**Course Description and Aims**

This class will help you to do two things—write (and read) more critically and with more authority. We’re going to be looking at many writers and their writing in this class. Instead of focusing on their ideas *per se,* we will be looking on how they *wrote* their ideas. We’ll also be writing a lot and helping each other to improve each other’s writing. We won’t be just be turning in essays (although that will be a big part of the class). We’ll also be working on the whole process of writing, from start to “finish.”

In the end, the course ought to help you:

- become better able to generate new ideas
- revise your thinking through multiple drafts
- understand and use conventions for editing and proofreading
- respond in-depth to other people’s writing, whether the author is a published writer or a peer
- reflect on and assess the choices you have made in your writing.

In addition, the course will be organized around the theme of “the college experience.” This is to give the class some focus and provide a general topic to which everyone in the class can relate.

**Required Materials**

Readings Assignments, available on Blackboard and as handouts

**Course Requirements**

Big Writing Projects:

- Education Memoir (10%)
- Review/Recommendation (10%)
- Public Commentary (10%)
- And Letter to the Editor (5%)
- Research Report (15%)
Five Short Writing Responses (25%)
Group Presentation Assignment (5%)
Annotated Bibliography (3%)
Writing Portfolio (5%)
Class participation—attendance, in-class writing, peer review (12%)

Writing Assignments
There will be several writing assignments in this course, divided into two basic types: Big Writing Projects and Short Writing Responses. Assignments are posted on Blackboard.

For the “Big Writing Project” assignments, you will be asked to turn in a draft and a revision. Draft and final papers are due on the assigned date and are subject to late penalty. Each draft must be submitted in class with extra copies: one for me and one for each member of your workshop group.

Each member of your workshop group will have the opportunity to constructively comment on your draft and vice-versa. With their written comments, and feedback from the tutors, and/or me, you will have a period of time to revise your writing before turning in a revision for a final grade. I will only grade your revisions. All papers must be in hard copy and submitted to me directly (not through Blackboard).

There is also a short “annotated bibliography” assignment connected to the research you do for the “Research Report,” and a “group presentation” assignment, for which you and your peer review group will make a 10-15-minute presentation on a topic to the class.

Conferences
There are four individual conference days during the semester that are connected to your Big Writing Project assignments. During these days you do not need to come to class but you will have to sign up to meet with me or one of the tutors to discuss your essay. Conferences are required and are part of your “participation” grade. (Conferences with me are held in my office: Webb 234. Tutors make individual meeting arrangements.)

The Writing Lab
Two hours per week of the class are devoted to “writing lab time.” During lab time you will be working on a variety of work related to your writing in this class, these will include work like brainstorming and researching and specific assignments that I will give you. Since the tutors and I will be there, you can call on any of us to give you one-on-one help with your writing.

Attendance Policy
Regular attendance of classes is absolutely essential for this course. You will frequently be discussing your work and the work of your peers in class. If you are not in class you will not be
able to take part in discussions and the entire group will feel your absence. **It is your responsibility to make sure that you complete the required assignments on the due dates.** If you know you are going to miss a day, make sure you get the assignment to me.

**Writing Tutors**

The writing tutors will be available to work with you in lab and outside of class. They are trained to be insightful readers and to help you become a better writer.

They can provide help and advice no matter what stage of the writing process you may be in.

- If you are still unsure of a topic, they can ask you questions that will help you brainstorm or choose between possibilities.
- If you are stuck in the middle of a draft, they can help you see where you’ve been and some possible ways to go.
- After you’ve completed a draft, they can be your audience, asking questions and telling you where they need more information or support to understand your ideas.
- They can also suggest possible revision strategies. And when it comes time to edit your final draft, they can provide advice on how to be a better proofreader or point out some of your more common errors and how to fix them.

Tutors are not, however, editors or graders. Do not expect them to correct or rewrite parts of your paper for you. Also, do not expect that working with a tutor will insure an A paper. While working with a tutor will certainly help improve your grade, tutors are not the instructor. They will never tell you what grade they think your paper will receive, and you should not ask them to.

You can sign up for a one-on-one conference with a tutor outside of class. Tutors are required to keep “office hours” and will be happy to work with you during that time. And please, show your tutor some respect by contacting him/her if something comes up and you can’t make a scheduled appointment.

**Writing Portfolio**

As part of your work for this course, you are required to compile and turn in a portfolio of written work. (Your portfolio may be selected at random for evaluation by another English instructor who will look at the writing in the portfolio.) All students enrolled in English 100 or 100P will be participating in this portfolio assessment program.

I will provide more information about the portfolio requirement as the semester goes along, and I will help you to put together a satisfactory collection of your work. You should, however, keep in mind a few things throughout the semester:

- The grades of students passing the portfolio will be determined solely by the instructor, based on the requirements and criteria set forth in his/her course syllabus.
- Portfolio submission and reading will be scheduled so that evaluated portfolios are
available to students before the end of the final examination period.

- The report covers required for binding portfolios are available for purchase at the end of the semester.

**A Note on College Writing Portfolios**

Your portfolio will consist of writing from your ENG 100p College Writing course. Your writing portfolio should include your writing samples that show your competency in the following four areas:

- **Rhetorical Situation/Genre**
  Shows awareness of and adapts writing (strategies and conventions) to various rhetorical situations and genres; Shows awareness of the values, needs, and expectations of various kinds of audiences (e.g. high school students, experts on your topic, public offices, or people from your home town); Presents finished writing relatively free of errors that inhibit communication

- **Research and Synthesis of Sources**
  Finds and uses research/sources appropriate to various situations/genres; Integrates outside sources by analyzing, refuting, and/or responding to them; Represents others’ ideas with attribution appropriate to the rhetorical situation; Demonstrates facility with a standard form of academic citation, both in-text and bibliography

- **Critical Analysis**
  Articulates critical or analytical insights into the experiences, issues, ideas, texts, and/or situations about which s/he is writing; Attempts to engage in the conversations among a range of viewpoints on an issue; Takes a clear position on an issue or issues and attempts to provide rational and persuasive reasoning to support that position

- **Self-Assessment/Reflection**
  Shows the writer’s ability to critically self reflect on his or her own writing processes and rhetorical choices throughout the course in ways that make more independent writing and revision possible in the future.

**Plagiarism Statement**

Avoid plagiarism (stealing the words or ideas of another) like the plague. In this class acts of plagiarism incur a zero and could result in course failure.

**Calendar**

**Week 1**

August 29: Introduction

August 30: Read Murray, “Teaching Writing as a Process Not a Product” and begin Short Writing Response 1
September 1: the writing process; **Short Writing Response 1 due**

**Week 2**  
September 5: Labor Day, no class  

September 6: the writing process, cont.  

September 8: Writing for different audiences  

**Week 3**  
September 12: Lab—**Writing for Different Audiences assignment due at end of class.**  

September 13: Amy Tan, “Mother Tongue”; **Short Writing Response 2 due**  

September 15: Amy Tan, cont.; discuss Education Memoir assignment  

**Week 4 Drafting Session #1: Meet with tutor this week**  
September 19: Lab—developing the Education Memoir. Meet with tutors to discuss Education Memoir;  

**Short Writing Response 3 Due**  


September 22: Workshop: **Education Memoir draft due**  

**Week 5**  
September 26: No class, individual conferences  

September 27: No class, individual conferences  

September 29: The “Dr. Pat Moody” Review; **Short Writing Response 4 Due**  

**Week 6 Drafting Session #2: Meet with tutor this week**  
October 3: Lab—Review/Recommendation criteria: survey and rubric design. Work on Education Memoir and/or your Review Recommendation  

October 4: “Standards” of English; “I Won’t Hire People Who Use Bad Grammar. Here’s Why”; **Education Memoir Final due**
October 6: Standards” of English, cont.

Week 7
October 10: Lab

October 11: Workshop: Review/Recommendation draft due

October 13: No class, individual conferences

Week 8
October 17: No class, individual conferences

October 18: Hooray for a Worthless Education,” “These US Colleges and Majors Are the Biggest Waste of Money,” and “Liberal Arts Colleges: Drowning in a Sea Change?”; Short Writing Response 5 due

October 20: Titles and Introductions; discuss Public Commentary assignment;

Review/Recommendation Final due

Week 9 Drafting Session #3: Meet with tutor this week
October 24: Lab–draft/revise introductions, work on Public Commentary draft

October 25: Workshop: Public Commentary draft due

October 27: No class, individual conferences

Week 10
October 31: No class, individual conferences

November 1: Oral Presentation Do’s and Don’ts

November 3: Special lab–research venues for Letter to the Editor; Public Commentary final due

Week 11
November 7: Lab—work on group presentation project; research essay topics

November 8: Library day. Meet in Library Room 263
November 10: Do **Group presentations; Letter to the Editor due**

Week 12 **Drafting Session #4: Meet with tutor this week**
November 14: Lab—using the library databases to do research

November 15: Discuss Annotated Bibliography

November 17: Documenting Your Research

**Week 13**
November 21: Lab—work on Research Report

November 22: Workshop: **Research Report Draft due**

November 24: Happy Thanksgiving!

**Week 14**
November 28: No class, individual conferences

November 29: No class, individual conferences

December 1: Discuss Writing Portfolio

**Week 15**
December 5: **Annotated Bibliography Due; Research Report Final due**

December 6: Lab—compile Writing Portfolio

December 8: **Writing Portfolio Due**

Final Exam Week
No final exam. Have a good break!

**Useful Links**
MLA Citation Standards: [http://www.easternct.edu/mcneilk/files/2015/08/MLA-Citation-standards1.pdf](http://www.easternct.edu/mcneilk/files/2015/08/MLA-Citation-standards1.pdf)

Online Grammar Exercises

The Writing Page at Eastern

The Library’s Guide to MLA Citations

Purdue/OWL Guide to MLA Works Cited Formatting:
[https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)
“If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Disability Services at (860) 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of Disability Services as soon as possible. Please understand that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of Disability Services. Your cooperation is appreciated.”