

ENG 117: Writing Essays
 Section A: 9-9:50 a.m. MWF
 3 Credits
 Fall 2012



Instructor: Curt Bobbitt
 Office: Library 101
 Phone: 791-5354
 E-mail: cbobbitt@ugf.edu
 Office Hours: 1:30-3:00 p.m. weekdays

Course Description and Syllabus

Electronic Gradebook & Web Resources: <https://ugf.mrooms3.net>

UGF calls the class writing essays because it establishes a basis for academic (and personal) writing in expository prose. See the exact wording on page 9. Other institutions call similar classes “foundational,” “basic,” or “elementary” because they lay foundations or help students master the elements. Please do not feel insulted by those terms. Your instructor subtitles your section of the class “The ABCs of Writing” in the spirit of fun rather than condescension. Those letters stand for Amplitude, Balance, and Clarity, three categories of writing skills that you will learn to assess, build, and control in the writing you do. The table below summarizes the writing skills involved in each section of the class and the objectives covered.

AMPLITUDE	BALANCE	CLARITY
<p>These skills involve deciding about amount and volume. They include narrowing general topics, generating ideas, selecting relevant details, writing thesis statements, and throwing out irrelevant information.</p> <ul style="list-style-type: none"> • <i>recognize and respond to the complexity of topics.</i> • <i>develop claims with sufficient specific and relevant detail, often including secondary material, with appropriate citations for formal papers.</i> 	<p>These skills involve organization and coherence. Working with standard rhetorical patterns, combining patterns, and designing other logical sequences are all part of this group. Emphasizing the relationships between sections of a paper is another component skill.</p> <ul style="list-style-type: none"> • <i>practice a variety of rhetorical patterns, such as illustration, comparison/contrast, causal analysis, and argumentation.</i> • <i>write engaging introductions and conclusions.</i> 	<p>This category involves style. Standard English spelling, punctuation, grammar, and usage comprise only part of these skills. Choosing the best words and sentence structures for the subject matter and the writer’s opinion also fits in this group.</p> <ul style="list-style-type: none"> • <i>vary sentence structure and choose words carefully in writing complete sentences relatively free of sentence errors.</i> • <i>write a minimum of ten papers of varying complexity and length from 500-1250 words.</i> • <i>revise at least two papers globally (improving development, organization, and coherence) as well as correct errors in spelling, punctuation, and grammar.</i>

Required Materials: You will need two cardboard folders with internal pockets that you will use to turn in printed assignments. Several assignments will also require you to use a yellow highlighter. The class has only one required textbook and a magazine subscription:

- *The St. Martin's Handbook* (7th edition) by Andrea Lunsford (Bedford St. Martin's, 2011, ISBN 9780312602925 for hardcover, 9780312602932 for paperback)
- 14-week subscription to the *New Yorker* magazine (\$10.00 to instructor, cash only, receipt provided for tax purposes). Students must pay before 30 September to continue receiving the weekly magazine.

Grading Policy (including attendance policy and connection to objectives) (See the full catalog text on page 10, "The Small Print"): Each graded assignment in class has a possible point total. The quality of the work on that individual assignment determines the number of points earned. Scores on individual assignments are less significant than the cumulative total. At any time during the semester, you can determine your letter grade by dividing your cumulative total by the number of total points possible at that time and applying this scale: 93.0% or more = A, 83.0% to 92.9% = B, 70% to 82.9% = C, below 70% = D or F, depending on the discretion of the instructor. The table on page 9 will allow you to keep track easily.

Your responsibility to the class group requires you to attend every meeting of class. When you must miss because of athletic competition, illness, or family emergency, your responsibility includes turning in assignments on time (that is, by the due date in this syllabus) and meeting with the professor to discuss reasonable make-up work to compensate for your lost contribution. Any late assignment counts as only half credit.

If you have athletic competitions or medical appointments scheduled during any class meeting this term, you need to meet in person with the instructor in his office to plan make-up work. You should schedule that meeting within the first week of class.

At midterm and at the end of class, you will receive points for participation. Those two scores depend on attendance, active asking and answering questions in class, posts to the class Moodle site, completion of non-graded reading assignments, and initiative that leads to improving your writing.

Accommodations for Special Needs (see the full catalog text on page 10, "The Small Print"): If you have special needs for classroom activity and/or for in-class exams, you need to arrange for accommodations during the first week of class. Make an appointment to see the instructor immediately so that you will not miss any of the class's benefits. The Center for Academic Excellence also offers many valuable resources. Contact Kay Seilstad at kseilstad01@ugf.edu or 791-5212.

Organization of the Class: This class has three major units focusing on groups of writing skills: Amplitude, Balance, and Clarity. The ABC naming scheme will help concentrate on skills generally applicable in that sequence for approaching any formal writing task.

- **Amplitude:** narrowing general topics, writing claims and thesis statements, generating information for support, finding and evaluating what others have to say, designing and carrying out original research for new information. Seven graded informal drafts will evaluate your use of these skills.

- **Balance:** arranging information logically, using standard patterns of organization, writing multiple introductions and conclusions, improving coherence at the levels of the sentence and paragraph. Five graded formal revisions of the informal drafts will evaluate your use of these skills.
- **Clarity:** proofreading for spelling, punctuation, grammar, mechanics, and usage; revising sentences for variety in length, grammatical type, and structure; revising for tone; using figures of speech; integrating images and text; designing documents for visual appeal and readability; revising for expectations of various audiences, including classmates, general readers, and academic specialists. Three graded formal essays based on the formal revisions will evaluate your application of the skills of all three units.

Final Exam: The final exam will have two parts. The final exam takes place during a slightly different time than class meetings the rest of the term. Be sure to plan your schedule to allow you to attend the entire period, 8:00-9:45 a.m., Monday, 12 December.

- The objective portion (closed book, closed notes) will cover your knowledge of four lists important to writers:
 1. coordinating conjunctions (and, or, for, so, nor, yet, but)
 2. forms of the verb “to be” (be, am, is, are, was, were, been, being)
 3. modal verbs (can, could, shall, should, will, would, may, might, must)
 4. personal pronouns (I, me, my, mine, we, us, our, ours, you, your, yours, he, his, him, she, her, hers, it, its, they, them, their, theirs)
- The application portion (open book, open notes) will require you to choose one general topic from a list of three. You will then apply at least five separate techniques of generating information to narrow the topic and come up for a thesis statement you could use to write a 1500 word paper for an academic audience. Additionally, you will explain what key words you would use for a search of published resources and explain what original research you could carry out to create new knowledge on the topic. Finally, you will construct an outline to show how you would organize a paper. You do not need to write an essay.

Course Topics: The following general topics will shape all writing assignments in this section of ENG 117. Initial assignments will require you to apply numerous techniques for generating ideas related to these oppositions, including defining them in various ways. Eventually, you will narrow the topics and focus essays on concrete applications at personal, campus, local, state, regional, national, and universal levels.

- What is the most important writing skill for college?
- Are you more liberal or conservative? (money, clothes, food, politics)
- Are you more religious or secular?
- Are you more artistic or prosaic?
- What are the limits of loyalty? (team, family, friends, school, country)
- Are you more aggressive or timid?
- What limits on free speech are reasonable?

Daily Schedule for ENG 117

All updates and changes to the due dates and topics will appear at least a week ahead of time on the class Moodle site and via e-mail. Be sure to check your e-mail at least once a day. All

page references to *Handbook* indicate the *St. Martin's Handbook* (7th edition). Bring that textbook to class on any day that includes a reading assignment in it.

Date	Work to Complete <u>BEFORE</u> class	Topics of the day's class
M 8/27		Amplitude Skills Class Introduction Writing Draft 1 in class (most important writing skill)
W 8/29	Drafts 2, 3, and 4 (liberal/conservative, religious/secular, artistic/prosaic). You will turn in these three drafts for grading. Read pages 14-37 in <i>Handbook</i> (bring book to class) Log on to the Moodle site, and reply to the forum titled "Best Advice" with a paraphrase (NOT quotations) of three bits of advice from the reading assignment that mean most to you.	Amplitude Skills--Generating Ideas Examining strengths in early drafts, particularly use of details, organization, punctuation Writing Draft 5 in class (limits of loyalty)
F 8/31	Drafts 6 and 7 (aggressive or timid, limits of free speech). You will turn in these drafts for grading. Read pages 44-51 in <i>Handbook</i> (bring book to class) Bring laptop to class (if you have one)	Amplitude Skills—Generating Ideas Clustering (mind maps) and reporter's questions
W 9/5	Post your "10 commandments of academic writing" to the Moodle forum (remember to post your list BEFORE class) Revision of draft 1 or 2 with mind map (you will turn in this assignment for grading)	Amplitude Skills—Generating Ideas Fanciful analogies and standard patterns of organization
F 9/7	Revise draft 3 with journalists' questions Revise of draft 4 with a fanciful analogy	Amplitude Skills—Defining terms
M 9/10	Revise draft 5 with one quoted definition from a <u>specialized</u> dictionary (such as psychology, law, or philosophy)—list publication details about source Read assigned articles in <i>New Yorker</i> Read pages 245-250 in <i>Handbook</i> .	Amplitude Skills—Original research Surveys, interviews, direct observation
W 9/12	Read pages 230-245 in <i>Handbook</i> (bring book to class) Bring laptop computer if you have one Read assigned articles in <i>New Yorker</i> , and highlight quotations and paraphrases	Amplitude Skills Discovering what others have to say
F 9/14	Write a working bibliography of potentially helpful resources for	Amplitude Skills Judging quality and reliability of sources

Date	Work to Complete BEFORE class	Topics of the day's class
	expanding draft 6 OR 7: 5 books, 5 professional journal articles, 5 magazine or newspaper articles, 5 web sites. Read 253-261 in <i>Handbook</i> .	
M 9/17	Read assigned articles in <i>New Yorker</i>	Amplitude Skills Narrowing general topics Using images to support claims
W 9/19	Complete image exercise Read assigned articles in <i>New Yorker</i> Read pages 295-299 in <i>Handbook</i>	Amplitude Skills Writing thesis statements and using them
F 9/21	Formal Revision 1 Read assigned articles in <i>New Yorker</i>	Amplitude Skills Writing formal arguments
M 9/24	No class meeting	Amplitude Skills
W 9/26	Read pages 174-179 (fallacies) in <i>Handbook</i> Read assigned articles in <i>New Yorker</i>	Amplitude Skills Finding and using quotations for epigraphs Avoiding logical fallacies
F 9/28	Read pages 55-71 in <i>Handbook</i> Read assigned articles in <i>New Yorker</i>	Balance Skills—Patterns of organization Narrative and Process Analysis
M 10/1	Formal Revision 2	Balance Skills—Patterns of organization Contrast
W 10/3	Read assigned articles in <i>New Yorker</i> Highlight the author's use of contrast in the assigned article	Balance Skills—Patterns of organization Causal Analysis
F 10/5	Read assigned articles in <i>New Yorker</i> Highlight the sentences that introduce direct effects in the assigned article	Balance Skills—Patterns of organization Classification
M 10/8	Bring specified drafts to class (from the first two weeks of class)	Balance Skills—Using Formal Outlines
W 10/10	Formal Revision 3	Balance Skills—Writing Introductions
F 10/12	Write three new introductions for one of your formal revisions (#1, 2, or 3) [Announcement of midterm participation score]	Balance Skills—Coherence Transitional words (conjunctions, adverbs, ordinal numbers)
M 10/22	Formal Revision 4	Balance Skills—Coherence Transitional words (conjunctions, adverbs, ordinal numbers)
W 10/24	Read assigned articles in <i>New Yorker</i>	Balance Skills—Coherence Repeated key words, parallel structures, and standard patterns of organization
F 10/26	Read assigned articles in <i>New Yorker</i> Analyze assigned paragraph for coherence	Balance Skills—Coherence Repeated key words, parallel structures, and standard patterns of organization
M 10/29	Complete analysis of one of your paragraphs for coherence	Clarity Skills—Sentence Variety Length

Date	Work to Complete <u>BEFORE</u> class	Topics of the day's class
W 10/31	Read 560-588 in <i>Handbook</i> Formal Revision 5	Clarity Skills—Sentence Variety Grammatical Type
F 11/2	Read assigned articles in <i>New Yorker</i>	Clarity Skills—Sentence Variety Openings and Rhetorical Type
M 11/5	Essay 1 Read pages 708-724 in <i>Handbook</i> Read assigned article in <i>New Yorker</i> ; highlight all commas and circle all coordinating conjunctions in your assigned paragraphs	Clarity Skills—Punctuation Commas Coordinating Conjunctions
W 11/7	Read pages 725-729 and 747-756 in <i>Handbook</i> Bring assigned issues of <i>New Yorker</i> to class	Clarity Skills—Punctuation Optional Punctuation (dashes, colons, semicolons, parentheses, ellipses, slashes)
F 11/9	Read assigned articles in <i>New Yorker</i> Write your opinion of optional punctuation and plan for its use (minimum 150 words); post this opinion to the “Optional Punctuation” forum on the Moodle site.	Clarity Skills—Punctuation Optional Punctuation (dashes, colons, semicolons, parentheses, ellipses, slashes)
M 11/12	Read assigned articles in <i>New Yorker</i> Read pages 682-685 in <i>Handbook</i>	Clarity Skills--Revising sentences to eliminate expletives and passive voice verbs Forms of the verb “to be”
W 11/14	Read assigned articles in <i>New Yorker</i> Circle all forms of “to be” in assigned article Bring 2 printed copies of full draft of essay 2	Clarity Skills—uses of the verb “to be” In-class quiz covering forms of “to be” Clarity Skills—in-class editing of essay 2
F 11/16	No class meeting	Post the third paragraph of essay 2 to Moodle site with NO forms of “to be”
M 11/19	Final Copy of Essay 2 (for grading)	Clarity Skills Personal Pronouns and other pronouns
W 11/21	Read pages 360-395 in <i>Handbook</i> Read assigned articles in <i>New Yorker</i>	In-class quiz covering personal pronouns Clarity Skills—Scholarly Documentation Smoothly incorporating paraphrases and quotations
M 11/26	Complete First APA documentation worksheet	Clarity Skills—Scholarly Documentation Using the American Psychological Association (APA) format
W 11/28	Read assigned articles in <i>New Yorker</i>	Clarity Skills—Scholarly Documentation (APA)
F 11/30	Complete Second APA worksheet	Clarity Skills—Proofreading for spelling,

Date	Work to Complete BEFORE class	Topics of the day's class
		punctuation, grammar, usage, and mechanics
M 12/3	Essay 3—bibliography of actual sources using APA format	Clarity and Balance Skills—Review of introductions
W 12/5	Bring Introduction to Essay 3 to class (one, two, or three paragraphs, incorporating definition of at least one term)	Clarity Skills—Editing for style Class evaluation (in class)
F 12/7	Bring full draft of essay 3 to class	Clarity Skills--Formatting
Final Exam M 12/10 8-9:45 a.m.	Essay 3 Remember special meeting time Bring lined paper and pen for the exam	Final Exam in class

Connection of ENG 117 to Objectives of the Core Curriculum

Bachelor Degree Requirements	Relevant Core Competency Objectives	Eng 117 Behavioral Objectives	Means of Assessment
What does it mean to be human?	Students will identify problems and articulate appropriate solutions.	Students will recognize and respond to the complexity of topics.	Drafts 1-9, Revisions 1-5, Essays 1-3
What does it mean to participate in intellectual inquiry?	Students will dedicate themselves to the pursuit of truth and knowledge. Students will civilly question and challenge, and remain open to being questioned and challenged, in pursuit of the common good. Students will think critically and creatively, analyze situations and proposals accurately, identify issues, and evaluate and appreciate alternate positions.	<p>Students will develop claims with sufficient specific and relevant detail, often including secondary material, with appropriate citations for formal papers.</p> <p>Students will practice a variety of rhetorical patterns, such as illustration, comparison/contrast, causal analysis, and argumentation.</p> <p>Students will write engaging introductions and conclusions.</p> <p>Students will vary sentence structure and choose words carefully in writing complete sentences relatively free of sentence errors.</p>	<p>Revisions 3, 4, and 5; Essay 3</p> <p>Revisions 1-5, Essays 1-3</p> <p>Revisions 1-5, Introduction exercise, Essays 1-3</p> <p>Essays 1-3</p>
What does it mean to “make a living” and to live as a productive human being?	Students will communicate clearly and effectively in multiple modes of discourse.	Students will write a minimum of ten papers of varying complexity and length from 500-1250 words.	Drafts 1-7, Revisions 1-5, Essays 1-3, Posts to Moodle forums
What does it mean to participate in the spiritual and religious dimension of life?		Students will revise at least two papers globally (improving development, organization, and coherence) as well as correct errors in spelling, punctuation, and grammar.	Essays 1-3

Tally Sheet for Grades

Date	Assignment	Score	Cumulative	%
8/27	Draft 1 (in class)	/10	/10	
8/29	Having book in class (<i>St. Martin's Handbook</i>)	/5	/15	
8/29	Draft 2	/10	/25	
8/29	Draft 3	/10	/35	
8/29	Draft 4	/10	/45	
8/29	Draft 5 (in class)	/10	/55	
8/31	Draft 6	/10	/65	
8/31	Draft 7	/10	/75	
9/5	Revision of Draft 1 or Draft 2 with mind map/cluster	/10	/85	
9/5	Posted Ten Commandments of Writing	/10	/95	
9/7	Journalists' questions for Draft 3 and revision	/10	/105	
9/7	Fanciful analogy for Draft 4 and revision	/20	/125	
9/10	Revision of draft 5 with definition from specialized dictionary	/10	/135	
9/12	Having book in class (<i>St. Martin's Handbook</i>)	/5	/140	
9/14	Working bibliography for draft 6 OR 7 (not for both)	/20	/160	
9/19	Image exercise	/20	/180	
9/21	Formal Revision 1	/40	/220	
10/1	Formal Revision 2	/50	/270	
10/10	Formal Revision 3	/50	/320	
10/12	New Introductions for a Formal Revision	/30	/350	
10/12	Midterm Participation Judgment	/50	/400	
10/22	Formal Revision 4	/50	/450	
10/29	Analysis of coherence in a personal paragraph	/20	/470	
10/31	Formal Revision 5	/50	/520	
10/27	Essay 1	/100	/620	
11/9	Personal view of optional punctuation	/10	/630	
11/16	In-class quiz covering "to be"	/10	/640	
11/16	In-class editing of Essay 2	/10	/650	
11/19	Essay 2 for grading	/100	/750	
11/21	In-class quiz covering personal pronouns	/10	/760	
11/26	First APA documentation worksheet	/10	/770	
11/30	Second APA documentation worksheet	/10	/780	
12/7	Polished draft Essay 3 with full APA formatting and in-class editing	/20	/800	
12/10	Essay 3 for grading	/150	/950	
12/10	Final exam	/50	/1000	
12/10	Post-midterm participation judgment	/50	/1050	

Course description from *UGF Undergraduate Catalog*: "Experience in the formulation of ideas and their effective expression in writing. Emphasis on the short theme. Review of grammar, discussion of writing strategies, and introduction to the techniques of college-level research."

The Small Print

The University of Great Falls requires that all class syllabi fully reproduce the following policies contained in the *Undergraduate Catalog*. The instructor of this course fully endorses these policies. The mixed point of view and style, however, should not serve as positive examples of writing. Multiple authors contributed to the phrasing of these policies.

Attendance: "Students are expected to attend all classes and complete all assigned work. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies." (*UGF Catalog: "Academic Policies"*)

Appropriate Academic Content: "Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

Cheating: use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

Plagiarism: representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor's judgment, the student may appeal the instructor's decision by following the "Academic Related Appeals Process" on page xxi of the UGF Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of "F" (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of "F" (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion." (*UGF Catalog: "Academic Policies"*)

Provision for Special Needs: "Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form."