English 170 (Section P) - Writing Seminar –Spring 2017

Class Meeting Days and Times: Tue, Thu 2-3:50 pm  
Class Meeting Place: MacAllister Hall, 108  
Instructor: Dr. Paul Gagliardi  
Email: pgagliar@carrollu.edu  
Office: Coffee Shop Area of the Library  
Office Hours: Tue, Thu 11:00am to 12:00pm

Course Intent:  
To help you understand writing as a process and develop an effective process of your own through work in planning, drafting, revising, and editing your writing  
To help you develop effective skills for interpreting and evaluating a variety of texts and use those texts to create, develop, and support ideas of your own in your writing

Course Goals /Student Outcomes:  
By the end of 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

Course Materials /Textbooks:  
We will not have a required textbook this semester. However, all readings will either be PDF files or available via web resources. You are expected to bring paper copies of these readings to class. While not required, I do recommend picking up a copy of Hacker’s Rules for Writers (any edition) as a handy guide on grammar and writing that will be helpful for all your classes.

Student Expectations:  
You are responsible for your own actions, attendance, attitude, timeliness, homework, non-use of technology, etc. All assignments (homework, essays, readings) will be discussed in class. All assignment sheets will be posted on our class’ E-Learning page.

I expect that you will be courteous and respectful of your classmates. I want to make the class an open forum for ideas and your own voices. That being said, there will be times when you disagree with your fellow students (I’ve never taught a class where everyone agreed with everyone else). Everyone in this class is allowed to have his / her ideas expressed, and you must be respectful of his / her right to do so --- and vice versa. In turn, no talking while someone else is talking; courtesy is synonymous with respect in my book.

No texting in class; while I have no problem with having your phone on for emergency purposes, please keep your phone on silent or vibrate. If you need to make or take a call, please excuse yourself and take it outside. You are allowed to bring your laptop to class, but you may not use Facebook, Twitter, use chat messenger, check your email, play games, or use your computer for anything not related to class; if caught violating these policies, I’ll ask you to leave class and mark you absent for the day.

Attendance:
After the equivalent of one week of absence, a student’s grade will be adversely affected. The equivalent of two weeks of absence may result in failure of the course or being asked to withdraw.

I will have you sign an attendance sheet at the beginning of each class. If you are late, you will be marked as such on our E-Learning attendance application. If you need to miss class, please inform me via email of your absence before class if possible. While I will mark notified absences as “excused” on E-Learning, excused absences still count toward your allotment of absences per term.

Conferences will be held at least twice a semester. A conference is considered to be part of our class time and attendance to your assigned conference time is mandatory; missing a conference is the same as missing a regular class session.

**Grading:** Your final grade in this course will be determined by the following scale:

10% Persuasive Essay  
10% Synthesis Essay  
10% Research Proposal / Bibliography  
10% Argumentative Essay  
10% Presentation  
20% Final Argumentative Research Essay  
15% Final Portfolio (journal entries, revised essay, cover letter, presentation reflection)  
15% Class Participation (including group and individual work)

Final Grade Configuration (in percentages):

A = 95 to 100  
AB = 90 to 94.99  
B = 85 to 89.99  
BC = 80 to 84.99  
C = 70 to 79.99  
D = 60 to 69.99  
F = 0 to 59.99

**Each essay must be turned in on its respective due date. Any late work that was not granted an extension will be docked one-full letter grade. All essays must be typed in 12-size Times New Roman font. Each essay must be double-spaced with one-inch margins. Any essays not meeting these requirements will be returned to the student. These essays will be returned within the accepted format and considered late.

**You may revise one graded essay you like (aside from the Final Argumentative Essay) provided that you earned less than an AB and re-submit the essay no later than a week after my handing it back to you. The revised grade will then replace the original grade. But there is no guarantee a revised essay will be receive a higher grade than the original essay.**

**Grammar problems in essays:** The following six areas have been identified by professors university-wide as students’ chronic errors in grammar and mechanics:

- Run-ons and fragments
- Use of apostrophe, including its/it’s and there/they’re/their
- Agreement, including subject-verb and pronoun-noun
- Tense consistency, throughout the essay and within sentences
- Comma usage and semicolons
Modifiers—misplaced, dangling, adverbs, etc.

We will call errors in this list “major errors.” Every section of English 170 will discuss these major errors, how to recognize them, and how to fix them. You are expected to minimize these errors. If your major errors exceed a given quota for an essay, your essay grade will decrease by 0.5.

***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 final research argumentative essay. Students are required to upload it to their X Drive (labeled "Signature Assignments") by the end of term.

**Statement on Academic Integrity:** The Carroll Univ. Academic Integrity Policy is located here: https://my.carrollu.edu/ICS/Departments/Student_Affairs. I strongly encourage you to become familiar with it for if you violate 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 any questions about appropriate citations, don’t hesitate to ask me.

**Writing Center:** The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. To schedule an appointment, use LC Online, which is accessible through the student portal or by visiting our webpage: http://www.carrollu.edu/learningcommons/writingcenter.asp. From brainstorming to citation, Writing Assistants can help you with any stage of the writing process. Appointments are thirty minutes long, and are free to all students.

**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. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

**Disclaimer:** 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:** Subject to change based on class progress and the professional judgment of the instructor.

**January 24:** Course Overview and Introductions; Journal Entry One (In-Class); Overview of Persuasive Essay
  *For next class:* read assigned essay and write Journal Entry 2

**January 26:** Argument as Inquiry; Critiquing Arguments; Journal Entry 3

**January 31:** Drafting / Workshopping
  *For next class:* bring draft of Persuasive Essay to class

**February 2:** Peer Editing
  *For next class:* conferences; bring Journal Entry 4 (Research Proposal) and Persuasive Essay to conference

**February 7:** Persuasive Essay Due; Conferences
  *For next class:* read essays on E-Learning and write Journal Entry 5
February 9: Conferences outside of class; Using Logos Pathos, Ethos, Kairos, and evidence; viewing of Oliver on NCAA sports; overview of Essay Analysis

February 14: Library session; Group Work
For next class: respond to prompt (Journal Entry 6) on E-Learning (Logical Fallacies)

February 16: Logical Fallacies / Social Media Presentations
For next class: read essays on E-Learning; write Journal Entry 7

February 21: Overview of Synthesis Analysis / episode of Parts Unknown – Journal Entry 8

February 23: Examine and integrating sources

February 28: Moral and Ethical Arguments; Journal Entry 9
For next class: read assigned essays on E-Learning

March 2: Group Work; writing summaries

March 7: Writing workshop; Peer editing

March 9: Synthesis Essay due / conferences (I’ll also have conference times available on March 8).
For next class: Research Proposal is due

March 14 and 16: No Class for Spring Break

March 21: Research Proposal Due: Overview of Argumentative Essay / mini-conferences
For next class: read assigned essays from Vox

March 23: Research and Bibliography overview - library work
For next class: Bibliography due; read selected essays

March 28: Bibliography Due / Planning Arguments / Proposals, Journal Entry 10
For next class: read selected student essays

March 31: Writing Workshop: Intros / Conclusions

April 4: Grammar Punctuation Review; Peer Editing
For next class: Argumentative Essay due

April 6: Argumentative Essay Due Conferences

April 11: Conferences

April 13: Portfolio and Presentation Overview / Final Essay Overview

April 18: TBD

April 20: Presentations
April 25: Presentations

April 27: Presentations

May 2: Presentations / Class Wrap-Up

Tuesday, May 9 (2:00 pm): Portfolio (with Final Argumentative Essay) Due
**Essay Grading Criteria**

**Characteristics of an A paper:**
- Discusses an interesting problem/idea in an engaging and insightful manner—demonstrates superior thought and knowledge
- Detailed, thorough understanding of topic
- Efficient and effective organization
- Excellent diction, word choice, and style
- Expertly sensitive to the needs and expectations of a particular audience
- No major grammatical errors; few or no minor grammatical errors

**Characteristics of a B paper:**
- Discusses an interesting problem/idea in an interesting manner—demonstrates solid thought and knowledge
- Solid understanding of topic
- Organization is well-suited for topic
- Very good diction, word choice, and style—few awkward words or phrases
- Appropriate to needs and expectations of a particular audience
- Few grammatical errors

**Characteristics of a C paper**
- Discusses a problem/idea in an acceptable manner—demonstrates average thought and knowledge
- Average understanding of topic; elaboration of topic may be unclear
- Organization is acceptable
- Style and diction are inconsistent, sometimes awkward
- Intended audience may be unclear
- Some grammatical errors

**Characteristics of a D paper**
- Discusses a problem/idea in a marginally acceptable manner—demonstrates incomplete thought and knowledge
- Below average understanding of topic; topic discussion is unclear
- Organization rambles, is disjointed, or is confusing
- Awkward writing style
- Audience of essay is unclear
- Many grammatical errors

**Characteristics of an F paper**
- Discusses a problem/idea in a superficial manner—demonstrates little thought and knowledge
- Demonstrates more general deficiencies than those of a D paper
- Paper is plagiarized in part or as a whole