Syllabus for ENG 170, section O

6:00-7:50 p.m., TR: MacAllister Hall 108

Instructor: John Frederick Kaufman

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Office: MacAllister B003A

Office Hours: 5:30 to 6:00pm, Tuesday & Thursday

Mailbox: Located in basement of MacAllister Hall

Two Required Texts

*Writing Well, 9th Edition*

Authors: Donald Hall & Sven Birkerts

Publisher: Pearson

*A World of Ideas: Essential Readings for College Writers, 10th Edition*

Author: Lee A. Jacobus

Publisher: Macmillan

Recommended Text

*Pocket Style Manual, 7th Edition*

Author: Diane Hacker

Publisher: Bedford St. Martin's
Course Objectives and Outcomes:

Because ENG 170 is a General Education Course for all Carroll first year students, all sections of Writing 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 ENG 170 students should be able to do the following:

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.

As part of the work to accomplishing these goals, all sections of ENG 170 will dedicate attention to student mastery of grammar and conventions. Although learning to write is far more complex than simply writing error-free prose, one major component of becoming (and presenting yourself as) an informed and responsible writer in the academic environment is proper use of the language. Therefore, all sections of Writing Seminar will work to help students master, as well as hold them accountable for, the following grammatical issues (as voted on by the Carroll Faculty college-wide):

1. Run-ons and fragments

2. Use of apostrophe, including its/it’s and they’re/there/their

3. Agreement-- including subject-verb and pronoun-noun

4. Tense consistency, both throughout essay and within sentences

5. Comma Usage—especially splices

6. Modifiers-- including misplaced, dangling, adverbs, etc
Measuring Student Achievement

Student achievement of the stated goals and learning outcomes will be determined by quizzes (brief written responses) based on readings, graded essays, required individual conferences, class attendance and a final exam. The quiz grades will be averaged together and carry the weight of one essay. Each graded essay will have equal weight. The final exam has the weight of one essay. (See “grade calculation” below.) At the end of the semester, each student will submit a portfolio of his/her collected essays; two of the previously graded essays may be revised again and resubmitted in the portfolio to hopefully achieve a higher grade. Portfolio grades will be the course essay grades used to calculate the final course grade.

Grade Calculation

Because writing is more individual art than objective science, I do not grade writing mathematically. I will justify the grade given to an essay through written comments; if you feel the grade is unfair, I’d be happy to discuss it with you, though I won’t necessarily change my mind. Quizzes, essays and the final exam essay will receive standard letter grades: A,B,C,D, F. The letter grades will correspond to the numbers 4, 3, 2, 1, 0 to calculate the final grade. To receive a final grade of A, for example, the final average must be 3.85 or higher. A grade of 3.25 through 3.84 will be listed as A/B, etc.

Attendance, Late Assignments, Missed Quizzes, Mandatory Conferences, Food & Drink

Attendance: Attendance at each class is required. You may think that being present at a writing class is not crucial, since most of the writing you will be doing won't be occurring in class. I can assure you that being here will be very helpful to your success in this course. Why waste your money and time? Not only will we be discussing how to write well and looking closely at the work of great writers of nonfiction, we will also as a group be reading and discussing the work of each student, trying to be helpful and involved by sharing the solitary activity of writing. But because we all experience unforeseen events, if you become seriously ill, have a family emergency, etc., please let me know before class. If absences become chronic, I will speak with you about consequences.

Late Papers: First and final drafts of essays (printed and brought to class) are due on the date assigned. If there is an extraordinary problem getting the printed essay to me on the day it is due, please let me know and I will give you instructions for submitting it to me. Please do not make this a habit.

Missed reading quizzes will have to be made up during my office hours or immediately after class.
Mandatory Conferences: All students are required to attend two mandatory individual meetings with me to discuss progress and problems relating to your writing. Class time will be set aside for these short discussions: 10-15 minutes each.

Food and Drink: No food, please. Drinks are fine. No alcoholic beverages, of course.

Essay Requirements

You will be asked to write five essays of various types over the course of the semester. The length of each essay will vary by assignment, but the total of final draft, graded pages will be about 20. Essays will be composed in two drafts, first and final. I will edit and comment upon first drafts, and grade, edit and comment upon final drafts. All essay drafts must be typed, one-sided, single-spaced, and the font used no larger than 12. Page margins should be one inch.

*** ENG170 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 essay, which will be assigned last. Students are required to upload it to their X drive before the end of the semester.

Statement of 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).

Statement regarding accommodation for disabilities: 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 262-5247335 or contacting her via email at mbledsoe@carrollu.edu.

Statement of due notification/Academic integrity:

The Carroll University Academic Integrity Policy is located in your student handbook (https://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.
Course Summary

9/7: Introduction, in-class writing and reading aloud, discussion. Assign reading in A World of Ideas: Read "To the Student"; Evaluating Ideas: An Introduction to Critical Reading, pages 1-10, and Writing About Ideas, pages 11-27.

9/12: Discussion of reading with focus on the thesis statement. Discuss forms of rhetorical strategies and the textbook’s sample essay. Read parts of the Tao-te Ching and choose one section to write a thesis statement/introduction about. First write a “summary” statement and then an “analysis” statement. Read aloud and discuss.

Reading: Writing Well (WW): Introduction, pages 1-16. World of Ideas (WOI), pages 50-54; 70-97; 116-121.

9/14: Discuss WOI reading in terms of ideas and rhetorical strategies. In-class writing based on Exercise 2, page 19 in WW. Share with class and discuss.

Reading: WW, pages 46-72. WOI, pages 124-137, Emerson; 159-169, Arendt; 171-185, Bhutto.

9/19: Discuss the reading “Writing a Draft” and other essays on “Government.” In-class writing: prepare a quick thesis statement/introduction on some aspect of government/governing making use of “development by definition.”

Assign first draft of “Government” essay.

*9/21: First draft of “Government” essay due. Read essays aloud and write down questions/comments for each reader. Share comments and discuss. Essays collected.


9/26: First drafts returned. Discuss reading and exercises. Take a little grammar quiz. In-class writing of various sorts of excellent sentences.

Reading: WOI, “Culture” pages 190-233, Wollstonecraft, Riis, Woolf.
#9/28: **Final draft of “Government” essay due.** Collect essays. Discuss “Culture” reading in terms of ideas, rhetorical strategies and style, mechanics.

Reading: WW, pages 147-172. WOI, pages 236-268, Mead & King.

10/3: Discuss reading. Complete exercises 1 & 2 on pages 152-153 in WW. Share and discuss.


10/5: Discuss reading in terms of ideas and rhetoric and paragraph development. In-class writing: write and share some creative introductory paragraphs on random subjects.

*10/10: **First draft of “Culture” essay due.** Read drafts aloud and compose questions/comments for each reader. Share them.

10/12: **Mandatory Individual Conferences (no class): 5:00pm through 8:00pm** First drafts will be returned and discussed.

10/17: **Fall Break (No class)**


#10/19: **Final draft of “Culture” essay due.** Discuss reading and review answers to exercises. In-class writing: compose paragraphs using various rhetorical strategies.

Reading: WOI, Commence reading “Wealth”, pages 320-324; pages 335-373, Adam Smith & Marx.

10/24: Discuss reading. In-class writing: answer questions on page 324 of WOI.

10/26: Discuss reading. In-class writing: make a reasonably persuasive argument about whether or not (and if so, how) we (as a nation, society, or community) should help impoverished Americans.

*10/31: First draft of “Wealth” essay due. Read drafts aloud and prepare questions/comments for each reader.

Reading: WOI, pages 422-451, Reich & Fukuyama. WW, pages 228-239.

11/2: Discuss reading of essays and more about arguing effectively. In-class writing: considering the opposition and avoiding logical fallacies.

Reading: WW, pages 239-246, the story of Jerome and his essay.

#11/7: Final draft of “Wealth” essay due. Discuss reading. In-class writing exercises and group debates.

Read: WOI, pages 576-604, Plato & Bacon.

11/9: Discuss reading. In-class writing and sharing.


11/14: Discuss reading. In-class writing exercises.

Reading: WOI, pages 641-654, Kaku; pages 670-680, Randall.

*11/16: First draft of “Science” essay due. Share drafts aloud and compose comments/questions for each reader.
11/21: Mandatory Individual Conferences, 5:00-8:00pm (no class) First drafts returned and discussed.


11/23: Thanksgiving Break (No class)

#11/28: Final draft of “Science” essay due. Discuss reading and the research essay. In-class research writing exercises and sharing.

Read: WOI, pages 684-718, Aristotle (again) & Hsun Tzu.

11/30: Library Day (research)

*12/5: First draft of “Ethics” research essay due. Discuss reading, share drafts & discuss.

Reading: WOI, pages 720-755, Thoreau & Douglass.

12/7: Discuss reading. In-class writing & sharing.

Reading: WOI, pages 757-782, Murdoch & Gilligan; pages 801-814, Appiah.

#12/12: Final draft of “Ethics” research essay due. Discuss reading and final exam essay. In-class writing: what have you learned? Share.

12/14: Final Exam Essay (Ethics essay returned.) Farewell.