

Anoka Ramsey Community College – Coon Rapids Campus
English 1121: College Writing and Critical Reading
Fall Semester 2002 / Section 15

Professor: Scott Stankey
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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 15 – 12:00-12:50 p.m. / M, Th, F in T 208 / W in T 207

Textbooks, Materials, Websites:

- *The Mercury Reader* (red cover, 2002)
- *The New Century Handbook* (brief edition, 2000)
- *Awakenings*, by Oliver Sacks (Vintage, 1999)

- 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 is an introduction to “academic writing” at the college level; it provides extended practice in critical reading, writing, and thinking. Course content includes the processes of reading and writing, essential composition and research skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper.

For this section of English 1121, I decided to incorporate the Phi Theta Kappa (PTK) Honors Society Study Theme – “Dimensions and Directions of Health: Choices in the Maze.” Therefore, each of the papers we write will be based on texts having to do with medicine and health care. However, this course is still first and foremost a writing course, and our primary goal is to practice different strategies for writing about what we’ve read. The “theme” is used simply to give us something to talk and write about.

Course Objectives:

- Write essays of varying length that offer explanation, analysis, and argumentation.
- Practice writing as a recursive (and sometimes collaborative) process by using various strategies for each paper to find ideas, analyze the audience, organize, draft, evaluate, revise, edit, and proofread.
- Read texts critically to identify the thesis and structure, analyze support, and evaluate the effectiveness of the writing for the purpose and audience.

- Make appropriate choices about diction, tone, point of view, style, and format for each writing situation.
- Use standard edited American English correctly.
- Understand and apply the basic strategies of persuasion and argument, including the assertions of fact, value, and policy, and the role of emotional, logical, and ethical appeals.
- Locate and evaluate source material from the library, computer databases, the Internet, interviews, and site observations.
- Analyze and synthesize source material through quotation, paraphrase, or summary, and use a style manual to cite and document sources correctly.

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. This is not a lecture course but a “hands-on” writing workshop. This class will be more meaningful and enjoyable if we all participate in class discussions and other activities. Participation includes active listening, note taking, and contributing to group work and class discussions. 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.

Evaluation:

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| • Essay #1 – Writing about Doctors’ Essays | 10% |
| • Essay #2 – Writing about Patients’ Essays | 15% |
| • Essay #3 – Evaluating Argumentative Strategies in a Medical Debate | 25% |
| • Essay #4 – Comparing a Book and a Movie about Medicine | 20% |
| • Daily Writing Assignments and Class Participation | 20% |
| • Final Exam | 10% |

Other Policies and Information

Attendance: Note that more than eight (8) absences will adversely affect your final grade. 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 an exam is scheduled or 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.

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 or pages, etc. – which adversely affects the teaching and learning in this class will be handled on an individual basis and, if serious enough, may involve 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 and revisions must be completed to pass the course. The final exam can be rescheduled only under extraordinary circumstances and must be arranged before the exam.

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.