EN 170K: Writing Seminar
Fall 2017

Class Meeting  Tuesdays & Thursdays, 8:00-9:50 a.m.
                Rankin 207

Instructor     Dr. Elisa Neckar

Contact        elisaneckar@yahoo.com or eneckar@carrollu.edu
               (email is the quickest and most reliable way to get in touch with me)

Office Hours   Tuesdays & Thursdays, 7:30-8:00 a.m. (or by appointment)
                Rankin 207

               OR

Course Objective
Because ENG 170 is a General Education Course for all Carroll first-year students, all sections of
the Writing Seminar will work to achieve the same goals and student learning outcomes, stated
as follows:

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 their writing

STUDENT LEARNING OUTCOMES:
By the end of EN170 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.

My personal goals for this particular section of the Writing Seminar are to develop a process-
based approach to writing, which includes planning, researching, drafting, revising, and
reviewing. Various assignments in different writing styles and formats will help the student
analyze audience, content, and purpose, research and organize ideas, design documents based on subject matter and reader needs, and revise work several times. Students learn how to avoid plagiarism and how to cite sources properly using MLA (Modern Language Association) documentation style. In an effort to introduce students to a wide range of writing tools that may help them in future classes and/or careers, this class includes nine different essay-writing assignments. Attention is always paid to sentence structure, grammar, and punctuation. Finally, to understand the writing skills we can learn from nearly everything with which we interact, this class uses a wide range of media types as examples, including fiction, nonfiction, newspaper and magazine journalism, young adult and children’s lit, television shows, music, films, and web-based media.

Attendance and Participation Policies
Just as an employer values promptness and reliability, you will be expected to attend class regularly and to arrive on time. I will take attendance each class (either orally or silently) and will record your absences and tardies. Your attendance is a part of your grade. Please note: We cover many topics in a very short period of time in this class, which makes it difficult to make up missed class periods. If a single student misses more than two class periods, documentation of a serious reason for missing any future classes (for example, a death notice, a doctor’s note, an accident report, etc.) will be required; without this documentation, your grade will be heavily penalized.

Completing reading, homework, essays, and projects will require time outside of class. Students are expected to be prepared for and participate in class discussions, activities, and tests. I acknowledge the difference between engagement and participation; while I want to see lively discussion with contributions from all, I’m looking for quality of commentary over quantity. If you are in class but clearly not engaged in class discussion or activities, I reserve the right to convert that class period to an absence at my own discretion, or otherwise penalize your grade.

IMPORTANT: From time to time, I will email your school email account with class announcements. Therefore, it is the student’s responsibility to monitor his or her Carroll email inbox daily. Not checking your email is not a valid excuse for missing information. If you prefer to use a personal email account (Gmail, Yahoo, etc.), please work with ITS to forward your Carroll email to that account.

Assessment and Grade Determination
(Subject to change and adjustments as the semester progresses.)

150 points Class participation
I will evaluate your participation and engagement during each class; your completion of non-graded assignments (in-class activities) is included in this
portion of your grade, as is your attendance. This portion of your grade is solely at my discretion.

170 points Participation in peer editing/workshopping
Part of the goal of this class is to teach you not only to be a strong writer, but also to be a strong editor of your own and others’ work. Therefore, peer editing and workshopping will be a portion of this class. You will be graded on the quality and thoroughness of your comments, and on your engagement in class discussion of the papers.

320 points Graded written assignments
Please note that all assignments, unless otherwise specified, should be typed on a computer and printed to be handed in at the beginning of the class period in which they are due (printing on both sides of a page is encouraged). Grammar and spelling will be evaluated as part of the grade for these assignments.

20 points Diagnostic Essay/Autobiography
20 points Descriptive Essay
30 points Narrative Essay
30 points Comparison/Contrast Essay
30 points Process Analysis (“How To”) Essay
30 points Interview with an Expert
30 points Causal Analysis Essay
40 points Research Paper
40 points Researched Opinion Paper
50 points Final Portfolio

120 points Key Concept Exams
A few basic exams will also count for part of your grade in this class – some to examine your knowledge of key concepts from class discussion (short answer format), and some to examine your ability to write under the pressure of a time limit (essay format).

30 points Revision Exam
30 points Research Process, Plagiarism, and Documentation Exam
40 points Content Analysis Exam
20 points Grammar/Spelling Post-Test

English 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 researched opinion paper. Students are required to upload it to their X Drive before the end of the semester.
Resources and Accommodations
I am here to help you succeed in this class, and to help you learn skills that will help you succeed in college, grad school, and/or your career. Therefore, do not hesitate to contact me with questions. As a part-time instructor, I know it can be hard to track me down, but you are welcome to visit me during my office hours, to schedule an appointment with me, to speak to me before or after class, or to email me.

You may also contact the Learning Commons for help. The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation. To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or you can log into my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section. For quick questions taking 10 minutes or less, drop-in visits with the Writing Assistants are available without an appointment in the Learning Commons Monday-Thursday from 2:30-5:30 p.m. I highly recommend that even proficient writers consider visiting the Writing Center – it will always help you to have another set of eyes look over your paper.

Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha (Marty) Bledsoe, Director of the Office of Services for Students with Disabilities (OSSD), no later than the first week of class. Contact her by calling 262-524-7335, or via email at mbledsoe@carrollu.edu. Use of services, including testing accommodations, requires prior authorization by the OSSD and compliance with approved procedures.

Make-Up & Revision Policies
If you aren’t in class on a day that a written assignment is due, you are still required to turn it in to me that day via email 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. I will accept late work if we’ve discussed your concerns and you’ve demonstrated that you’re planning ahead. I will not accept late work otherwise, unless documentation of a serious illness, death in your family, or similar emergency is presented.

I put a heavy emphasis on rewriting and revision in this class. Therefore, you may rewrite any graded assignment for this course. However, you MUST attach the graded original assignment to the back of your rewritten version (so I can see my original comments while grading your rewritten paper) to receive credit. Any paper can be rewritten at any point in the semester, as many times as you’d like, until the last day of class. The only exception is late work – if you’ve missed a deadline, you may not restore the lost points through my revision policy.

Missed tests/exams can be made up outside of class time, but may be subject to a point reduction. If you present me with written documentation of a valid reason for your absence (for example, a death notice, a doctor’s note, an accident report, etc.), you may make up the
exam for full credit; if you have no absence excuse, a percentage will be taken off the grade for your exam. Permission to make up tests is dependent on this written documentation and your instructor’s discretion, and must be timely.

In general, I am always more willing to work with you if you come to me in advance of a paper or test and tell me that you’re having trouble meeting a deadline, rather than coming to me after a deadline has passed and asking to make something up.

Classroom Environment and Policies

The classroom environment should be comfortable and respectful for all students. Be familiar with the Carroll Student Code of Conduct and ethics as they are written in your Student Handbook.

The Carroll University Academic Integrity Policy is also located in your student handbook (https://my.carrollu.edu/ICS/icsfs/2017-2018_Student_Handbook.pdf?target=e6f9a220-1e6b-45f2-a043-832c0c747411). 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.

Therefore, you must:

• Be respectful of other students’ opinions, even when contrary to your own. Personal attacks, disruptive commentary, and slurs or prejudiced language of any kind will not be tolerated. Neither will side conversations or commentary.
• Silence or turn off all cell phones and put them away out of view in your bag, coat, or backpack. Use of your phone, including text messaging, is rude, disrupts the class, and will not be allowed.
• Coursework for other classes should be kept put away in a folder or your backpack. Students should not be engaged in any other activities that are not related to this class.
• Turn in work that is yours and yours alone; plagiarism will not be tolerated. You must give appropriate credit for any information or graphics that you borrow from other author and published sources. Failure to do so will result in a zero for the assignment, and may affect your final grade for the class (up to and including being dropped from the class). Serious cases of plagiarism could further affect your standing as a student at Carroll.
• Laptops and tablets are not used in this classroom.

Violation of these rules will result in one of more of the following consequences: The student’s participation/attendance grade may be penalized, the student may be asked to leave the classroom for the remainder of the class period, the student may fail the course or be dropped from the class. Consequences will be determined at the instructor’s discretion.
Grades

The grading scale used in this course is a fairly standard scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>90-94%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>85-89%</td>
<td>Above Average</td>
</tr>
<tr>
<td>BC</td>
<td>80-84%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>70-74%</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
<td></td>
</tr>
</tbody>
</table>

Course Schedule

Please note that adjustments, additions, deletions, and any other changes to this schedule may be made at any point in the semester at the instructor’s discretion; in particular, reading assignments may occasionally be added and exam times may be shifted. The instructor will always finalize the assignments for the following class period verbally, and assignment sheets will be posted online. If you miss a class period, it is your responsibility to contact the instructor or a classmate to verify your assignments and get necessary class notes.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class topics and in-class activities</th>
<th>Assignments due ON TUESDAY OF THIS WEEK (unless otherwise indicated)</th>
</tr>
</thead>
</table>
| Week 1
Thurs., Sept. 7th | Introduction to Class, Instructor, and Course Policies
Review of Syllabus and Schedule |                                                                 |
| Week 2
Descriptive Essay: Observation Activities, Active Writing | Diagnostic Essay (due Thurs. this week) |
| Week 3 | Tues., Sept. 19<sup>th</sup> and Thurs., Sept. 21<sup>st</sup> | Narrative Essay: Why Write? / Writing About Work  
Writing Process: Planning and Drafting | Descriptive Essay |
|---|---|---|---|
| Week 4 | Tues., Sept. 26<sup>th</sup> and Thurs., Sept. 28<sup>th</sup> | Comparison/Contrast: Point of View  
Writing Process: Revision and Polishing | Narrative Essay |
| Week 5 | Tues., Oct. 3<sup>rd</sup> and Thurs., Oct. 5<sup>th</sup> | Process Analysis  
Writing Process: Research and Resources | Comparison/Contrast Essay |
| Week 6 | Tues., Oct. 10<sup>th</sup> and Thurs., Oct. 12<sup>th</sup> | Interview with an Expert: Interview Protocol & Listening Skills  
Exam: Revision (Thursday) | Process Analysis Essay  
Study for Revision Exam |
| Week 7 | Thurs., Oct. 19<sup>th</sup> | NO CLASS TUESDAY – MIDSEMESTER BREAK  
Library Visit | |
| Week 8 | Tues., Oct. 24<sup>th</sup> and Thurs., Oct. 26<sup>th</sup> | Causal Analysis Essay  
Midterm Evaluations and Progress Reports | |
| Week 9 | Tues., Oct. 31<sup>st</sup> and Thurs., Nov. 2<sup>nd</sup> | Content Analysis  
Audience Analysis | Causal Analysis Essay |
| Week 10 | Tues., Nov. 7<sup>th</sup> and Thurs., Nov. 9<sup>th</sup> | Research Paper  
Review and Conclude Content Analysis  
Writing Process: Review of Documentation and Plagiarism  
Exam: Content Analysis (Thursday) | Interview with an Expert Paper  
Study for Exam |
| Week 11 | Tues., Nov. 14<sup>th</sup> and Thurs., Nov. 16<sup>th</sup> | Individual Conferences on Research Papers | Bring draft of Research Paper to your scheduled conference time. |
|-------------------------------|----------------------------------|-----------------------------------------------|
| **Week 12** | Tues., Nov. 21<sup>st</sup> | Opinion Paper | Research Paper |
| | | Understanding Workshopping | |
| | | NO CLASS THURSDAY – THANKSGIVING | |
| **Week 13** | Tues., Nov. 28<sup>th</sup> | Exam: Plagiarism, Documentation, & Research Process | Study for Exam |
| | | Workshop Group One’s Opinion Papers | Written comments on papers from Group One |
| | | *Group One must e-mail drafts of their opinion papers to the instructor for distribution to the class list no later than noon on Tuesday, Nov. 28<sup>th</sup>.* | |
| | | Workshop Group Two’s Opinion Papers | Written comments on papers from Group Two |
| | | *Group Two must e-mail drafts of their opinion papers to the instructor for distribution to the class list no later than noon on Sunday, Dec. 3<sup>rd</sup>.* | |
| | | Workshop Group Three’s Opinion Papers | Written comments on papers from Group Three |
| | | *Group Three must e-mail drafts of their opinion papers to the instructor for distribution to the class list no later than noon on Tuesday, Dec. 5<sup>th</sup>.* | |
| **Week 14** | Tues., Dec. 5<sup>th</sup> | Overflow time for papers not yet workshopped | Opinion Paper |
| | | Discussion of Final Portfolios | |
| | | Review of Key Revision Concepts | |
| | | Course Evaluations | |
| | | Grammar Post-Test | |
| **Final Exam Week** | | Final portfolio due | Date TBA, tentatively Sat., Dec. 16<sup>th</sup> at noon |

*The Instructor and the University reserve the right to modify, amend, or change the syllabus and any or all of the elements contained therein as the curriculum and/or program and/or semester schedule require.*