

Writing 101 Spring 2007

Dr. Casey Cothran

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Office Hours: 11:30-2:30 MW, 9-10:30 T, and by appointment

Classes: 11940 MWF, 9:00-9:50 Kinard 102

11950 MWF, 10:00-10:50 Kinard 316

Texts:

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*

Course Goals:

The goals of Writing 101 are:

1. To use writing, the critical reading of mature prose texts, and research as means of general cognitive development, as activities which foster intellectual growth in an academic environment.
2. To encourage students to see writing as a learning tool that is important in all contexts and is not confined to the writing classroom.
3. To teach students to plan, organize, and develop persuasive essays by using introspection, general observation, deliberation, course reading, and research beyond classroom texts.
4. To make students aware of their individual voices and how those voices can be adapted to fit different audiences and rhetorical situations.
5. To encourage students to view writing as a process by using several prewriting, organizing, drafting, revising, and editing strategies.
6. To stress the importance of clear communication by teaching students to revise effectively through the complete rethinking, restructuring, and rewriting of essays.
7. To encourage independent thinking.
8. To teach students to evaluate, document, and incorporate source material accurately and appropriately, according to "The Correct Use of Borrowed Information."

Course Requirements:

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%		

Grading Standards

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

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

Plagiarism Policy

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; I will provide more information on that closer to the dates of those assignments. Papers not submitted to www.turnitin.com will not be graded.

Attendance Policy

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.

Storage of Graded Papers

At the end of the semester, students' original graded papers must be filed in the department's storage room. The department keeps all students' papers from the course. If you want copies of your essays, make them before the end of the semester.

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.

Technology Requirements

I conduct most of my business with students using e-mail. If you do not have an e-mail account, go to 15 Tillman immediately to set it up. All class e-mail will be sent to your campus e-mail address, so make sure you set it to forward to any off-campus account you use (e.g. Comporium, AOL, Yahoo!, etc.) You must have a working Winthrop POBox e-mail address by the third day of class. All students must subscribe to the class listserve.

You can also find the syllabus and additional course materials on my website:
<http://faculty.winthrop.edu/cothranc>.

Class Schedule:

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

Date	In-Class	Homework
Wednesday August 22	Welcome and Introduction to Course	
Friday August 24	Diagnostic Essay	
Monday August 27	General discussion of the Writing Process, Review of the Diagnostic Essay	Review Prentice Hall Reference Guide for Quiz
Wednesday August 29	How to Summarize	Begin Chapter 1: Summary, Paraphrase, and Quotation WRAC: 3-21
Friday August 31	Practice Writing Summaries	Read Class Materials on Reserve at the Library
Monday September 3	Practice Summaries, Comparisons: Cinderella Variants	Perrault, Grimm WRAC: 591-599
Wednesday September 5	Practice Summaries, Comparisons: Cinderella Variants in 5 sentences or less	An African Cinderella, A Native American Cinderella, Lang, Grant, Sexton WRAC: 606-621
Friday September 7	Paraphrasing	Chapter 1: Summary, Paraphrase, and Quotation, cont'd WRAC: 29-37
Monday September 10	Quotations Avoiding Accidental Plagiarism	Chapter 1: Summary, Paraphrase, and Quotation, cont'd WRAC: 37-49
Wednesday September 12	Discuss Your Writing Responses (Critical Articles on Cinderella)	“Cinderella’: Not So Morally Superior” WRAC: 644-647 Response 1: Write a Summary and Evaluation
Friday September 14	Writing Thesis Statements	Begin Chapter 3: Introductions, Theses, and Conclusions WRAC: 82-90

Monday September 17	Writing Introductions, Conclusions	Chapter 3: Introductions, Theses, and Conclusions, cont'd WRAC: 76-81, 91-98
Wednesday September 19	Writing Good Paragraphs (SEEI)	Prentice Hall Guide: 20-28
Friday September 21	Peer Review	Bring Typed, Completed Draft to Class
Monday September 24	Paper 1 Due	
Wednesday September 26	A History of Money, Power, and Sex Appeal	“The Radical Idea of Marrying for Love” WRAC: 250-261
Friday September 28	What is the author’s purpose?	Chapter 2: Critical Reading and Critique WRAC: 50-66
Monday October 1	Creative Arguments	“Two-Timing” WRAC: 334-336
Wednesday October 3	Practice Critical Reading	“Single-Minded” WRAC: 337-343
Friday October 5	Library Tour	Meet in Library
Monday October 8	Practice Critical Reading: a Debate on Gay Marriage	“For Gay Marriage” WRAC:282-287
Wednesday October 10	Practice Critical Reading: a Debate on Gay Marriage	“Against Gay Marriage” WRAC: 287-289
Friday October 12	Finding and Evaluating Sources	Chapter 4: Explanatory Synthesis WRAC: 99-107
Monday October 15	Fall Break	
Wednesday October 17	Conferences	Response 2: Find, Summarize, and Critique an Outside Source and bring it to your conference
Friday October 19	Conferences	
Monday October 22	Peer Review	Bring Typed, Completed Draft to Class
Wednesday October 24	Paper 2 Due	
Friday October 26	Ethos, Logos, Pathos	Chapter 5: Argument Synthesis WRAC: 146-153
Monday October 29	In-class Group Exercises: Ethos, Logos, Pathos	
Wednesday October 31	How Other Writers Make Their Points: Parents and Children	“When the Sins of the Child...” WRAC: 811-817
Friday	Synthesis of Sources	“The Law on the Duty of

November 2		Parent...” WRAC: 817-825
Monday November 5	Persuasion and Manipulation	“The Indictments Against Advertising” WRAC: 685-690
Wednesday November 7	Visual Arguments	“The Shopping Mall as Sacred Space” WRAC: 463-467
Friday November 9	Having Fun with Writing	“Shopping for American Culture” WRAC: 431-437
Monday November 12	Using Research in a Paper: Keeping Your Own Ideas in Focus	Chapter 4: Explanatory Synthesis, cont’d WRAC: 124-135 Suggestion: Bring one Research Source to class
Wednesday November 14	Writing Workshop (Focus on Bibliography)	Response 3: Bring Three Sources to class, Bring Prentice Hall to class
Friday November 16	Peer Review	Bring Typed, Completed Draft to Class
Monday November 19	Paper 3 Due	
Wednesday November 21	Thanksgiving Break	
Monday November 26	In-Class Essay	
Wednesday November 28	Review In-Class Essay	
Friday November 30	Review Personal Progress	Bring all of the semester’s graded work to class
Monday December 3	Last Day of Class: Exam Tips	
Tuesday December 4	Study Day	
	Final Exam 9:00-9:50 class: Friday, December 7, 8:00 am 10:00-10:50 class: Monday, December 10, 8:00 am	