

ENWR105 College Writing I: Intellectual Prose
Acting Out Culture
Spring 2012

(Created by Addie Hopes & Lisette Gonzalez)
(Updated December 2011 by Bonnie Dowd)

Faculty – the information in red ink contains notes for your use only. They may offer options or outline department policy. Please make sure you remove these before finalizing your syllabus. Remember that the policies you include in your syllabus that are required (attendance, grading, plagiarism) are parts of a contract between you and your students. These cannot be changed once the course begins.

[Individual Instructor Information: name; office location and hour; email address; section number and semester identifier, class meeting times and location(s)]

Texts

Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 7th ed. Montclair State University custom edition. New York: Bedford/St. Martin's, 2012.

Miller, James. *Acting out Culture: Reading and Writing*. Second Edition. New York: Bedford/St. Martin, 2011. Print.

You will need a notebook for notes and in-class writings along with access to a good college level dictionary (or a website like www.m-w.com, www.dictionary.com)

Helpful Websites

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

Re: Writing (Bedford/St. Martin's site with writing aids) <http://bedfordstmartins.com/rewriting>

Center for Writing Excellence <http://www.montclair.edu/cwe>

Writing Exercises from Diana Hacker <http://hackerhandbooks.com/writersref>

Why College Writing I? (Course Objectives)

Through this first semester of intensive writing students learn to write clearly focused, developed, organized, and analytic essays in response to contemporary intellectual, social, and cultural issues that confront our society. The dual emphases of this course—on writing strong, clear, analytic essays and thinking carefully about complex issues—are complementary because to become an academic writer means to become an active or generative thinker. This course aims to inspire and challenge students with issues that are of relevance to them as they negotiate the complex world of the university and the broader culture.

Writing and thinking are best learned as processes. College Writing I: Intellectual Prose serves to introduce students to the writing *processes* that writers find valuable in helping them to create meaningful, clear, and intellectually valuable prose. These processes include freewriting, brainstorming, and other pre-writing activities; receiving and giving constructive commentary to peers; learning revision through writing multiple drafts; and editing and proofreading.

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*; pages Montclair-17-20 are specific to ENWR 105 students. Please read this chapter fully as it is an essential supplement to the syllabus. Here are a few points of elaboration.

Plagiarism:

[Instructors should articulate, discuss, and personalize their philosophy here for students. Also, review pages 11-12 of the Hacker handbook with specific regard to instances of plagiarism and consequences of it in this class as well as at the University, for which students are held responsible, and refer students specifically to these pages.]

Attendance and Class Participation (Instructors, personalize based on your own policies. A typical policy might be the following:

Attendance is expected and is articulated in the handbook on Montclair-7. Students can expect final grade penalties for missing more than two classes. After five absences it will be necessary for you to withdraw from the class. Lateness and unauthorized use of electronics while in class will affect the final grade. Faculty members may wish to articulate a specific lateness policy as well.

Students must always bring the reader, handouts, and any required preparatory work. On many days, students will be required to bring the handbook as well. Prepare to spend about ten (10) hours a week outside of class on our work.

Grading and Course Requirements

Students must **submit all major writing assignments in order to pass the class**. See page Montclair-10 of *A Writer's Reference* for grading rubric (what is expected) as well as descriptions of what A, B, C, D, and F essays typically demonstrate.

Faculty have some individual discretion regarding the weighting of course work; however it's expected that 75-85% of the grade consist of the portfolio and essays. Portfolios should be worth 10 - 20% of grade and essays 55- 75% of the grade. The remaining 15% - 25% should be allotted for other course work such as homework, peer review and/or class participation. Following is one example.

Reading Notebook	15%	[could substitute blogs, journals, or other exercises]
4 Interpretive Essays	50%	
Documented Essay	20%	
Writing Portfolio	15%	

Explanation of Course Requirements:

Daily Participation

Participation includes questions about the texts, responses to others' questions, interpretations of the texts, and connections between the assigned texts and other texts that have been assigned in the past. Any contribution that is recognizably analytic, interpretive, reflective, or comparative will qualify, provided that it is tied directly and specifically to an assigned text. (No points are afforded to this area because it is a baseline expectation; if students are not achieving in this area, the grade will be lowered.)

Reading Notebook (15%)

For each assigned reading, students are required to make a notebook entry in response to a question or prompt included in the assignment; also, each entry should include a brief definition exercise. I will collect notebooks in class, without prior warning; zero credit will be assigned for each ungraded entry in the event that a notebook is not available when I call for it. Please note that the penalties for plagiarism apply to notebooks as well as to writing assignments and essay drafts.

4 Interpretive Essays (10%, 10%, 15%, 15%)

Each of these essays will develop an argument derived from analysis of a combination of texts. Each essay will undergo revision and rewriting, with the assistance of peer review and instructor feedback (quality of both revision & peer review will be factored into the final grade for each essay). Specifics of the writing process are on Montclair 3-5 and general essay criteria are found on Montclair-8-9. All essays will adhere to MLA format for research papers (including documentation), which can be found on Montclair-6 under formatting. The grade for late essays will be lowered. (Instructors need to demonstrate that the minimum word requirement (6000) words of revised prose has been met in the page lengths of final drafts. You may choose to outline that here—Example: Essay 3 (4-5 pages); Essay 4 (5 pages) etc.—or may choose to reveal page lengths in the individual units on the schedule).

Documented Essay (20%)

See page Montclair-6-7 for specifics on the documented essay. *[Instructors: add your own criteria for the documented essay. Sample: Students will develop their own research projects for the final paper and will write an essay based on their findings. Consider the kinds of questions that our class reader, Emerging, raises. Students may also use one essay from Emerging not already assigned on the syllabus. There will be a formal description of the Documented Essay later in the semester, but do not wait until then to think about possible topics for the project.]*

Instructor samples of this assignment can be viewed:

<http://www.montclair.edu/writing/teachingwriting/assignments/index.html> (MSU website)

Blackboard under Community/First Year Writing under 105.]

Writing Portfolio (15%)

See Montclair-7 for specifics on the writing portfolio. *[Sample wording: Students will submit a portfolio of writing at the end of the semester. This will include a selection of the exercises and essays will have written over the semester. Students will be given 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 work consistently.]*

[Instructor samples can be viewed on the MSU website:

<http://www.montclair.edu/writing/teachingwriting/assignments/index.html> or on

Blackboard under Community/First Year Writing under 105.]

Writing Exercises

[Individual instructor policies on written exercises will vary and can be integrated into other features of this list, or written out separately here depending on instructor preference. Sample exercises are on the FYW faculty website.]

Center for Writing Excellence

Students are encouraged to take advantage of the services offered by the Center for Writing Excellence, located on the first floor of the library. At the CWE, trained writing consultants offer free tutoring on all aspects of the writing process. Students are most benefited if they make regular appointments, but drop-ins are also available. Please note: the CWE is not a place to drop off essays to get them fixed! For more information, please go to <http://www.montclair.edu/cwe>. For more on the CWE, see Montclair 13-14.

Accommodations

If students need accommodations in the classroom to fully participate in this class, please visit the Disability Resource Center (DRC) in Morehead Hall, room 305, x5431. They will write a letter to the instructor listing the required accommodations.

Final Note: Please email the instructor immediately with any questions about the class or visit during office hours.

Schedule of Reading & Writing Assignments IMPORTANT

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

“Read” and “write” activities listed for each day are to be completed **FOR** that day. Thus, for example, on Day 2, students need to bring 2 typed copies of Hwk 1 to class and to have completed the readings under the “Read” section.

Note that within the boxes for each unit are the unit essay assignment questions. You will need to add your own page length requirements here if you did not do so earlier in the syllabus. You may want to add other information about the assignments here or may choose to write more developed assignments on separate pages later.

Unit 1: Insert information about Placement assignment topic/assignment here in similar format to rest of Unit headings.

Day 1 Come in with 2 paper copies of Essay 1RD1 based on the placement assignment and readings students were sent. One copy will be collected at the start of class; students will use the 2nd copy for group work and discussion. Have an electronic backup saved in an accessible place (not just at home) for easy revision.

HW: based on the class discussion and group work, revise and expand the first rough draft substantially. Follow the assignment link to submit one copy to Blackboard and bring a paper copy to class on Day 2. Also, read the handbook preface (Montclair 1-12) and bring the Hacker handbook to class.

Day 2 Introduction to FYW Guidelines; Reading due: Hacker (Montclair 1-12 and 7-20)

Writing Assignment: Draft 2 of Essay 1. In light of discussion and activities from the first day and from your own rereading and reflecting on the additional assigned reading, revise – rewrite – your essay for submission of the second draft. **Bring in a hard copy and also put an electronic copy in the Assignments section of our Blackboard class community (if you have trouble with Bb, e-mail it to me at _____).** Label the electronic copy of your file **LastnameFirstinitialEssay1RD2 (SmithJEssay1RD2)**. Be sure to include your email, phone number, and student ID on the draft.

Please Note: The second draft will serve two purposes: assessment and learning. It will be reviewed to verify that you are appropriately placed. If a faculty review committee determines that you will benefit from taking another class, the English Department will contact you directly by email and switch your class. If this switch occurs, you will continue working on this essay in your new class. For more information, please see the following website:
<http://www.montclair.edu/writing/firstyearwriting/placement.html>.

The hard copy of the second draft will be reviewed by me and returned to you next class with commentary to direct your further revision for the final draft of this essay, which will be graded.

Day 3 Read: *(The additional reading for placement should be inserted here with information about location or link to reading.)*

In-Class: whole class peer review of volunteered essays / discussion of reading and the revisions made to essays in light of the new reading. In-Class: peer review workshop
Discussion of how essays are evaluated / sample rubric / final draft checklist

Discussion of the writing situation: audience, claim, purpose / overview of MLA and format for the academic essay.

Day 4 Read: Michael Eric Dyson's "Frames of Reference" (147- 157).
Write: Dyson's Discussion Question 1

Unit 2: Seeing is Believing?

In this unit our writers reflect on the relationship between how we watch and how we think. They explore the ways in which we, as viewers, are regularly presented with visual guidelines about the values and ideas that should be regarded as right or normal—and which should not. For this essay, take on the question of how (and if) television and other popular media encourage us to accept different (social, political, sexual, cultural) norms, and how we might challenge this process (or if we should at all). Draw on at least two of the readings to make your argument.

Day 5 Write: **Draft 3 (final) of Essay 1 due at beginning of class.**

Read: Anne-Marie Cusac's "Watching Torture in Prime Time" (138-141)

Day 6 Read Trenton Straube's "Viewer Discretion" (134-136)

Day 7 Write: **Exploratory draft of Essay 2 due.**

In-Class: Loop Writing and Peer Review

Day 8 Write: **Draft 2 of Essay 2**

In-Class: Activity on Argument and Claim; Self-Evaluative Review of Essays

Unit 3: How We Change

In this unit our writers reflect on the role and definition of community. In this essay, develop a contemporary definition for community. What counts as community? Does it rely on a shared physical location, common interests, socioeconomic and/or racial similarities, etc? Do strong communities allow for difference and diversity—should they? Consider your own role as a community member, and draw on two readings to make your own argument.

Day 9 Read: David Brook's "People Like Us" (68-73) and Frances Moore Lappe's "Let's Drop the Good Guys vs. Bad Guys Talk. We Need to Grow Up as a Species" (503-505)
Write: Brook's Discussion Question 3
In-Class: Brainstorm and identify a community you would like to explore

Day 10 Write: Final Draft of Essay 2 due
Read: William Deresiewicz's "Faux Friendship" (470-481)
Write: Deresiewicz's Discussion Question 1

Day 11 Exploratory Draft of Essay 3 due
Read: "Hello, Neighbor" (515-520)
In-Class: Discussion and peer review

Day 12 Revised Draft of Essay 3 due
In-Class: Peer Review, Editing Workshop, Conferences

Day 13 Formal Class Canceled – Conferences Continue

Day 14 Final Draft of Essay 3 due

Unit 4: How We Eat

Our writers in this unit investigate Americans' relationship to eating. In this essay, take a closer look at some of the hidden consequences of our individual food choices. What do our food choices and the social scripts that govern eating suggest about our culture, our values, ourselves? Draw on at least two of the readings to make your argument.

Day 15 Read: Jason Fagone's "In Gorging, Truth" (219-230)
Write: Fagone's Discussion Question 3

Day 16 Read: Makenna Goodman's "Even Wonder if You Could Kill What You Eat? We Did the Other Night" (246-249); Tara Lohan's "The Ultimate in Eating Local: My Adventures in Urban Foraging" (250-257)
Write: Goodman's Discussion Question 1

Day 17 Exploratory Draft of Essay 4 due
Francine Prose, "The Wages of Sin" (212-217)
In-Class: Peer Review

Day 18 Revised Draft of Essay 4 due
Read: Diana Hacker's "R2-Evaluating sources" (346-357)
In class: Peer Review and discussion

Day 19 Library Research Day: Location TBA
Read: Diana Hacker's "R1-Conducting research" (332-346)

Day 20 Final Draft of Essay 4 due

In-Class: Proposal for the Documented Essay

Unit 5: The Documented Essay

Day 21 Read: Diana Hacker's "MLA-3-Integrating sources" (379-388)
Write: Choose at least two quotations from each source for in class exercise

Day 22 Write: Annotated Bibliography
Individual conferences

Day 23 Exploratory Draft of Essay 5 due
In-Class: Peer review; individual conferences

Day 24 MLA Workshop

Day 25 Draft 2 of Essay 5 due
Peer Review

Day 26 Portfolio Introduction
In-Class: Portfolio Planning

Unit 6: Portfolio

Day 27 Final draft of Essay 5 due
In-Class Portfolio Work

Portfolio Week (Days 28 and 29)
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)

Updated December 2011

Instructors: In order to help you plan your calendar the following link will take you to the academic calendar for Spring 2012:

http://www.montclair.edu/registrar/schedulebook/spring/calendar_spring.html

Note: The calendar contains a link to the final exam schedule as well.