

ENWR105 College Writing I: Intellectual Prose
From Inquiry to Academic Writing
Spring 2012

(Created by Bonnie Dowd; modified by Sally Sevcik and Robin Caine; 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.

Instructor:

Email:

Office:

Office hours:

Include class meeting times and locations as well.

Required Texts

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 2nd ed. New York: Bedford St. Martin's, 2012.

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

Helpful Websites

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

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

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

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

Why College Writing I? (Course Objectives)

Several courses in writing are required of Montclair State University students because faculty across disciplines, as well as employers, agree that strong writing abilities are crucial to academic and professional success. Although Montclair students have, through their acceptance into the university, demonstrated significant writing abilities, writing in college is different from writing in high school.

In college, students are expected not only to have mastered formal conventions of good writing – topic control, organization, grammar, mechanics, and usage – but also to have gained significant abilities in intellectual writing. Intellectual writing is marked by compelling inquiry and argumentation that is supported by appropriate evidence and analysis. Therefore, the first-year writing courses, which collectively and sequentially fulfill the general education requirements in reading and writing, require students to write argumentative essays based on intellectual prose or literature. Collectively these courses help students develop fundamental abilities that are characteristic of an educated person: the ability to use writing to discover, refine, and pursue questions, and the ability to use texts to search for, consider and construct possible answers to those questions. All of these courses are concerned with the kind of

intellectual inquiry that drives learning in school, work, and everyday life. Furthermore all of the courses are concerned with the uses of writing and reading, not just for obtaining and reporting information, but as vehicles for experiences and thinking about problems in the world, in our communities, and in our own lives.

Attendance and Class Participation: Instructors should articulate their own attendance/participation policy here. Some instructors additionally include a policy for tardiness. What follows is one example:

Attendance is expected and is articulated in the handbook on Montclair-7. Students can expect final grade penalties for missing more than one or two classes. Lateness and unauthorized use of electronics while in class will affect the final grade.

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.

Grades:

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 A, B, C, D, and F essays.

Course Requirements:

Response Papers, Peer Reviews, In-class work: 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; students not achieving in this area will have lowered grades.)

Response Papers, Peer Review, In-class work (15%)

For each unit we will do exercises to improve writing skills, including response papers, peer reviews and in-class writing assignments.

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

Each of these essays will develop an argument derived from a student's 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 pros--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%) *Instructors may articulate specifics of the assignment or may simply mention what should be done through the semester to prepare for this—for example, begin thinking about a possible topic--and announce the particulars will be announced later in the semester. What follows is one example:*

See page Montclair-6-7 for specifics on the documented essay. Students will develop their own research project for the final paper and will write an essay based on their findings. Students should consider the kinds of questions that our class reader, *From Inquiry to Academic Writing*, raises when developing topics. Students may also use one essay from the text, though it may not be one of the essays assigned for another unit. 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. Remember to back up all written work throughout the semester and do not write over any drafts.

Writing Portfolio (15%) *Instructors may articulate specifics of their portfolio assignment or may simply announce that details will follow later in the semester. It's important to tell students at this point that all written work should be backed up and that drafts should not be written over in the revision process. What follows is one example:*

See Montclair-7 for specifics on the writing portfolio. 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.

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.]

Plagiarism:

[Instructor should articulate, discuss, and personalize their philosophy here for students. Also, review pages Montclair-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.]

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.

Schedule of Reading & Writing Assignments

This schedule is subject to minor change.

Note: All readings are from our class text, *From Inquiry to Academic Writing: A Text and a Reader*, unless otherwise noted. Abbreviation Key: Hwk = homework assignment; Bb = Blackboard; DT= discussion topic; ST = skill topic. Homework writing assignments and essay topics are detailed at the end of the schedule.

Unless otherwise instructed, students should bring their writer’s notebooks and texts to each class. Please note those classes to which students should bring the Hacker guide. All homework assignments listed are due the following class. See the schedules for each unit for exact dates and additional information regarding class activities.

Note: Instructors should replace the generic wording of Unit 1 with specifics of the Placement assignment (titles of readings, topic, essay question, etc.)

Unit 1: Placement Essay:

Class 1 Draft 1 of Essay 1, 2-3 pages, is due at the start of class.

DT: Discussion of assignment; small group activities; preparation for substantial revision.

HW: Draft 2, Essay 1.

HW: Read Hacker, Montclair-11-12 and Greene/Lidinsky, 180-181 on plagiarism. Note any questions about plagiarism and academic honesty. Bring Hacker guide to class.

Class 2 Draft 2, Essay 1 due. 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.

ST: Peer Review (need volunteer paper).

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>.

HW: Additional placement reading

Class 3 **ST**: central claim; summary and quotes
Discussion of additional placement reading
Return drafts
HW: Revise draft

Class 4 **ST**: Issues from drafts
Peer review of drafts
HW: Prepare final version of essay one

Class 5 **Final draft of Essay 1 Due**
Class: Format check. Proofreading strategies
Review of syllabus, expectations, and introduction of Unit 2
HW: Read “Your Local News-Dateline Delhi,” by Barbara Ehrenreich (608)
“From Identifying Claims to Analyzing Arguments” (73-90).

**Unit 2:- The challenges of globalization: Who are “we” in relation to others?
The readings in this and the next unit confront the enormous and challenging
question of who “we” are in relation to “others” in an increasingly small world.**

Class 6: Discuss Ehrenreich. Identify argument.
HW: Read Kwame Anthony Appiah, “Moral Disagreement,” 656-666.
Write: HW 2-1

Class 7: Discuss Appiah. Work on writing definitions.
Do mapping exercise p 667. Discuss cosmopolitanism and what it means to be a ‘citizen of the world.’
HW: Write first draft of Essay 2

Class 8: **Draft 1 of Essay 2 due**
Central claim, strategies for generating ideas for writing.
Workshop drafts: Whole class workshop on central claim; the “so what” factor in student drafts;
HW: Write: **Draft 2 of Essay 2**

Class 9: **Draft 2 of Essay 2 due.** Bring Hacker guide to class
Return Essay one. Discussion of errors and issues from Essay 1. Avoiding plagiarism with correct citation and documentation.
Peer review and review of central claim strategies.
HW: Read: "Integrating quotations" (182-186) and MLA style intro. Read Michael Pollan, "Why Bother?" (871).

Unit 3 – What effects do we have on the natural world?
In this unit we will talk about our individual relationship to the planet. We will address what it means to be "green" as well as "sustainable" solutions. What do these terms mean for us as we go about our daily activities of getting from one place to the next, eating meals, buying things, learning, and occasionally cleaning our living spaces?

Class 10

Final draft of Essay 2 due

DT: Pollan essay

Discussion of student analysis of selected ads.

Hwk: Read: Jim Tarter, "Some Live More Downstream than Others: Cancer, Gender, and Environmental Justice" (822).

Read: "Developing paragraphs" (Greene/Lidinsky 254-266).

Write: Hwk 3-1

Class 11 **DT:** Tartar essay

ST: Strategies for crafting effective body paragraphs.

Hwk: Read: "Drafting conclusions" (Greene/Lidinsky 266-272).

Write: Hwk 3-1

Write: Draft 1 of Essay 3

Class 12 **Workshop:** Grammatical and mechanical issues from Essay 2

ST: outlining as tool for organizing; crafting conclusions.

Looking ahead: discussion of the documented essay and possible topics

Hwk: **Write Draft 2 of Essay 3**

Class 13 **Workshop:** Electronic peer review.

Individual conferences.

Come to class with some ideas about the documented essay topic.

Unit 4: The Documented Essay. Locating Ourselves in the Academy: What does it mean to be educated and who decides? Where is the intersection of history and truth? What is gained from education? What defines people as students? What brings people to the university?

Class 14 Introduction to Unit 4: the documented essay.

DT: Whole class discussion of essay topics.

ST: Beginning research and evaluating sources; concision – examples from student papers.
Hwk: **Write: Final polished draft of Essay 3** – revise, edit, and proofread.
Hwk: Read Jonathan Kozol, “Still Separate, Still Unequal: America’s Educational Apartheid,” p.404.
Write: Hwk 4-1.

Class 15 **Meet in Sprague for library instruction class.**
Final draft of Essay 3 due.

Write: Hwk 4-2
Read: Mark Edmundson, “On the Uses of a Liberal Education” (322).

Class 16 **DT:** Edmundson – consumer culture and education; evaluative subjectivity. Instructor summary of hooks – Freire; power in the classroom.
ST: Using summary, paraphrase, and quotations.
Hwk: Research and write. Refine and expand the essay plan – add quotations and examples.
Read: James W. Loewen – excerpt from *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (383).

Class 17 **DT:** Loewen – history as fiction; nationalism and distortion.
ST: Appeals to readers – ethos, pathos, logos.
Hwk: **Write Draft 1 of Essay 4.**

Class 18 **Workshop:** Group work on drafts – central claim, argument, sources.
ST: MLA documentation and citation.
Hwk: Research and revise.

Class 19 Conferences
Hwk: **Write Draft 2 of Essay 4.**

Class 20: Conferences

Class 21 **Workshop** on editing/documentation
Hwk: **Revise, edit, and proofread – Final draft of Essay 4.**

<p>Unit 5: Crafting Identity: Representing and Misrepresenting Ourselves in Cyberspace – Who do I say I am? To which communities do I aspire? What does it mean to create an identity?</p>

Class 22 **Final draft of Essay 4 due**
Introduction to Unit 5: writing in cyberspace.
DT: The new community of cyberspace; creating an identity; the cyber identity and reality.
Hwk: Read “Digital Gates,” from *The Young and the Digital* by S. Craig Watkins.
Write: R 5-1.

Class 23 **DT:** Watkins’s essay
ST: Errors and issues from student papers.

Presentation of student findings from homework.

Hwk: **Write: Draft 1 of Essay 5.**

Class 24 **DT:** *MySpace, Facebook* as online communities; the impact of virtual communities.

Hwk: **Write Draft 2 of Essay 5.**

Class 25 **Workshop:** Full class review and peer review.

Discussion of Portfolio.

Hwk: Work on essay.

Class 26 **Portfolio Review**

Class 27 **Workshop.** Peer review; editing workshop

Hwk: Write final polished draft of Essay 5. Follow instructions on the Essay 5 Assignment.

Write: Create a peer review sheet with questions specific to the first essay you will use for Portfolio.

Class 28 **Final draft of Essay 5 due. Portfolio workshop**

Class 29 Last class. Portfolio workshop.

Portfolios due during exam period; exact date to be announced.

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.

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### **Homework Writing Assignments, Reflections, and Essay Topics**

A note about the following assignments: all homework writing assignments are due on the date specified in order to receive feedback. All homework assignments must be turned in with the essay packet. Documents missing from the packet will result in points off the essay grade. 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. Late submissions will be accepted but will result in a lowering of a grade level for each class it is late.

All writing assignments marked "Reflection" are to be written in your writer's notebook and brought to class to enhance our discussions. The questions posed in the writing prompts are to

help you think about the particular topic. Do not attempt to answer all of these as if you were taking an essay exam. Use them to help you begin to think about a topic so that you can do more than just skim the surface

## **Unit 2:**

### **Possible Essay Topic:**

What does Appiah mean by “terms of contention” and what implications does his idea that concepts are culturally embedded have for argumentative writing in a cosmopolitan world?

**HW 2-1:** In conversation with Appiah, define “cosmopolitan,” “universalists,” and “Open textured.” List three other key terms in his essay.

## **Unit 3**

**Essay 3:** Possible essay topics for unit 3:

**Topic 1:** Like Pollan, other writers in this chapter argue that changing our daily habits can improve our health and the health of the planet. Compose an essay in which you connect Pollan’s ideas about changing our habits to one or more of the following pieces: the essay by Pamela Paul, Gary Steiner, or Anna Lappe; the “Ten Things You can Do to Fight World Hunger” list; or the “Little Green Lies” and “Buying Organic” visual. Use key ideas and examples from your chosen texts to build an argument about which changes are most pressing, given the evidence you have gleaned. What challenges do you see, and what benefits? (From the text p.876)

**Topic 2:** Both Pollan and Curtis White argue that in order to make an impact on climate change, citizens have to do more than tweak their daily behaviors; they also have to change their values and understand their relationship by the world differently. Write an essay in which you draw on the insights and examples in both texts in order to make your own argument about the ways we could and should live more healthful lives, for ourselves and the planet. What benefits do you see for individuals?

**Hwk 3-1:** Pollan’s title indicates that he understands it can be hard to believe that our personal actions can have an effect on the environment. Throughout the essay, he addresses this skepticism in various ways. Mark the places where you see him addressing skeptical readers, and evaluate how effective you find his strategies for inviting readers to see this issue from his perspective. (From the text, p. 876)

**Hwk 3-2:** Along the edge of the text, mark the places in this essay where Tartar uses personal experiences. What can you conclude about the ways he uses personal experience and about the effect of using it in the places he does? How does this material add to the overall impact of his argument.

**Unit 4 Documented Essay Topics:**

**Possible Topic 1:** How do our educational systems work to preserve or undo class and race divisions? Draw on the ideas in Jonathan Kozol’s essay and connect them to concepts in one or more essays by the following authors: bell hooks, Jonathan Kozol, James Loewen, Peggy McIntosh, Gloria Anzaldua or Beverly Daniel Tatum. Write an essay in which you use the works to build an argument about what American education accomplishes in relation to class and race differences – and perhaps, what you think it should accomplish. Be sure to use and analyze specific examples from the texts and, if you want, your own experiences.

**Hwk 4-1:** How well do Edmundson’s descriptions of college students align with behaviors you have seen? Look particularly at passages where he depicts student-teacher interactions in class. How do you account for the similarities and differences between what Edmundson describes and what you have observed? (Question adapted from our text, page 292.)

**Hwk 4-2:** Write a plan for your documented essay. Use the following list of suggestions to help you organize your paper. List your topic with the questions you have about it. What is your purpose in writing this essay? What assumptions have you made about your audience? What do you want to know about your topic? What do you need to research? Where will be the best places to look for the information you need? What is your main claim? What sub points will you need to make to round out your argument? What are the counterarguments you will need to address? Outline your argument and insert the quotations from sources you have found so far under the sub topics where they will likely go.

## **Unit 5**

**Possible Essay Topic:** You have been studying how various writers analyze facets of popular culture. Many of those we have read can provide an excellent model for both analysis and for making the connection from the analytic discoveries to the significance of those discoveries. Write an essay in which you analyze a popular community on cyberspace (*MySpace* or *Facebook*, for example). What do these sites permit regarding identity that is different from real world? What does it mean to be able to create an identity? What do these sites have to do with writing? With autobiography? With fiction? Make sure you provide concrete examples and investigate the **significance** of your analysis.

**Hwk 5-1:** In the title of the chapter from which this selection is taken, “Digital Gates,” Watkins plays on the ideas of both “gated communities” and the “digital divide.” Look up both of these terms to be sure you understand the history behind them. Discuss how both of these terms help Watkins develop his point about the dynamics he sees in online culture, and in particular social networking. (Question from our text, page 515).

