

ENG 112 – Critical Reading and Expository Writing II

Spring 2005

Course times: Mondays and Thursdays, 9:30-10:45 a.m.

INSTRUCTOR INFORMATION

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INSTRUCTOR COURSE PHILOSOPHY

Learning to use the linguistic conventions of the academic community at large is critical to student development across the curriculum. With that in mind, the purpose of this course is to build upon students' knowledge from Critical Reading and Expository Writing I (CREW I) by focusing on critical thinking and writing with particular emphasis on researching and synthesizing textual information.

REQUIRED TEXTBOOKS & MATERIALS

- *Writing and Reading Across the Curriculum*. Ed., Laurence Behrens and Leonard Rosen. Pearson Education, 8th edition
- *Rules for Writers*. Diana Hacker. Bedford/St. Martin's
- A binder or folder for saving all graded drafts of writing (some class periods will be devoted to peer critique, so make sure you save all graded drafts of your writing as well as a clean, ungraded copy, for peer review).

COURSE DESCRIPTION

Critical Reading and Expository Writing II is designed to build on what students learned in CREW I. This course will further prepare students to read and write in a college environment and beyond. It will help them to: read analytically; think critically; understand, discuss in-class, and write about a variety of issues; research, synthesize, and present evidence that effectively supports their opinions; document supporting evidence using MLA style; and write coherently, concisely, correctly, clearly, creatively, and comprehensively. Students will read texts to discover the writer's purpose, audience, tone, and thesis, and they will demonstrate their reading skills through in-class discussion and tests. They will practice writing essays through expressing their opinions in response to texts that they have read. They will demonstrate their writing skills through writing a formal summary, a critique, one or two synthesis essays, and a long argument synthesis (research paper), and through writing an in-class essay.

This course will further increase their oral and written communication skills, give them practice using word processing, and through discussion, provide them with greater insight into issues of consequence in America and around the world.

ACADEMIC REQUIREMENTS

Students are expected to complete a number of writing assignments this semester, including, but not limited to:

- Three short essays, each amounting to 600-800 words in length
- A 5-10 page research paper
- An in-class final essay
- Paragraph summaries of textbook readings and other shorter graded assignments (including in-class exercises)

Please take note that all graded writing for this class is to be in final draft form. In other words, there are no preliminary drafts.

We will devote much of our class time to discussing the elements of writing as well as methods that will be useful to you as you begin to write. Lessons will also involve short writing and research exercises, all of which will be graded.

Additional assignments include reading and discussing other writers' works in *Writing and Reading Across the Curriculum* and examining these texts not only from the perspective of writers, but also from the viewpoint of a general audience. Expect that these assignments will be used as references for future writing and to demonstrate elements of the writing process. They are also intended to sharpen your critical reading and analysis skills – a necessary starting point for developing critical writing skills.

Feel free to contact me with any questions or concerns. My job is to help you become more comfortable with the writing process, and to convince you that such a goal is not as difficult as you may think.

At any point throughout the semester, I suggest that you also consider seeking assistance from the college writing lab, which provides valuable services to students of all writing abilities.

STUDENT LEARNING OUTCOMES

At the end of ENG 112, students should be able to:

- Use their skills developed in CREW I
- Employ skills needed to use sources outside their own minds
 - Conduct research that may contribute to and advance theses (points) or statements of purpose
 - Evaluate information in terms of its reliability and potential to contribute to and advance a thesis for a specific audience and purpose
 - Use sophisticated transitions between paragraphs
 - Synthesize information and ideas from several sources to create 600-800 word essays and an argument research paper
 - Summarize and paraphrase effectively and correctly
 - Incorporate directly quoted passages from a variety of sources into their own writing (e.g. as to avoid “free-standing quotes” and “patchwork quilt” use of sources)
 - Use the MLA system of documentation at a basic level
 - Adapt their writing voice to suit their audience and purpose
 - Write a 5-10 page argument research paper using a variety of electronic and print sources

METHODS OF EVALUATION

A) Course Grading: How your overall course grade is calculated

Three short essays (600-800 words each)	40%
Research paper (5-10-pages)	15%
In-class final essay	15%
Shorter homework assignments, in-class exercises and pop quizzes	10%
Midterm exam	15%
Class participation (including a mandatory writing conference)	5%
Total	100%

Notes on course grading:

- By class participation, I mean thoughtful and frequent contributions to in-class discussions. Part of your class participation grade involves meeting with me at least once during the latter part of the semester for a fifteen-minute conference on your writing. Please note that it is possible to receive a participation grade of zero if you miss the mandatory writing conference and do not speak in class the entire semester.
- I do accept essays after the due date, however three points are deducted for each **day** an essay is late, meaning that, for example, an A- essay immediately gets a B+ if it is handed in one day after the due date. To receive full credit, a paper copy of each assignment must be handed to me during class time. **Important note:** I do not accept unsolicited e-mailed essays and I will not open e-mail attachments from students. Therefore, if you need to miss class on a paper due date, make accommodations ahead of time to get a paper copy of the assignment to me. You may also drop off copies in my mailbox. All essays should follow MLA format and should be written in a traditional 12-point font (Times New Roman). Smaller writing assignments are not accepted after the due date and, therefore, receive a grade of zero.
- **Attendance Policy:** students are allowed two absences total, no questions asked. However, a student's overall grade is lowered two points for each absence in excess of the first two. I will excuse absences for medical reasons or family emergencies **ONLY** if the absence has been formally documented with the college. No other absences are excused. After a total of five absences, a student may be automatically withdrawn from the course.

B) Writing Grades: how grades are determined for essays and other writing assignments

As you'll find throughout the course of the semester, I've identified five main grading criteria for student writing and give equal weight to each. They are:

- Organization and Meaning (20%)
- Sentence Structure (20%)
- Grammar/Usage/Punctuation/Word Choice (20%)
- MLA Documentation (20%)
- Meets Assignment Requirements/Misc. (20%)

On longer writing assignments, you will be given a fractional grade corresponding to your success in these categories, each of which will be itemized when you receive my comments to your writing (to learn more about the specific elements that constitute each of these categories, take a look at the **rubric** printed on page 5 of this syllabus).

C) Grading for shorter assignments:

Shorter assignments, exercises and pop quizzes – which account for 10% of your overall grade – will receive letter grades.

Letter Grades and their numeric equivalents:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

GRADING RUBRIC

The table below shows the five categories of effective writing I will use in grading your essays. Your grade will reflect how well you fulfilled these important requirements. Each category, as you'll notice, accounts for 20% of your grade. These categories will be itemized in the grade you receive on each essay so that you'll know which areas need improvement (rubric subject to change).

Organization and Meaning (20%)	<ul style="list-style-type: none"> • Inclusion of an introduction and clearly defined argument (thesis) established in the first one or two paragraphs • Essay has a clear structure appropriate to its thesis and subject • Logical organizational pattern • Unity/cohesion • Transitions and topic sentences where appropriate • Paragraphing that helps show steps in the essay's argument • Focused: paper doesn't stray from its central argument • Paper's main claim or argument is devoid of logical fallacies
Sentence Structure (20%)	<ul style="list-style-type: none"> • No run-ons, comma splices, or fragments • Clear sentences • Avoids mixed constructions • Variation in sentence structure and sentence length • Avoids unintended meanings through careful analysis of structure • Avoids sentences that are too long • Avoids choppy phrasing • Parallel structure • Use of coordination/subordination • Word order is logical
Grammar Usage Punctuation Word Choice (20%)	<ul style="list-style-type: none"> • Pronoun/antecedent agreement • Clear use of pronouns • Consistent use of tense • Subject/Verb Agreement • Avoids wordy phrasing • Active voice (unless passive voice is unavoidable) • Comma use, contractions, possessive forms • Proper setup of quotations • Avoids errors in spelling/homonyms • Proper use of commas, periods, question marks, colons, semicolons, dashes, parenthesis, etc. • Words are chosen accurately, precisely • Avoids clichés and colloquialisms • Avoids redundant words • Avoids unclear references
Meets Assignment Requirements/Misc. (20%)	<ul style="list-style-type: none"> • Student follows assignment directions and criteria • Points may be deducted in this category for other elements that aren't already factored into the rubric
MLA Documentation (20%)	<ul style="list-style-type: none"> • Appropriate page layout — heading, page numbers, title, etc. • Works Cited Page, if applicable • Proper citation; use of quotation marks for all words, phrases or paragraphs that are referenced verbatim from another source; citation of paraphrased information • Use of italics or underlining for titles of sources • Contains a proper/effective title

ACADEMIC HONESTY

Plagiarism is a serious offense, resulting in hefty penalties (consult the school's policy printed below). Using another writers' exact words without proper citation (or paraphrasing another person's work without citation) constitutes plagiarism. This subject will be further discussed throughout the semester. If you have any questions or concerns about plagiarism, feel free to ask me. This is extremely important.

Please note that I actively check for plagiarism and use the college's software, as well as software of my own, to detect plagiarism through a very large network of web-based services.

Academic Honesty Policy (*The Rudder: 2003-04*):

"In the preparation and presentation of any assigned work-including examinations, tests, quizzes, term papers, reports, themes and other written or oral exercises-every student shall conform to a strict standard of academic honesty.

"Any attempt to deceive a faculty member or to help another student to do so will be considered a violation of this standard. In all assignments, students must acknowledge the words and/or ideas of others taken from print or electronic media, whether a direct quotation or a paraphrase; any omission of this is dishonest.

"Cheating on examinations or tests consists of knowingly giving, receiving or using-or attempting to give, receive or use-unauthorized assistance during an examination or test. A faculty member may record a grade of "zero" for any assignment on which a student has plagiarized or cheated. For repeat offenses within a single course, the faculty member may record a grade of "F" for the course. Violations of this policy in multiple courses may result in dismissal from the College. A student may appeal these decisions according to the Academic Grievance Procedure."

STUDENTS WITH DISABILITIES

"Students with disabilities, whether physical or mental, must be able to participate equally in work-study and internship opportunities, College services, athletic programs, and academics. The College is responsible for making accommodations in courses for students with disabilities, including, but not limited to, adapting the teaching or testing method for a course, permitting substitutions for non-essential course requirements, increasing the time allowed for completion of work such as research papers, permitting the use of tape recorders and making reasonable accommodations for work-study and internship opportunities.

"If a student believes that s/he has a disability requiring accommodations in a class, the procedure is to contact the Coordinator Support Services for Students with Disabilities as soon as possible. After receiving an accommodation form, the student should contact the instructor so that adjustments can be implemented in a timely fashion. The Coordinator has specific guidelines on providing appropriate support services to students with various types of disabilities."

COURSE SCHEDULE

NOTE: schedule is subject to minor changes; not all homework assignments are listed on course schedule. If you miss a class, speak with one of your classmates about material missed and any assignments due.

Week 1 (1/10-1/14)

Introduction to the syllabus and course expectations
In-class diagnostic essay
Diagnostic grammar exam

Week 2 (1/17-1/21)

MLA formatting
Writing Summaries

Week 3 (1/24-1/28)

Paragraph Summary on Davis (p. 54-55), due 1/24

Discussion of readings from Chapter 7, "Cyberspace and Identity: The E-Mail Revolution" (TBA)
Paraphrasing and Quotations

Second paragraph summary due 1/27

Week 4 (1/31-2/4)

Paraphrased paragraph due 1/31

Discussion of plagiarism and MLA citation
In-class peer critique of paragraph summaries

Week 5 (2/7-2/11)

Critical Reading and Critique
Discussion of selected readings from Chapter 10, "Weight Debate" (TBA)

Week 6 (2/14-2/18)

Writing introductions, theses and conclusions
2/17: Essay #1 due – 600-800 words (critique of article from "Weight Debate")

Week 7 (2/21-2/25)

Mid-term exam review
Midterm exam, 2/24

Week 8 (2/28-3/4)

Spring Break

Week 9 (3/7-3/11)

Writing synthesis papers
Discussion of selected readings from Chapter 11, "Fairy Tales: A Closer Look at 'Cinderella'" (TBA)

Week 10 (3/14-3/18)

Mandatory one-on-one instructor conference in lieu of Monday's class (canceled).
Discussion of selected readings from Chapter 8, "Obedience to Authority" (TBA)
3/17: Essay #2 due – 600-800 words (synthesis)

Week 11 (3/21-3/25)

Discussion of selected readings from Chapter 8, "Obedience to Authority," continued (TBA)

Week 12 (3/28-4/1)

Discussion of the research process

Week 13 (4/4-4/8)

The research process

4/4: Essay #3 due – 600-800 words (synthesis, "Obedience to Authority")

4/7: Research question, working thesis, working Bibliography and draft outline for research paper due.

Week 14 (4/11-4/15)

Preparation for final, in-class essay

4/15: 5-10 page research paper due (argument synthesis)

Week 15 (4/18-4/22)

In-class prewriting for final in-class essay

We will meet during exam week, as scheduled by the Registrar's office. The final exam period will be devoted to writing the final draft of your in-class essay