

ENG 150A: Developmental Writing Skills for Nonnative Speakers of English

Instructor: Dr. Talinn Phillips
Contact Info: tiller@ohio.edu

Course Description

This is a writing course that will help to prepare you for future college writing classes and for writing assignments in other courses. In this course you will improve your writing by increasing your writing “fluency” (being able to write faster and more easily) and your confidence by introducing you to the expectations of college writing assignments

Course Objectives

Students will

- have at least one moment this quarter when they write something and can then say, “Wow. I wrote some great stuff.”
- develop “writing muscles” (writing more, writing better, writing more easily).
- develop “mental muscles” (thinking critically and analytically).
- understand that writing well is about making choices.
- improve their ability to write correct and interesting sentences.
- engage in academic research that interests them.
- learn by writing about their experiences.

Learning Outcomes

Students will have the following competencies of beginning ENG 151 students by the end of the course:

- write in a range of informal genres.
- understand the differences between formal and informal writing.
- recognize the essential genre conventions of summary, reading response, journal, evaluation, and argument.
- understand the concept of plagiarism.
- incorporate simple secondary sources into texts.
- apply MLA citation style to a researched essay.
- understand the concepts of prewriting, drafting, revision, and editing and their roles in the writing process.

Required Materials

- *Choices: A Basic Writing Guide with Readings*, 4th ed. by Kate Mangelsdorf & Evelyn Posey

Assignments & Grading Policies

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|-------------------------------|-----|
| Paper #1 | 15% |
| Paper #2 | 15% |
| Paper #3 | 20% |
| Informal Writing (total) | 10% |
| Individualized Instruction #1 | 5% |
| Individualized Instruction #2 | 5% |
| Lesson Activities (total) | 20% |
| Participation/Engagement | 5% |
| Final Essay Exam | 5% |

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| A | 95-100% | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% | F | 59% |
| A- | 90-94% | B | 84-86% | C | 74-76% | D | 64-66% | | and below |
| | | B- | 80-83% | C- | 70-73% | D- | 60-63% | | |

Course Schedule

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|------------|----------------------------------------------------|----------------|
| | Welcome to the Course | |
| Lesson 1 | Introductions | Chapter 1 & 10 |
| Lesson 2 | Preparing to Write | Chapter 2 & 3 |
| Lesson 3 | Drafting a Literacy Autobiography | Chapter 4 |
| Lesson 4 | Revising & Editing a Literacy Autobiography | Chapter 4 & 15 |
| Lesson 5 | Drafting an Evaluation | Chapter 7 |
| Lesson 6 | Revising an Evaluation & Individual Instruction #1 | Chapter 7 |
| Lesson 7 | Drafting an Argument | Chapter 9 |
| Lesson 8 | Conducting Research & Individual Instruction #2 | Chapter 12 |
| Lesson 9 | Revising an Argument | Chapter 9 |
| Lesson 10 | Revision & Strategies for Essay Exams | Chapter 13 |
| Final Exam | | |

Course Policies

- Plagiarism is defined by the Ohio University Student Handbook as a Code A offense, which means that “[a] student found to have violated any of the following regulations will be subject to a maximum sanction of expulsion, or any sanction not less than a reprimand.... Plagiarism involves the presentation of some other person's work as if it were the work of the presenter. A faculty member has the authority to grant a failing grade...as well as referring the case to the director of judiciaries” (10). Any student who has chosen to plagiarize *on any draft* will receive a failing grade. Thus, if you are unsure about plagiarism or what it means, talk with me or look to your textbooks for more detailed information.
- If you have a disability that could affect your performance in this class, please let me know immediately so that appropriate arrangements can be made.
- In Lesson 10, you may revise up to two of your formal papers (Literacy Autobiography, Evaluation, or Argument) and I will average your two scores together.
- **You will receive an F unless you complete all lessons.**
- **You must complete the lessons in order and you may only submit one lesson at a time.** Sometimes you can begin the next lesson while you are waiting for me to grade the lesson you have submitted. At other times, you will need to wait for me respond to a draft of your paper in one lesson before you can complete the next lesson. See each lesson for further instructions.

Paper Submission Guidelines

These guidelines apply to your formal papers (not to informal learning logs or freewriting) unless I give you other directions.

Formatting & Presentation

- Use standard Times New Roman 12 point font.
- Have one-inch margins on all sides.
- Double space throughout, including within the Works Cited page.
- Add page numbers in the top right corner of your pages.
- Add a header to each page which has only your last name, right-justified.
- On the first page, left-justify a header which is single spaced and looks like this:
Your Name
Name of the Assignment (e.g. Collaborative Research Project)
Version of Your Paper (e.g. Discovery Draft)

- ❑ Have a title and center it at the top of your paper (no bigger than 16 pt. font).
- ❑ The last page of your paper should be the Works Cited page(s).
- ❑ Do not add a title page.

Citing Your Sources:

- ❑ Cite all of your sources all through the course for every assignment. One of the things you will learn in this course is when and how to cite others' work in your own, so we will practice this at every opportunity.
- ❑ If you used quotes from your article, be sure to cite them by putting the author and/or page number where you found the quote in parentheses after the quote.
- ❑ Cite paraphrases from the article you used by putting the author and/or page number in parentheses after the quote.
- ❑ Also cite any images or other media that you include in your paper.
- ❑ Cite all of your sources in an MLA-style Works Cited page at the end of your paper. For response papers, just add a properly formatted citation at the bottom of the page and save a tree.
- ❑ When in doubt, follow MLA rules, found in your handbook.

Tips for Succeeding in This Course

- The most important tip is to **be organized**. This class is composed of a number of small assignments which require you to be very organized.
- Related to that is this: **DON'T THROW ANYTHING AWAY!** You will be submitting some of your work multiple times for multiple purposes. It is your responsibility to keep track of this work. I recommend that you create both an email and a hard drive folder to hold the messages and documents related to this course. Also, make sure that you keep a copy of any emails you send related to this course.
- The second most important tip is to **be flexible and open**. Writing is challenging. You will probably write more in this class than you've ever done in your life—that's one of the goals of this course. The more you write, the more comfortable and confident you'll be with writing. If you keep working at it, you'll make a lot of progress.
- Unless I tell you otherwise, you are allowed to exceed the page guidelines for an assignment, just as long as you've written a tight and interesting paper. Do not fill up paper for the sake of filling up paper. You may not, however, write a paper that is shorter than what is discussed in the page guidelines. The page minimum for an assignment is provided to give you an idea of the scope and depth I expect in your writing. If you don't meet the page minimum, you haven't fulfilled the core of the assignment either. If you find yourself struggling to meet the page minimum, talk to me or visit the online writing center and we'll give you ideas for places to expand your paper.
- I have no quotas about how many A's, etc. to give out. I will happily give everyone an A if everyone does all the work excellently.
- I rarely check my email after 6 p.m. or on weekends.