ENG170 H: Writing Seminar
Fall 2017
MWF, 1:20–2:30 p.m.
Rankin 207

Robin Graham, Instructor
rgraham@carrollu.edu
Office hours: MW, 2:30–3:30 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, 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 that’s the hallmark of academic writing. We’ll work on all of these modes of writing, culminating in two or three argument assignments. To see how other writers handle various modes of writing, 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
Atwan, Robert (ed.), America Now: Short Readings from Recent Periodicals, 12th edition.

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 Z, 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.

Canvas (aka Where Our Course Lives Online)
The online version of our course is located on Canvas at my.carrollu.edu. You can access Canvas on the left side of your screen under “Quick Links.” There’s also a Canvas tab at the top.

Visit Canvas often to access course assignments, handouts, your grades, your attendance record, PowerPoint slides, and more. It’s an easy way for us to stay in touch outside of class, especially if you miss class. If there’s a link or handout on Canvas that I need you to check out before coming to class, I’ll let you know.

Note: Canvas is Carroll’s new Learning Management System effective this semester. If you’ve never used it before, don’t worry, you’ll catch on quick. Canvas is new to me too, so we’ll be learning how to use it together. If you ever have any questions about it, let me know. In the meantime, you can also:
- Click the Canvas “Help” button on the homepage of any of your courses.
- Call the Canvas Support Hotline at 844-358-6885. Available 24/7.
- Click the “Help” button on the Canvas menu bar, then “Chat with Canvas Support.” Available 24/7.
- Click “Search the Canvas Guides” in the “Help” menu and search for answers.

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; let me know if a different time works better for you. 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 in transit and/or teaching from 11 to 2:30 p.m. on MWF, so you will not get an immediate response from me at these times.
The Writing Center
The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist with any writing problems from brainstorming to citation. To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or, log into my.carrollu.edu, select the “Student” tab, click on the “Library Learning Commons” link, and follow the instructions in the “Make An Appointment—Library Learning Commons” section. For quick questions taking 10 minutes or less, drop-in visits with Writing Assistants are available without an appointment in the Learning Commons Monday-Thursday, 2:30—5:30 p.m.

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. Please take class notes on paper.

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 exam, or final exam. 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:

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<th>Assignment</th>
<th>Percentage</th>
<th>Points (Total)</th>
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<tr>
<td>Participation</td>
<td>7.3%</td>
<td>78 points</td>
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<tr>
<td>Narrative Essay</td>
<td>4.7%</td>
<td>50 points</td>
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<td>Comparison Essay</td>
<td>4.7%</td>
<td>50 points</td>
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<td>Process Analysis Essay</td>
<td>4.7%</td>
<td>50 points</td>
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<tr>
<td>Descriptive Essay</td>
<td>4.7%</td>
<td>50 points</td>
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<td>Argument Essay</td>
<td>7%</td>
<td>75 points</td>
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<td>Research Log</td>
<td>7%</td>
<td>75 points</td>
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<td>Research Paper First Draft</td>
<td>9.3%</td>
<td>100 points</td>
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<td>Research Paper Final Draft</td>
<td>18.6%</td>
<td>200 points</td>
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<td>Homework (10 @ 25 pts.)</td>
<td>23.3%</td>
<td>250 points</td>
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<td>Peer Review (2 @ 25 pts.)</td>
<td>4.7%</td>
<td>50 points</td>
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<tr>
<td>Writing Workshop</td>
<td>2.3%</td>
<td>25 points</td>
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<tr>
<td>Reflections (2 @ 10 pts.)</td>
<td>1.7%</td>
<td>20 points</td>
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TOTAL 100% 1073 points
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 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 Canvas or your Course Schedule (pp. 8-9 in this syllabus) 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 in a professional, easy-to-read font like Times New Roman or Calibri. If you opt for Helvetica, please use 11-point type. Use one-inch margins on all sides of your papers. 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 send your assignment in the body of an email.

Writing Resources
Throughout this course you’ll be exposed to writing resources from several outstanding university writing centers, including Carroll’s:
http://www.carrollu.edu/learningcommons/writingresources.asp?nav=5868

Getting Your Assignments
Most if not all times I will come to class with assignments already printed for you. Occasionally, you may need to go to Canvas and print out your own assignments; in this case, I will provide reminders.

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.

Turning In Assignments | Emailing Finished Assignments
Allow enough time to get to a campus printer, 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 properly formatted, legible, and on-time papers. It is not your instructor’s responsibility to print out your 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. Please do not submit assignments via Canvas.

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

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, the concept of make-up work is moot. All assignments are accepted late, but turning in work late is highly discouraged, as 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.
• Silence or turn off your devices before class begins. 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.
• Be courteous, respectful, and professional in the classroom. You are expected to participate in classroom activities, not talk or play with your phone. Be respectful of others’ opinions as we discuss course readings, as there is no one right way to think about a text.
• Be courteous, respectful, and professional in your communication with your instructor. This includes emails, in-person contact before and after class and during office hours, and in response to feedback you are given on your work.
• Failure to comply with rules of conduct may 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.

I can also help—you’re welcome to email me your work before it’s due so that I can offer feedback on it before you turn it in. However, keep two very important things in mind:
• My review of your work does not guarantee an A on any assignment.
• Assignments emailed to me late the night (or in the wee morning hours) before the day they’re due may not get reviewed before that class/due date.

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 on-line directions. To access these, go to the “Student” tab on my.carrollu.edu and click on “ITS.” On the menu on the left, click on “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 (located near the bottom of http://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. Failure to properly document sources can result in a grade of zero. There are no exceptions to this policy; second chances are not automatic, and are at the discretion of your instructor. All papers are subject to originality checking using Turnitin technology (turnitin.com). If your instructor asks you to electronically submit your paper so it can be originality-checked, you have 24 hours from the time you receive the request (via email) to do so, otherwise you will be assessed late points.

Do not recycle papers from other classes for this class. Old papers rarely, if ever, satisfy the requirements of the ENG170 assignment you receive, plus, you should be aware that recycling is a form of plagiarism called “self-plagiarism.” Self-plagiarized papers will be graded as closely and stringently as other plagiarized papers.

Disability Accommodations
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with 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. Your instructor will always finalize the assignments for the next class period verbally and in writing, and assignments and any handouts will be posted on Canvas. If you miss a class, it is your responsibility to contact the instructor (or a classmate) to see what you missed.

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<tr>
<th>Class date</th>
<th>Class topics &amp; in-class activities</th>
<th>Assignments due</th>
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| Week 1 F   | Introduction to class, instructor, course policies & writing process  
Review of syllabus and course schedule  
Resources that help you be a better writer |                  |
| 9/8        | Scanning, highlighting & annotating a text  
Descriptive writing  
The writing process: brainstorming & pre-writing  
What is a thesis statement? | Homework #1 (diagnostic) |
| Week 2 MWF | Narrative writing  
Grammar, punctuation & style  
The writing process: planning & drafting |                  |
| 9/11-13-15 | Week 3 MWF  
9/18-20-22 | Homework #2  
Descriptive Essay |
| Week 3 MWF | Narrative writing  
Comparison/Contrast writing  
The writing process: drafting & revision  
★ Grammar Crash Course |                  |
| 9/25-27-29 | Week 4 MWF  
9/25-27-29 | Homework #3  
Narrative Essay |
| Week 4 MWF | Comparison/Contrast writing  
Process Analysis writing  
Coherence, flow, transitions, structure, voice  
The writing process: revision & polishing  
| 10/2-4-6   | Week 5 MWF  
10/2-4-6 | Homework #4 |
| Week 5 MWF | Process Analysis writing  
The writing process: revision & polishing  
★ Peer review  
★ Grammar Crash Course |                  |
| 10/9-11    | Week 6 MW  
10/9-11 | Homework #5  
Comparison/Contrast Essay |
|            | Fall Break: No class Friday, 10/13 |                  |
| Week 7 WF  | Argumentative writing  
The writing process: research  
What is evidence? support? |                  |
| 10/18-20   | Fall Break: No class Monday, 10/16 | Homework #6 |
| Week 8 | Argumentative writing  
The writing process: research  
Finding sources: How to start  
Formatting papers / APA Style | Process Analysis Essay  
Midterm Reflection |
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| Week 9 | Finding sources  
Formatting papers / APA Style  
★ Midterm evaluations  
★ Grammar Crash Course | Homework #7 |
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| Week 10 | The research paper  
Source evaluation  
Source credibility  
Citation writing | Homework #8  
Argument Essay |
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| Week 11 | Structuring/organizing the research paper  
Writing labs  
Plagiarism | Homework #9 |
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| Week 12 | Writing labs  
★ Grammar Crash Course | Research Log |
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**No class Friday, 11/24: Thanksgiving Break**

| Week 13 | Writing labs  
Formatting reference pages  
★ Peer review | Homework #10 |
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| Week 14 | Individual conferences on first drafts  
Writing labs  
★ Writing Workshop | Research Paper First Draft |
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| Week 15 | ★ Writing Workshop (backup)  
Writing lab | End-of-Semester Reflection |
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**Wednesday: Last day of class.**  
**Thursday: Reading Day**  
**Exam Week: Fri., 12/15—Wed., 12/20**

| Week 16 | Exam Week: No formal class meeting  
★ Final research papers are due in Rankin 207 between 11 a.m. and 1 p.m. | Research Paper Final Draft |
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