ENG170 G: Writing Seminar
Spring 2017
MWF, 12–1:10 p.m.
Pioneer A109

Robin Graham, Instructor
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Office hours: MW, 2:45–3:45 p.m., Location TBD

COURSE SYLLABUS

"Writing is hard work. A clear sentence is no accident. Very few sentences come out right the first
time, or even the third time. Remember this in moments of despair. If you find that writing is hard,
it’s because it is hard.” –William Zinsser, writer

Whether you’re a college student or a years-long professional writer, or anyone else on the planet Earth,
writing is just plain hard. Factor in research, and it’s that much harder. For the next 16 weeks, we’ll break it all
down, taking the process of writing and research a step at a time, and build upon what you have learned up to
now. Writing is like sitting at the dining room table and putting together a puzzle, the kind that has 100+
pieces. Each piece represents possibility. If it doesn’t fit, you move on to the next, arranging and rearranging a
piece (or two or four) at a time until it all comes together. By the end of this course, you’ll be able to push back
from the table and confidently say, “I did that!” It’s hard. But it also feels really good. And you’ll have a set of
skills that will serve you well throughout your college and professional careers.

Course Focus
In this section of ENG 170, our primary subject is the writing process and the construction of the different types of
writing—comparison, response, narration, description, process analysis—that are also used in argument, which is yet
another distinct type of writing, and the one that’s the hallmark of academic writing. We’ll work on all of these types of
writing, culminating in two or three argument assignments. To see how other writers handle these types of writings, we
will read a variety of essays from our required text.

Course Goals
Because ENG 170 is required for all first-year students at Carroll, all sections of the Writing Seminar will work to
achieve the same goals and student learning outcomes, as follows:

1. To help students understand writing as a process and develop an effective process of their own
   through work in planning, drafting, revising, and editing their writing.
2. To help students develop effective skills for interpreting and evaluating a variety of texts and use
   those texts to create, develop, and support ideas of their own in their writing.

Student Learning Outcomes
By the end of ENG 170 students should be able to:

1. Demonstrate proficiency in using writing as a process as evidenced in their course portfolio.
2. Demonstrate the ability to create final essays that effectively develop and communicate their
   position within the context of other points of view and demonstrate proficiency in employing
   appropriate conventions, including structure, grammar, mechanics, and documentation.

Required Texts
Course Organization
Our class will be part lecture, part discussion, and part writing lab. Since I’m also a working writer and editor, I will share with you the process tips and techniques that work for me, in case they also work for you. All writers have their own methods for getting from Point A to Point B and beyond, but the steps in the process are the same for everyone: we all start with a blank page and end with a successful, we hope, finished piece. Our focus will be on all those steps in the middle: idea generation, prewriting, roughing out, drafting, research, revision, editing, and proofing. I will be your editor this semester; in the beginning I will point out any errors and make suggestions for revision, but won’t count them against you. As our semester together progresses, the fewer errors you make and the more effectively you write, the better your grade will be (each assignment will tell you what you need to do to maximize your points). No writer is perfect; we all have our bad habits; my goal is to help you break at least one bad writing habit this semester.

Course Site
Our online course site is located at my.carrollu.edu. There, you will find course assignments and handouts, links, and announcements. Visit our Course Site often to download and print course documents—especially if you miss class. It’s an easy way for us to stay in touch outside of class. I will provide reminders during class for what’s on our Course Site that you’ll need and when you’ll need it, but you’ll need to go to the site yourself to access what’s there.

Office Hours & Email
Please feel free to come by and see me during my office hours posted on the top of this syllabus. Even though I’m only on campus on Mondays, Wednesdays, and Fridays, my schedule is flexible and I may be able to schedule time with you on a Tuesday or Thursday if need be. There are times I may decide to keep office hours somewhere other than my designated location. I will notify you of these times and let you know where I’ll be.

I check my campus email several times a day every day, including weekends. I’m teaching from 12 to 2:30 p.m. on MWF, so you will not get an immediate response from me at these times.

As I teach another class in another building that starts at 1:20 p.m., I will not be able to stay after our class. I will, however, generally arrive at least 15 min. early.

The Writing Center
The Carroll University Writing Center, a free service located in the Learning Commons, is invaluable to any writer, no matter your level of proficiency. There, writing assistants are available to help with all stages of the writing process, from prewriting to development to citation. They can also provide all-important “second eyes” when looking over your papers. Writing assistants can be seen on a first-come, first-served basis, though the Learning Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

Classroom Supplies
Please bring to each class:
- Pencil or pen
- Eraser or correction tape or fluid
- Highlighter pen
- Folder for papers
- Notebook or loose-leaf paper

Laptops and tablets are permitted for writing labs only. I’ll let you know in advance when to bring them. Please plan to take class notes on paper or in a notebook.
Course Logistics (What We’ll Be Doing)
In this course we’ll be reading a lot (to see how other writers put together words, sentences, and paragraphs). We’ll also be writing a lot (the more you write, the better you write). Each writing assignment will build on the previous one. You’ll also get to exercise your critical thinking muscle, and develop a sharper eye for how and where to make improvements to your writing.

Coursework
In this course you’ll write 10 homework assignments (reading responses), five essays, one research paper, and two reflections (midterm and final). All will vary in length. There will be no quizzes, midterm, or final. More information will be given about all of these assignments in the Course Schedule (p. 7) and in class. You will receive a set of expectations for each of your assignments so you know what your grade is based upon.

Evaluation
Your final grade in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>7.3</td>
<td>78</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>4.7</td>
<td>50</td>
</tr>
<tr>
<td>Comparison Essay</td>
<td>4.7</td>
<td>50</td>
</tr>
<tr>
<td>Process Analysis Essay</td>
<td>4.7</td>
<td>50</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>4.7</td>
<td>50</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>Research Log</td>
<td>7</td>
<td>75</td>
</tr>
<tr>
<td>First Draft of Research Paper</td>
<td>9.3</td>
<td>100</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>18.6</td>
<td>200</td>
</tr>
<tr>
<td>Homework (10 @ 25 pts.)</td>
<td>23.3</td>
<td>250</td>
</tr>
<tr>
<td>Peer Review (2 @ 25 pts.)</td>
<td>4.7</td>
<td>50</td>
</tr>
<tr>
<td>Writing Workshop</td>
<td>2.3</td>
<td>25</td>
</tr>
<tr>
<td>Reflections (2 @ 10 pts.)</td>
<td>1.7</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>1073</td>
</tr>
</tbody>
</table>

The grading scale is as follows:
- A: 92-100%
- A/B: 89-91.9%
- B: 82-88.9%
- B/C: 79-81.9%
- C: 70-78.9%
- D: 60-69.9%
- F: Below 60%
Attendance & Participation
Attendance in this course is mandatory. *You will receive a participation grade every single day our class meets (2 points/class, excepting finals week). If you are significantly tardy (more than five minutes late), chronically tardy (regardless of time), absent, show up without an assignment, or refuse to participate in the day’s activities, it will be reflected in your daily participation grade.*

If you are a student-athlete and know that you will miss class for games, tournaments, meets, and matches, please let me know those dates as soon as possible so I can count them as excused absences.

*You will receive your cumulative participation grade at midterm time, and then again during finals week. These are the only two times these grades will be posted; if you’d like to check your participation grade in the interim, please see me.*

*If you miss class more than 3 times over the course of the semester, your final grade in the course will be lowered 2% for each additional absence.* For example, if you miss 6 classes during the semester and you earn an A/B (89%), your final grade in the class will be a B (89% - 2% = 87%). Special cases will be dealt with on an individual basis.

*For every 3 times you are significantly tardy (five or more minutes late), you will be given one absence in the class.*

*Please note:* If you are absent, or know you will be absent, you need to submit an assignment to me by the beginning of class time on the day it is due. Either hand in your paper early or make arrangements with me to email it. It is also up to you to find out what you missed and be prepared for the next class.

Use of Electronic Devices
All electronic devices that are not medically necessary must be turned off during class time. Laptops and tablets are allowed in class for writing, but only during designated writing lab times. Please plan to take class notes on paper or in a notebook. On days when you are asked to bring a draft or an article to class, make sure you have a hard copy of it. If you come without the materials, you will lose participation points and/or be asked to leave class. *An example:* if we are holding a writing lab or peer review during class time and you forget your draft, you will be asked to leave class (you won’t have anything to do) and you will lose your participation points.

Due Dates
Homework assignments are generally due on Wednesdays; all other assignments (essays, assignments related to the research paper) are generally due on Fridays. Check your Course Schedule for what’s due which week; check your assignment for the specific day it is due. Your instructor reserves the right to tweak due dates.

Writing Your Assignments
For this course, use Microsoft Word. Use 12-point type: Times New Roman or Calibri only. Use one-inch margins on all sides. Do not use forced page breaks. You may use Pages and Google Docs, but only if your spacing is set according to course requirements. *Do not send me links to look at your paper on Google Docs; attach the file to a campus email. Do not put your assignment in the body of an email* and then send it.
Printing Assignments
Most if not all times I will come to class with assignments already printed for you. Occasionally, you may need to go to mycarrollu.edu and print out your own assignments; in this case, I will provide reminders. **You will need to print out hard copies of every writing assignment you turn in.** If you are asked to read something that’s not in our textbooks, you will be given links whenever possible so that you can read them online and not have to print them out. **Please properly format all papers, allow enough time to get to a campus printer, and/or keep enough of your own paper and toner on hand at all times. Unless there is a campus outage, “printer problems” are never valid excuses for failing to turn in in properly formatted, legible, and on-time papers.**

Turning In Assignments | Emailing Finished Assignments
Emailing finished assignments is only permitted if you know you won’t be in class on a day an assignment is due. If you are coming to class and your paper is due, you are required to bring a hard copy that you’ve printed out to turn in.

Late Assignments | Make-Up Policy
All assignments are expected to be turned in on due dates at the end of the class period unless otherwise designated on assignments.

If you aren’t in class on a day that a written assignment is due, you are still required to turn it in that day in order to receive full credit. If you have concerns about your ability to complete an assignment, please see me or email me in advance of the due date.

As we don’t have any quizzes or exams in this class, make-up work per se is a moot point. **All assignments are accepted late, but turning in work late is highly discouraged. Your grade on late assignments will drop 5% for each class period it is late.** If you present me with written documentation of a valid reason for your assignment being late (e.g., death notice, doctor note, accident report), I will take it into consideration.

Classroom Conduct
**No eating during class. Beverages are fine but must have tops or lids.** If you are coming straight to class from a workout or training or a phy-ed class and are starving, by all means eat, but please do it out in the hallway and then join us.

**Silence or turn off your cell phone before class begins.** A 2012 study has found that students who use their cell phones during class get lower grades. It is also a distraction to your classmates and instructor. If you have an emergency and must leave your phone on, let your instructor know. In non-emergency cases, using your phone during class will net you zero participation points for the day.

**Observe an atmosphere of courtesy and respect in the classroom.** If someone else is talking (classmate, instructor), you should be listening, not talking or playing with your phone. Be respectful of others’ opinions as we discuss course readings, and be mindful that there is no one right way to think about a text.

**Observe an air of professionalism in the classroom.** Behave in our classroom as you would in the workplace, and participate in all classroom activities while in the classroom. If you would rather engage in social media, text, browse websites, play games, email, do homework for another class, eat, or talk, you will be directed to do so outside of the classroom.

**Failure to comply with rules of conduct will result in a participation grade of zero for the day.**
**Review & Writing Workshops**

Revision is an essential part of the writing process. It’s often helpful to have other people evaluate your work and give you feedback on it, and we’ll take advantage of that opportunity in this class. You can help your peers develop their writing by offering your constructive criticism of their work. We’ll discuss how to effectively do this in greater detail in class.

**X Drive**

On the campus network, each student has an X drive with a separate folder for each Gen Ed course. After you complete your final research paper for this course, you will be asked to submit it to your X drive/ENG170 folder. You may already be doing this for your CCS class this semester. If not, though, ITS does provide online directions. To access these, go to the Student tab in MyCourses and click on “ITS.” On the menu on the left of ITS’s page is "Q and X Drives." If you have any problems, please call the help desk for immediate assistance (262-524-7229). Your paper will be used for holistic assessment of Carroll’s writing program and will be stripped of all identifying information before it is assessed.

**Grammar & Syntax Issues**

Although grammar and syntax are not emphasized in this class, as the semester progresses, you will be expected to turn in papers that are more and more error-free. Carroll faculty have selected six grammatical issues that are to be considered especially important, and we will touch on all of them:
1. Run-on sentences and sentence fragments
2. Use of apostrophes, including its/it’s and they’re/there/their
3. Agreement, including subject-verb and pronoun-noun
4. Tense consistency, both throughout essays and within sentences
5. Comma usage, especially splices
6. Modifiers, including misplaced, dangling, and adverbs

**Academic Integrity**

The Carroll University Academic Integrity Policy is located in your student handbook ([http://www.my.carrollu.edu/ICS/Departments/Student_Affairs](http://www.my.carrollu.edu/ICS/Departments/Student_Affairs)). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

**Plagiarism**

Plagiarism is conventionally defined as the unattributed or unacknowledged use of another’s words or ideas. Don’t do it. Ever. Failure to document sources will result in a zero grade. There will be no second chances and no exceptions to this policy.

**Disability Accommodations**

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacted via email at mbledsoe@carrollu.edu.

**Right to Modify Course Content**

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
### COURSE SCHEDULE

Note: Adjustments, additions, deletions, and any other changes to the course schedule may be made at any point in the semester at the instructor’s discretion. The instructor will always finalize the assignments for the next class period verbally, and assignments and any handouts will be posted on our Course Site. If you miss a class, it is your responsibility to contact the instructor or a classmate to verify your assignments.

<table>
<thead>
<tr>
<th>Class date</th>
<th>Class topics &amp; in-class activities</th>
<th>Assignments due</th>
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</thead>
</table>
| **Week 1**       | Introduction to class, instructor & course policies  
Scanning, highlighting, annotating a text  
Generating ideas for writing                       |                                        |
| MWF 1/25-27      | Descriptive writing  
What is a thesis statement?  
The writing process: brainstorming & pre-writing                                | Homework #1 (diagnostic)                |
| **Week 2**       | The writing process: brainstorming & pre-writing  
Narrative essay  
Grammar, punctuation & style  
The writing process: planning & drafting         |                                        |
| MWF 1/30, 2/1-3  | Comparison/Contrast writing  
The writing process: drafting & revision  
Grammar Crash Course  
Library session in Library Classroom on Feb.  
15. Meet in LIB 105 in the library lobby.       | Homework #3  
Narrative essay                                   |
| **Week 3**       | Comparison/Contrast  
Process Analysis writing  
Coherence, flow, transitions, structure, voice  
The writing process: revision & polishing        |                                        |
| MWF 2/6-8-10     | Process Analysis  
Argument  
The writing process: revision & polishing  
Peer review  
Grammar Crash Course                              | Homework #5  
Comparison/contrast essay                         |
| **Week 4**       | The writing process: revision & polishing  
Argumentative writing  
What is evidence?  
Finding sources: How to start  
Formatting papers / APA Style  
Grammar Crash Course                                 | Homework #6  
Process analysis essay  
Midterm reflection                                  |
| **Week 5**       | Spring Break: No classes                                                                          |                                        |
| **Week 6**       |                                                                                                     |                                        |
| **Week 7**       |                                                                                                     |                                        |
| **Week 8**       |                                                                                                     |                                        |
| Week 9   | MWF 3/20-22-24 | Argumentative writing  
Finding sources  
Formatting papers / APA Style  
Midterm evaluations & progress reports  
Grammar Crash Course  
The writing process: research & sources | Homework #7 |
|----------|----------------|-----------------------------------------------------------------------------------------------------------------|-------------|
| Week 10  | MWF 3/27-29-31 | Research paper  
Review of documentation  
Citations | Homework #8  
Argument essay |
| Week 11  | MWF 4/3-5-7   | Structuring the research paper  
Writing labs  
Plagiarism  
Grammar Crash Course | Homework #9 |
| Week 12  | MW 4/10-12    | Grammar Crash Course  
Writing labs | Research log |
|          |                | *No class on Friday: Easter Break* |
| Week 13  | MWF 4/17-19-21| Peer review  
References pages  
Writing labs | Homework #10 |
| Week 14  | MWF 4/24-26-28| Individual conferences on first drafts  
Writing labs  
Writing Workshop | Draft 1 of Research paper |
| Week 15  | MW 5/1-3      | Writing Workshop (backup)  
Writing lab | End-of-semester reflection |
|          |                | *Wednesday: Last day of class.* |
|          |                | *Exam week runs Friday, 5/5 through Wednesday, 5/10* |
| FINALS   | WEEK W 5/10    | No class meeting  
*Final research papers are due in Pioneer A109 between 11 a.m. and 1 p.m.* | Final Draft of Research paper |