

Anoka Ramsey Community College – Coon Rapids Campus
English 1121: College Writing and Critical Reading
Fall 2009 / Section 18

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Office Hours:

- 10:00-10:50 a.m. / M, W, Th, F
- 12:00-12:50 p.m. / Th
- Other times by appointment

Class Meetings:

- Section 18 / 1:00-1:50 p.m. / M, W, F in Humanities 121 / M, Th in Technology 207

Texts:

- *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009.
- Tomine, Adrian. *Shortcomings*. Montreal: Drawn and Quarterly, 2009.
- Wilson, August. *Radio Golf*. New York: Theatre Communications Group, 2007.

Materials:

- Student MetNet Email Account, D2L Access, and ARCC Network Access
- Student I.D. / Library Card
- A class notebook or loose-leaf paper/folder
- Several 2-pocket or manila file folders
- One or two USB memory sticks (flash/jump/thumb drive)
- A college-level dictionary
- A stapler

Course Information:

- Be sure to read the “official” [course description and learner outcomes](#) (on the course website).
- The primary purpose of this course is to strengthen your skills in **academic writing** (as opposed to personal writing or creative writing). We will talk about what academic writing means, and we will practice how to do it, paying particular attention to accurately, clearly, and correctly incorporating what we read and view into our writing (using description, summary, paraphrase, and quotation) and citing and documenting our sources (using MLA style).
- In addition, we will begin to study **visual literacy**, and we will discuss and practice how best to incorporate visuals/graphics into our writing and presentations. To this end, we will begin to explore a variety of social media and other digital writing tools.
- Finally, we will write several papers requiring research. I say “requiring research” because I do not believe in “research papers” as a form of writing. Research is not an end in itself: research should be a natural part of the writing process for every college-level writer. In my experience with “research papers,” what usually results is the “scotch-tape special” or the “cut-and-paste paper,” neither of which really demonstrates the writer’s ability to think critically about a topic and present her or his thinking in a clear and logical way; instead, the “research paper” ends up as a collage of too many quotes by other people strung together in a semi-coherent way. We need to come up with our own ideas and then use research to support and extend these ideas, not the other way around.

Requirements and Evaluation:

- Preparation, participation (live and online), and in-class work = 20%
- Paper 1 = an analysis of, and an argument about, Adrian Tomine's graphic novel = 10%
- Paper 2 = a "dialogic" analysis and argument, written in pairs, about August Wilson's play = 15%
- Paper 3 = a research proposal = 5%
- Paper 4 = an annotated bibliography = 10%
- Paper 5 = an exploration, analysis, and argument about the written/visual discourse of your potential career/occupation = 20%
- Paper 6 = an in-class essay = 5%
- Paper 7 = an oral and visual presentation of your research = 10%
- Paper 8 = a final portfolio and self-reflection/assessment = 5%

Schedule: The following schedule is tentative; any changes will be announced in class and online.

Pre-Class D2L Posts: **Group 1:** _____ - _____
 Group 2: _____ - _____
 Group 3: _____ - _____
 Group 4: _____ - _____

INTRODUCTION and PAPER #1

M 8/24		Introduction to the Course / Syllabus / Schedule / In-Class Writing / Introductions
W 8/26		DUE: Tomine, chapter 1, pp. 7-40 (34 pp.) / Discussion and In-Class Writing
Th 8/27		LAB: Log on to the ARCC Network / Create a MetNet Email Account / Log on to D2L / Take the Course Survey / Directed Prewriting for Essay #1
F 8/28	Group 1	DUE: Tomine, chapter 2, pp. 41-74 (34 pp.) / Discussion and In-Class Writing
M 8/31	Group 2	DUE: Tomine, chapter 3, pp. 75-108 (34 pp.) / Discussion and In-Class Writing
W 9/2		Introduce Essay #1 Assignment / Sample Papers? / Introduction to Argument / Topics for Essay #1 / Planning and Drafting Exercises
Th 9/3		LAB: Begin or Continue Drafting Essay #1
F 9/4		Introduction to Peer Reviews / Mock Peer Review / Discussion
M 9/7		NO CLASSES / COLLEGE CLOSED - LABOR DAY
W 9/9		DUE: Essay #1 First Complete Drafts / Peer Reviews
Th 9/10		LAB / DUE: In the MLA Handbook, READ pp. 46-50 and READ pp. 213-30 / Review the Three Levels of Revision / Review In-Text Citations / Begin or Continue Revising Essay #1
F 9/11		DUE: In the MLA Handbook, SKIM pp. 63-94 / Review Editing and Proofreading / Bring Essay #1 Draft to Class / Revising and Editing Exercises
M 9/14		LAB: Begin or Continue to Revise and Edit Essay #1
W 9/16		DUE: Essay #1 Almost-Final Drafts / Editing Session
Th 9/17		LAB: In the MLA Handbook, READ pp. 115-22 / Review Academic Writing Document Design / Complete Essay #1 / Write Process Memo / Submit Essay #1 and Memo by 2:00 p.m.

PAPER #2 – (Note: plan ahead NOW to schedule an interview and site visit for Friday 10/23.)

F 9/18	Group 3	DUE: Wilson, Act One, Scenes 1-2 (23 pp.) / Discussion and In-Class Writing
M 9/21	Group 4	DUE: Wilson, Act One, Scenes 3-5 (24 pp.) / Discussion and In-Class Writing
W 9/23	Group 5	DUE: Wilson, Act Two, Scenes 1-4 (29 pp.) / Discussion and In-Class Writing
Th 9/24		LAB: In the MLA Handbook, READ pp. 1-31 / Librarian Presentation and Library Tour
F 9/25		DUE: In the MLA Handbook, READ pp. 31-46 / Review Sources and Note-Taking / Introduce Essay #2 Assignment / Samples? / Choose Pairs?
M 9/28		LAB: Begin or Continue Essay #2 Research / Choose Pairs? / Begin Drafting?
W 9/30		There are two presentations today by Penumbra Theatre Company on August Wilson's <i>Radio Golf</i>. The first one is at 1:00 p.m. (our class time) so you are REQUIRED to attend that one; the second one is at 2:00 p.m. and is optional. Both will be in the Performing Arts Center.
Th 10/1		NO CLASS – PROFESSOR AT A CONFERENCE
F 10/2		NO CLASS – PROFESSOR AT A CONFERENCE
M 10/5		LAB: Discuss the Penumbra Presentations / Collect Penumbra Presentation Notes and Response Paper / Review Essay #2 Assignment / Q&A Session / Continue to Draft Essay #2 in Pairs
W 10/7		DUE: Essay #2 First Complete Drafts / Peer Reviews
Th 10/8		LAB: Begin or Continue to Revise Essay #2
F 10/9		DUE: Essay #2 Almost-Final Drafts / Editing Session
M 10/12		LAB: Complete Essay #2 / Write Process Memos
W 10/14		Optional Conferences for Essay #2 in H 131 / Submit Essay #2, Sources, and Memos by 2:00 p.m.
Th 10/15		NO CLASSES – EDUCATION MINNESOTA BREAK
F 10/16		NO CLASSES – EDUCATION MINNESOTA BREAK

PAPERS #3, #4, and #5 – (Note: expect some revisions to include Paper #6 in this section.)

M 10/19		DUE: In the MLA Handbook, REVIEW pp. 1-50 / Introduce Assignments for Papers #3, #4, and #5 / Review Information about Library, Internet, and Field Research (site visits/observations and interviews) / Prepare for Mock Interview
W 10/21		Mock Interview (possibly with another professor or a dean)
Th 10/22		LAB: Begin Library and Internet Research / Review “Career Research” (information and websites) / Begin to Draft Research Proposal
F 10/23		Schedule Your On- or Off-Campus Site Visits & Interviews for Today
M 10/26		LAB: Continue Library and Internet Research / Revise and Submit Research Proposal by 2:00 p.m.
W 10/28		DUE: In the MLA Handbook, READ pp. 123-35 and SKIM pp. 136-212 / Bring the MLA Handbook with You to Class / Discuss Work Cited and Consulted Pages and Bibliographic Citations
Th 10/29		LAB: Begin to Draft Annotated Bibliographies / Review Different Possible Formats for the Annotated Bibliography
F 10/30		DUE: In the MLA Handbook, READ pp. 38-40 / Discuss Note-Taking (Summary, Paraphrase, Quotation) / Note-Taking Exercises
M 11/2		LAB: Revise and Submit Annotated Bibliographies by 2:00 p.m.
W 11/4		Prepare for Individual Conferences / Discuss Arguments and Outlines
Th 11/5		Individual Conferences in H 131

F 11/6		Individual Conferences in H 131
M 11/9		Individual Conferences in H 131
T 11/10		Individual Conferences in H 131
W 11/11		NO CLASSES / COLLEGE CLOSED – VETERANS' DAY
Th 11/12		LAB: Continue Drafting Essay #5
F 11/13		DUE: Essay #5 First Complete Drafts / Peer Reviews
M 11/16		LAB: Begin or Continue Revising Essay #5
W 11/18		DUE: Essay #5 Almost-Final Drafts / Editing Session
Th 11/19		LAB: Complete Editing and Proofreading for Essay #5 / Submit Essay #5 and Sources by 2:00 p.m.

PAPERS #7 and #8

F 11/20		Introduce Paper #7 Assignment / Show Sample Voice Thread / Survey Power Point, Voice Thread, Slide Share, Slide Rocket, Slide Boom, etc.
M 11/23		LAB: Explore Interactive Presentation Tools (Power Point, Voice Thread, Slide Share, Slide Rocket, Slide Boom, etc.) / Begin Planning to Adapt Paper #5 into Paper #7, an Interactive Presentation
W 11/25		Optional Conferences about Papers #5 and #7 in H 131
Th 11/26		NO CLASSES / COLLEGE CLOSED – THANKSGIVING BREAK
F 11/27		NO CLASSES / COLLEGE CLOSED – THANKSGIVING BREAK
M 11/30		LAB: Continue Drafting Paper #7
W 12/2		Review Sample Interactive Presentations / Q&A Session
Th 12/3		LAB: Complete Interactive Presentation Drafts Due / Peer Reviews
F 12/4		Introduce Paper #8 Assignment / Discuss Collection, Selection, and Reflection for Final Portfolio / Samples?
M 12/7		LAB: Complete Paper #7 and Submit by 2:00 p.m. / Draft and Revise Final Portfolio Cover Letter
W 12/9		Peer Reviews?
Th 12/10		LAB: Finish Everything and Submit by 2:00 p.m.
F 12/11		Optional Conferences about Papers #7 and #8 in H 131
M 12/14		Scheduled FINAL EXAM Time is from 9:40 to 11:40 a.m. / Individual Conferences in H 131

Description of Expectations & Requirements:

- 1. Pre-Class Reading and Preparation:** Please complete all assigned readings and take-home daily writing assignments **BEFORE** coming to class. All reading assignments will serve as subjects or models for your own writing and will be discussed in class. If you haven't read, you won't fully understand what we're talking about, either in lecture or in discussions, nor will you be able to contribute very well. I have tried to carefully plan the amount of reading for each session so that you will have time to read slowly and closely. (Ideally, you should go over the readings again after having participated in the lectures and discussions about them.) The reading load will vary depending on the project we are working on—and on where we are in the process for that project—but the average for this course is at least 20 pages per week. Also, I encourage you to make notes, ideally **IN** your books, to help you remember key passages, questions, opinions, and ideas for class discussions. Finally, bring the assigned books and your notebook with you to every class.
- 2. Pre-Class D2L Posts:** As indicated on the course schedule above, each group of readers will have special responsibility for preparing the class discussion topics, on a cyclical basis. All members of the group are responsible for alerting the rest of us to especially interesting questions (and possible answers) prompted by a day's reading assignment. In a few sentences or a short paragraph (no longer), focus particularly on what you do not understand or what you want to know about what you

just read; this is not a place to “show off” but to ask genuine questions or to provide hypotheses and speculations about what you do not understand. In your postings, please point to specific passages, as appropriate, and give page numbers. (Try also not to repeat each other.) **Post these messages to the appropriate discussion link in D2L by 6:00 p.m. of the day before the class meeting.**

3. **Attendance:** Please make every effort to attend every class and to arrive on time (so as not to be disrespectful of others with the distraction). Each class session is designed to introduce and/or practice writing concepts and processes related to the current writing project, so if you do not attend, you cannot participate in and learn from the lectures, discussions, and activities. **IF** you must miss class, **AND IF** the absence is due to one of the following—a serious illness (verified by a doctor's note), a death in your immediate family (a parent or sibling), jury duty, military duty, a religious holiday, or a college activity—**AND IF** you notify me **BEFORE** the absence and provide appropriate documentation immediately after, **THEN** I will work with you, following the policies stated below, to arrange a “make up” and to avoid any reduction in your grade. (Absences due to medical or legal appointments, subpoenas or court dates, vacations, transportation problems, employment, or high-school events do not qualify for the above accommodation.) If you miss class, contact another student for notes and explanation of assignments, and check D2L for a synopsis and copies of any handouts. Ultimately, attendance factors into determining grades, since your participation in discussions is a component of calculating your final grade.
4. **Participation in Class Discussions and Activities:** I once heard, “You won't care if you don't share,” and I think it's true. Participation automatically increases your investment in and enjoyment of the class. In addition to short lectures, we will use individual writing time, pairs, small groups, and full-class discussions during each class session to write and talk about reading and writing. Listen actively and take notes, but also try to contribute—be prepared and willing to share your ideas, opinions, and questions with the rest of us. If you are naturally shy, then participate more actively in small groups and contribute to class discussions when more open-ended questions are asked. If you are naturally talkative, you will be more comfortable, but monitor yourself so that you allow time and room for others to contribute. Above all, everyone should be respectful of one another's contributions, even if you disagree, and be sure to acknowledge, encourage, or affirm one another. Both the quantity and quality of your participation will be considered.
5. **In-Class Quizzes, Exercises, and Informal Writing:** If there has been a reading assignment, we will usually begin with a reading quiz—i.e., identification and/or short-answer objective questions. Other reading and writing exercises we will do in class will include summaries, paraphrases, responses, citation and grammar exercises, and small-group work. Quizzes and in-class exercises **CANNOT** be made up if you are absent or arrive late; in addition, you may **NOT** come to class, take a quiz, leave early, and expect to get full credit.
6. **Three “Major” Papers (#s 1, 2, 5):** Specific details about each paper, including evaluation criteria, will be provided on the assignment handouts; sample papers may also be provided. For these papers, you will write multiple drafts, you will receive feedback in-class peer reviews and editing sessions, and you will revise and edit your papers before submitting them for a grade. All drafts should be word-processed and double-spaced; all final papers should be word-processed, double-spaced, and must follow MLA formatting and documentation (in-text and end-of-text citations). You will also be asked to submit photocopies and/or printouts of your research sources (with cited passages highlighted as directed). Late drafts will receive reduced credit and no written comments. Late final papers will simply receive a grade, without comments, and the grade will be lowered one full letter (e.g., B to C); after one week, the grade will be a zero (“F”).
7. **Four “Minor” Papers (#s 3, 4, 7, 8):** Specific details about each paper, including evaluation criteria, will be provided on the assignment handouts; sample papers may also be provided. For these papers, you are encouraged to write multiple drafts and to seek out feedback before submitting or presenting them for a grade—some opportunities for this will be included informally during class. All final papers should be word-processed, double-spaced, and must follow MLA formatting and documentation (in-text and end-of-text citations). You will also be asked to submit photocopies

and/or printouts of your research sources (with cited passages highlighted as directed). Late final papers and presentations will simply receive a grade, without comments, and the grade will be lowered one full letter; after one week, the grade will be a zero.

8. **One In-Class Essay (#6):** More information will be provided in class, including what you can bring with you to the exam. The in-class essay can be rescheduled only under extraordinary circumstances and must be arranged **BEFORE** the exam begins; an exam not rescheduled prior to the start time will be lowered one letter grade; after one week the grade will be a zero.
9. **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 or no draft at all, if you do not bring the required number of copies, or if you do not participate actively, you will not receive the points for the activity (between 30 and 50 points) and for peer review days you will not be allowed to participate in the activity. The peer reviews and editing sessions **CANNOT** be rescheduled or made up under any circumstances—and **NO** excuses will be accepted, including illnesses and computer/printer problems.
10. **Attendance at All One-to-One Conferences:** If you miss or are late for a conference, it will **NOT** be rescheduled and you will not receive the points for the activity (between 30 and 50 points); make ups will be reserved for extraordinary circumstances only and must be arranged **BEFORE** the scheduled conference time.
11. **Visiting Writer Presentation:** Members of the Penumbra Theatre Company will be on campus on Wednesday, September 30, 2009, for two presentations/conversations about August Wilson's play, *Radio Golf*. These sessions will be at 1:00 p.m. and 2:00 p.m. and will be held in the Performing Arts Center. You are **REQUIRED** to attend at least one session, take notes, and then write a final response; more details will be provided on the assignment handout.

A.R.C.C. Grading System:

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

Numerical Grading Scales:

• A	= 100% - 93%	= 4.00
• A-	= 92% - 90%	= 3.67
• B+	= 89% - 88%	= 3.33
• B	= 87% - 83%	= 3.00
• B-	= 82% - 80%	= 2.67
• C+	= 79% - 78%	= 2.33
• C	= 77% - 73%	= 2.00
• C-	= 72% - 70%	= 1.67
• D+	= 69% - 68%	= 1.33
• D	= 67% - 63%	= 1.00
• D-	= 62% - 60%	= 0.67
• F	= 59% and below	= 0.00

Informal Grading System:

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

Other Policies and Information

Absences for Religious Observances: The College allows absences from class for participation in religious observances. Students who plan to miss class for sincerely-held religious beliefs are required to (1) inform me at the beginning of the semester (within the first two weeks) of anticipated absences, (2) meet with me to reschedule any missed quizzes, exams, in-class essays, peer reviews, or paper due dates, and (3) obtain class notes from other students. I am required to assist you in obtaining course materials and assignments distributed during class sessions you miss and to make arrangements for taking missed in-class essays or examinations or making up peer reviews.

Academic Support Center (ASC): The College offers free, trained writing tutors who work with writers at any stage in the writing process to improve their writing. Please meet with a tutor for an “objective/outside” opinion, if you want more extensive help than I can reasonably provide during 10-15 minutes of an office hour, or if I am not available when you need help.

Accessibility / Universal Instructional Design: My goal is for our classroom and course work to be equally accessible to everyone. I think I have designed the class flexibly to accommodate different learning styles and approaches. I am also eager to make reasonable accommodations to guarantee persons with disabilities access to class sessions, the course materials, and the activities of the class. Let me know as soon as possible if you have a disability for which accommodations will be requested. If you need further information about disabilities and possible accommodations, please contact Scott Bay, Director of Access Services, at 763-433-1334, at scott.bay@anokaramsey.edu, or stop by C255.

Collegiate Behavior: This is a **COLLEGE** class, and I expect that we will all behave maturely, responsibly, and respectfully. Any disruptive behavior—including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, receiving cell phone calls or text messages, bringing friends/siblings/children/pets to class, etc.—will be handled first on an individual basis; if the disruptive behavior continues or if it is very serious, I will ask you to leave class, and I will contact the Dean of Educational Services—see the Code of Student Conduct in the Student Handbook.

Communication: I do prefer email rather than “telephone tag,” and I also tend to check voice mail only when I am on campus. While the College prefers you to use your MetNet email account, you can use any email program to contact me; just be sure to clearly identify yourself and the course.

Computer Lab: We will meet in the computer lab at least once each week to work on our current writing project. Please do not abuse this time by working on assignments for other classes, writing e-mail to friends, checking social-media sites, playing games, or downloading non-research-related information from the internet. While the majority of lab time will be for research and writing, there may also be some mini-lectures, demonstrations, or discussions—and I will ask for your focused attention during these times.

Conferences: Please come talk to me during my office hours, or schedule an appointment if my office hours do not work for you, if you have any questions or problems at any time during the semester.

Credit and Workload Expectations: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course that meets for four hours a week should expect to spend an additional eight hours a week on coursework outside the classroom.

Electronic Files / Submitting Work: Back up your work often, and in more than one place—e.g., your home computer or laptop, your college network space, and your USB memory stick. Computer or printer problems are NOT a valid excuse for lateness. Essays are due in hard-copy form, anything other than a hard copy will be considered late, and email attachments are not acceptable. When in doubt, ASK.

Incompletes: Incompletes will only be granted to students who have a **DOCUMENTED** medical or family emergency during the last two (2) 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) other absences, and must demonstrate the ability and willingness to complete the work before the third week of the following semester or summer session.

Plagiarism: In addition to accepting, buying, or downloading a paper or project someone else has written, plagiarism includes but is not limited to (1) failing to cite quotations and borrowed ideas from any outside sources, even if the borrowed ideas are in your own words, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases into your own words. (This definition of plagiarism was derived from Diana Hacker's *Rules for Writers*, 5th edition, Boston: Bedford-St. Martin's, 2004.) Presenting another person's ideas or writing as your own without clear, accurate, and complete citation and documentation will result in a zero (“F”) for that assignment and notification of the Dean of Educational Services—see the Code of Student Conduct in the Student Handbook.

Record Keeping: Please make back-up copies of all your work, and keep all quizzes, exercises, exams, and papers returned to you. If questions about grades arise, you will need to produce the original documents. In addition, keep track of all your notes and other materials for each exam and paper—all your prewriting, research sources and notes, outlines, drafts, peer review comments, etc. If questions about plagiarism arise, you will need to prove you did your own writing.

NOTE: The course syllabus and schedule are subject to change, and changes will be announced in class; updates will also be regularly posted on D2L. You are responsible for any changes in deadlines or assignments announced during any class you miss.