

English 130-02 Syllabus

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CF 213, MWF, 10am

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Room 313 Office Hours: M-W-F 11am-11:30am (and by appointment)

Course Goals:

English 130 is intended to immerse the student in the essential conversation of human culture. Our classroom discussion will extend the readings and inform the writing required in this course. The primary objective of English 130 is to help students develop as competent college writers and thinkers. In striving to develop a very personal, unique skill, this course makes the individual student (as a member of the learning community) the focus. All of us are relatively competent writers and speakers. This course strives to increase our awareness of our choices in communication by focusing on different modes of writing. In addition, English 130 intends to sharpen the student's ability to revise effectively and to help the student learn to analyze and critique the world surrounding us. For fuller immersion in "the world around us," service learning activities are encouraged.

Clearly, neither the course nor the instructor can attain these stated goals. Only the energized, committed student (in a supportive learning community) can achieve this kind of growth.

Required Texts:

A Pocket Style Manual (Fourth Edition), Ed. Diana Hacker

Reading Critically, Writing Well (Seventh Edition), Axelrod, Cooper, and Warriner, eds.

Bring texts to class every day.

Additional Texts and Materials:

A thesaurus.

A large folder for handouts, returned essays, etc.

A journal (notebook) for notes and journal entries *only* for this class.

Bring these materials to class every day.

Two college dictionaries (Oxford or American Heritage). Leave the big hardcover in your room. **Bring the paperback to class every day.**

Backup electronic storage (floppies, etc.)

Class Requirements:

1. Five papers (three essays of 1500 words and two graded revisions). All papers must be in MLA format, typed in Times New Roman, 12 pt font, double-spaced. Please eschew bold print and binders of any kind. Always turn in old drafts, including signed peer critiques, when you turn in a final draft. Late papers will be severely penalized. Late quizzes will not be possible.
2. Attendance: YOU MUST BE PRESENT TO WIN. This is a writing workshop and a forum for discussing the readings. After three absences I will deduct 25

- points per absence. Lateness is not acceptable in a committed learning community. Excessive lateness will result in the same deduction as absence.
3. Read everything that is assigned and respond to the reading with succinct, dated journal entries. Only a few readings are noted on the syllabus. Others (within the text and from handouts, online sources, etc.) will be announced on a weekly basis. There will be some reading due every week. Your journal entries may be the prompt for in-class writing and discussion. Everyone will participate in discussions (which will profoundly affect learning and will also affect grades). Quizzes, based on the readings and the discussion, can come at any time.
 4. Papers will be graded on content, organization, and writing style. Each assignment will have specific written guidelines and will take place as a process, including drafts, in-class writing, etc. Drafts shall be typed, carefully thought out, complete first efforts. Drafts are not opening paragraphs in a notebook. Your classmates will read them and we will spend class time on them. They count.
 5. Students are encouraged to take part in the university's service learning opportunities. I will be happy to boost a student's participation grade (even beyond 100 points) to reflect documented volunteer efforts.
 6. Civility is crucial in a writing workshop/learning community (as it is in every aspect of our lives). Please pay attention and treat each other with respect. Sleeping, eating, letting your phone ring (or your beeper beep) is not acceptable. The language of our classroom is the inclusive, respectful language of the professional workplace. Any word or gesture that smacks of intimidation or disrespect will not be tolerated. Our readings may introduce troublesome issues and difficult language. These will comprise some of the content of our course discussions. We must extend to each other sufficient trust and kindness to allow for a full discussion.

The use of non-discriminatory language (ie language that avoids stereotyping or offending readers in relation to their gender or ethnicity) is important in two ways. Firstly, it avoids irritating and distracting readers and, secondly, it focuses attention on the content of the reading rather than diverting attention to sexual or ethnic bias. If the aim of writing is to communicate effectively, it would seem reasonable to aid that communication by using non-discriminatory language. For example, use of the terms "man," "woman," "he," and "she" need only be used when specific reference to the gender of the person is necessary to the sense of the statement. Similarly, reference to ethnic origin should only be made when it is relevant to the sense of the work.

Accordingly, the use of non-discriminatory language is required by students in their written and oral assignments. If you have any questions, please ask me.

7. A minimum of six visits to the Writing Center (Briggs 225) is required for completion of this course. **Three of these visits must take place before mid-term.** Register online to see a tutor. Bring drafts of essays (and assignment

- handouts) to work on during your visit. Ask your tutor to sign and date your draft (after making comments on it).
8. Plagiarism is immoral, criminal, and unwise in the extreme. Don't do it. As a writer, myself, I take this issue very seriously. In spite of my warnings, I find students every year who try to slide by in this way. Doing so is the surest way imaginable to fail this course. **At minimum**, plagiarism will result in a grade of zero on an assignment. University policy allows for more serious consequences. Read the policy. If you are unsure about what constitutes plagiarism, ASK ME.

If you need accommodations because of a documented disability, and/or if you have medical information to share with me, please discuss this with me before our second class meeting. If you have not already obtained proper documentation from Disability Support Services, I will be happy to direct you to the appropriate office. Please feel free to e-mail me as well.

All English majors are required to submit a "Major Portfolio" (or "Senior Portfolio") before they graduate. All English Majors (and those planning on majoring in English) should be saving all writing assignments (including drafts, applicable writing assignments, and any other related materials) from your courses in order to prepare your required Major Portfolio. The requirements for the Portfolio may be found at http://liberalarts.udmercy.edu/english/english_portfolio.html. [Hill-Vásquez]

Course Evaluations

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete an online course evaluation. You will receive e-mails explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing this course requirement. Should a student fail to complete the evaluation, his or her grade for the course will not be posted until the evaluation is completed.

Grading Breakdown

Paper 1	100 pts.
Paper 2	100 pts.
Paper 2, revised	100 pts.
Paper 3	100 pts.
Paper 3, revised	200 pts.

Portfolio w/cover letter	100 pts.
Attendance and participation	100 pts.
Journal and quizzes	200 pts.

A=900+

B=800+

C=700+

D=600+

F=below 600

The grade of “Incomplete” will be available only to students who are prevented (by illness or other unforeseen interruption) from completing the final assignment.