



English 110: Effective Writing

Sections/Times/Location:

Section 02 - Tuesdays and Thursdays from 8:00am to 9:15am in Bowman 314

Section 09 - Tuesdays and Thursdays from 11:00am to 12:15pm in Bowman 316

Instructor: Julie Sorge Way

Office: Bowman 310A (inside the writing center, back right corner)

Office Hours: Tuesdays & Thursdays from 9:20 to 10:45 and by appointment

Contact by phone: Office phone 515-3746 – not for messages, please use email instead

Contact by email: english110sorgeway@gmail.com - please use THIS email address for all messages to me regarding this class

Credits: 3

Course Web Site: <http://sites.google.com/site/sorgeway/english110>

Objectives

1. Ability to develop and sustain an original argument.
2. Ability to organize and present ideas clearly in writing, including using effective syntax and diction.
3. Ability to use conventions appropriate to the rhetorical situation.
4. Ability to locate, evaluate, paraphrase/summarize, integrate, and document information from sources effectively as supporting evidence.
5. Ability to reflect on, revise, edit, and proofread their own writing for greater rhetorical effectiveness and grammatical correctness.
6. Ability to write clear, well-developed essays in timed conditions.

Required Materials:

Ehrenreich, Barbara. *Nickel and Dimed*. NY: Holt, 2008. ISBN: 9780805088380

Hacker, Diana. *Rules for Writers* with 2009/10 MLA/APA Updates. New York: Bedford/St. Martin's, 2010. ISBN: 9780312664824

Lunsford, Andrea. *Everything's an Argument*. 5th Edition. NY: Bedford/St Martins. 2009. ISBN: 9780312538620

USB flash drive – keep with you at all times for saving in-class work

3-prong folder – flat, not a binder

3 x 5 cards for pop quizzes – always have a few in your bag

Note: You will have additional texts to read and analyze that will be distributed in class and via links in emails. Be prepared to print these articles, mark them up as you read them, and bring them with you to class ready for discussion.

Course Description: An across-the-disciplines, reading-based expository and argumentative writing course; an introduction to print and online research; and an introduction to various disciplinary writing

conventions and practices. Supplementary writer's workshop may be required, based on placement.
General Education: Core Skills

Course Requirements:

This can be a very good class, in which you learn how to write and think more clearly and effectively.

This class can help you with your other college classes, where you're going to have to do a large amount of clear thinking and writing. It can help you in your career ahead, whatever that ends up being and wherever it takes you, and it can even help in your general relationship to your world, but that part – of course – is up to you. We're going to spend time learning to take apart arguments and talk about them – there are arguments around you every single day, trying to tell you what to think, what to do, and what to spend your money on. I want this class to help you as you try to live the best life possible by recognizing the messages around you and sending your own messages well.

It can work. I promise. But in order for all of this to work, **you** have to work. You have to be willing to do three things. If you can't commit to doing these three things, you should definitely drop this class and take a different one.

The Three Things:

Rule #1 – Show up. This is the first rule of life, and it's an important one. Be here, be on time, and be awake. Make eye contact now and then – imagine if you were speaking to a group, what you'd want those group members to act like, and give that a try.

Second, come prepared – the workload for this class is not a particularly heavy one, I promise, but the flip side of that is that I need you to have **done** that work. Every day you'll have something to read – sometimes it will be a section from the textbook, sometimes a web-comic, sometimes maybe a commercial to watch and write about on YouTube, sometimes an assignment to go sit someplace and people-watch. Every day there's something. Coming prepared means showing up (see Rule 1) with some **ideas** about what you read, saw, or experienced.

The third rule, and pretty much the last one, is to give things your best shot. You don't have to be perfect, and you don't have to try to sound fake or fancy, but you do have to take a chance on an answer when you're asked, and chip in to class discussion whenever you helpfully can. When everyone's here, and everyone gives things her or his best shot, this class can be very thought-provoking and even (!) fun. Please: do your best to make this class work. I will, too. At the end of the semester, I will reward those who have consistently contributed to the class, and I will penalize those who have in any way hindered the class. Disrespectful behavior toward anyone in this class is, of course, prohibited. I won't talk while you have the floor; grant me the same courtesy.

Attendance:

We cover new topics really frequently – since this class only meets twice a week, it puts a sizeable gap in your learning if you skip class. To help make sure you don't have those kinds of gaps, I keep

a record of when you're here and when you're not. Four absences will lower your course grade by 10 points, and any subsequent absences will each lower your course grade by 10 additional points. Of course, you are excused from class on mandated, documented religious holidays, which are the only absences for which you may make up class work. Coming to class late or leaving early, for any reason, is considered a partial absence. Coming to class more than 25 minutes late counts as a full absence. If you are texting in class, or if your cell phone interrupts us, it will count as a partial absence. Three partial absences count as one full absence. If you have a need for special repeat absences or tardies (such as for sports teams or debate), inform me within the first two weeks of class. With genuinely extenuating circumstances, of course, email me or come see me during my office hours, and we'll talk. Your in-class work and participation will constitute 25% of your final grade, as well as affecting your individual paper grades. If you don't feel that you will be able to attend, you should drop this class.

Participation:

You'll see below that participation is a very large percentage of your course grade. It's more than any one paper and almost as much as your final portfolio. I give this so much weight because it's really important to me that you are an active member of this class – if you're a silent seat-warming body, studies show you don't learn as much. Here's a breakdown of how you can be sure that you're participating well:

Read each assignment carefully before coming to class. I'll be honest – you might need to read the text more than once in order to understand some of them for class discussion. Always read with a pen in your hand! Yes, really. Underline important passages and make notes in the margin, and be sure to bring your book to class so that you can mark passages discussed in class. Review your notes and underlining before class so you will be prepared for thoughtful discussion. I will do three things to encourage you to read: short reading quizzes will be given at the beginning of many classes (Questions will not be repeated for latecomers). These should be completed on 3" x 5" cards with your name and the date in the top right corner. Sometimes I'll also have you bring a short written response to something you read outside of class. And the third, of course, is that I will call on you **in** class. With reading completed, none of these should be a problem. I am not out to "get" anyone with "trick" questions. Informed discussion is paramount among our activities here, so it is not okay to come to class unprepared, or to come to class and not participate in what we're doing.

Papers & The Portfolio:

This semester, everyone in this class will write three major papers and a portfolio. These pieces will be the products of specific processes we will work through together in class. The grade for each of these projects will reflect your completion of the process, **not** just a final draft. These papers should be completed in accordance with correct formatting standards we'll learn together, for both MLA and APA formats. They should be placed on my desk at the beginning of class to be marked on time.

This course has been designed so that the assignments build on one another. Grades will be weighed as follows:

- Essay I 13% of final grade**
- Essay II 15% of final grade**
- Essay III 17% of final grade**

Final Portfolio 30% of final grade
Participation and in-class work 25% of final grade

You must complete all major assignments to pass this course.

Remember that your grade for each of these is based on your successful completion of the process of writing, not just the final product. All specified drafts and handouts must be attached to your final copy, and improvements should be noticeable: minimum 25% revision (for the better!) is a good rule of thumb. If you don't attend draft workshops or conferences, you miss out on the process, and this will be reflected in your paper's total grade. If you are going to be late on the day an assignment is due, you are still responsible for turning it in on or before the scheduled due date. Late papers will receive a failing grade. Remember that computers are not always reliable. Programs do crash and printers do malfunction. Please note that computer failure is not a valid excuse for turning in late work. Be sure to print your papers with plenty of time to spare, not just before class.

Conferences

Successful writers generally collaborate with others to generate ideas, outline papers, proofread, etc.

For this reason, we will work together in class and will meet individually to discuss your writing. I will schedule individual conferences with you over the course of the semester. Your attendance at these is vital and will be included in your grade for the product in question. I also encourage you to meet with me during my office hours or other times by appointment with any issue or assignment related to the course. I am your teacher; it is my job to help. In addition, you may seek help from the College Writing Center at <http://www.bridgewater.edu/WritingCenter/>

College Honor Code:

Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. Our community can only flourish in an environment of trust and respect and these notions of personal honor, integrity, and faith are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing and Bridgewater College's commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community and an all-student Honor Council administers regulation of this Honor System. It is the goal of our Honor Council to assist in the development of students' ethical and moral base. 2006-2007

Academic Catalog, Bridgewater College

Students participating in ENG 110 should have read, prior to the second day of class, the Bridgewater College Plagiarism Policy, adopted 23 August 2005. It may be found at <http://bridgewater.edu/WritingCenter/BCplagiarism.htm>

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. You may be asked to submit your papers in digital format (email attachment, etc.) so that your paper can be checked against a digital plagiarism detection program. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Notification of Student Support Services:

The Academic Support Center, located in Bicknell House, promotes learning skills and personal development through academic counseling, advising, tutoring services, disability services, and a transition program for selected new students. Further information may be found at http://www.bridgewater.edu/departments/academic_support/

Students that have registered 504 plans must schedule a time to meet with the instructor in order to discuss the necessary accommodations.

Use of the Bridgewater College Writing Center (BCWC):

The Bridgewater College Writing Center (BCWC) should be used as a support for writing assignments for this course. Students may access the web link of the Writing Center:

<http://www.bridgewater.edu/StudentServices/WritingCenter/BCWCWritingManual>, or go directly to the Writing Center.

Remember, when in doubt, consult the course webpage:

<http://sites.google.com/site/sorgeway/english110>

Important Dates:

You will get a detailed unit schedule for what we are doing each day as we work through the Units of English 110. For now, though, you can write these important dates on your calendar for things you must be sure not to miss as there are **no make-up times** and these count heavily toward your grade. Your participation in ALL class days is important, but the following are days when a specific class activity must be done with the group in class.

Thurs Sept 8	Mandatory in-class writing
Thurs Oct 13	Paper 1 Workshop in class
Tues Oct 18	Paper 1 Packet due
Thurs Nov 3	Paper 2 Workshop in class
Tues Nov 8	Paper 2 Packet due
Tues Nov 29	Paper 3 Workshop in class
Thurs Dec 1	Paper 3 Packet due
Tues Dec 6	2 nd Mandatory in-class writing
Thurs Dec 15	Final Portfolio Due by 4:00pm

English 110 Unit 1 Detailed Course Schedule:

Updates & changes to this schedule, if needed, will appear on the course webpage:

<http://sites.google.com/site/sorgeway/english110>

Tuesday Sept 6	Syllabus and overview of the course, getting to know you, textbook overview
Thursday Sept 8	In-Class Writing for last 50 minutes of class – MANDATORY, NO MAKE-UPS
Tuesday Sept 13	Quiz & Discussion of EAA Ch. 1 – work on Field Work Handout
Thursday Sept 15	Quiz & Discussion of EAA Ch. 1 - Bring in Field Work Handout, completed, no make-ups In-Class work toward Paper One: Discuss paper assignment and begin ideas.
Tuesday Sept 20	Quiz & Discussion of EAA Ch. 2 & 18 In-Class work toward Paper One: Thesis workshop & discussion of sources
Thursday Sept 22	Quiz & Discussion of EAA Ch. 3 and 4 In-Class work toward Paper One: Topic Approval due for Paper One.
Tuesday Sept 27	Quiz & Discussion of EAA Ch. 5 In-Class work toward Paper One: Discussion of progress with group
Thursday Sept 29	Quiz & Discussion of EAA Ch. 7 In-Class work toward Paper One: Discussion of progress, drafting, MLA format (See section of EAA and handbook on MLA before class)
Tuesday Oct 4	Quiz & Discussion of EAA Ch. 14 In-Class work toward Paper One: Group conferences and in-class work on your paper.
Thursday Oct 6	Quiz & Discussion of EAA Ch. 19 In-Class work toward Paper One: Group conferences and in-class work on your paper. Q & A on packets.
Tuesday Oct 11	Fall Break – No classes
Thursday Oct 13	Full-length draft of Paper One due. In-Class work toward Paper One: Peer workshop of Paper One – Mandatory, no make-ups
Tuesday Oct 18	Paper One due with its supporting packet (sources, worksheets, etc.) See the assignment sheet and notes from last class for exactly what you will be turning in with the paper. In-Class work toward Paper Two: Discuss paper assignment.

Please bookmark our course website below and consult it frequently for each unit's individual reading schedule and any changes to this syllabus.

<http://sites.google.com/site/sorgeway/english110>

English 110 Unit 2 Course Schedule:

Updates & changes to this schedule, if needed, will appear on the course webpage:
<http://sites.google.com/site/sorgeway/english110>

Thursday Oct 20	In-Class work toward Paper Two: Discuss paper assignment. Discuss first 2 readings (“Where I Slept” and “Fatal Distraction”) from course website
Tuesday Oct 25	Discuss paper assignment. Discuss last 2 readings (“The Big Suck” and “Pearls Before Breakfast”) from course website In-Class work toward Paper Two: decide on thesis.
Thursday Oct 27	Discuss readings: In-Class work toward Paper Two: Topic Approval due for Paper Two. Outlines in class
Tuesday Nov 1	Quiz & Discussion of EAA Ch. 17
Thursday Nov 3	Full-length draft of Paper Two due. In-Class work toward Paper Two: Peer workshop of Paper Two
Tuesday Nov 8	Paper Two due with its supporting packet (sources, worksheets, etc.) See the assignment sheet for exactly what you will be turning in with the paper. In-Class work toward Paper Three: Discuss paper assignment.

Updates & changes to this schedule, if needed, will appear on the course webpage:
<http://sites.google.com/site/sorgeway/english110>

English 110 Unit 3 Course Schedule:

Updates & changes to this schedule, if needed, will appear on the course webpage:
<http://sites.google.com/site/sorgeway/english110>

Week of Nov 9-14	Reading Week – From Nov 9 to Nov 15, read ALL of Barbara Ehrenreich’s book <i>Nickel and Dimed</i> . Mark it up as you go, noting the Paper 3 assignment and marking quotes you can use for your paper. Choose the direction you want to research for Paper 3. E-conferences with me as needed, No class meeting on Nov 10.
Tuesday Nov 15	Library Instruction Day – meet in the library , on the 2 nd floor in room 205 at our regular class time. Email me for topic approval BEFORE class time. In-Class work toward Paper Three: Topic Approval & Learning to research with the BC library’s resources
Thursday Nov 17	Discuss the book. In-Class work toward Paper Three: Paper 3 Fieldwork called "Research and Source Summaries" due. APA format discussion in class
Tuesday Nov 22	English 110 does not meet – continue to work on a draft of Paper 3
Thursday Nov 24	No classes at Bridgewater – Thanksgiving Day
Tuesday Nov 29	Full-length draft of Paper Three due. In-Class work toward Paper Two: Peer workshop of Paper Three
Thursday Dec 1	Paper Three packet due. Final Portfolio discussion - hand out Final Portfolio assignment.
Tuesday Dec 6	Final Portfolio Q&A - bring all your drafts and work for Papers 1 & 2 with you -- you will get Paper 3 back in this class and we'll spend time working toward our final portfolios.
Thursday Dec 8	In-Class Writing – Mandatory, no make-ups -- meet in Bowman 310 and bring a USB drive with you to save your essay
Thursday Dec 15 4:00pm	Last day to turn in your Final Portfolio, due to me as ONE FILE by email (english110sorgeway@gmail.com) by 4:00pm. Follow instructions on the assignment sheet for how to submit this properly - subject line must read ENGLISH 110 LASTNAME FINAL PORTFOLIO.

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Reader's Name: _____

Peer Workshop Reader Sheet

1. Look over the assignment sheet for this paper. Are there any required components that are **missing** from this paper? What still must be improved or added to make this paper meet the assignment in a better way?
2. Look over each quote or paraphrase in this paper. Does each one integrate the source's words into the writer's overall point in the paper? Is each one cited properly with a parenthetical note? Is each source listed on the correct Works Cited page? Write down what you notice, and mark places to improve on the paper itself.
3. Does any part of the paper leave you with questions? What do you think would make it even better for a final draft?
4. On the back of this sheet, **write the writer a letter** based on their response to Question 2 on the Writer's Sheet. Be specific and helpful. Remember to tell them what they are doing right as well as where they still need to do some work this week.