

ENWR105 College Writing I: Intellectual Prose

Changing Society

Spring 2012

(Created by Jennifer Guercio)

(Updated December 2011 by Bonnie Dowd)

Faculty – the information in red ink contains notes for your use only and 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)]

Required Texts

- Jerome Schwab and Amy Love. *Changing Society: Readings for the Engaged Writer*. Boston: Prentice Hall, 2010. Print.
- Hacker, Diana, and Nancy Sommers. *A Writer's Reference*, 7th ed. Boston: Bedford/St. Martin's, 2012. Custom Montclair State University edition.
- Notebook for free writing, reflections, and reading notes. *[Instructor preference]*
- Binder clip for the unit essays and portfolio. *[Instructor preference]*

Websites

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

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

Internet/Web Expectations

This course uses *Blackboard* extensively. Students should have access to it as all handouts for this course will be posted there to download, print, and bring to class. We will be using the course email list. Additionally, students will be able to view their grades and track their progress.

Email

It is imperative that students check their MSU email every day. Keep in mind that any updates on assignments and class meetings will be posted on *Blackboard* as well as sent to students' Montclair State email account.

Course Objective

The course is arranged into **five units**. For each unit, students will be asked to read a variety of texts (critical essays/articles, personal histories, and student drafts) and respond to these texts. The homework assignments and class discussions are designed to challenge students' thinking and to assist them in developing their writing. At the end of each unit, students will write a unit paper (preceded by a number of drafts) that will offer them an opportunity to explore fully an idea and/or question they are interested in or one that, perhaps, they have been grappling with the entire unit. Peer review and instructor feedback will be integral parts of their drafting and re-visioning process. At the end of the semester, students will submit a writer's portfolio, which will comprise what they believe to be their strongest writing of the semester along with a short narrative essay.

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. Please read this chapter very carefully as it is an essential supplement

to the syllabus. For a general guideline for students in ENWR 105, see the Montclair State custom edition of the Hacker Handbook pages MONTCLAIR-17 through 20.

Academic Honesty and Plagiarism: Definition of Plagiarism (from Student Handbook)

Students at Montclair State University are expected to be honest in all of their academic work. For faculty and staff at the university, cheating of any kind is an insult to the work that all of us do. When a student cheats by stealing ideas or words from another student, a published writer, or even an unsigned Web page, that student is showing disrespect for the author, the instructor to whom the work is submitted, and ultimately to him- or herself. At the university, ideas and words are very valuable; to borrow them without acknowledgment is to steal. It does not matter if the source is anonymous or a family member who is only trying to be helpful. All use of words and ideas of others, without attribution, is plagiarism. For more specifics on the plagiarism policy, see the Hacker Handbook, pages MONTCLAIR-11 through 12.

Attendance

Attendance is expected. For the general Montclair attendance policy, see the Hacker Handbook page MONTCLAIR-7. *[Instructor—Insert here your own specific attendance policy.] [Example: It is essential that students come to class, as each step in the process is vital to their development as a writer. However, life is unpredictable—it often rains when we least expect it—and it may become necessary for a student to miss class. To cover that possibility, students will be allowed **three absences** during the semester, no questions asked. **After three absences, one’s final grade drops 1/3 of a letter grade per absence.** For example, if a student’s final grade is a B- and an additional absence is accumulated, the student’s final grade is a C+ and so on. **If a student has six or more absences, that student will fail the course automatically.** Repeated late arrivals to class will affect the final grade as well: **three late arrivals = one absence.**]*

Grade Distribution Percentages

Students must **submit all major writing assignments in order to pass the class.** See the Hacker Handbook page MONTCLAIR-10 for general descriptions of A, B, C, D and F essays. Your course work is weighted as follows: *[For instructors--the following is an example. Please add your page length requirements here or on the schedule. You must demonstrate that you are meeting the requirements for revised prose—6000 words for final drafts as well as the self-reflective essay included in the final portfolio.]*

Essays

Unit 1	10%
Unit 2	10%
Unit 3	15%
Unit 4: Documented Essay	20%
Unit 5	10%

Class Preparation and Participation

Daily Preparation, Homework, Participation, and Analysis Journal	15% <i>[Can be 10-15%]</i>
Writing Exercises (required)	

Portfolio

20% *[Can be 15-20%]*

Explanation and Course Requirements

Classroom Policies *[Instructor – Insert your specific classroom policies here. The following are examples which may or may not correspond to your pedagogy.]*

Our classroom is a writing sanctuary. It is a forum for discussion and development of ideas. All voices are equal and welcome as each student is a valuable part of our dynamic. It is expected that we will treat each other with the respect that is due a colleague. No form of sexism, racism, ageism, elitism, or other toxic behavior will be tolerated here. Also, please adhere to the following policies:

- **Classroom Etiquette –**
 - If a student must leave the room during class, please do so with minimal disruption to the rest of us.
 - Avoid talking to each other when the professor is talking or when one's classmates are talking. It demonstrates immature and rude behavior, as well as a disregard for our learning environment.
- **Cell Phones –**
 - Before class begins, students should turn off their cell phones. To play with one's phone during class is rude to the professor and one's classmates. If this behavior disrupts our learning environment, the instructor will note it and factor it into the student's Participation/Preparation grade.
- **Assignment Due Dates, Formatting, and Peer Review Guidelines – (note: the language here uses the third person but you may wish to personalize this)**
 - Assignments are due on time—that is, the assignment must be in the professor's possession on the due date and by the end of class. If one is unable to make this deadline, the student should email the assignment to the professor and then bring a hard copy to the next class. For full credit, each assignment must be received on or before the due date.
 - **For essay formatting rules, see the Hacker Handbook, page MONTCLAIR-6 "Formatting."**
 - **[Instructor – Insert here your policy on peer review and any penalties for not participating.] [Example: Have the required number of copies on peer review days. Students must also have a completed paper (or the portion of it assigned) for peer review or else the student will receive 1/3 of a letter grade off the final paper grade. If a student does not participate in ALL peer reviews, that student will receive 1/3 of a letter grade off the final paper grade for each missed peer review session. If a student missed peer review, it is that student's responsibility to notify the professor and to arrange it with one of the classmates to review his/her paper, but penalty points will apply.]**
 - Be aware that **schedule changes may occur**. Students are responsible for keeping up with schedule/assignment changes, regardless of attendance.

Writing Exercises

All writing assignments are due on the date specified, must follow the specified format, and meet the minimum page requirement. These assignments are not graded separately, but not meeting all the requirements and making a good effort to answer the prompt will result in penalty points in the class preparation/participation grade category.

Analysis Journals

Analysis journals should be written legibly, completed by their assigned due dates, and **brought to class daily** for review. Journals must be kept in ONE notebook. **No loose paper.** At the beginning of your notebook, you should clearly label it with your name, course and section numbers, date, and writing prompt. These assignments will count towards your preparation/participation grade and show your preparedness for class discussions. For each assignment reading, you must title the page clearly with the reading title and answer the question(s) assigned for that reading. Journals will be collected without prior notice. Each entry will count as a separate grade. Please be aware that plagiarism rules still apply, and penalties will be incurred, as appropriate.

Unit Essays (5 in Total)

Please read the Hacker Handbook, pages MONTCLAIR-3 through 5 for specifics on the writing process. General essay criteria is found in the Hacker Handbook, pages MONTCLAIR-8 through 9. These criteria will be used to evaluate student papers. **[Instructors can insert here their own policy on submitting essays and the peer review process.] [Example: All drafts of essays must be completed by the due dates in order to receive feedback or to be part of the peer review process. Students without a completed draft for workshop or peer review days cannot take part and must take an absence for that class. Final essay packets must be turned in by the due date. Documents missing from the packet will result in points off the essay grade. No Late submissions will be accepted.]**

Documented Essay (Unit 4)

As part of the requirements of this course, students will be asked to write a documented essay. See the Hacker Handbook, pages MONTCLAIR-6 and MONTCLAIR-7.

Writing Portfolio

The Portfolio Assignment is intended as an opportunity for students to re-vision **[insert number of papers you want revised and any other specific instructions]**. See the Hacker Handbook, page MONTCLAIR-7, for general guidelines.

The 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 Sprague Library, behind the Reference area. 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. Please note: the CWE is not a place to drop off your paper to get it fixed! For more information, please go to <http://www.montclair.edu/cwe>. For more on the CWE, see the Hacker Handbook pages MONTCLAIR-13 through 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.

Syllabus Caveat

This syllabus, particularly the course schedule, is subject to change at instructor discretion.

Note: This schedule is subject to change. Students are responsible for knowing the changes in the schedule, should they occur. Check Blackboard for updates.

All readings are from our class text, *Changing Society: Readings for the Engaged Writer*, unless otherwise noted. Unless otherwise instructed, please bring your writer's notebook and text to each class. Please note those classes to which students will need to bring the Hacker guide. **All homework assignments listed are due the day they are listed.** See the schedule for each unit for exact dates and additional information regarding class activities.

UNIT 1: Placement Essay:	
Class 1	<p>Part I. Understanding the Assignment</p> <p>Part II. Group Discussion of Readings & Mini-Lecture on Active Reading</p> <p>Read: Hacker Handbook, "Reading Actively: Annotating the Text" (pp. 67-70)</p> <p>Part III. Actively Reading Your Essay for Revision Purposes</p> <p>Read: "Introduction" (Reading Effectively, The Writing Process), pp. 1-15</p> <p>Due: Full draft of Essay 1—bring ONE hard copy of your draft to class.</p>
Class 2	<p>Part I. The Readings Re-Visited</p> <p>Due: Annotated Readings—Bring the assigned reading to class. Each assigned section should include your notes and evidence of "active reading."</p> <p>Part II. Discussion of Revision and the Writing Situation</p> <p>Due: Draft 2 of Essay 1. In light of discussion and activities from the first day and from your own rereading and reflecting on the assigned readings, 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.</p>

	<p>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.</p> <p>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.</p>
<p>Class 3</p>	<p>Part I. Introduction to Course Syllabus, Policies, and Blackboard Print out the course syllabus and bring it with you to class.</p> <p>Part II. Plagiarism and Incorporating Textual Evidence Bring your handbook with you for in-class activities.</p> <p>Part III. Workshop on Central Claim and Argument Development</p> <p>Due: Third Draft of Essay 1—Please bring TWO hard copies of your draft to class.</p> <p>*Draft with Instructor’s Comments Returned</p>
<p>Class 4</p>	<p>Peer Review and Revision Workshop</p> <p>Due: Fourth Draft of Essay 1—Please bring TWO hard copies of your draft to class</p> <p>Due: Blackboard Orientation Quiz</p>
<p>UNIT 2: THE DILEMMA OF STUDENT DEBT: HELP OR HINDRANCE?</p> <p>Essay Question: Discuss the long-term implications of the current level of student debt, considering such factors as its effect on career choices, equal access to education, America’s competitiveness in the world market. What does this say about us as a society? Use at least two of the readings we discussed in this unit to support to your argument.</p>	
<p>Class 5</p>	<p>Part I. Introduction to Unit 2 Print out the Unit 2 Essay Assignment Sheet and bring it to class.</p>

<p><i>For instructor: Assign the following in-class writing assignment and follow it with a class discussion about debt – Journal #2: What is your attitude about owning a credit card, credit card debt, and college debt? Are they a means to an end? Are they dangerous or not, and if so, how or why not? (Write at least ½ page in your journal.)</i></p>	<p>Read: Kim Clark, “Econ 101: College is the Time to Budget” (pp. 19-21)</p> <p>Part III. Review of MLA Format Bring your handbook and print out the MLA Handout from Blackboard</p> <p>Part III. Handbook Scavenger Hunt You must bring your handbook with you.</p> <p>Due: Final Draft of Essay 1—all drafts of the essay, with comments, peer reviews, and the instructor’s comments must be bound together with a binder clip.</p> <p>Due: Journal Entry #1—Answer the questions in “Before You Read” (pp. 18-19).</p>
<p>Class 6</p>	<p>Read: Michelle Singletary, “An Alert to the Dangers of Student Debt: The Student Debt Initiative,” pp. 55-57</p> <p>Read: Jeffrey Williams, “Debt Education: Bad for the Young, Bad for America,” pp. 45-55</p> <p>Due: Journal #3 – Answer questions 1-2 in Reflection and Discussion (pg. 57)</p> <p>Due: Journal #4 – Answer questions 1-2 in Reflection and Discussion (pg. 55)</p>
<p>Class 7</p>	<p>Read: Tamara Draut, “Generation Debt: The Dirty Business of Deregulated Credit,” pp. 38-43</p> <p>Read: Jon Marcus, “Fury over Student Loan Kickback Allegation,” pp. 34-37)</p> <p>Due: Journal #5 – Answer Questions 1-2 in Reflection and Discussion (pg. 44)</p> <p>Due: Journal #6 – Answer Questions 1-2 in Reflection and Discussion (pg. 38)</p>
<p>Class 8</p>	<p>Central Claim, Integrating Sources, and Works Cited Page Workshop Bring your handbook with you to class.</p> <p>Due: Typed central claim, detailed outline of your paper, and at least one full body paragraph (including textual evidence). This assignment must be printed out; however, students may also bring this assignment in digital form on their laptops.</p>

<p>Class 9</p>	<p>Part I. Peer Review & Revision Workshop</p> <p>Due: Draft #1—bring three copies of your draft</p>
<p>Class 10</p>	<p>Part II. Peer Review & Revision Workshop</p> <p>Due: Draft #2—bring two copies of your draft</p>
<p>UNIT 3: BODY IMAGE – IF YOU DON’T LIKE IT, CHANGE IT</p> <p>Essay Question: To what degree does body image connect to personal identity? How do our abilities to alter our appearance (either superficially through what we wear or physically through plastic surgery) affect this personal identity and the way(s) in which we engage with the world around us? Use the sources from this unit to help support your argument by agreeing with them and using counterargument.</p>	
<p>Class 11</p> <p><i>For instructor: Assign the following in-class writing assignment and follow it with a class discussion about debt – Journal #7: Read the paragraph in the middle of page 284 and answer the question at the end of the paragraph. (Write at least ½ page in your journal.)</i></p>	<p>Part I. Introduction to Unit 3</p> <p>Print out the Unit 3 Essay Assignment Sheet and bring it to class.</p> <p>Read: Julie Mehta and Polly Sparling, “Pretty Unreal,” pp. 285-288</p> <p>Due: Final Draft of Essay 2—all drafts of the essay, with comments, peer reviews, and the instructor’s comments must be bound together with a binder clip.</p> <p>Due: Journal Entry #6—Answer the questions in “Before You Read” (pp. 284).</p>
<p>Class 12</p>	<p>Read: Robin Marantz Henig, “The Price of Perfection,” pp. 289-297</p> <p>Read: Dan Seligman, “The Ugliness Problem,” pp. 310-312</p> <p>Read: Alana Semuels, “‘Thinspiration’: Online Websites Promote Eating Disorders,” pp. 306-309</p> <p>Due: Journal Entry #8-- Answer the questions in “Before You Read” (pp. 297).</p> <p>Due: Journal Entry #9-- Answer the questions in “Before You Read” (pp. 312).</p> <p>Due: Journal Entry #10-- Answer the questions in “Before You Read” (pp. 309-310).</p>

<p>Class 13</p> <p><i>For Instructors: After discussing these two readings, spend the rest of class bringing all the readings in this unit together and having a debate on the important of body image, the pros and cons of changing it, and the positive and negative consequences.</i></p>	<p>Read: Natasha Singer, “For You, My Lovely, A Facelift,” pp. 298-301 Read: Nancy Clark, “Mirror, Mirror on the Wall...Are Muscular Men the Best of All?,” pp. 302-305</p> <p>Due: Journal Entry #11--Answer the questions in “Before You Read” (pp. 301-302). Due: Journal Entry #12-- Answer the questions in “Before You Read” (pp. 305).</p> <p>Part II. Anticipating and Countering Opposing Argument Workshop</p> <p>Read: Hacker Handbook, page A2-f</p>
<p>Class 14</p>	<p>Part I. Peer Review & Revision Workshop</p> <p>Due: Draft #1—bring three copies of your draft</p> <p>Part II. Integrating Sources Workshop with Student Drafts</p>
<p>Class 15</p>	<p>Peer Review & Revision Workshop</p> <p>Due: Draft #2—bring two copies of your draft</p>
<p>UNIT 4: What Defines a Patriot in the U.S. Today? (Documented Essay)</p> <p>Essay Question: Write an extended definition of what defines a patriot in the U.S. today. Use iconic examples such as the American flag, the Pledge of Allegiance, and democracy to help develop your definition. Also, use all the sources from this unit as well as two additional sources of your own.</p>	
<p>Class 16</p>	<p>Part I. Introduction to Unit 4 Print out the Unit 4 Essay Assignment Sheet and bring it to class.</p> <p>Part II. Introduction to the Library Website</p> <p>Due: Final Draft of Essay 3—all drafts of the essay, with comments, peer reviews, and the instructor’s comments must be bound with a binder clip.</p>
<p>Class 17</p>	<p>Library Databases Workshop: How to Find Sources? Students should bring their laptops to class or check one out from Sprague</p>

	<p>library.</p> <p>Due: Library Orientation Worksheets</p>
<p>Class 18</p> <p><i>For instructor: Assign the following in-class writing assignment – Journal #15: Answer the questions on “Before You Read” on page 422. (Write at least ½ page in your journal.)</i></p>	<p>Read: “Who is a Patriot?” pp. 422 Read: Anchee Min, “Footprints on the Flag,” pp. 423-426 Read: Gwen Knapp, “Facing Away from the Flag,” pp. 435-437</p> <p>*Discussion of general conceptions about what defines a patriot in the U.S. followed by discussion of the readings.</p> <p>Due: Journal 13-- Answer the questions in “Before You Read” (pp. 426). Due: Journal 14-- Answer the questions in “Before You Read” (pp. 437).</p>
<p>Class 19</p>	<p>Read: Todd Gitlin, “Patriotism and Sacrifice,” pp. 426-431 Read: Barbara Kingsolver, “And Our Flag Was Still There,” pp. 432-434 Read: “Representative Thune Introduces Flag Protection,” pp. 438-440 Read: William Safire, “Desecration,” pp. 441-443</p> <p>Due: Journal 16-- Answer the questions in “Before You Read” (pp. 431). Due: Journal 17-- Answer the questions in “Before You Read” (pp. 434). Due: Journal 18-- Answer the questions in “Before You Read” (pp. 440). Due: Journal 19-- Answer the questions in “Before You Read” (pp. 443).</p>
<p>Class 20</p>	<p>Discussion on What Defines Patriotism in the U.S. Be prepared to discuss all the sources together and to brainstorm for the paper.</p>
<p>Class 21</p>	<p>Workshop on Integrating Sources Each student should collect 2 quotes from each of the readings in this unit and be prepared to share them with the class. Students will work on strategies to integrate those quotes, cite properly, and discuss their overall significance.</p> <p>Due: Outside Source</p>
<p>Class 22</p>	<p>Part I. Peer Review of Introduction Paragraph and Paper Outlines Bring copies of your introduction paragraph and paper outline for group review.</p> <p>Part II. Drafting and Mini-Conferences with Instructor Students should bring their laptops.</p>

	Due: Draft 1 – Introduction and Outline
Class 23	Peer Review of Documented Essay (Entire Essay) Due: Draft #2 —bring two copies of your draft
Class 24	Peer Review of Documented Essay with All Sources Due: Draft #2 —bring copies of your draft
Class 25	Revision Workshop & Conferences with Instructor *Draft 2 with instructor’s comments returned
Class 26	Revision Workshop & Conferences with Instructor
<p>UNIT 5: Re-Visioning Our Own Words</p> <p>Essay Question: Choose ONE journal entry assignment that you have written this semester and re-vision it in a two- to three-page paper. While it is your choice as to what journal entry you re-vision, you still need to comply with proper MLA essay format (develop a central claim; proper in-text citation of quotations used to support your thinking, careful attention to proofreading, etc.) as you did in the other unit papers.</p>	
Class 27	<p>Unit 5: Re-Visioning Our Own Words Print out the assignment sheet and bring it with you to class, along with all of your writing homework assignments.</p> <p>Due: Final Draft of Essay 4 (Documented Essay)—all drafts of the essay, with comments, peer reviews, and the instructor’s comments must be bound together with a binder clip.</p>
Class 28	<p>Part I. Peer Review</p> <p>Due: Draft #1—bring two copies of your draft and the peer review sheet</p> <p>Part II. Portfolio Review</p> <p>*Conference with instructor</p>
Class 29	Part I. Peer Review

	<p>Due: Draft #2—bring two copies of your draft and the peer review sheet</p> <p>Part II. Portfolio Workshop</p> <p>*Conference with instructor</p>
Class 30	<p>Portfolio Workshop</p> <p>*Conference with instructor</p> <p>Due: Final Draft of Essay 5—all drafts of the essay, with comments, peer reviews, and the instructor's comments must be bound with a binder clip.</p>
TBA	Final Exam: Portfolio Due

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.