Instructor: Yetunde Bronson  
Email: ybronson@carrollu.edu  
Office Hours: By appointment  

In this course, you will develop your expository and persuasive writing skills through varied writing experiences. Information literacy skills and research techniques are introduced and reinforced. You will apply your information literacy and writing skills to produce essays which incorporates research and your grasp of the different modes of composition.  

Course Focus: In this section of ENG170, our primary subject is the writing process and the construction of an argument. This term, we will be covering rhetoric and persuasion and how to use various modes of writing in a research-based argument.  

Course Objectives: 

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.  

In accordance with these goals, the class will operate as a discussion section and a writing workshop, in which our attention will be divided between the work of published authors and the papers produced by your classmates.  

Student Learning Outcomes: 

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.  

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 you with any writing problems that you may have. The Carroll University Writing Center, located in the Learning Commons is open Monday through Thursday from 10-6, Fridays from 10-1 and on Sunday evenings from 4-8. Writing Assistants are available to help with all stages of the writing process, from
pre-writing to development to citation. Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

LOGISTICS:

Required Texts:

Supplemental Materials
- Pens (black or blue ink only)
- Folder or binder for handouts
- Notebook or looseleaf paper for taking notes
- A flash drive for your homework and essays

Grading
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>1st Paper</td>
<td>15%</td>
</tr>
<tr>
<td>2nd Paper</td>
<td>20%</td>
</tr>
<tr>
<td>3rd Paper</td>
<td>25%</td>
</tr>
<tr>
<td>3 Feeder Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale (%)
- A: 92 – 100%
- A/B: 89 – 91%
- B: 82 – 88%
- B/C: 79 – 81%
- C: 70 – 78%
- D: 60 – 69%
- F: 59% or less

Attendance and Participation:
Attendance is mandatory. As such, you will receive a participation grade every single day. If you are significantly late (more than five minutes), chronically late (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.

Moreover, if you miss class more than three 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 4 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.

In addition, for every three times you are significantly tardy (more than five minutes late), you will be given one absence in the class.

Coursework: In this class you will write daily responses to readings. You will also complete 3 “feeder” assignments, which are short assignments designed to help you sharpen the skills you will need to complete the unit project. You will also write two short papers and one large paper. The class will conclude with a final assessment that will ask you to reflect on your work over the course of the semester. More information will be given about all of these assignments in class.
Quizzes:
Over the course of the semester, you may be given quizzes at any point. The quizzes will be designed to ensure that everyone is keeping up with the class readings and, while I may sometimes announce them in advance, I always reserve the right to have unannounced quizzes.

Electronic Devices:
All electronic devices that are not medically necessary will be turned off during class times unless permission is given by the instructor. Laptops will not be allowed in class unless you are asked to bring the, so on days when you are asked to bring something to class (a draft or an article), make sure you have a hard copy of it. If you come to class without the materials, you will be docked participation points and you may be asked to leave class. For example, if we are doing a draft workshop in class and you show up without a draft, you will be asked to leave and it will count as an absence for the course.

GUIDELINES FOR WRITING PAPERS:

- Do not use title pages, BUT EVERY PAPER MUST HAVE A TITLE.
- Papers must be typed and printed on standard 8 ½ x 11” white paper. No colored paper, or handwritten pages.
- All papers MUST BE STAPLED. Not paper clipped, binder clipped or with the corners folded down.
- Standard font is 12-point Times New Roman. Papers should be double-spaced.
- Papers should have 1” margins.
- You should include your name, course, course time, and the date on top of every paper.

All assignments must be handed to me at the beginning of class: Late work is unacceptable. If you know you’re going to miss class, please have it emailed to me before the beginning of class. Those papers that are received afterwards will face missing points. Each day your paper is late, you will have 5% deducted from your final grade.

GRAMMAR AND SYNTAX ISSUES:

Although grammar and syntax are not emphasized in this class, you will be expected to turn in papers that are error-free. Your paper grade will drop by a half letter grade if you have more than 6 errors per paper (for the small papers) and 4 errors per paper (for the larger papers), and will continue to drop subsequently. In order to help alleviate these errors, please visit the writing lab to have a proofreading session. Carroll faculty have selected six grammatical issues that are to be considered particularly important:

- Run-on sentences and sentence fragments
- Use of apostrophes, include its/it’s and they’re/there/their
- Agreement – including subject/verb and pronoun/noun
- Tense consistency, both throughout essays and within sentences
- Comma Usage – especially splices
- Modifiers – including misplaced, dangling, adverbs, etc
**Disability Accommodations:**
If you have a disability that may require an accommodation for taking this course, please notify me during the first week of classes and, if you have not already done so, contact Ms. Martha Bledsoe, Director of Services for Students with Disabilities, immediately. She can be reached by calling (262) 524-7335 or via e-mail at mbledsoe@carrollu.edu.

**Academic Integrity:** Please take some time to familiarize yourself with the Carrol University Academic Integrity Policy, located in your student handbook. I reserve the right to issue a failing grade on an assignment/assessment or in this course if you violate this policy in any way.

**Plagiarism:** Plagiarism is conventionally defined as the unattributed or unacknowledged use of another’s words or ideas. Throughout the term, we will discuss ways to avoid plagiarism, and review some examples (even some famous ones). Failure to document sources will result in a zero grade. There are no exceptions.

**Final Note:** 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).