

ENGL 109

Policy Statement

Instructor: J. Daniel Hasty
Email: Daniel.Hasty@davenport.edu
Office Hours: MW 2:00-3:00

Required Materials

Mauk, J. and Metz, J. 2010. *The Composition of Everyday Life: A Guide to Writing*. Boston: Wadsworth.
Harris, M. *Prentice Hall Reference Guide*.
Regularly checked Davenport email account

Course Goals

This course is designed to develop the writing, reading, and critical thinking skills that you will be expected to have mastery of at the college level. In this course, you will learn to compose essays in a variety of modes to communicate different purposes to different audiences. This course will also provide an introduction to modern researching skills that will be helpful as you move through your college and professional career.

Because developing a personal writing process is essential to becoming an effective communicator at the college level and beyond, this course is 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 and supporting a **thesis**
- Developing and organizing essays effectively, both in terms of **content** and **format**
- Using **narrative**, **observation**, and **analysis** effectively
- Integrating **outside sources** in support of an **argument**
- Using a **style** and **tone** appropriate for a **professional** audience

Central Motivation of the Course

This course will ask you to actively use a process in your writing. To be an effective writer at the college and professional level, it will be essential to develop a process that roughly adheres to these steps:

- **Invention**: brainstorming, listing, mapping, outlining
- **Drafting**: multiple drafts, multiple readings of a draft
- **Revision**: for global and local concerns

The key to this course is to learn that writing is a process not a product.

Course Requirements and Evaluation

In this course you will participate in several prewriting and drafting exercises, compose four essays (one of which will require some library research), and participate in a final team project consisting of written, visual, and oral components. You will also participate in some smaller in-class writing activities and discussions, and respond to the writing of your peers. Note that you must complete the Research Essay to PASS this class.

Course Grade Determination

Major Papers	80%	Component Paper	10%	Invention	10%
Narrative Essay	16%	5 Paragraph Essay	3%	Journaling	5%
Observation Essay	16%	Case Study	3%	Drafts	5%
Song Analysis Essay	16%	Article Summary	3%		
Research Essay	16%	Annotated Bibliography	3%		
Final Project	16%				

Paper Assignments

Narrative Essay (3-4 pages)

Students develop the skill of narrative communication with a purpose. Students will write a brief descriptive narrative of a recent important event that will communicate a specific idea to a broader audience. LO: 1, 2, 7, 8; DUES: Ethical Reasoning and Action, Critical and Creative Thinking, Information and Technology Proficiency, Written Communication, Professional Communication.

Observation Essay (3-4 pages)

Students develop the skills of observation, analysis, and communication. Students will observe a public space that they believe will reveal insights about certain aspects of society. Students will make field notes of their observations and then arrange those notes into a descriptive narrative of the public space. Then, finding a common theme illustrated in the interactions observed at the public space, students will redraft the descriptive narrative into an essay that uses evidence from the observations to illuminate the function of the public space. LO: 1, 2, 3, 5, 6, 7, 8, 9; DUES: Ethical Reasoning and Action, Information and Technology Proficiency, Written Communication, Professional Communication.

Song Analysis Essay (3-4 pages)

Students develop the skills of analysis and explanation. Students will analyze 2-3 songs to show how these songs inspire and inform their lives. Students will interpret the lyrics showing how these songs speak to aspects of their lives in a meaningful way. LO: 1, 2, 3, 5, 6, 7, 8, 9; DUES: Ethical Reasoning and Action, Critical and Creative Thinking, Analysis and Problem Solving, Information and Technology Proficiency, Written Communication, Professional Communication.

Research Paper (3-4 pages)

Students compose a persuasive argument using outside sources for support. Students will expand the topic of the Response Essay to actively argue a position employing research skills to locate and integrate outside scholarly sources into their argument for support. Students will cite sources and format paper using APA style. LO: 1, 2, 5, 6, 7, 8, 9; DUES: Ethical Reasoning and Action, Critical and Creative Thinking, Analysis and Problem Solving, Information and Technology Proficiency, Written Communication, Professional Communication.

Final Project

Students work in groups to understand the importance of writing and different modes in a specific professional setting. Students will conduct an interview with a profession in a field closely relating to their major field of study and then present their findings to the class in a PowerPoint presentation. Students will also write a small paper in which they reflect on the assignment as well as evaluate their group members. LO: 1, 2, 3, 4, 5, 6, 7, 8, 9; DUES: Leadership, Reasoning and Problem solving, Teamwork, Oral Communication, Written Communication, Interpersonal Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

Grading Criteria

Assessment measures will be based on the learning outcomes, the DUES, and the Writing and Communication across the Curriculum/Quantitative Analysis across the Curriculum (WCAC/QuAAC) initiatives. Students will demonstrate their ability to meet learning outcomes 1-9. They will also meet the following DUES: Reasoning and Problem Solving, Teamwork, Written Communication, Interpersonal Communication, Honesty and Integrity, Computer Proficiency, and Information Literacy.

I will be evaluating specifically the following areas of your essays:

- Clear and Effective Thesis
- Paragraphing
- Organization
- Development and Support
- Strong Introductions and Conclusions
- Format and Mechanics

Please note that your **ideas** and the **content** and **organization** of your essays are the most important elements of your writing. Writing grammatically “clean” papers does not guarantee you an “A.”

Drafts

The main purpose of this course is to help you develop your own writing process. Since writing takes places in steps, prewriting, brainstorming, and rough drafts are essential parts of this process. To help you fully implement this process, you will receive or lose credit for each of the assigned drafts and prewriting exercises. Since a rough draft is clearly not the final draft, drafts will be assigned a grade based on completion; incomplete drafts will receive only partial credit. 10% of your course grade will come from the completion of the prewriting assignments and the rough drafts.

Peer Response

A major part of this course requires that you help your classmates become better writers. You will critically, thoughtfully, and professionally respond to peer drafts for all of the written assignments.

You will also participate collaboratively in group work both to facilitate class discussion and to actively compose and deliver the final Group Project. You will learn more about this as the semester progresses.

Policies and Procedures

Attendance

To do well in this class, it is essential that you be in class each week. If you are unable to attend a class for any reason, you are responsible for contacting me to receive any materials distributed on that day. If you are not present on the day we complete a journal or in-class writing assignment, you will not receive credit for it. 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 to make arrangements for turning in the assignment.

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)

Assignment Guidelines

All work not written in class must follow these guidelines:

- Typed, Double Spaced
- Times New Roman 12 pt font
- 1 inch margins (top, bottom, left, and right)
- Head first page in upper left hand corner single spaced:

Your Name
ENGL 109
Hasty
00 Month 2011

- All essays must have a title centered two spaces below the date. Do NOT underline, italicize, or put your title in quotes
- Each page except the first should have a page number in the upper right hand corner
- All papers must be stapled
- Attach all drafts under the final draft

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. Turnitin.com will be utilized at the instructor's discretion.

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, iPods, 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 109 Schedule

This schedule is tentative and subject to change as necessary.

Week	Date	Description	Reading
1	Aug 29	First Day, Discussion of the Course	
	Aug 31	What is the Writing process, Narrative Essay Assigned	
	Sept 5	Labor Day	
2	Sept 7	Purpose (thesis), Narrative Example	
	Sept 12	Narrative Essay Rough Draft Due, Peer Response	
3	Sept 14	Narrative Essay Due , Paragraphing, Five Paragraph Essay	
	Sept 19	Observation Essay Assigned, Prewriting	
4	Sept 21	Observation Example	
	Sept 26	Observation Notes Due, Theory of a First Draft, Turning notes into a narrative	
5	Sept 28	Observation Essay Rough Draft Due, Introductions, Peer Response	
	Oct 3	Audience, Editing	
6	Oct 5	Observation Essay analysis	
	Oct 10	Observation Essay Due , Real world application of MAP and argument analysis, Song Analysis Essay assigned	
7	Oct 12	Analysis essay analysis	
	Oct 17	Song Analysis Essay Rough Draft Due, Peer Response	
8	Oct 19	Transitions	
	Oct 24	Editing	
9	Oct 26	Song Analysis Essay Due , Case Study In-class Essay	
	Oct 31		
10	Nov 2	Research Essay Assigned, Topic development	
	Nov 7	Librarian Visit, Introduction to Database research, Summary Assigned	
11	Nov 9	<i>Summary Due</i> , Finding more articles, Google Scholar	
	Nov 14	Introduction to Citation, In-class Annotated Bibliography	
12	Nov 16	Research Essay Rough Draft Due, Peer Response	
	Nov 18	Last day to drop with a W	
	Nov 21	Self-Editing	
	Nov 23	Thanksgiving Break	
13	Nov 28	Research Essay Due , Begin Group Project	
	Nov 30	Prepare Group Project	
14	Dec 5	Prepare Group Project	
	Dec 7	Prepare Group Project	
15	Dec 12	Prepare Group Project	
	Dec 14	Present Group Project	

*Final Grades will be posted by **December 20**