiarism, do not hesitate to ask me or a tutor.

ENWR 105 College Writing I: Intellectual Prose Calendar

*For detailed requirements and specifics on assignments and for essay instructions, refer to Blackboard's Assignments page.

**The calendar below is a projected list. Deadlines and assignments may be changed to reflect the needs of the students in the course. Notice of a change to the schedule will be given well in advance.

Week 1

Wednesday, September 2

Draft 1 of Essay 1 due. 2-3 page draft of first draft of essay due at start of class.

In-Class: Discussion of assignment; small group activities; preparation for substantial revision.

Friday, September 4

Draft 2, Essay 2 due. Go to Blackboard and follow assignment link to upload your second draft of your paper. Name the file as follows:

"LastNameFirstInitialEssay2Draft2." Thus Jane Smith would have the file name "SmithJEssay2Draft2."

This due date is hard and fast. 36 hours after the end of your first class, your paper is due electronically. No exceptions.

Please Note: Your paper will serve two purposes: learning and assessment. One copy will be reviewed to verify that you are appropriately placed into ENWR105. If a faculty review committee determines that you will benefit from taking ENWR100 before taking ENWR105, you will be contacted directly, by email, and have your class switched. If this switch occurs, you will take this essay with you to ENWR100, and after successful completion of that course, enroll in ENWR105 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.

Week 2

Wednesday, September 9

Read: Hacker on plagiarism (MSU-9-11, 341-47). Note any questions you have about plagiarism and academic honesty. Bring Hacker Guide to class.

Following "Investigate the Text" hand-out on Blackboard, choose one of the class assignments to investigate and write up.

In-Class: Peer Review (need volunteer paper).

Friday, September 11

Turn in final draft of essay one.

Introduction to class one Unit Two: Memoir Analysis

Week 3

Wednesday, September 16

In-Class: Read Ortiz Cofer's "Casa: A Partial Remembrance of a Puerto Rican Childhood" pps. 167+. Discuss: memoir and genre.

Homework: Read Reichl's "Grandmothers" pps. 156+ and Carver's "Where He Was: Memories of My Father" pps. 159+.

Writing #2: What similarities can you draw between the 3 memoirs we've read? What do these similarities tell you about the memoir genre? What type of audience is drawn to reading memoirs?

Friday, September 18

In-Class: Writing Workshop: Audience. Read Pearse's "Rabenmutter: Germany in Angst over Low Birthrate" pps. 110+. Discuss: What terms do we have for fathers and mothers? Are these terms positive or negative? What brings us to our conclusions (based on writing prompt #4 pg. 113)?

Homework: Read Rose's "Le Beau-Pere" pps. 103+ and Dominus' "Growing Up with Mom and Mom" pps. 128+.

Writing #3: Rose suggests that divorce is a positive what is her reasoning for this? Do you agree? Why or why not? , reading question #3 on pg. 133.

Week 4

Wednesday, September 23

In-Class: Read Gates' "My Yiddishe Mama" pps. 135+. Discuss Essay #2. Begin invention work for Essay #2.

Homework: Write a rough draft for Essay #2. Print one copy and email a copy to teacher@mail.montclair.edu before the start of the next class (9/25).

Friday, September 25

In-Class: Peer critiques. Writing Workshop: introductions.

Homework: Write a 2nd draft for Essay #2 using suggestions from peer critiques.

Week 5

Wednesday, September 30

In-Class: Discuss Essay #2 troubles. Writing Workshop: reverse outlines. Introduction to next unit: what is the difference between a fad and a trend?

Homework: Write a final draft for Essay #2.

Friday, October 2

In-Class: Hand final draft for Essay #2 including 2nd draft and peer critiques. View Greenfield's "Elysia, Evan, and Alison" pps. 321+ and discuss Responding prompt #1 pg. 323; read Wallis' "The Thing About Thongs" pps. 324+ and discuss Reading prompt #3 pg. 327.

Homework: Read Walker's "Sprite ReMix" pps. 331+ and MacArthur and Chura's "Urban Warfare" pps. 336+.

Writing #4: respond to Reading prompt #3 pg. 334 & Reading prompt #2 pg. 342.

Week 6

Wednesday, September 7

In-Class: Discuss homework. Read Lasn's "The Cult You're In" pps. 376+ and discuss Reading prompt #3 pg. 381. Introduction to Essay #3.

Homework: Read Denizet-Lewis' "The Man behind Abercrombie & Fitch" pps. 364+ and view Adbusters' "Tommy 'Follow the Flock' Spoof Advertisement" pg. 329.

Writing #5: Reading prompt #2 pg. 374 and Responding prompt #1 pg. 330.

Friday, October 9

In-Class: Discuss homework. Begin research for Essay #3 (magazine searches). Discuss current trends and possible topics for Essay #3.

Homework: Begin field research for Essay #3: for the weekend, keep a log noting which trends (identified through magazine searches and discussions in class) have made their way onto your campus or into your hometown. Be sure to list who is buying, wearing, or practicing the trends now. Then, read Dye's "The Buzz on Buzz" pps. 362+. In your log, identify which buzz marketing strategies you believe have spread the trends you observe.

Week 7

Wednesday, October 14

In-Class: Discuss homework and findings in groups. Writing Workshop: Works Cited, topic selection and research plan—draft proposal.

Homework: Complete your proposal for Essay #3 and include a preliminary thesis.

Friday, October 16

In-Class: Library visit: research methods. Begin scholarly research.

Homework: Research: find your three scholarly sources for Essay #3. Draft a preliminary Works Cited page. Bring at least one quote from each source that you are considering for your essay.

Week 8

Wednesday, October 21

In-Class: Discuss homework. Writing workshop: quote sandwiches and parenthetical citation exercises. Prepare for further field research work (ie. drafting interview/ survey questions).

Homework: Finish field research. Add to your preliminary Works Cited page your two field sources (one is the observation log); then, freewrite your findings from each source.

Friday, October 23

In-Class: Discuss homework. Writing workshop: paraphrase exercise. Begin work on rough draft.

Homework: Write a rough draft for Essay #3. Print one copy and email a copy to teacher@mail.montclair.edu before the start of the next class (10/27).

Week 9

Wednesday, October 28

In-Class: Peer critique workshop and instructor conferences.

Homework: Write a 2nd draft for Essay #3 using suggestions from peer critiques.

Friday, October 30

In-Class: Discuss Essay #3 troubles/ challenges and instructor conferences. Writing Workshop: proofreading and revision plans.

Homework: Write a final draft for Essay #3.

Week 10

Wednesday, November 4

In-Class: Hand in final draft for Essay #3 including all other materials (observation log, essay and research proposal, preliminary Works Cited page and quotes, field research studies and findings, received peer critiques, 2nd draft and possible visual aids). Introduction to next unit, read Hodgman's "The States, Their Nicknames and Mottoes, and Other Facts Critical to Safe Travel" pps. 432+. Discuss New Jersey and as a class, write an entry for New Jersey as if it were to be included in Hodgman's article.

Homework: Read MacLeod's "Rewriting History" pps. 440+ and Carson's "Malcolm X" pps. 405+.

Writing #6: Reading prompt #2 pg. 448 and Reading prompt #3 pg. 411.

Friday, November 6

In-Class: Discuss homework. Neary's "The Mixed Reviews of the American Indian" pps. 464+ and discuss Reading prompt #3 pg 469.

Homework: Read "Graphic Novels: A Portfolio of Historical Graphic Novels" pps. 476+. **Writing #7:** Responding prompt #2.

Week 11

Wednesday, November 11

In-Class: Discuss homework, visual representations of history and women's rights.

Homework: Research assigned topic (Alice Paul, Lucy Barnes, suffrage, Woodrow Wilson, etc). Find at least two sources for your particular topic and draft a list of notes and information including a Works Cited page for the sources.

Friday, November 13

In-Class: Discuss homework and findings. Introduce Essay #4.

Homework: Select one of the characters discussed and write a persona piece through the eyes of the character based on your research or what you learned in class. Include a paragraph that analyzes your choices and the reasons for them.

Week 12

Wednesday, November 18

In-Class: Watch film *Iron Jawed Angels*.

Homework: Log your thoughts about the film thus far.

Friday, November 20

In-Class: Finish film *Iron Jawed Angels* and discuss.

Homework: Write a rough draft for Essay #4. Print one copy and email a copy to Teacher@mail.montclair.edu before the start of the next class (11/24)

Week 13

Wednesday, November 25

In-Class: Peer critique workshop and instructor conferences. Introduction to Essay #5.

Homework: Write a 2nd draft for Essay #4 using suggestions from peer critiques. Begin consideration of past homework assignments for Essay #5.

Friday, November 27 THANKSGIVING

No Class

Week 14

Wednesday, December 1

In-Class: Discuss Essay #4 troubles/ challenges and instructor conferences. Writing Workshop: self-critique Essay #4. Portfolio Instructions will be distributed.

Homework: Write a final draft for Essay #4. Select homework to “re-vision” for Essay #5.

Friday, December 3

In-Class: Hand in final draft of Essay #4 including 2nd draft, peer critiques and self critique. Writing workshop: re-visioning Essay #5.

Homework: Write a 2nd draft of Essay #5 and print one copy for class.

Week 15

Wednesday, December 8

In-Class: Peer critiques for Essay #5 and instructor conferences. Q&A regarding portfolio.

Homework: Write a final draft for Essay #5.

Friday, December 10 LAST DAY OF CLASS

In-Class: Hand in Essay #5 including 2nd draft, original homework and peer critiques. Writing Workshop: invention work for portfolio.

Homework: Work on Final Portfolio.

Final Portfolio Due: Monday, December 15

Prepared by Christa Verem, 2008; edited August 2010.