



South Carolina Course Alignment Project

Freshman Composition Course Syllabus

1 Introduction

This course was created for the South Carolina Course Alignment Project as part of a paired course sequence. (For more information about this project go to: www.epiconline.org/south_carolina). Paired courses are developed to provide students with opportunities to gain knowledge and skills in high school that will prepare them for success if they elect to enroll in two-year technical colleges or four-year colleges or universities. Instructors for the secondary and post-secondary courses collaborate in the development of this course to ensure curricular alignment between the two courses and their respective institutions. Students enrolled in the college portion of the sequence will have an opportunity to learn skills and knowledge that will help ensure their continued success in higher education. Welcome to a South Carolina paired course.

2 General course information

Course Title	Writing 101-024 (11553) TR 12:30-1:45 (3 credits)
Description	Writing 101 introduces students to college-level writing. The primary goal is to further the development of your writing skills and to show you that writing is essential to a liberal arts education and to life-long learning. Emphasis will be placed on the developmental nature of writing, on the use of sound logic, and on the creation of clear, grammatically correct prose. Additionally, you will learn how to find and to use research materials.
Room Number	Owens 208
Office Hours	MW 9:30- 12:00, TR 2:00-3:15, and by appointment
Course Website	http://faculty.winthrop.edu/cothranc/
Faculty Name	Dr. Casey A. Cothran
Contact Info (phone/email)	Office: 237 Bancroft Hall; (803) 323-4632 Email: cothranc@winthrop.edu
Turnitin.com Info	Class ID: 2814634 Password: ilovepapers
Twitter	drcothran

3 Helpful information about instructor expectations

Title of paragraph	Course Introduction and Success Strategies
Text	<p>In this course you will be engaged in a variety of writing activities and formal assignments. As part of the writing process, you will construct multiple drafts for each essay and seek feedback from your peers and from your instructor. You also may make an appointment with the Writing Center (Bancroft 242, ext 2138) for additional help or feedback. All final essays will be accompanied by a rough draft and a peer review.</p> <p>Participation in a Peer Review accomplishes two things. It contributes to an overall positive grade, and, more importantly, it helps a writer to manage his or her time. If a strong draft has been prepared for the Peer Review, the student is less pressed for time as they revise and complete the final draft. Successfully managing time allows the student to avoid penalties for lateness. Student writers find that the amount of time they require outside of class to complete each essay varies greatly, so plan ahead to ensure you have sufficient time for the task at hand.</p> <p>As with any skill, the more you write, the more proficient you become. Regular communication with your instructor also is important to ensuring your success in the course. Feel free to sign up for individual conferences to discuss specific writing concerns. Email is also a good way to communicate with me about ideas you may have about an upcoming paper.</p> <p>A composition course is intended to help you improve the skills of proofreading, revising and editing multiple drafts. To ensure you have ample opportunity to rework and rewrite each essay, it is important to build sufficient time into your writing schedule. Plan to read the final draft two to three times before you consider it complete and ready for submission. Setting aside time for a final proofreading is advisable for your in-class writing as well, and particularly for your final exam.</p> <p>Following instructions for essay assignments demonstrates critical thinking. In the course, you will work on developing strong thesis statements and on clearly organizing your ideas. You are encouraged to read homework assignments carefully and to participate in class discussions.</p> <p>You are encouraged to attend at least one conference with your instructor</p>



sometime after you receive your first graded essay. This opportunity will allow me to give you feedback regarding strengths and weaknesses of your writing and allow you to obtain an update on your current course progress.

4 Prerequisite knowledge/skills for success in this course

<p>Mastery Level</p>	<p>Study skills: Students will adhere to assignment deadlines.</p> <p>Organization: Students will independently organize their workloads in ways that allow them to complete all of their academic work.</p> <p>Work habits: Students will be able to work effectively independently and collaboratively.</p> <p>Academic integrity: Students will act honestly and ethically in their academic work.</p>
<p>Familiarity Level</p>	<p>Intellectual openness: Students will possess some openness and willingness to explore issues and ideas that are new and/or different from their own established ideas and opinions.</p> <p>Analysis: The student will have described, evaluated, and compared the formal qualities of literary readings.</p> <p>Interpretation: The student will have some ability to evaluate, synthesize, and communicate the issues, themes, and conflicts presented in various readings, writings, and visual experiences.</p> <p>Writing and Editing: Students will have some experience employing all aspects of the writing process to produce a variety of grammatically precise essays, including but not limited to narrative, expository, and persuasive papers.</p>

5 Course goals/learning outcomes

<p>Winthrop University Touchstone Program Goals</p>	<p>This course meets Touchstone Goal One: “To communicate clearly and effectively in standard English” and Goal Three: “To use critical thinking, problem-solving skills, and a variety of research methods.” It also provides students with opportunities to meet potentially Goal Four: “To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles” as well as Goal Seven: “To examine values, attitudes, beliefs, and habits which define the nature and quality of life.” Writing 101 appears in the Touchstone Program as part of the “Writing and Critical Thinking” skill area.</p>
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Key Cognitive Strategy	<i>Students will achieve by:</i>
Intellectual Openness	Students will develop a greater openness and willingness to explore issues and ideas that are new and/or different from their own established ideas and opinions.
Analysis	Students will be able to analyze issues of audience, purpose, and rhetorical mode. Students will analyze and evaluate nonfiction prose texts both for their ideas and their rhetorical choices through the use of critical reading strategies.
Interpretation	Students will develop a greater ability to evaluate, synthesize, and communicate the issues, themes, and conflicts presented in various readings, writings, and visual experiences.
Reasoning, Argumentation, Proof	Students will construct focused, coherent, and fully supported arguments for an academic audience using standard English conventions of grammar and style.
Precision and Accuracy	Students will understand the importance of consistently accurate and precise language, grammar, and mechanics in their writing.

Academic Knowledge or Skill	<i>Students will achieve by:</i>
Intellectual Openness	Students will develop a greater openness and willingness to explore issues and ideas that are new and/or different from their own established ideas and opinions.



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Analysis	Students will be able to analyze issues of audience, purpose, and rhetorical mode.
Interpretation	Students will develop a greater ability to evaluate, synthesize, and communicate the issues, themes, and conflicts presented in various readings, writings, and visual experiences.
Reasoning, Argumentation, Proof	Students will construct focused, coherent, and fully supported arguments for an academic audience using standard English conventions of grammar and style.
Precision and Accuracy	Students will understand the importance of consistently accurate and precise language, grammar, and mechanics in their writing.
Research Skills and Methods	Students will evaluate, document, and incorporate source material accurately and appropriately, according to “The Correct Use of Borrowed Information” and MLA documentation style.

Academic Behavior	<i>Students will achieve by:</i>
Study skills	Students will adhere to assignment deadlines.
Organization	Students will independently organize their workloads in ways that allow them to complete all of their academic work.
Work Habits	Students will be able to work effectively independently and collaboratively.
Academic Integrity	Students will act honestly and ethically in their academic work.

Contextual Skill & Awareness	<i>Students will achieve by:</i>
Investment in Education	Students are expected to be invested in their coursework and overall college education, and because of this, they are expected to actively participate in their courses.
Respect of Others	Students are expected to respect the opinions of those whose opinions differ from their own and to understand that people can maintain civility even when holding opposite opinions and beliefs.

Awareness of Support Systems	Students are expected to seek out extra help, from their professors and from support services, if they need it.
Ability to Self-Critique	Students will use feedback from the instructor, comments from peers, and self-analysis to improve their writing.

Students who are successful in this course are prepared for the following course(s):

HMXP 102
 CRTW 201
 Departmental Literature courses
 ... And any other university course that requires reading, writing, and critical thinking!

6 Course materials

Behrens, Laurence and Leonard J. Rosen. *Writing and Reading Across the Curriculum: Tenth Edition*. New York: Pearson, Longman, 2008.

Winthrop University's *Prentice Hall Reference Guide*

7 Grading

Grading for this course will be on an absolute grading scale, not a curve. This means that the average class score does not impact your grade.

In this course, you will write two in-class essays (including the Final Exam) and three out-of-class essays. Additionally, your grade will be influenced by your participation in peer reviews and by your scores on daily quizzes and/or writing assignments. Percentages are as follows:

Paper 1	15%	In-class essay	10%
Paper 2	20%	Final Exam	15%
Paper 3	20%	Daily Participation Grade	15%
Peer Review	5%		

A description of letter grades for writing assignments can be found at <http://www.winthrop.edu/english/rubric.htm>. Numerically, grades are as follows:



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93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59 and below	F

Attendance Policy

You will receive a daily grade based on informal, in-class writing and on random “reading quizzes.” This daily grade will take the place of an attendance grade. Missing one or two days will not harm your final average, but missing many days will affect this score and thus your final grade. Winthrop policy is that students who miss more than 25% of the classes in a semester cannot receive credit for the course.

Late Paper/ Assignment Policies

Every day an assignment is late (including weekend days) is five points off the final grade. Daily writing assignments may be turned in early, but not late, unless you have an amazing excuse. (This fall, exceptions will be made for students who contract the flu and must be out for 5-7 days. Please contact me via email if you find you have the flu.)

Accommodations

If you have a disability and need classroom accommodations, please contact Ms. Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first accommodated assignment is due.

8 Classroom conduct

Students will be active members during all group and team work and will participate fully in class. Students will be respectful of views that may differ from their own. Students will arrive in class on time. Laptops will be allowed only if used for class work.

9 Plagiarism

Plagiarism as defined by Indiana University's Writing Tutorial Services (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>): Plagiarism is using others ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit (cite the source) whenever you use:

- Another person's idea, opinion, or theory
- Fact, statistics, graph, drawings, or any pieces of information that are not common knowledge (common knowledge are facts that can be found in numerous places and are likely to be known by a lot of people)
- Quotations from another persons' actual spoken or written words
- Paraphrase of another person spoken written words

All work in this class that uses outside sources must be documented correctly in the MLA documentation style. Please review the English Department's policy on Using Borrowed Information at <http://www.winthrop.edu/english/plagiarism.htm>. You are responsible for reviewing the Code of Student Conduct in your *Student Handbook* and the description of plagiarism in *The Prentice-Hall Reference Guide to Grammar and Usage* and handling source materials correctly. If you turn in plagiarized work, I reserve the right to assign you a failing grade for the course. The University Policy on Plagiarism is explained at <http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm> under section V, "Academic Misconduct."

We will be using www.turnitin.com this semester; papers not submitted to www.turnitin.com will not be graded. Be sure to sign up soon! Class ID: 2814634 Password: ilovepapers

10 Schedule

Note: assignments are due on the days next to which they appear.

Date	Homework	In-Class Activities	Components Addressed	Assessments	Topic/unit
Tuesday, August 25		Welcome, Syllabus			
Thursday, August 27		Write In-Class Essay	Critical Reading and Communicating	This early In-class Essay gives me an idea of your writing skills and gives you an idea	



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				of where you may stand, skill wise, at the beginning of the semester.	
Tuesday, September 1	Review Prentice-Hall Guide for Quiz	Quiz Review of the In-Class Essay (As a class, we will read examples of A, B, and C essays to evaluate their strengths and weaknesses)	Intellectual Openness, Analysis, Interpretation	Quiz: Do you understand how to use the Prentice Hall Guide (both on your own and with my help) to improve your grammar and mechanics?	
Thursday, September 3	Chapter 1 of WRAC: 3-21	Discuss: How to Summarize, how to discover what part of a reading is "important"	Critical Reading and Communicating	Quizzes, In-class writing and/or group work	"Chapter 1: Summary, Paraphrase, and Quotation"
Tuesday, September 8	"The State of Our Unions" WRAC: 263-275	Practicing Summarizing	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	"Chapter 8: Marriage and Family in America"
Thursday, September 10	Chapter 1 of WRAC 29-37	Paraphrasing	Critical Reading and Communicating	Quizzes, In-class writing and/or group work	
Tuesday, September 15	"Set the Career Path to Motherhood" WRAC: 290-294	Practice Paraphrasing	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	

Thursday, September 17	Chapter 1 of WRAC: 37-49	Avoiding Accidental Plagiarism: Discuss how to properly quote sources	Critical Reading and Communicating	Quizzes, In-class writing and/or group work	
Tuesday, September 22	Read "Two-Timing" WRAC: 334-336, Write Response 1	Discuss Article and Writing Assignment	Intellectual Openness, Analysis, Interpretation	Reading Response 1: Write a 1-2 page response that includes a) a summary and b) an evaluation of the article "Two Timing." You should illustrate your ability to separate analysis and opinion here.	
Thursday, September 24	Read "Single-Minded" WRAC: 337-343	Discuss article, prepare for Essay 1	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	
Tuesday, September 29	Bring a typed, completed Rough Draft to class for Peer Review	Peer Review	Critical Reading and Communicating	By reading the work of a peer, you practice thinking critically about a) the essay topic and b) ways in which this essay might be structured.	
Thursday, October 1		Paper 1 Due			
Tuesday, October 6	Chapter 3 WRAC: 82-90	Review and Practice: Writing Good Thesis	Critical Reading and Communicating	Practice Thesis Statements will be collected	"Chapter 3: Introductions, Theses, and Conclusions



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		Statements			”
Thursday, October 8	“Shopping for American Culture” WRAC: 431-436	How does the author put forth and defend his thesis?	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	“Chapter 10: What’s Happening at the Mall?”
Tuesday, October 13	“The Mall as Sacred Space” WRAC: 463-467	Is the thesis clear and well-defended? Why or why not?	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	
Thursday, October 15	Chapter 3 WRAC: 76-81, 91-98	Writing Introductions, Conclusions	Critical Reading and Communicating	Quizzes, In-class writing and/or group work	
Tuesday, October 20	Fall Break				
Thursday, October 22	“The Mall as Setting for Authentic Life” WRAC: 469-472 Write Response 2	Discuss Article and Writing Assignment	Intellectual Openness, Analysis, Interpretation	Reading Response 2: Inspired by the guidelines listed in Chapter 3, write a) an introductory paragraph and b) a conclusion paragraph that might potentially be a part of your Paper 2. Length is less important than the quality of your writing and of your ideas.	
Tuesday, October 27	“Mallaise” WRAC: 491-495	Discuss article, prepare for Essay 2	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	

Thursday, October 29	Bring a typed, completed Rough Draft to class for Peer Review	Peer Review	Critical Reading and Communicating	By reading the work of a peer, you practice thinking critically about a) the essay topic and b) ways in which this essay might be structured.	
Tuesday, November 3		Paper 2 Due			
Thursday, November 5	Chapter 2 WRAC: 50-66	Critiquing others, critiquing yourself	Critical Reading and Communicating	Quizzes, In-class writing and/or group work	“Chapter 2: Critical Reading and Critique”
Tuesday, November 10	“The Perils of Obedience” WRAC: 359-370	How to read a psychological study	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	“Chapter 9: Obedience to Authority”
Thursday, November 12		Meet in Library for Research Methods Presentation	Research	Attendance will be taken for daily grade	
Tuesday, November 17	Chapter 4 WRAC: 99-107	Using Research in a Paper:: Keeping your own ideas in focus	Research	Quizzes, In-class writing and/or group work	“Chapter 4: Explanatory Synthesis”
Thursday, November 19	“Disobedience as a Psychological and Moral Problem”	Evaluating the Logic of an Argument	Intellectual Openness, Analysis, Interpretation	Quizzes, In-class writing and/or group work	



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	WRAC: 402-406				
Tuesday, November 24	Complete Response 3		Research	Reading Response 3: Find, Summarize and Critique an outside source	
Thursday, November 26	Thanksgiving Break				
Tuesday, December 3	Bring a typed, completed Rough Draft to class for Peer Review	Peer Review	Critical Reading and Communicating	By reading the work of a peer, you practice thinking critically about a) the essay topic and b) ways in which this essay might be structured.	
Thursday, December 5		Paper 3 Due			
11:30-2:00, Friday, December 11		Final Exam			