

English 151A: FRESHMAN COMPOSITION: WRITING AND RHETORIC
XX Quarter 20xx-20xx
Call # Ellis Hall xxx

Class days and meeting times:

Instructor:

E-mail:

Office hours:

Textbook: *Concise Guide to Writing, 5th Edition, by Axelrod & Cooper*

Course description:

Freshman composition 151A for international undergraduate students is designed to instruct such students in higher-level writing skills. This course also fulfills the requirements for a freshman composition course (ENG 151).

Objectives By the end of this class you should...

1. Be able to write well-organized and meaningful essays for the academic setting
 2. Be able to apply the concepts of summary and citation in order to avoid plagiarism
 3. Have a thorough understanding of the research process
 4. Be able to reflect on the writing process and your own needs in order to develop a relationship with better writing.
 5. Improve your critical reading and thinking skills
 6. Know how to use standard academic rhetorical styles
 7. Know how to independently create your own essays using your own ideas and other sources
 8. Better understand the writing expectations of American universities
- *These objectives partially based on Michael Hunter's 151A syllabus of Spring 2008 and on course curriculum/guidelines.

In addition, we will work on collaborative writing and giving advanced and useful peer feedback. The goal is to create a community of writers.

Materials:

- A binder with loose-leaf paper for in-class journal/freewriting, and for various readings/handouts.
- A USB stick/flash drive for computer work

Attendance and participation:

- If you must miss class for any reason, please email me before class time.
- Attendance is fundamental to success in this class and in most university classes. This course often uses peer editing in class as one of the stages of the writing process, therefore it is quite difficult to make up for missed days. In addition, the more complex topics from the readings are explained in class. If you are capable of leaving your apartment, you can come to class! If you are truly sick, please stay home!
- If you cannot attend a class, you are still responsible for the work, discussions, materials, content, and assignments. It is likely that I **will not** contact you about homework that you missed. You should come to me/email me and ask for homework.
- You are allowed to miss class three times – *that does not mean that you should do this!* If you miss four times, your grade will be lowered by 5% (i.e. 95% to 90%) If you miss five times, by 10%. If you miss more than 5 times you will not be able to pass the class. For special circumstances, please talk to me outside of class.
- Latecomers will be penalized. Three tardies of more than five minutes (late arrivals after xx:15) result in one absence.
- **Participation** in in-class activities is required to receive full credit. If lack of participation and/or distraction become chronic issues, **your grade may be reduced** by 1% for each day this problem arises.
- **Cell phones** must be **put away** at all times during class. If this becomes a chronic issue, **your grade may be reduced** by 1% for each day your phone is out in class.

Assignments:

- You should expect to spend around 60 minutes outside of class working for each hour of class. Some of you will need less time, while some of you will need more.
- Learning to proofread and revise your own papers is a very important part of this course. For major assignments, there will be multiple drafts due (these will be written on the syllabus weekly plan and also stated in class). The drafts will all be graded, so you should take each draft seriously!
- All papers and paragraphs should be turned in typed, double-spaced, in 12-pt Times New Roman font and with 1-inch margins. They should all follow the major MLA conventions (we will go over this in class).
- All papers must be original for this course – do not turn in papers you have written for other courses, or papers written by other students, this will result in a 0 for the entire project.
- Late work will be accepted at my discretion – usually for a lower grade or less credit.
- If you feel a grade was given unfairly, you may turn in a typed statement explaining why you believe you deserved a better grade. This must be turned in with a copy of the work in question within 7 days of the returned assignment.

Peer review:

Peer review and peer editing will take place throughout the course. Guidelines will be given for the proofreading and review techniques that the peers should implement. You will receive points for peer reviews—you will not be able to receive these points if you are absent for any reason on peer review days.

At times, I will make student work available online anonymously so that others can read and learn from your work. Sometimes we will look at some samples of student work in class, but

I will ensure that the work remains anonymous. I may use papers from this class as examples in future classes. If you object to any of this, please let me know.

Assignment Submission and Grading:

You will need to print **all** drafts. You will **also** submit all 2nd and final drafts electronically to the “Assignments” folder in Blackboard. This class grants normal OU credit and grades, therefore it does affect your GPA.

*English Only =	5% (Speak only English: 1 point per each day you attend, the percentage is the grade)
Assignments=	10 % (Worksheets, Blogs, Peer Reviews, Homework, Blackboard Discussion, etc.)
Profile =	15 % (Includes an outline and 2 teacher-reviewed drafts)
Causes =	25 % (Includes an outline and 2 teacher-reviewed drafts)
Arguing =	25 % (Includes an outline and 2 teacher-reviewed drafts)
Solution =	20 % (Includes an outline, 2 teacher-reviewed drafts, and a group presentation)

These percentages may vary slightly as assignments may be adjusted

94%-100% = A; 90-93.99% = A-; 87-89.99% = B+; 83-86.99 = B; 80-82.99= B-; Etc. Below 59.99 = F

Academic Honesty

The Ohio University Student Code of Conduct prohibits all forms of academic dishonesty, which include cheating and plagiarism (see <http://www.ohio.edu/judiciaries/academic-misconduct.cfm#academic>). Also, for this class, papers that students turn in must reflect only the work of that student and not of any proofreaders (unless otherwise directed for that particular task). Academic honesty will be introduced and practiced in this class. If, after the class has covered this topic, a student engages in course-related academic dishonesty in this class, the student's **grade for that entire project will be 0 (this means outline, first draft... everything for that entire project), the student's advisor may be notified, and the University Judiciaries Office may be notified.**

More Comments:

Each assignment/essay type will be explained as it is introduced. In general, however, you can expect to read 10-50 pages per week (some in class, some outside of class) and by the end of the course will have written 3 drafts of 4 major papers. In addition, the Solution paper noted above will be a collaborative project in groups to be assigned later.

This course does not focus on teaching grammar, but I *will* be including some grammar / syntax marking in the first teacher review, and include it in my evaluation of your writing. This is because most university professors do allow your grammar abilities to influence their grading of your papers.

Some classes will begin with time for journal writing on a topic to be given. If you come late, you must write this at home. Some of the required Blackboard Discussion entries will be related to these journals.

It is required that all students access their e-mail and Blackboard **at least** twice daily. I will update assignments and possible classroom changes on special days. I will post announcements on Blackboard and/or send emails with this and other information, so it's important to check often!

This syllabus and schedule are strong guidelines, but are subject to revision. If a revision is made, it will be shown or discussed in class and noted on Blackboard.

DAY	In Class	Homework <u>due on this day</u>
9/07/10 Tuesday	Syllabus and Introduction	
9/08/10	Discuss Ch. 1 Why is writing important?	<i>Read</i> Ch 1 <i>Post</i> paragraph on Discussion Board (7-12 sentences—Should teachers be Facebook friends?)
9/09/10	Discuss Ch. 9 (annotating, outlining, active reading, inventory, etc.)	<i>Read</i> Ch 9 (omit 309-314 unless you <i>want</i> to read it) <i>Post</i> paragraph on Discussion Board (5-10 sentences—“What I learned from Ch 1”) <i>Read</i> Ch 14—(become <u>very</u> familiar with this info)
9/10/10 Friday	Shakespeare in Love activity Freewriting—writing and revision	<i>Read</i> Ch 8
	Week 2	
9/13/10 Monday	Discuss <i>Shakespeare In Love</i> Intro/info for Essay 1—Profiles	<i>Read</i> Ch 3, pp53-4, pp55-59 including “The Last Stop”, & pp 72-3 <i>Post</i> answers to <i>Shakespeare in Love</i> activity—minimum 2 sentences for each question (<i>explain</i> your answers...)
9/14/10	Outline practice & examples Discuss Ch. 3—“The Last Stop”, “I’m not Leaving...”	<i>Post</i> “Busiest Street” paragraph on Discussion Board <i>Read</i> pp 59-63 “I’m Not Leaving until I Eat this Thing”
9/15/10	Discuss Ch. 3—“I’m not Leaving...” (cont.)	<i>Read</i> pp75-86 <i>Preview (skim)</i> Ch 12
9/16/10	Using dialog to provide information Exploring your topics	<i>Read</i> 65-68, “The New York Pickpocket Academy” Write at least 2 ideas for Profile topics in your journal—bring to class
9/17/10 Friday	Peer reviews of <i>Profile</i> outline Examples of student papers	Outline for Essay 1 <i>Profile</i> —bring 1 to class, submit 1 in Blackboard Assignments <i>by 6:00 PM.</i>
	Week 3	
9/20/10	Peer reviews of <i>Profile</i> paper 1 st Draft	1st Draft Essay 1 <i>Profile</i> —bring 1 printed version to class <i>Re-Read</i> Ch 14
9/21/10	Hooks and Conclusions	<i>Read</i> “The Last Stop” pp. 55-59
9/22/10	Discuss readings from <u>Sticks and Stones</u> (to be handed out or posted) Editing your paper.	<i>Read</i> “True Worker”
9/23/10	TBA	TBA
9/24/10	-Brief intro to next project: Speculating about Causes	1st Teacher Review of Essay 1 <i>Profile</i> due in Assignments <i>before</i> class.

Schedule subject to change.

Week 4		
9/27/10 Monday	Essay 2, Speculating about Causes— Forecasting and Transitions	<i>Read</i> Ch 4 pp99-105, 122-3, skim 106-9 Post 4 possible topics for your speculating papers on Discussion Board
9/28/10	Using the Library (meet in the Library)	
9/29/10	Organization as in “Basketball...” from <u>Sticks and Stones</u> (to be handed out or posted)	<i>Read</i> “Basketball...” <i>Complete</i> Discussion Board
9/30/10	Using the Library (meet in the Library)	<i>Read/review</i> Ch 14
10/01/10 Friday	Using Quotes Peer review of Outline for Essay 2	Final Draft Essay 1 <i>Profile</i> paper due in Assignments <i>before</i> class. Outline for Essay 2-- <i>Causes</i> —bring 1 to class, submit one in Assignments <i>by 6:00 PM</i> .
Week 5		
10/04/10 Monday	Peer reviews of Essay 2 MLA citation, works cited, annotated bib.	-1st Draft Essay 2 <i>Causes</i> —bring 1 printed version to class
10/05/10	Discuss/outlining readings	<i>Read</i> “What Makes a Serial Killer?” & <i>Answer</i> worksheet.
10/06/10	Analyzing Love Response Papers/critiques	<i>Read</i> “Love, the Right Chemistry” 106-109 & answer questions on Discussion Board.
10/07/10	(in computer lab) In-class conferencing Time to work on Essay 2	
10/08/10 Friday	(in computer lab) Reaction/response papers	1st Teacher Review of Essay 2 <i>Causes</i> due in Assignments <i>before</i> class. Response papers in-class
Week 6		
10/11/10 Monday	Intro/info for Collaborative Writing Project (CWP)	List at least 4 problems you would like to solve <i>around OU or Athens</i> . <i>Read</i> Ch 6, pp193-5, 218-20, skim/pre-read 200-204
10/12/10	Brainstorming & researching problems	<i>Read</i> 221-232, <i>Write</i> “What I will use...” on DB
10/13/10	Readings from Ch 6	Post Group Topics in Discussion Board—different from others, first come, first served... <i>Read</i> “More Testing, More Learning” 195-199
10/14/10	Thinking about opposing views	<i>Read</i> “WSU Dining Facilities” handout
10/15/10 Friday	Group conferences of CWP— schedule 15min slots during reg. class time/room	Final Draft Essay 2 <i>Causes</i> due in Assignments <i>before</i> class.
Week 7		
10/18/10 Monday	Peer Group review of CWP Outline	Outline for CWP—bring 1 per group to class, submit 1/group in Assignments <i>by 6:00 PM</i> .
10/19/10	Ethos, Pathos, Logos	
10/20/10	Formulating unguided peer reviews	<i>Read</i> “Wheelchair Hell” from handout
10/21/10	Group work in class (computer lab)	Wheelchair Hell Discussion Board
10/22/10 Friday	Peer Group review of CWP	1st Draft for CWP (750 words min.)—bring 1 printed version to class

Schedule subject to change.

Week 8		
10/25/10 Monday	Intro/info for Essay 3 <i>Arguing a Position</i> Readings from Ch 5	Read Ch 5, pp147-8, 166-8, 154-7 “Working at McDonald’s”
10/26/10	Arguing a Position	
10/27/20	Discuss argument structure as related to “Boys here...”	159-62 “Boys here...”
10/28/10	Building a reasoned argument/avoiding fallacies	
10/29/10 Friday	Peer review of Outline for Essay 3	1st Teacher Review for CWP due in Assignments <i>before</i> class (1/group). Outline for Essay 3 <i>Argumentative</i> —bring 1 to class, submit one in Assignments <i>by 6:00 PM</i> .
Week 9		
11/01/10 Monday	(in computer lab) Peer reviews of Essay 3 Work on CWP and/or Essay 3	1st Draft Essay 3 <i>Argumentative</i> — 1 due in Assignments by 9:00 Monday Morning. Bring 1 printed version to class
11/02/10	Clarifying arguments/objections Videos of persuasive presentations	
11/03/10	Examples of student Argument papers	
11/04/10	(in computer lab) Work on CWP and/or Essay 3 In-class conferencing on both projects	
11/05/10 Friday	(in computer lab) Work on CWP and/or Essay 3 In-class conferencing on both projects	1st Teacher Review of Essay 3 <i>Argumentative</i> due in Assignments <i>before</i> class.
Week 10		
11/08/10 Monday	In-class work on projects	Read Ch 15
11/09/10	Group presentations of CWP	
11/10/10	Group presentations of CWP	
11/11/10	No Class—Veteran’s Day	No Class—Veteran’s Day
11/12/10 Friday	Writing FAQ for future students of 151A and for avoiding plagiarism	Final Draft Essay 3 <i>Argumentative</i> and Final Paper from Collaborative Writing Project due in Assignments <i>before</i> class. Partner/peer evaluation for CWP (1 evaluation for each of your group partners)
11/15/10	Last day of class	

Schedule subject to change.