

## English 1121: College Writing and Critical Reading

Professor: Scott Stankey  
Office: Humanities 131  
Email: Stankesc@an.cc.mn.us  
Phone: 422-3556 (voice mail)  
Hours: M 1:00-2:00, M 5:30-6:30, W 1:00-3:00, R 10:00-11:00, and by appt.

Fall 1999  
Sections 3, 6

### Course Description

According to the A.R.C.C. *1998-1999 Semester Catalog*, English 1121 “provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays, including an argumentative research paper” (111).

### Course Objectives

At the conclusion of this course, students should be able to:

- Develop effective essays by practicing writing as a recursive process (prewriting, drafting, revising, editing, and proofreading) and by selecting information to support a thesis clearly, concisely, and logically.
- Read analytically both 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.
- Recognize and direct writing to a particular audience for a particular purpose.
- Solve writing problems by identifying a purpose or goal, describing the audience’s assumptions and expectations, and selecting from a variety of writing strategies the methods appropriate for meeting the writing goal.
- Make language choices appropriate to their audience and context (these choices include consideration of diction, tone, consistent point of view, and style).
- Use edited Standard American English correctly.
- Recognize the basic strategies of persuasion and argument and apply these strategies to specific writing assignments that address a variety of purposes and audiences.
- Analyze the technical elements and logical connections their own argument and those of others. Students will use this analysis in the development and revision of their essays and as a reading strategy.
- Distinguish (in social, academic, professional, and civic arguments) assertions of value from assertions of fact or policy. Students will also recognize the role of emotional, logical, and ethical appeals in support of these assertions.
- Identify an issue, explore their position on the issue, and state their position. Students will then identify potential audiences with diverse values and beliefs, and articulate opposing arguments. Finally, they will select evidence that will persuade their target audiences to accept the assertions made in their essays and research papers.
- Use various information gathering techniques (including library research, electronic sources, interviews, and/or observation) to obtain evidence which they can then use to support their assertions in their argumentative essays and research papers.
- Analyze and evaluate sources to identify the writers’ authority, purposes, target audiences, biases, assumptions, and reasoning. Based on these analyses, students will select those sources most appropriate as support for their own assertions.
- Represent sources in their own writing through accurate summaries, paraphrases, and direct quotations. They will use a style manual to cite and document sources correctly.

### Required Texts and Materials

Axelrod, Rise B., and Charles R. Cooper. Reading Critically, Writing Well. 5<sup>th</sup> ed. Boston: Bedford-St. Martin’s, 1999.  
Haynes, David. Right by My Side. New York: Delta-Dell-Bantam, 1993.  
Troyka, Lynn Quitman. Quick Access. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall, 1998.

3x5 or 4x6 index cards or a spiral notebook.  
One 3.5” HD computer disk.  
Two two-pocket folders.  
Loose-leaf paper.

## Requirements and Evaluation

**Formal Writing (70%):** You will write a reflective essay (10%), an evaluative essay (10%), an informative essay (20%), an argumentative essay (20%), and a final exam (10%)—an assignment sheet will be distributed for each essay. A rough draft, a peer review, a final draft, and a portfolio are required for each essay to pass the course. All rough drafts should be double-spaced, word-processed or **legibly** written; 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 conventions.

**Informal Writing (20%):** There will be many informal writing assignments such as reading quizzes, responses, exercises, proposals, bibliographies, and group work; in-class writings and group work **cannot** be made up if you are absent.

**Participation (10%):** Your active participation in class discussions and writing groups is expected and will be evaluated; both the quantity and quality of your participation will be considered.

## Course Policies

**Attendance:** Since this course relies heavily on writing groups, class discussions, and in-class presentations (none of which can be reproduced), attendance and participation are essential to your success. If you are not here, you cannot learn and practice information that is not covered in the text, you cannot contribute to class discussions or group work, and you cannot learn from the contributions of your peers. Most importantly, you need to be here to share your ideas and writing with others and to be an audience—a reader and responder—for your peers. For these reasons, attendance is required. If you miss more than **eight** (8) class periods for any reason, your final grade will be lowered one letter. If you miss more than **sixteen** (16) class periods for any reason, you will receive an “F” for the course, regardless of your other grades. As a **bonus**, if you have perfect attendance, the lower grade of your first two essays will be raised one letter. Finally, if you are absent due to a medical or family emergency, please notify me as soon as possible.

**Class Disruptions:** Coming into class late or leaving class early is disruptive and disrespectful to both your classmates and me. However, special circumstances sometimes arise. Thus, more than four (4) late arrivals or early departures will be considered absences—no exceptions. Other disruptions will be handled on an individual basis.

**Peer Reviews:** Workshop groups do work, but you need to be willing to share and talk about your own and others’ writing and to make these small groups comfortable, productive, and worthwhile. When we are “workshopping” rough drafts, you must bring a **completed** rough draft (and copies when requested) with you to class, and you must participate actively, or your essay grade will be lowered one letter.

**Portfolios:** You will submit each essay to me in a writing portfolio. In addition to the revised/final draft, each portfolio will contain all the work you did in the process of writing each essay—all your prewriting, in-class writing, notes, photocopies or printouts of research sources, outlines, drafts, peer comments, and a process memo/letter. If a complete and acceptable portfolio does not accompany each essay, the essay grade will be lowered one letter.

**Late Papers:** Due dates will be listed on the schedule. The grade for late final drafts and portfolios will be lowered one letter; after one week, the grade will be an “F.” However, **all** essays and portfolios must be submitted to pass the course.

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

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

**Incompletes:** Incompletes will only be granted to students who have a **documented** emergency in the final weeks of the semester. These students must have completed **all** of the other work for the course with an average grade of “C” or better, must not have missed more than eight (8) hours of class, **and** must demonstrate the ability and willingness to complete the work before the third week of the following semester. It is **your** responsibility to notify me as soon as possible if this scenario applies to you.

**Plagiarism:** Knowingly presenting another person’s ideas or writing as your own without appropriate citation will result in an “F” for the course and notification of the appropriate college officials.

## **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. I strongly encourage you to meet with a writing tutor early in the term so that you can discover how helpful the tutors can be to you.

## **Collegiate Expectations**

I expect you to be mature, respectful, and responsible, to attend class each day and arrive on time, to have all reading and writing assignments completed on time and to the best of your ability, to participate actively in class discussions and writing groups, and to ask for help when you need it. In return, you can expect me to be prepared for each class, to arrive on time, to do my best to make each class helpful and meaningful, to read your work carefully and be fair in my grading, and to be available outside of class for individual conferences.

## **Important Dates**

**Class Meetings (Section 3):** 8:00 – 8:50 a.m. / MWR in T 208 / F in T 207

**Class Meetings (Section 6):** 9:00 – 9:50 a.m. / MWR in T 208 / F in T 207

**Extra Credit Option:** W 10-13 (assignment and time to be announced)

**No Classes:** M 9-6 / R 10-21 / F 10-22 / R 11-11 / R 11-25 / F 11-26

**Last Day to Withdraw:** T 11-23

**Final Examination:** If the final exam is an in-class essay, it will be written on F 12-17 from 11:50 a.m. to 1:50 p.m. If the final exam is a take-home essay, it will be due on F 12-10. **However**, in accordance with the college's administrative policies, you must then appear in my office on F 12-17 between 8:00 a.m. and 2:00 p.m. to pick up your final papers. If you do not, the grades on your final papers will be lowered one letter.

**Note:** This syllabus is subject to change; changes will be announced in class.