

ENWR105 College Writing I: Intellectual Prose

Emerging

Spring 2012

(Created by Gerrie Logan; updated by Bonnie Dowd, December 2011)

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

Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. New York: Bedford/St Martin's, 2010.
Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 7th ed. Montclair State University custom edition. New York: Bedford/St. Martin's, 2012.

Websites

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

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

Why College Writing I? (Course Objectives)

David Foster Wallace, a well-known writer, has taught writing at several colleges, and has had plenty of experience with the kinds of problems college students tend to have when they come up against the culture of higher education. During a college graduation speech he said: "The liberal-arts cliché about 'teaching you how to think' is actually shorthand for a much deeper, more serious idea: 'Learning how to think' really means learning how to exercise some control over how and what you think" (Kenyon College Commencement Speech, 2005, http://www.coplac.org/liberal_arts/Wallace.htm).

And since, when it comes to higher education, thinking and writing are inseparable, the purpose of this course is not to teach you how to write (or how to spell, punctuate, use a word-processing program, etc.), but rather it is to teach you how to exercise greater control over how and what you write. Moreover, the control you're meant to be learning is of a very specific kind: it concerns the things that writers need to control in order to write successful, persuasive arguments. You probably know something about making a persuasive argument, and that knowledge may still be useful to you *outside* of the University. But making persuasive academic arguments (the kind that are valued *inside* the University) is a specialized skill, and that's what you're here to learn. As with the learning of all specialized skills, this involves discipline. If it were easy, you wouldn't need a college course in order to learn it. The University recognizes this, and expects you to do so, as well.

Those of us who teach college writing do realize that students may not be interested in learning to make persuasive arguments in the way that serious scholars do. I will try during the semester to make the case for why you should be interested because I don't think that your interest is something that I can take for

granted. But please bear in mind that the standard for success (and for excellence) in this course is the quality of your writing as persuasive academic argument.

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.

Plagiarism:

Instructor should articulate, discuss, and personalize their philosophy here for students. Also, review pages 1-11 of 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.

Attendance and Class Participation: Instructors should articulate their own attendance and participation policy here. What follows is one example:

Attendance is expected. In-class writing, discussion, and occasional lectures provide information and processes essential to understanding the texts and to writing strong essays. Students can expect final grade penalties for missing more than one or two classes. Similarly, student participation is highly valued in first-year writing classes. Speaking in class is an excellent way to “try out” ideas and to gain valuable responses from instructors. Students should plan to speak at least once every class.

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.

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 participation, homework, reading responses, and so forth.

Course Requirements:

Daily Participation Required

Reading Notebook 15%

4 Interpretive Essays 50%

Documented Essay 20%

Writing Portfolio 15%

Writing Exercises Required

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; but if you are not achieving in this area, your grade will be lowered.)

Reading Notebook (15%)

For each assigned reading, you 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 your 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). All essays will adhere to MLA format for research papers (including documentation). There will be penalties for late essays. (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%)

You will develop your own research project for the final paper, and you will write an essay based on your findings. I suggest that you consider the kinds of questions that our class reader, *Emerging*, raises. You may also use one essay from *Emerging*, though it may not be one of the essays that I have assigned for another unit. I will provide you with a formal description of the Documented Essay later in the semester, but I recommend that you 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%) Individual instructors should articulate their specific requirements here.

Instructions to back up work is very important to mention here and throughout the semester. What follows is an example:

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.

[Instructor samples can be viewed:

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

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.

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-in's 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>.

Additionally instructors may want to include information about accommodations. What follows is one example:

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.

COURSE OUTLINE

This schedule is subject to minor change.

[Note to instructors: Although syllabus indicates that students are writing a middle draft of Essay 1 due on the third day of class, you do not necessarily need to collect and comment on that draft. Its purpose is to have student begin the work so that they're ready to submit the final draft on fifth day. You will have already commented on an earlier draft.]

“Read” and “write” activities listed for each day are to be completed **FOR** that day.

Instructors should replace generic wording in this section with specifics of the placement assignment and readings.

Unit One – Placement Assignment

Class 1

Introductions. Discuss readings and essay assignment due the next class.

Class 2

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 assigned essays, 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. It's important to your successful development as a writer that you be placed in the correct writing class. If I have any concerns about your placement, I will send your paper on to the First-Year Writing Program (FYWP) for further review. If appropriate, a staff person in the FYWP will contact you to discuss and arrange for a more appropriate class. Please be assured that students who have already successfully completed ENWR100 Introduction to Writing will not be required to take the course again.

Class 3

Second Draft of Essay One due for peer review process. Large group peer review of a student essay. Students should then peer review second drafts in small groups.

Class 4

HW: Read Hacker, *A Writer's Reference*, on central claims (14-17) and on plagiarism (Montclair-9-11, 341-47). Note any questions you have about plagiarism and academic honesty. Bring Hacker guide to class.

In class: discussion of central claims and avoiding plagiarism

HW: Write Final Draft of Essay One

Class 5

- **Final Draft of Essay One due (3-4 pages)**
- Review prefatory chapter from Hacker's *A Writer Reference*. Instructor will answer questions on the program, course expectations, syllabus and grading.
- Read: Begin reading Kwame Anthony Appiah's essay "Making Conversation" (p.57-63) *[Read together as a large group and discuss ways in which students should read critically and annotate the text. There are some suggestions in the beginning of the text on pgs. 1-14. Identify the central claim of the essay and the subtopics within the text].*
- In class writing assignment (ICW): What does Appiah mean by "cosmopolitanism"? Use his text to create a definition and to support your interpretation. Apply this definition to a current national or global situation [brainstorm three or four different situations].
- Homework (HW): Complete the reading of Appiah's essay (63-72). Read Helen Epstein's "Aids Inc." (p. 105-117). In a 1-2 page response define "social cohesion" by using the text and explain the role it played in HIV infection rates in Uganda? How might that role be extended to other countries, including the United States?

UNIT TWO: ETHICAL CONFLICT IN A GLOBAL ECONOMY

Essay Question: Drawing on Epstein's and Appiah's ideas, write a 4 page essay in which you determine how individuals acting locally can create global change. Ask yourselves these questions: How can we overcome the "primacy of practice" when such practices put lives at risk from disease? What role does conversation have in creating change? Is "social cohesion" an effect of "cosmopolitanism" or do these two concepts work against each other? Use textual evidence from one or both writers to support your ideas, opinions, and argument.

Class 6

- In class: Discuss HW assignment and both readings
- ICW: Devise an outline for your first draft based on the above essay question.
- Homework: Write a first draft of essay two.

Class 7

- **First Draft of Essay Two**
- In class: Discussion
- Activity on Devising a Central Claim and effective introductions *[Refer to First Year Writing website or Bb for possible suggestions].*

- How to conduct a peer review [*review expectations and the peer review form*]. Large group peer review of student drafts [*I usually have half the class post their first drafts on Blackboard. I review the draft and provide comments and suggestions which I post on Bb. The rest of the students will post their mid-process drafts and I will do the same thing. For the large group peer review exercise, select one or two for large group discussion.*] Small group peer reviews.
- HW: After taking into account the comments made by your peer reviewer and our discussion in class, make the necessary changes for your mid process draft, print two copies and bring to class. [*Again, at this point, I have the other half of the students send me their mid process drafts for my review and comments*].

Class 8

- **Middle draft of essay two due.**
- In class: Activity on incorporating quotes.
- Large group: Peer review of one or two student drafts.
- Small group: Peer review
- HW: After taking into account your peer reviewer's comments and today's class discussion write your final draft of essay two.

UNIT THREE: "THE MELTING POT: ONE AMERICAN CULTURE"

[The readings in this unit explore the problems and potential of community and diversity both locally and globally. Both Nathan and Olson discuss the challenge of achieving community and diversity in academic settings.]

Essay Question [*possible topic for essay three*]: Examine Steve Olson's argument about genetics and race and apply those to Nathan's essay about the challenges involved in achieving community and diversity on college campuses. Write a 4 – 5 page essay proposing strategies for creating this sense of community. You might want to use your experience here at Montclair as an example to support your argument. You could also draw from your responses to the homework assignments for this unit. Use textual evidence from both writers to support your essay.

Class 9

- **Final Draft of Essay Two due**
- In class: Editing activity from Hacker handbook – Writing activity on paragraph development
- HW: Read Rebekah Nathan's "Community and Diversity" (pgs. 228-245) and Steve Olson's "The End of Race: Hawaii and the Mixing of Peoples" (pgs. 250-262).

Class 10

- ICW: p. 246, Critical Reading, Question three. Discuss responses and reading assignment.
- HW: Write a 2-3 page response to Question 2, "Questions for Connecting" p. 247.

Class 11

- In class: Activity on paraphrase, summary, and direct quotes. Discuss and collect homework assignment.
- HW: Write a first draft of essay three.

Class 12

- In class: Peer revision first draft.
- HW: Write a middle draft of essay three.

Class 13

- In class: Writing activity – Reverse Outline *[The writer will read their draft and by using an outline format identify the main issue of each paragraph and how it ties back to their central claim].* Peer revision of mid-process draft.
- HW: Write final draft of essay three.

UNIT FOUR: DEEP IMPACT: TECHNOLOGY AND OUR WORLD

Essay Question: The readings and class discussion for this unit explore how technology has a deep impact on many social issues that affect our society. Examine a current issue that you feel is directly affected either positively or negatively by technology. Draw on the arguments made by either writer to support your ideas. For this assignment, you will also need an additional outside source (newspaper or magazine) to support your claim. This essay must be 4 - 5 pages in length

Class 14

- **Final draft of essay three due.**
- In class: Class discussion of the impact of technology in today's world. *[Explore the following questions before assigning the readings for this unit: How did social networking sites affect the 2008 presidential election? How did television determine the outcome of the 1960 election? How did the economic crisis of 2008 reflect the dangers of a technologically interconnected world? In what specific ways has technology connected economics and politics?]*
- HW: Read Thomas Friedman's "The Dell Theory of Conflict Prevention" (p.120-138). Respond in writing to "Questions for Critical Reading" #1 and #3 on page 138.

Class 15

- In class: Review homework and discuss reading
- HW: Read Francis Fukuyama's "Human Dignity" (p.141-163). Respond in writing to "Questions for Critical Reading" #1 and #3 on page 166.

Class 16

- In class: Discuss the reading and homework assignment. Discuss essay topics and specifications for essay four. *[Devise an essay topic that expands on the discussion questions from the first day, as well as, the homework questions.]*
- ICW: In two or three sentences write a central claim that introduces a possible argument for your essay. *[If there is enough time have students share central claims.]*
- HW: Write a first draft of essay four.

Class 17

- **First draft essay four due.**
- In class: Peer review first draft.

- HW: After taking into account the comments made by your peer reviewer, revise your draft.

Class 18

- **Middle draft due.**
- In class: Grammar activity from Hacker handbook. Peer review mid process draft.
- HW: After taking into account the comments made by your peer reviewer, revise your draft.

UNIT FIVE – DOCUMENTED ESSAY (5-7 pages)

Class 19

- **Final draft of essay four due.**

In class: Brainstorm possible topics for the documented essay. *Review and hand out student samples of a paper proposal and an annotated bib. [Many of the readings assigned in this syllabus explored the individual and their place in the larger community and how changes in today's culture and the use of technology have impacted many social issues our nation faces. Use these ideas and issues to scaffold the students' ideas during the brainstorming session.]*

HW: Write a paper proposal for your documented essay. [The purpose for a paper proposal is to assist the student in developing a strategy for researching and writing about their topic. There are three sections to the proposal: (1) Purpose – the student identifies their topic and what they are attempting to prove in the writing of this essay. Their position should be clear and they should list questions that motivate their research. (2) Method – What tools or strategies is the student planning to use to gain insight and information. (3) Implications – Devise questions that will drive the research. What is the counterargument to this issue? What questions does this issue raise?]

Class 20

- **Paper Proposal for documented essay due.**
- In class: Library research day. *[Instructor should schedule an Information literacy with one of the resource people from the library well in advance of this date.]*
- HW: Develop your annotated bibliography.

Class 21

- In class: Review and approve proposals and annotated bib.
- HW: First draft – documented essay.

Class 22

- **First draft of doc. essay due.**
- In class: Peer review first draft.
- HW: Mid-process draft – doc. Essay

Class 23

- **Middle draft of doc. essay due.**
- In class: Peer review of doc. essay
- HW: Write final draft of doc. essay.

UNIT SIX – PORTFOLIO PROJECT - Portfolio due at final exam day (in lieu of exam).

Class 24

- **Documented Essay due.**
- In class: Discuss the requirements of the portfolio project. Read Nancy Sommers's essay "Revision Strategies."
- HW: Select essays for your portfolio assignment and bring all materials necessary for the portfolio project to the next class.

Class 25

- Portfolio work and individual conferences

Class 26

- Portfolio work and individual conferences.

*Homework assignments and essay questions have been adapted from the corresponding text, *Emerging: Contemporary Readings for Writers* published by Bedford/ St. Martin's.

[Note: While this syllabus is designed for a fourteen-week semester (28 classes), one week is omitted from this schedule for the individual instructor to allow for student conferences and semester breaks where necessary.]

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.