

Instructor: James Daniel Hasty
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Required Materials

Langdon, John. *College Writing Skills With Readings*, 8th ed.
Prentice Hall Reference Guide (Custom)
Regularly checked Davenport email account
(email is considered an official form of communication)

Course Description

This course is designed to begin to develop the writing, reading, and critical thinking skills that you will be expected to have mastery of at the college level. This course will also provide an introduction and reinforcement of the usage and mechanics of the Language of Wider Communication as is currently expected in academic discourse in the United States.

Because developing a personal writing process is essential to becoming an effective communicator at the college level and beyond, this course is also designed to develop your writing skills through the implementation of the entire writing process—from the conception of a topic, to the brainstorming and drafting of a thesis and argument, to the revision and editing of a final draft. Further, since writing in the workplace is never fully an individual practice, you will be expected to participate in revision processes that require you to actively give and receive feedback to your peers.

When you complete this course, you should have gained proficiency with the following:

- Implementing **prewriting**, **drafting**, and **revision** strategies
- Articulating, arguing, and supporting a **thesis**
- **Developing** and **organizing** essays effectively
- Composing coherent and unified **sentences** and **paragraphs**
- Using a **style** and **tone** appropriate for a **professional** audience

Assessment of Learning

Assessment measures will be based on the learning outcomes, the DUES, and the Writing and Communication across the Curriculum/Quantitative Analysis across the Curriculum initiatives.

- The essays address learning outcomes 1-8.
- Reading exercises address learning outcomes 2, 3, 4, 7, and 8.
- APA exercises address learning outcome 1, 4, 6, and 8.

Grading

Grading for Foundations of Learning classes is on a pass/fail basis. Students are permitted to repeat a failed Foundation of Learning course only once. *Incompletes may not be given in a FOL course.

Grading for the class will be determined by a points system. To pass this class you must receive 73 of the 100 points available. The points available are broken down as follows:

• Papers	50pts
• Prewriting (2pts each)	8pts
• Drafts (3pts each)	12pts
• Midterm Exam	9pts
• Final Exam	9pts
• Quizzes	2pts
• Tutoring	<u>10pts</u>
Total:	100pts

Tutoring

All FOL students are required to attend one tutoring session weekly for each FOL course in which they are enrolled. Participation in these sessions will represent 10% of the final course grade.

This tutoring is meant to provide individualized enrichment to help students maximize their mastery of the course material. Additionally, this resource will provide an additional peer review of the individual paper assignments.

Paper Format

All papers, draft and final copy versions, must be word processed using a 12-point font and one inch margins. APA format must be used for documenting outside materials and writing summaries.

Attendance

To do well in this class, it is important that you be in class each week. If you are unable to attend a class, you are responsible for contacting me to receive any materials distributed on that day. Also, an absence on the date an assignment is due will not qualify you to an extension. If you know that you will not be in class on the date an assignment is due, you must contact me **BEFORE** our class meeting.

Late Work

All work must be turned in at the beginning of class on the date it is due. **Late work not will NOT be accepted.** (extenuating circumstances will be considered on a case by case basis)

Plagiarism

Plagiarism is representing someone else's work as your own. This is a serious offense and will not be tolerated in any form. See the university's policy for dealing with plagiarism.

Classroom Etiquette

You are expected to conduct yourself in a professional manner regarding your dealings with the instructor and as well as with your fellow classmates. Lively discussion and multiple viewpoints are encouraged in this class; however, you are expected to respond in a professional manner towards the ideas and opinions of your classmates.

All cell phones, pagers, iPods, CD players, and any other device that makes noise must be turned **OFF** before entering the classroom. You may bring food and drinks to class unless this becomes a distraction.

ENGL 021 Schedule

Lansing

winter 2010

This schedule is tentative and subject to change as necessary.

Week	Date	Description	Reading
1	Jan 4	Syllabus Review MAPS Baseline Writing Sample (in class)	
	Jan 6	Introduction to writing The Writing Process (Prewriting and Outline) The Parts of an Essay (Thesis) Brainstorming	Read Ch. 1- An Introduction to Writing (4-15) Read Ch. 2- The Writing Process: Prewriting (24-33)
2	Jan 11	Outline of Paper 1 Due Thesis Drafting	Read Ch. 3- The First and Second Steps in Essay Writing (52-63)
	Jan 13	Rough Draft of Paper 1 Due Transitions Paragraphing Revising	Read Ch. 4- The Third Step in Essay Writing (79-89)
3	Jan 18	Revised Rough Draft of Paper 1 Due Introductions, conclusions, and titles Peer Response	Read Ch. 4- The Third Step in Essay Writing (89-96)
	Jan 20	Revising and Editing (fragments) Manuscript Form (Paper Formatting) Revise and Edit Paper 1	Ch. 2- The Writing Process (35-39) Ch. 24- Fragments
4	Jan 25	Final Draft of Paper 1 Due Description Descriptive Essay assigned Read "Family Portrait" Description and Show vs. Tell	Ch. 8- Description (178-187)
	Jan 27	Brainstorming for Descriptive Essay Considering Audience Run-ons	Ch. 25- Run-ons (470-477)
5	Feb 1	Outline of Descriptive Essay Due Commas Quiz 1 (fragments and run-ons)	Read Ch. 39- Commas (566-574)
	Feb 3	Subject-Verb Agreement	Read Ch. 5- The Fourth Step in Essay Writing (105-113; 124) Read Ch. 27- Subject and Verb Agreement
6	Feb 8	Unity, Support, Organization Misplaced and dangling modifiers	Read Ch. 6- Four Bases for Revising Essays (139-154) Ch. 32- Misplaced Modifiers (522-525) Ch. 33- Dangling Modifiers (526-531)
	Feb 10	Rough Draft of Descriptive Essay Due Revising for: (unity, support, description, and organization) Editing Test 1 and 3 (606 and 608)	

		Peer Response	
7	Feb 15	Quiz 2 (commas) Review for Midterm	
	Feb 17	Midterm Exam	
	Feb 22	Spring Break	
	Feb 24	Spring Break	
8	Mar 1	Flex	
	Mar 3	Final Draft of Descriptive Essay Due Exemplification Brainstorming for Exemplification Paper	Read Ch. 10- Exemplification (222-242)
9	Mar 8	Flex	
	Mar 10	Outline of Exemplification Paper Due Pronoun Agreement Drafting	Read Ch. 29- Pronoun Agreement (504-508)
10	Mar 15	Rough Draft of Exemplification Paper Due Read and Discuss “A Legendary Moment” (678-679) Peer Review	
	Mar 17	Flex	
11	Mar 22	Final Draft of Exemplification Paper Due Comparison and Contrast Methods of Comparison Brainstorming for Compare and Contrast	Read Ch. 13 Comparison and Contrast (287-298)
	Mar 24	Flex	
12	Mar 29	Outline of Comparison and Contrast Paper Due	
	Mar 31	Rough Draft of Comparison and Contrast Paper Due Peer Review Read “Born to Be Different” (298) Commonly Confused Words	Read Ch. 42- Commonly Confused Words (588-596)
	Apr 2	Last Day to drop with a W	
13	Apr 5	Flex	
	Apr 7	Final Draft of Comparison and Contrast Paper Due Writing a Summary Paraphrasing vs. Quoting Drafting	Read Ch. 18- Writing a Summary (385-396)
14	Apr 12	Article Summary Due Review American Management Assoc. (AMA) Problem Solving and Case Analysis Process Steps 1-3 (handout)	Read Case Studies (handout)
	Apr 14	Quotation marks Editing Test 7 and 10 (612 and 615) Drafting of Case Study	Read Ch. 38 Quotation Marks (558-564)
15	Apr 19	Case Study Rough Draft Due APA Citation and Punctuation (handout) Review for Exam	

	Apr 21	Case Study Final Draft Due Final Exam	
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**Final Grades will be posted by Tuesday April 27th