

Anoka Ramsey Community College – Coon Rapids Campus
English 0950: Elements of College Writing
Spring Semester 2003 / Sections 1 and 2

Professor: Scott Stankey
Office: Humanities 131
Phone: 763-422-3556 (voice mail)
Fax: 763-422-3341
Email: scott.stankey@anokaramsey.edu

Office Hours: M, W, Th, F – 10:00-11:00 a.m.
M – 2:00-3:00 p.m.
Other times by appointment

Class Meetings:

- Section 1 – 8:00-8:50 a.m. / M, Th, F in T 208 / W in T 207
- Section 2 – 9:00-9:50 a.m. / M, Th, F in T 208 / W in T 207

Textbooks, Materials, Websites:

- *The Mercury Reader* (blue cover, 2002)
- *The New Century Handbook* (brief edition, 2000)
- *Rainlight*, by Alison McGhee (Picador, 1998)

- Student I.D. / Library Card
- A class notebook or loose-leaf paper
- Two 2-pocket folders
- A 3 ½" HD computer disk
- A college-level dictionary
- A stapler

- Course Website: <www.ar.cc.mn.us/stankey>
- Textbook Website: <www.ablongman.com/hult>

Course Description:

This course offers intensive work with writing, revising, and editing essays. Attention will be given to rhetorical elements of purpose, audience, thesis, evidence, and tone. Students will read and analyze their own and others' writing.

In other words, the main goal for English 0950 is to prepare you for the more advanced reading, writing, research, and argument assignments you will encounter in English 1121. To accomplish this, we will write four essays this semester. For three of our essays, we will draw largely on our course readings, personal experiences, and observations to support our ideas and arguments; for our third essay, we will do some research and incorporate those other sources into our own writing. By the end of the course, you should be both comfortable and competent writing different kinds of essays.

Course Objectives:

- Write essays by practicing writing as a recursive process (prewriting, drafting, revising, editing, and proofreading) and by developing thesis statements, topic sentences, and support.
- Use writing for learning through methods like note talking, annotating, reflecting, summarizing, and responding.

- Use writing for communicating through documents like letters or memos to the instructor, journal entries, or response pieces to peers.
- Read and analyze published texts and students' texts, including their own (i.e. identify the thesis, analyze support, and evaluate the effectiveness of the writing for the purpose and audience).
- Learn to write for more than one audience.
- Improve writing by revising (reorganizing, adding and deleting content, strengthening sentences and style) and correcting errors.
- Refer to sources such as handbooks, style guides, and dictionaries as guides for formatting and editing papers.

Course Requirements:

- Attendance at all class sessions. Each class session is designed to introduce and/or practice writing concepts and processes related to the current writing project. If you do not attend, you cannot learn from and participate in the class discussions and group work.
- Participation in class discussions and activities. This is not a lecture course but a “hands-on” writing workshop. This class will be more meaningful and enjoyable if we all participate. Participation includes active listening, note taking, and contributing to class discussions and group work. Be prepared and willing to discuss your own writing and the writing of others. If you miss more than eight (8) class meetings, the participation portion of your final grade will be an “F.”
- Completion of all assigned readings and daily writing assignments. All reading assignments will serve either as models or as subjects for your own essays and will be discussed in class. The daily writing assignments may include reading quizzes, summaries, responses, exercises, and group work. In-class writings and group work cannot be made up if you are absent or arrive late.
- Four major papers (see below) and submission of a writing portfolio with each essay. You are expected to demonstrate significant invention and revision for each essay. Thus, each portfolio should contain all the work you did in the process of writing each essay – all your invention/prewriting, photocopies and/or printouts of research sources, observation/interview notes, outlines, drafts, peer review comments, and a reflection letter. If a complete and acceptable portfolio does not accompany each essay, the essay grade will be lowered one letter.
- Participation in peer review and editing groups. For all peer review and editing sessions, if you do not attend, if you bring an incomplete draft, if you do not bring the required number of copies, or if you do not participate actively, your essay grade will be lowered one letter.
- Attendance at all one-to-one conferences with me. If you miss a conference, it will not be rescheduled and your essay grade will be lowered one letter.
- Completion of all in-class essays, including the final exam. If you miss an in-class essay, you may make it up, but the essay grade will be lowered one letter.
- Attendance at one of the sessions with the visiting writer, Alison McGhee, on Wednesday, February 12, 2003. If you do not attend at least one of the sessions, your second essay grade will be lowered one letter.

Course Evaluation:

- Essay #1 – A Response Essay 10%
- Essay #2 – A Novel Review Essay 15%
- Essay #3 – An Informative Essay with Research 25%
- Essay #4 – A Problem-Solution Proposal Essay 20%
- Daily Writing Assignments and Class Participation 20%
- Final Exam 10%

A.R.C.C. Grading System:

- A = Superior achievement
- B = Above average achievement
- C = Average achievement
- D = Below average achievement
- F = Inadequate achievement

Informal Grading System:

- Plus (+) Very Good (Quizzes = 10, 9, 8)
- Check (✓) Acceptable (Quizzes = 7, 6, 5)
- Minus (-) Unacceptable (Quizzes = 4, 3, 2, 1, 0)

Essay Evaluation:

- An evaluation sheet will be handed out before each essay is collected, so you will know exactly how each essay will be graded. We will also discuss different evaluation criteria and rubrics in class.

Other Policies and Information

Attendance: Note that more than eight (8) absences will adversely affect your final grade; if you are more than five (5) minutes late, you will be considered absent. Please notify me immediately if you must miss more than one class due to a medical emergency or a family crisis; we can then keep you current with the class or determine if an incomplete is warranted. If you must miss a class where a peer review, editing session, or exam is scheduled, or when a paper is due, please notify me before class if possible, otherwise, as soon after class as possible – documentation will be required in such circumstances to avoid a reduction in your grade.

Incompletes: Incompletes will only be granted to students who have a documented medical or family emergency in the last two weeks of the semester. These students must have completed all the other work for the course with an average grade of “C” or better, must not have more than eight (8) absences, and must demonstrate the ability and willingness to complete the work before the third week of the following semester or summer session.

Class Disruptions: Any disruptive behavior – including arriving late, packing up or leaving early, having private conversations, eating, sleeping, receiving cell phone calls, etc. – which adversely affects the teaching and learning in this class will be handled first on an individual basis; if the disruptive behavior continues or if it is very serious, I will contact the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

Plagiarism: Knowingly presenting another person’s ideas or writing as your own without clear, correct, and accurate citation and documentation will result in an “F” for that assignment and notification of the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

Paper Format: All rough drafts should be double-spaced, word-processed or legibly handwritten; all final drafts must be double-spaced, word-processed, and conform to the formatting directions given in class, including instructions for in-text and end-of-text citation and documentation conventions.

Late Work: Paper due dates and the final exam are listed on the course schedule. Late rough drafts will receive reduced credit and no written comments. Late final drafts and portfolios will not receive written comments and the grade will be lowered one letter; after one week, the grade will be an “F.” However, all required drafts, revisions, and the final exam must be completed to pass the course. The final exam can be rescheduled only under extraordinary circumstances and must be arranged before the exam. No late work will be accepted during finals week.

Record Keeping: Please make back-up copies of all your work, and keep all essays and other work returned to you. If questions about grades arise, you will need to produce the original documents.

Conferences: Please see me during my office hours or schedule an appointment with me if you have questions or problems at any time during the semester.

Computer Lab: We will meet in the computer lab once each week to work on the current writing project; we may also use this time for individual conferences and/or writing groups. Please do not abuse this time by working on assignments for other classes, writing e-mail to friends, playing games, or downloading non-research-related information from the Internet.

Academic Support Center: The Academic Support Center (ASC), located on the second floor of the College Services (CS) building, offers free, trained writing tutors who work with student writers at any stage in the writing process to improve their writing. Please meet with a writing tutor early in the term so that you can discover how helpful the tutors can be to you.

Note: The course syllabus and schedule are subject to change, and changes will be announced in class. You are responsible for any changes in deadlines or assignments announced during any class you miss.