WRTG F110
Introduction to College Writing
Section  R01
MTWR 1:00-2:50pm
Gruening 412
Summer 2018

Instructor: Cindy Hardy
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Hours: MTWR 12-1
Other times by appointment
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BOOK: Instructor handouts and links posted in Blackboard.

MATERIALS:
Spiral bound notebook for class notes, folder or other means of keeping class assignments and notes, sticky pads or highlighters, pens or pencils, laptop or other writing device.

COURSE DESCRIPTION, GOALS, AND OUTCOMES:
This course is designed to help you strengthen the academic writing skills you will need for WRTG F111x, including research, writing, revising, and critical reading techniques. In this course you will experiment with new strategies, reflect on your process, and gain problem-solving skills and self-confidence as a writer.

In this class you will learn how to write a 750-1,500 word essay with a coherent introduction, body, conclusion, and outside sources. You will also gain experience finding books, articles and websites using the UAF library system and citing sources in-text and on a Works Cited page. You will learn to write with college-level grammar, reviewing areas where you are rusty or need practice. Finally, in this class you will be able to ask questions, make connections, a discuss words, phrases, and passages, in college-level essays and literature.

Most weeks we will spend some time either working on writing tasks related to the papers you are writing or workshopping each other’s papers in a peer review process. Most weeks we will end the week discussing a reading posted on our Blackboard site, basing our discussions on your reading response assignments. We will be covering a lot of ground this semester, so be sure to pay attention to due dates, bring your notebook or folder to class, and have all readings and assignments ready at class time!

By the time you finish this class, you will have practice with the type of writing and reading expected in Writing 111X and will have had a chance to work on some writing issues that you identify in your writing reflection. Passing this course with an A or B will give you a good start at doing well in all your college courses that involve writing.
ASSIGNMENTS:

Writing Reflections (10% of grade):
These are two informal essays in which you will reflect on your writing process at the beginning and end of the semester. I will hand out specific assignment sheets on each one as the due date nears. These will be checked but not assigned a letter grade; however, they will be considered as part of the overall class grade.

Papers (55% of grade):
You will write a total of three essays for this class which will build on each other as we go through the semester. The first two essay assignments will be written in two drafts. We will workshop each rough draft in groups, and you will complete a peer review comment sheet for each paper you read in each workshop. I will make comments on each rough draft (RD) and mark them with a plus, check, or minus, indicating how closely the rough draft fits the assignment and how much revision, editing, and proofreading needs to be done on the final draft. Once you get the checked rough draft and comment sheets back from me, revise the paper and turn it in for a grade by the due date listed on the class schedule.

The third paper will involve doing research and developing a thesis. This paper will be developed through a series of assignments leading to a rough draft and final draft. As we begin work on this paper, I will give you a detailed assignment sheet that will list all the steps and when they are due. You need to complete each step in this assignment for a grade on this paper!

The following are brief descriptions of the papers we will write for the class and how they link together:

Essay 1 (Observation: Self and World)—In this paper you will observe something in the world around you and consider a question that arises from that observation. This paper will potentially combine description, narrative, process, definition, and example writing, depending on the subject you choose. (2-3 pages)

Essay 2 (Analysis: As Others See It)—In this paper, you will start with the question you developed in the previous essay and test it by analyzing two peer-reviewed articles that relate to the question. This paper will apply the elements of reading analysis that you have developed through your reading journals and will combine comparison/contrast, classification, definition, and argument writing. (3-4 pages)

Essay 3 (Synthesis: Question and Research)—This paper brings together all the skills we are working on this semester, including research, observation, analysis, and synthesis. Starting with your question—refined and developed through Essay 2—you will go through the stages of research (question, literature search, working thesis, outline, more search, rough draft, final draft) to write a 5-6 page researched paper. Each step along the way will be discussed in class and handed in for a plus/check/minus grade. The final draft will be your final for the class and will be due on our Final Exam day. (5-6 pages)
Peer Review Comment Sheets (10% of grade):

For each rough draft we workshop in class, I will give you a set of peer review questions. You will answer the questions for each paper you read. These sheets should be turned in with the rough draft they comment on, so that the writer of the rough draft will have a complete set when the paper is returned to them. I will mark these plus/check/minus to reflect the detail and effort you put into your comments.

Reading Responses (15% of grade):

For each of the readings we discuss in class, I will ask you to complete a reading response sheet. These sheets will form the basis of our discussion in class, and will help you apply your critical reading skills throughout the semester. Be sure to read the selections and respond to them before class time (and bring the reading to class!). Reading responses will be graded from 1-4, depending on the detail and effort you put into your response.

A Note on Academic Honesty:

Whenever you use other sources of information in your papers, even if you put other authors’ ideas in your own words, you must give the authors credit for their work. To do otherwise is called plagiarism, which is a very serious university offense. We will be studying how to give authors credit for their work; if at any time you’re not sure how to do this, ask me. Never turn in another writers’ work as if it were your own!

PARTICIPATION AND ATTENDANCE (10% of grade):

Both are essential to the functioning of this class and to your improvement as a writer. This class is designed to help you develop as a college writer, so ask questions. You’ll find that your questions and participation will help the whole class learn. All assignments will be explained in class, with practice exercises, so it’s important that you attend in order to do well. If you find that you need to miss class, please contact me as soon as you can, so I can fill you in on class activities and assignments.

Be careful! I will be taking attendance, and missed classes always bring down your grade because you miss important information about assignments. Too many missed classes (six or more) can lower your grade by one letter (10% on a 100-point scale).

DISABILITY SERVICES:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.
GRADING POLICY:

Essays 1 & 2 (including RD) 20%
Essay 3 (including all steps) 35%
Peer Reviews 10%
Reading Responses 15%
Writing Reflections 10%
Participation and attendance 10%

I calculate grades by converting letter grades to a 4-point scale (4=A, 3=B, etc.). Assignments with “check” grades will be added based on completion of all work. If the RD and Peer Review grade for a paper are “plus” grades, I will add .5 to that paper’s letter grade (A to A+ or B-to B, for example). Attendance (10% of grade total) is considered part of the final letter grade percentage, though no letter grade is awarded; however, that percentage can be subtracted from the final grade if your attendance is low.

UAF policy on letter grades states:

“A An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

B Indicates outstanding ability above the average level of performance.

C Indicates a satisfactory or average level of performance.

D The lowest passing grade, indicates work of below-average quality and performance.

F Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.”

BLACKBOARD:
You will be automatically enrolled into the Blackboard site for this class. I will post the syllabus and class assignments on the site, as well as any announcements that are not included in the syllabus. We may use the discussion board for questions about writing and assignments that we don’t cover in class. Feel free to make suggestions for links and to contact me through Blackboard.

CELL PHONES AND OTHER DEVICES:
Writing takes concentration and thought; thus, as a courtesy to yourself and others, I ask that you turn off cell phones and other texting devices when you come into the classroom. This includes iPods and other music listening devices that might distract you or others from the task at hand. There are two exceptions: if you are in the middle of a medical or other emergency and you notify me at the beginning of class that you need to have your phone available, or if we are using phones to look up vocabulary words or using them for other class purposes. Use common courtesy and good judgment, in other words.
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May 21- June 29

CLASS SCHEDULE:

Note: All class dates are approximate and may change. Reading selections will be handed out in class, and selections listed may change.

Assignments due are in **bold print.**

Week 1:  May 21--Course Introduction
- Writing Reflection (Handout)
- The writing process—what stops us?
  Read “The Writing Process” (Handout)
- Begin Essay 1: Observation (Self and World)

May 22--Read “The Reading Process” (Handout)
- Writing Reflection due.
- Handout: “Sister Flowers”

May 23-- More on observation
- Induction and inference
- Discussion: “Sister Flowers” (Response due)

May 24--In-class workshop
- Essay 1, RD due, Peer Review 1 due
- Common writing errors (Class Q&A) **Purdue OWL: Mechanics**

Week 2:  May 28--Memorial Day NO CLASS

May 29--The revision process
- Handout “Flavio’s Home”
- Library visit 1—Library Overview--Finding Books

May 30--Essay 1, FD due
- Discussion: “Flavio’s Home” (Response due)
- Essay 2: Analysis (As Others See It)
- Analysis—Comparison/contrast
- Handout “Propaganda Techniques in Today’s Advertising”

May 31--Choosing and evaluating sources—**Purdue OWL: Evaluating sources**
- Library visit 2—Finding articles in periodicals
Week 3:
June 4--Writing summaries
   Discussion: “Propaganda Techniques in Today’s Advertising”
   (Response due)
June 5--Library sources (Response due)
   Handout “Black Men and Public Space”
June 6--Discussion: “Black Men and Public Space” (Response due)
June 7--Essay 2, RD due
   Peer Review due
   Common writing errors (Class Q&A) Purdue OWL: Mechanics

Week 4:
June 1--Essay 3: Synthesis (Question and research)
   Developing the research question
   Handout “Free Speech follies”
June 12--Essay 2, FD due
   Library visit 4—Essay 3 Research
   Essay 3 Research Questions Due
June 13--Writing summary and paraphrase
   Read Sources 1 & 2 (Response due)
June 14--Discussion: “Free Speech Follies” (Response due)

Week 5:
June 18--Essay 3 Sources 1 & 2 due—Citation and Summary
   Read Sources 3 & 4 (Response due)
June 19--Developing a working thesis and outline
June 20--Organizing your First Draft
   Essay 3 Sources 3 & 4 due—Citation and Summary
   Working thesis and outline due
June 21--Citations and other troubleshooting
   Writing an introduction
   Writing a conclusion

Week 6:
June 25--Essay 3 RD due--Peer Review 3 due
   Handout “Pets Allowed”
June 26--Titles and subtitles
June 27--Discussion: “Pets Allowed” (Response due)
June 28--Essay 3 FD due
   Writing reflection 2 due