Course Syllabus  
ENG 170: Section G  
MWF- 1:20-2:30 Barstow (Education Hall) 107

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Office: TBD  
Office Hours: M- 3:00-4:00, W- 3:00-4:00

Course Goals:  
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 writing.

Student Learning Outcomes:  
Upon completion of ENG 170 students should be able to:  
1) Demonstrate an understanding of the writing process through a series of drafts and a final portfolio.  
2) Demonstrate an ability to effectively develop and communicate an original argument within the context of an ongoing academic conversation.  
3) Present original arguments in essays that follow standard academic conventions including essay structure, grammar, mechanics, and documentation.

Required Texts:  

Grammatical Mastery:  
Each section of ENG 170 is dedicated to proficiency in grammar and understanding the conventions of academic writing. In addition to thinking about writing in terms of essays, we will spend time studying how writing works at a sentence level. College-wide, the Carroll faculty have voted on the following errors as among the most significant: run-on sentences, fragments, use of the apostrophe, its/it's, they're/there/there, subject-verb agreement, pronoun-noun agreement, tense consistency, comma usage, and modifiers. Mastery of these conventions will help you present yourself as a responsible and informed writer in an academic environment.

Signature Assignment:  
ENG 170 is a component of the Pioneer Core and satisfies a cross cultural requirement. Cross cultural courses include a signature assignment. The signature assignment for this course is the Research paper. Students are required to upload it to their P drive by ________.
**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>AB</td>
<td>89-91</td>
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<tr>
<td>B</td>
<td>82-88</td>
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<td>BC</td>
<td>79-81</td>
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<td>C</td>
<td>70-78</td>
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<tr>
<td>D</td>
<td>59-69</td>
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<tr>
<td>F</td>
<td>0-58</td>
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**Further Notes on Grading:**

To start, **late work will not be accepted**, and you will receive a 0 for any assignment turned in after the date it is due.

With that nasty business out of the way, your final grade will be calculated as the sum of 8 factors, to prevent any one aspect of the course from weighing too heavily (positively or negatively) on your final grade. The percentages are as follows:

<table>
<thead>
<tr>
<th>The Major Essays:</th>
<th>Participation:</th>
<th>Final Portfolio:</th>
</tr>
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<tbody>
<tr>
<td>Persuasive Essay- 10%</td>
<td>Writing Journals- 15%</td>
<td>Reflective Essay- 5%</td>
</tr>
<tr>
<td>Analytic Essay- 10%</td>
<td>Discussion- 15%</td>
<td>Revisions of the Major Essays- 20%</td>
</tr>
<tr>
<td>Research Paper- 15%</td>
<td>Peer Feedback- 10%</td>
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Following are more detailed explanations of each grading factor:

**The Major Essays:**

Most of the information required of each major essay (i.e. Analytic, Argumentative, and Research) will be presented in handouts at the beginning of the respective units. The structure of ENG 170 accounts for several drafts of each essay. The drafting section of your writing journals will account for the components of the first draft of each essay, following which the draft will undergo a process of group workshops and one on one conferences with your instructor. Using the feedback from workshop and conferences, you will revise a second draft of the essay by the end of the appropriate unit. A third and final revision will be expected for the final portfolio.

**Writing Journals:**

The nature of ENG 170 demands you practice writing nearly everyday. To assist in this process, you will be completing a series of short writing assignments, or journals. These journals will consist of two separate categories of entries:

1. Reactions to an issue in the reading, and/or prewriting activities
2. Drafting a portion of one of the major essays

You will have a journal assignment due almost every class, but remember, if done correctly, the Drafting Journals will replace an entire draft of each essay! Print 2 copies of every journal, one for you to hand in at the beginning of class, and another for use during class and your personal records. Yes, journals must be word processed. It is recommended you purchase a folder or binder to organize the semester's worth of journals.
Writing Groups:
Just as the journals replace the laborious process of crafting a first draft, writing groups will provide a valuable source of feedback for this draft. Writing Groups stem from a belief that writing is a social process. You will be responsible for reading, and making margin notes on, your peers’ writing, and discussing drafts in small groups. Your group will serve as your writing community for the duration of the course. In addition to professorial feedback, it is they who will help you decide what is working well in a draft and what could benefit from improvement. As in any community, respect comes first. Treat this process seriously and respect the effort your peers have put into the process. Remember to always weigh group feedback against your own opinion and notes from your instructor.

Conferences:
In addition to Writing Groups, you are required to meet with your instructor at least once, for a 15-minute appointment, for each paper to discuss your writing. Conferences will take the place of some class time. Attendance is mandatory. A missed conference will negatively impact your final grade by at least one letter. If there is a conflict in scheduling, notify your instructor as soon as possible.

Final Portfolio:
The Final Portfolio is a course requirement for observing the drafting and revision process. It will consist of revised versions of the three major essays as well as an unrevised version of the second draft for comparison. Though it is graded separately, a copy of the Reflective Essay should be included as the fourth part of the Portfolio.

And a quick note on daily readings:

Readings:
One of the simplest ways to become a better writer is to improve your reading and critical thinking skills. Therefore, it is important for your development as a writer (and your participation grade) that you prepare for class daily with a close reading of the materials, including readiness to discuss and questions, ideas, opinions, or objections you had pertaining to the texts. The Writing Journal is designed to assist in this preparation, but never limit yourself to the topics and questions posed therein.

Finally, an inventory of class policies and information on academic support:

Plagiarism Policy:
Plagiarism is the unattributed or unacknowledged use of another’s ideas and/or words. This is bad. Very bad. It doesn’t matter if a misattribution is intentional. This is a topic we will discuss in depth during class. Any student who commits an act of plagiarism, intentional or otherwise, will receive a zero for the assignment. Repeat offences will result in an automatic failure of the course.

Academic Integrity:
The Carroll University Academic Integrity Policy can be found in full in the student handbook. Take some time to familiarize yourself with the policy, as any violation thereof is grounds for failure of the assignment, and potentially the course.
**Attendance Policy:**
Attendance is both part of your participation grade and a signal of respect to your peers’, as well as your own, writing. Attendance is mandatory. Each student will be graced up to 2 missed class periods, after which each absence will affect the final grade at a ratio of a 2% deduction per absence. In the case of a scheduling conflict, the best thing you can do is speak with me during office hours or via email prior to the class period in question.

**Electronic Devices Policy:**
Class is only 70 minutes out of a 24-hour day. It is expected that all electronics, with the exception of medical accommodations, be turned off during this short time, unless otherwise permitted by your instructor. If you must take a phone call (e.g. for a family emergency, or job interview), please keep your phone on vibrate, and slip quietly out of the room before answering. If you take a call expect a ½ to full absence depending on time spent out of class.

**Academic Support:**
In addition to your instructor, Carroll University offers several resources for student success, including the library, writing center, and learning commons. We will talk more about these resources in class. Feel free to visit the following hyperlinks for additional information:

Learning Commons & Writing Center
http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790

Library
http://www.carrollu.edu/library/

**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, o later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

**Final Note:**
The instructor and the University reserve the right to modify, amend, or otherwise change the syllabus as the curriculum and/or program require(s).
Tentative Course Schedule:

Please note that the following schedule is both abridged and subject to change.

**Unit 1: Introduction to Rhetorical Strategies**
Culminating Project: Establish a Writing Journal

**Week 1: Course Introduction**

**Friday 9/8:** Introductions and Review Syllabus

**Week 2: Clarity and Structure**

**Monday 9/11:** Clarity
- APSM: 4-20 (Clarity)

**Wednesday 9/13:** Observation and Implication
- AN: 1-21 (The Persuasive Writer)
- APSM: 22-26 (Subject-Verb Agreement)
- Journal #1
- Journal #1 (b)

**Friday 9/15:** Outlining
- AN: 22-32 (The Persuasive Writer)
- TSIS: 1-15 (Entering the Conversation)
- APSM: 26-32 (Other Problems With Verbs)
- Journal #2

**Week 3: Rhetoric**

**Monday 9/18:** Library Session (Meet in Library Classroom 105)
- An overview of library services

**Wednesday 9/20:** Quoting and Paraphrasing
- TSIS: 42-51 (As He Himself Puts It)
- TSIS: 19-29 (They Say)
- APSM: 40-47 (Sentence Fragments & Run-on Sentences)
- Journal #3
- Journal #3 (b)
- Journal #3 (c)

**Friday 9/22:** Rhetoric
- Plato’s *Apology* ~Provided~
- APSM: 32-39 (Pronouns)
Unit 2: Analytics
Culminating Project: Analytic Essay (5 pages)

Week 4: Analysis

Monday 9/25: Introduction to Analysis
- “Politics and the English Language”—George Orwell ~Provided~
- APSM: 57-64 (The Comma)
- Journal #5
- Journal #5 (b)

Wednesday 9/27: Thesis Statements
- AN: 96-101, 311-322, 400-406 (Paired Articles)
- APSM: 79-89 (“Mechanics” Section)
- Journal #7

Friday 9/29: Writing to an Audience
- “Letter From a Birmingham Jail”—Martin Luther King Jr. ~Provided~
- Journal #8
- Draft Journal #1- Analytic Thesis Statement

Week 5: Crafting an Essay

Monday 10/2: Refining the Thesis & Opening Paragraphs
- TSIS: 30-41 (Her Point Is)
- 55-67 (Yes / No / Okay But)
- Journal #9
- Draft Journal #2- Analytic Opening Paragraph

Wednesday 10/4: Body paragraphs
- TSIS: 68-77 (And Yet)
- 92-101 (So What? Who Cares?)
- Journal #10
- Draft Journal #3- Analytic Essay, all except conclusion

Friday 10/6: Conclusions
- TSIS: 105-120 (As A Result)
- Journal #11
- Draft Journal #4- Analytic Conclusion
- Analytic Essay 1st Draft Due

Week 6: Workshop and Revision
Monday 10/9: Group Workshops
- Peer Analytic Essays
- Journal #12

Wednesday 10/11: Why/ How to Revise
- TBD
- Journal #13

Friday 10/13: Analytics Recap
- Analytic Essay 2nd Draft Due

Unit 3: Argumentation
Culminating Project: Persuasive Essay (5 pages)

Week 7: Persuasion

Monday 10/16: Fall Break

Wednesday 10/18: Introduction to Persuasion & Taking a Position
- AN: 151-180 (“Section 4” A College Education: How Valuable Is It?)
- Journal #14

Friday 10/20: Implementing and Citing Sources
- TBD
- Journal #15
- Draft Journal #5- Argumentative Thesis and Opening Paragraph Due

Week 8: Arguments

Monday 10/23: Argument & Counterargument
- AN 81-113 (“Section 2” Free Speech: Is It Endangered on Campus)
- Journal #16
- Draft Journal #6- First and Second Body Paragraphs Due

Wednesday 10/25: Conferences

Friday 10/27: Anticipating Objections
- TSIS: 78-91 (Skeptics May Object)
- Journal #17
- Draft Journal #7- All Remaining body Paragraphs and Conclusions Due
- Argumentative Essay 1st Draft Due
Week 9: Workshop and Revision II

**Monday 10/30: Group Workshop**
- Peer Drafts
- Journal #18
- Draft Journal #8 Bibliographies Due

**Wednesday 11/1: Conferences**

**Friday 11/3: Argumentation Recap**
- Argumentative Essay 2nd Draft Due

**Unit 4: Research**
Culminating Projects: Research Paper (7 pages) & Symposium

Week 10: Research

**Monday 11/6: Introduction to Research**
- APSM: 91-105 (Research)
- 175-184 (APA: Supporting a Thesis, Avoiding Plagiarism, & Integrating Sources)
- Journal #19

**Wednesday 11/8: What to Research**
- TSIS: 139-159 (He Says Contends)
- Journal #20

**Friday 11/10: Implementing Research Into Writing**
- TSIS: 173-183 (What’s Motivating the Writer)
- Journal #21
- Journal #21 (b)
- Draft Journal #9- Research Thesis

Week 11: Writing in the Disciplines

**Monday 11/13: Literary Analysis**
- TSIS: 184-201 (On Closer Examination)
- TSIS: 272-291
- Journal #22
- Draft Journal #10- Research Opening Paragraph Due

**Wednesday 11/15: Group Workshop (Opening Paragraphs)**
- Peer Opening Paragraphs
- TBD
- Journal #23

**Friday 11/17: Writing in the Sciences**
• TSIS: 202-220 (The Data Suggest)
• Journal #24
• Draft Journal #11 - Research First Body Paragraph Due

Week 12: Additional Examples

Monday 11/20: Additional Examples of Research Papers
• TSIS: 244-251 (Hidden Intellectualism)
• TSIS: 260-271 (The (Futile) Pursuit of the American Dream)
• Journal #25

Wednesday 11/22: Conferences

Friday 11/24: Thanksgiving Break

Week 13: Concluding a Research Paper

Monday 11/27: Writing in the Social Sciences
• TSIS: 221-238 (Analyze This)
• Peer Theses
• Journal #26
• Draft Journal #12 - Research Second Body Paragraph Due

Wednesday 11/29: Conferences

Friday 12/1: Concluding a Research Paper
• TBD
• Journal #27
• Draft Journal #13 - Research Remaining Body Paragraphs Due
• Draft Journal #14 - Bibliography Due

Week 14: Workshop and Revision III

Monday 12/4: Group Workshop
• Peer Drafts
• Journal #28

Wednesday 12/6: Bibliography Review
• TBD
• Draft Journal #12 - Research Conclusion Due

Friday 12/8: Research Recap
• Research Paper 2nd Draft Due
Unit 5: Revision and Reflection
Culminating Projects: Final Portfolio with Reflection (Revised Essays + 3 Page Reflection)

Week 15: Reflective Essays

Monday 12/11: Reflection
  • TBD
  • Journal #29

Wednesday 12/13: Reading Day, No Class

Friday 12/15: Exams Start, No Class

Week 16: Final Portfolio

Final Portfolio Due at 11:00 AM on Tuesday, December 19th

Portfolio Contents and Organization
  1. Reflective Essay
  2. Draft Analytic Essay
  3. Revised Analytic Essay
  4. Draft Argumentative Essay
  5. Revised Argumentative Essay
  6. Draft Research Paper
  7. Revised Research Paper

Congrats! That's it. Thank you in advance for a wonderful semester. Be very proud of all you've accomplished.