

COURSE SYLLABUS
 Lourdes University
 ENG 098 College Writing Strategies
 Spring Term 2012

ENG 098 F Tuesday/Thursday 2:30-3:45

Department: English/College Readiness Program

Credit Hours: 3

Prerequisite: None

General Education: N/A

College Learning Outcomes: Express ideas effectively in speech and in writing to inform, engage and persuade audiences

College Writing Strategies

Instructor: Lynda Hoffman

E-mail: lhoffman@lourdes.edu

Office Hours: by appointment

I. Course Description: Provides instruction in grammar, punctuation, sentence structure, prewriting skills, and essay development. Credit does not apply towards graduation.

II. Purpose of the Course: The purpose of College Writing Strategies is to help students achieve Communication Competence by preparing them for entrance into English 101 Composition I: Essay Writing. This course does not fulfill the general education requirement.

III. College Learning Outcomes and Objectives: N/A

IV. Program Learning Outcomes: N/A

V. Course Objectives: Students should be able to

- a. Analyze and model sentences, paragraphs, and essays for structure.
- b. Prepare writing of varying lengths and subjects.
- c. Select topics for essays by practicing several pre-writing activities.
- d. Demonstrate a college level command of grammar, mechanics, and spelling through specific exercises and essay writing.

VI. Policies:

1. Policy on Emergency Response

In case of a tornado, we will proceed to the nearest shelter. For this course, the shelter is located . In case of a fire, we will proceed in a calm and efficient manner to the nearest exit. For this course, the nearest exit is to the right and out the door. Do not use the elevator. Do not block building entrances once you are out.

2. Statement on Disabilities: If you have documented a disability with the Director of Disability Services, please discuss with me

- the adaptations or the accommodations you have established with the Director of Disability Services
- emergency medical information, and/or
- special arrangements to be implemented if the building must be evacuated

3. Statement on Academic Honesty: (Refer to the “Academic Dishonesty” section in the *Student Handbook*.) – All students are expected to do their own work and avoid plagiarism. Turning in another person’s work as your own or failing to cite source materials will result in 0 points on that assignment for everyone involved. Academic dishonesty is not tolerated/see the handbook under “Academic Dishonesty” section.

4. Statement on Academic Grievance: (Refer to the “Academic Grievance Policy” section in the *Student Handbook*.) Students who have questions or problems related to the course should consult with me at any time either in person or by email. If the matter requires further attention, information is available in the student handbook under “Academic Grievance Policy.”

5. Attendance Policy: Preparation for class and regular attendance are essential! Classes involve presentation of new material, in-class practice, and in-class writing time; therefore, weekly attendance is very important. Students are responsible for material and announcements they miss when absent. Those missing four or more classes must consult with the professor regarding dropping the course.

6. Evaluation - Course Evaluation

Grades are determined on a point basis; students can track their grades using the worksheet distributed at the first class or through the grade book in Sakai.

Attendance/Participation	20points
Journals	20 100 points
Quizzes (4)	80 points
Writings	250 points
Final Exam	50 points
TOTAL	500 points

Grading Scale: Point Scale: That is, straight A, B, C, D, F

So grades will run 90-100 = A,

80-89 = B,

70-79 = C,

60-69 =D,

below 60 = F

8. Required Text John Langan, *Langan College Writing Skills With Readings 8th Edition*. McGraw Hill. 2011 ISBN 978-0-07-337166-5

7. Policies and Procedures

◆ Classroom courtesy demands that cell phones be placed on vibrate or be turned off. If a student anticipates an emergency call during class hours, he/she should place the phone on vibrate and quietly take the incoming call into the hall. A student may notify the professor prior to class regarding the possibility of such a phone call.

◆ Absolutely **no text messaging or instant messaging** takes place while class is in session. Computers are for class use, not checking out Facebook or playing games.

- ◆ This syllabus provides students with a guide for class preparation. When a student misses class, he/she must check with a classmate or on Sakai or contact me, regarding possible changes made to the syllabus. Certain circumstances may cause changes in the schedule during the term.
- ◆ Missed quizzes must be made up prior to the class meeting immediately following the one during which the quiz was given. Students should contact the professor if unable to attend class when a quiz is scheduled so arrangements for a makeup test can be made.
- ◆ Essays must be turned in at the beginning of class in hard copy or through Sakai. **No work is to be left at the Welcome Center.** Work turned in late will automatically have 5 points dropped each week, and there will be NO opportunity to complete a rewrite of that essay.
- ◆ Essays must adhere to MLA format. If you are not familiar with this style, it will be taught during class. Writings must be double spaced using font size 12 - Times New Roman with Microsoft Word.
- ◆ **INCOMPLETES** – The only instance a grade of “INCOMPLETE” might be given is if the final exam is not completed on time due to a documented emergency situation. If that occurs, the student must contact the professor as soon as possible in order to make arrangements to take the exam. A grade of Incomplete is definitely not an option when the majority of work has been missed throughout the term.

VII. Class Schedule: Updates will be posted on Sakai to meet the needs of the class.

Week 1

Jan. 17 Diagnostic

For Next Class: Preview text, read chpt. 1 and review the syllabus online

Jan. 19

Discuss Chapter 1

Homework: Read Chpt. 2

Week 2 Discussion: Prewriting

Jan. 24 Chapter 2- complete exercises on page 32, 34, 36 and 38 in class.

For Next Class: Read: Ch.3

Jan. 26 Chpt. 3 Understanding your thesis

Homework: Read Chpt 4

Week 3 Essay writing

Jan. 31 Chpt 4

In-class journal topic: What in your life keeps you from completing tasks? Keep in mind what you have learned so far about supporting your ideas.- Begin writing your first essay from your freewrite.

Homework: Look at your journal on page 83, create a title, strong opening and transitions between ideas and bring a new draft to class on the 8th. Read chapter 24- Fragments and revisions

Feb. 2 Chpt 24-

Peer review, dependent and independent clauses

Peer review and discuss fragments.

Homework: **revise your paper** using feedback from peer review. Read Chpt. 7(175-180) and 8

Week 4

Feb. 7 First Essay due- what would you do with more time?

Chpt 7- Which person do you write in for academic papers?

Begin planning descriptive essay.

Begin description essay p. 205- go to the place you plan to write about and take notes for 15-20 minutes using as many senses as possible. What do you hear? What do you smell? What is unexpected?

Bring your notes to the next class.

Feb. 9 Developing your essay

Revise your essay for our next class

Power Point for revision

Week 5

Feb. 14 Peer editing using the checklist on page 202

Revise for our next class!

Homework:

Look over chapter 10

Feb. 16 Final draft of the descriptive essay is due. Include all drafts, prewriting and original notes!

Discuss Chapter 10 – Exemplification

Homework: Read 23-253

Week 6

Feb. 21- Organization of your first draft.

Homework: Revise your essay and use the WIN Center!

Feb. 23- Peer edit Exemplification

Homework- Revise your essay Read chpt 12

Week 7

Feb. 28 NO Class

March 1 Final draft of exemplification essay is due.

Read chpt. 23 p 459

Week 8 Spring break 3/4-3/11**Week 9**

March 13 Discuss organization of Cause and Effect essay

Work on pages 460,461, and 462

Homework: Write your cause and effect essay

March 15 Look at chpt. 24 p. 465

Peer edit Cause and Effect essay

Homework: revise your cause and effect essay.

Week 10

March 20- Second look at improvements to your essay!

March 22 Final draft of cause and effect essay is due

Read Chpt 25- assign groups to present on grammar challenges.

Subordinate clauses, fragments

Week 11

March 27 Work on presentations

March 29 Continue working on chpt 25 Begin group presentations

Week 12

April 3 Present presentations and take quizzes over topics presented.
Quiz on fragments, commas and run-ons

April 5 No Class

Week 13

April 10 Begin brainstorming ideas for your process essay.

Revision of one essay is due

Begin process essay

- Discuss audience page 258

Work on developing your essay

April 12 Process peer review page 270

Revise your essay

Week 14

April 17

Peer edit second draft

Homework: Revise your paper and read chapter 14 pgs. 325-342

April 19- Final draft of process essay Discuss expanded definitions

Discuss pronouns Chpt. 29

Homework: Write draft of your expanded definition- what is the concept? What is it NOT?

Week 15

April 24- Workshop on expanded definitions

April 26- Workshop on your definitions

Homework: Read Chapter 16 and revise your essays

Week 16

May 1- Portfolio-argumentation

Bring all graded assignments to class with you!

May 3 Work on letter of justification

May 8 Portfolio due and final grammar test!

Any assignment/topic listed on this syllabus is subject to revision based on student need or an emergency.

REMEMBER: if you miss class, contact a classmate to find out what was missed and whether any changes were made to the syllabus and/or assignments.

Attendance/Participation	20points
Journals	20 100 points
Quizzes (4)	80 points
Writings	250 points
Final Exam	50 points
TOTAL	500 points

Assignment	Possible points	My grade!
Journals	100	
Quiz one	20	
Quiz one	20	
Quiz one	20	
Quiz one	20	
Descriptive essay	20	
Exemplification	30	
Cause and effect	50	
Process	50	
Expanded definition	50	
Argument/portfolio	25	
Final exam	50	
In-class assignments	20	

Grading Scale: Point Scale:

So grades will run 90-100 = A,
 80-89 = B,
 70-79 = C,
 60-69 =D,
 below 60 = F

A. If you miss more than 3 classes it is unlikely that you will pass this class so be sure to come to EVERY class, ask questions and ask for extra help if needed. Although I do not have office hours, I am more than willing to stay after class to help any student who has not missed class yet still wants extra help.

Be sure to use the WIN Center tutors for help in polishing any essay!