

Bev Neiderman Syllabus

ENGLISH 11002 – College Writing I - Spring 2007

19054 001	11002 S	7:45 - 8:35	MWF	214 Satterfield Hall
MWF				
19055 002	11002 S	8:50 - 9:40	MWF	214 Satterfield Hall
notice)				
19258 023	21011	9:55 - 10:45	MWF	213 Satterfield Hall
1745				
12692 007	30063	12:05 - 12:55	MWF	312 Satterfield Hall
2676				
12694 009	30063	1:10 - 2:00	MWF	312 Satterfield Hall

Bev Neiderman
Office 205F Satterfield
Hours: 11:00 to 12:00

or appt (24 hour

Office Phone: 672-

English Office: 672-

e-mail:

TEXT AND MATERIALS

Writing and Community Action. Thomas Deans. 2003 (WCA)

The Kite Runner. Khaled Hosseini. 2003 (KR) – shrink-wrapped with:

What Every Student Should Know about . . . Avoiding Plagiarism, Linda Stern. 2007 (AP) (pamphlet)

Real Visual: A Guide to Analyzing and Composing with Image, Daniel Anderson, et al. 2006 (RV) (CD)

The Everyday Writer. Andrea A. Lunsford. 2005 (EW)

My Writing Lab. Sentence Program provided free to you from the Publisher – will be distributed in class

Guide to College English, Kent State University English Dept. Student Guidebook (Guide)

Microsoft Office, including Microsoft Word for all work

virus-free jump or flash drive, blue or black pen, white-out, highlighter, 8 x 11 manila folder for portfolio due at end of semester

WebCT Vista will be used as a communication device for this course. Activate your account this week. Handouts, assignments, discussions, etc. can be found in your course WebCT. Most handouts will be distributed this way rather than in class, so be sure to bring the correct materials to class when requested. Refer to it daily for announcements, handouts, and information.

COURSE DESCRIPTION

This course is designed to provide you with a continuation of practice in the process of college writing, sentence structure, and correct written expression to prepare you for the required English II course. You will be given instructions on focus, development, and organization in responding and reacting to readings from a text and research that you will complete for your papers. The two main papers will be revised and added to an out-of-class reflective essay and all will be placed in a portfolio to be turned in at the end of the semester. One novel and various multi-modal projects will also be assigned. These evaluations, along with meeting class requirements such as attendance and writing center appointments, will determine your grade.

COURSE REQUIREMENTS

- 3 papers which demonstrate an understanding of and competence in MLA format and display critical thinking about issues of:
- public writing
- 1 assignment on *The Kite Runner*
- 1 out-of-class class reflective paper
- homework assignments, quizzes as needed, journal as assigned
- required writing lab tutor sessions -- see p. 33 in *Guide* – 672-1787 – writing@kent.edu
- at least one required conference to discuss your revisions and final portfolio
- a portfolio containing the above work (details to follow) to be turned in at the end of the semester

PORTFOLIO

Your final portfolio is due during the last week of classes (week 15). Details will follow.

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NOTEBOOK

This 3-ring binder will contain ALL stages of your work. All pages should be **labeled** and **organized** clearly to identify the assignment. This notebook will be collected and evaluated as part of your grade. It will be kept in my office and can be returned to you at the end of the next semester.

ESSAYS Use **MLA** format for organizing your papers

ALL ASSIGNMENTS: **Name, instructor's name, course and section number, date** (day month year) at **TOP LEFT** of first page. **Last name and page number** flush right on all pages after the first page; **email address at top right of first page. Identify each assignment** (for example, text pages if applicable or sentence pattern) or **title each paper** centered at the top of the page; adequate **margins** – 1 -1 ½ inches at left, right, top, and bottom of ALL pages; use only **ONE side** of the paper

OUT OF CLASS: TYPE on 8 x 11 paper -- computers - see p. 37 in *Guide*

double space; use **size 12 Times New Roman** font only; proofread and make corrections neatly
NO SPIRAL NOTEBOOK PAPER for handwritten assignments

CLASS PARTICIPATION

Much of our class time will be spent in discussion. Plan to attend class prepared; have the assigned readings completed and understood so that you can participate in the class. Also have the completed writing assignment ready at the start of class because this could be the focus of the lesson for that day. This is important not only to your grade but also to your understanding of the material and how it is relevant to the study of writing.

GRADING

(see p, 28 Guide)

Individual essay grades may be withheld until after the midterm in order to allow each student a chance to understand and practice the skills covered in the class. You will, however, be constantly informed of the progress that you are making in these skills and be given direction for ways to improve your weaknesses. Daily assignments concerning sentence structure, assigned readings, and writing will be checked when due. Some will be graded and recorded, whereas others will just receive comments. Regardless of whether the grade is recorded, all assignments must be completed.

Attendance in class and the writing center is required and will be factored into your grade. Conferences are desirable to inform you of your progress and to help you with your weaknesses. See me during my office hours.

WRITING CENTER SESSIONS

Your writing center requirements are noted on the syllabus. Make an appointment for your tutoring sessions early--a week in advance is suggested--because the center gets very busy, and this will **not** be an acceptable excuse for missing your session. I will not accept your paper unless you have attended the center.

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Be prepared for class--the following is a very general outline of the due dates and some of the readings and assignments we will complete this semester. This will remain flexible to accommodate our work together. I will keep you posted on the particular assignments as each week approaches. Refer to WebCT Vista daily for updates and announcements. Specific assignments and due dates will also be posted.

MyWritingLab details below are tentative; I will post new information and adjust due-dates as I receive updated notices from the publishers.

Bring RV CD to class on the weeks noted below. Bring AP booklet and *Everyday Writer* text every day as we will refer to it regularly.

If you miss a class--IT IS **YOUR** RESPONSIBILITY TO GET THE NOTES AND ASSIGNMENTS AND ARRIVE TO THE NEXT CLASS WITH THE COMPLETED WORK.

week 1 INTRODUCTION - GETTING STARTED

1-17 day 1 – Martin Luther King Day – no class

day 2 – course requirements

Assign: Review WCA chapter 1 on the writing process

Review RV CD How To sections 1 and 2, “Finding and Using Images” and “Editing and Manipulating an Image”

Minimum 2 page typed freewrite on *The Kite Runner* – see guidelines on Vista

register in **MyWritingLab**

day 3 – Brochure document design OR introduce concept of public writing and community and discuss our varied definitions; journal assignments; **freewriting**; writing about the community; SASE and critical reading and thinking –

Assign: Using your family and the holiday on Monday as a base, write a 2-3 page typed freewrite about your family community and how you realized its significance during a family tradition of your choice (**do not use such holidays as Christmas, Thanksgiving, Easter, birthdays, July 4.**) Instead, focus on a family tradition unique to your family community)

week 2 Paper 4 – Persuasive Charity Paper and Brochure

1-22 **PAPER 4 topic: Persuasive Charity Paper and Brochure**

day 1 – Explain assignment and the individual and collaborative aspects of it.

Assign: read Chapter 6, pp. 253-272

RV CD How To sections 6 and 7, “Making an Informational Graphic” and “Making a Brochure”

day 2 – Brochure document design if not completed yet

Review punctuation of titles in EW; Discuss ideas, direction, and connection of criteria for paper 4

Assign: read Chapter 7, pp.273-338; freewrite: type a list of 8 to 10 charities or non-profit organizations which interest you. Go to 5 of their websites and find an event again which interests you. Place the url information on a separate document to use later on for the Works Cited page. Choose 1 event from 2 organizations and type a description of the event in one paragraph and why it interests

day 3 - **Minimum 2 page typed *The Kite Runner* response 1 due**

Diagnostic **MyWritingLab** due (complete online; grades will be automatically sent to me)

Discuss topics for paper 4

Explain **MyWritingLab** assignment.

Collaborative work day

Assign: topic for paper 4 due; Typed 2-3 page freewrite on charity of your choice****

week 3 Paper 4

1-29 day 1 – Make appointment for week 4’s writing center visit to work on paper # 1 -- 672-1787 -- room 318

Satterfield -- session must be completed by class time on 2-8

Review focus, getting started, audience, choosing a topic

Discuss WCA p. 21 and the purpose of an essay

discuss WCA p. 60 rhetorical issues of a personal essay

Assign: 2-3 page typed focus freewrite for Paper 4

day 2 - Discuss focus freewrites in groups.

Review introductions and thesis statements using student samples, if time

Assign: Introduction which sets up paper and thesis

day 3 - **Minimum 2 page typed *The Kite Runner* response 2 due**

MyWritingLab assignment 1 (log and rules) due

Collaborative work day

Assign: Paragraph **review** -- attempt a new freewriting after viewing sections on the Writing Process in *EW*

week 4 Paper 4 – Make sure to complete your writing center session before class on Wednesday this week

2-5 day 1 – **Review:** Development and coherent paragraphs: **RENNS, topic sentences, and transitions**

Assign: rewrite body to include topic sentences and transitions

day 2 – Continue developing **body paragraphs** – See EW

Review organization of information and conclusions

Assign: Continue to revise body paragraphs and add conclusion, especially after writing center visit

day 3 – **Minimum 2 page typed *The Kite Runner* response 3** due

MyWritingLab assignment 2 (log and rules) due

Revision

Collaborative work day

Assign: rewrite to include conclusion paragraph; first rough draft

week 5 Paper 4 – Make sure to complete your writing center session before class on Wednesday this week

2-12 day 1 -- Workshop on first rough draft

Assign: final rough draft

day 2 – Peer edit in class - bring a **TYPED FINAL ROUGH DRAFT** to class

Assign: improve paper after peer edit; final rough draft

day 3 – **Minimum 2 page typed *The Kite Runner* response 4** due

MyWritingLab assignment 3 (log and rules) due

Collaborative work day

week 6 Paper 4 and 5 -- Make sure to complete your writing center session before class on Wednesday this week

2-19 day 1- Proofreading session

Assign: Paper 1 due 2-21 – no late papers accepted

day 2 – **Paper 4 due 2-21 – no late papers accepted PAPER 4 due 2-21**

PAPER 5 topic: *The Kite Runner explained* no late papers accepted

day 3 - **Minimum 2 page typed *The Kite Runner* response 5** due

RV CD How To section 3, "Integrating Visuals into Written Texts"

MyWritingLab assignment 4 (log and rules) due

Collaborative work day

week 7 Paper 5 - Make sure to complete your writing center session before class on Wednesday this week

2-26 day 1 – Bring research to class; discussion of topic choices

Assign: freewrite on paper 5

day 2 - discussion of freewrites

Assign: focus freewrite on paper 5

day 3 – **MyWritingLab** assignment 5 (log and rules) due

Collaborative work day

week 8 Paper 5 - Make sure to complete your writing center session before class on Wednesday this week

3-5 day 1 – **Class is cancelled Monday, 3-5. Assignment to be announced.**

day 2 – peer edit for final rough draft

day 3 -- **MyWritingLab** assignment 6 (log and rules) due

Proofreading session for paper 5

Collaborative work day

week 9 Paper 5 and 6 - Make sure to complete your writing center session before class on Wednesday this week

3-12 day 1 – **Paper 5 — *The Kite Runner* paper due – no late papers accepted PAPER 5 due 3-12**

PAPER 6 topic: Oral History, Scrapbook, and Presentation no late papers accepted

Explain assignment and the individual and collaborative aspects of it.

Assign: read WCA Chapter 9, pp. 396-424

day 2 – Discuss paper 2

Assign: Choose a person to be the focus of your oral history

Set up an interview with your person

day 3 – **MyWritingLab** assignment 7 (log and rules) due

Assign: Research the event of note

2 – 3 page freewrite to introduce your person, event, and focus in a proposal (see beginning of chapter 9)

week 10 Paper 6 - Make sure to complete your writing center session before class on Wednesday this week

3-19 day 1 – Discussion of appropriate focus for this assignment

Explanation of oral history paper and how to interview

Make an appointment to interview your person

Interviews must be completed by 4-9

Day 2 – workshop -- guest lecturer?

Day 3 – workshop

Spring Break – no classes from March 26 through March 30. Classes resume 4-2.

week 11 Paper 6 - Make sure to complete your writing center session before class on Wednesday this week

4-2 day 1 – RV CD How To sections 4, 5, and 8, "Using Visuals in a Presentation (PowerPoint)," "Making a Collage," and Making a Photoessay"

Continue with paper 6

day 2 – Continue with paper 6

day 3 – **MyWritingLab** assignment 8 (log and rules) due

Collaborative work day

week 12 Paper 6 - Make sure to complete your writing center session before class on Wednesday this week

4-9 day 1 – Continue with paper 6

day 2 – Continue with paper 6

day 3 – Continue with paper 6

week 13 Paper 6 and 7- Make sure to complete your writing center session before class on Wednesday this week

4-16 day 1 – **MyWritingLab Final Paper** due today (no late papers accepted)

day 2 – Continue with paper 6

day 3 – Continue with paper 6

Assign: read WCA chapter 10 on Reflective Writing

week 14 Paper 6 and 7 and Portfolio Workshop sessions – be prepared with drafts and questions

4-23 day 1 - Workshop sessions to revise two papers for the portfolio

Workshop sessions to complete paper 6 and 7

day 2 - Continue workshops

day 3 – Paper 6 is due; final workshop on portfolio contents and presentation **PAPER 6 due 4-27 no late papers accepted**

week 15 **Presentations** – you must attend class for these presentations.

4-30 day 1 - Portfolio Due – no late portfolios will be accepted **Final Portfolio due 4-30**

Specifics will follow, but generally, the final portfolio will include: **no late papers accepted**

1 Reflective Essay of 2-3 typed pages

1 Oral History Paper

2 Revised Papers of Papers 1 and 2 (clearly marked as revisions)

2 Original Graded Papers for the Revisions

A schedule will be posted with times and order of presenters at a later date.

FINAL EXAM: There is no final exam for this course.

This syllabus will remain flexible in order to best meet student needs. You will be notified of any changes and other specific due dates and topics for each of the papers and daily assignments that are due. Anyone concerned about his grade or portfolio may schedule an appointment to meet with me during the semester.

Portfolios can be picked up at my office during the first week of the fall semester. You may want to call or check my office hours to be sure that I will be available to return your work to you, but my hours will also be posted on my door. If this arrangement is not possible for you, let me know and I will try to arrange another. Any portfolios not picked up by midterms week of the fall 2007 semester will be discarded.

11002 – 001 and 002 MyWritingLab Session Logs – **Bev Neiderman – Kent State University**

You will be using a grammar/sentence structure software program which can be accessed from any computer once you are registered. You will need to enroll in the MyWritingLab course and will follow exercises and prompts as directed by your diagnostic assessment. This is a self-directed course which means that I will not be teaching this information, but you may ask me questions about the material. The material is a review of the sentence rules we covered in the first half of this stretch course, and new ones for you to use in this new semester. You will be responsible for knowing and using correctly the variety of sentences that you will study in this course.

This week, we will **log onto the MyWritingLab system** and you will **enroll as a student**. Over the weekend, please **complete the Diagnostic Test**. Follow the prompts given on the screen to get into the program. If you encounter any other problems, email me right away and I will see how to resolve the problem.

You will be asked to complete two sections, **RECALL AND APPLY**, for each of the assigned parts. You will be given one week to complete a section. Work must be completed by **Friday** of each week. Read the **help section first** and watch the **WATCH video section** for explanations to the rules that you are being taught. You will be asked to **include these rules in a rules sheet** each week. If you have questions about any of the sessions, please ask me during class time.

Begin with the **Pre-Diagnostics** section to see which areas you **MUST** complete. Any extras will be duly noted in the grade book. All students will be required to complete **8 sections** minimum for the semester, so if your diagnostic does not indicate you need to work on 8 areas, please choose 8 of the acceptable sections to work with and let me know in your final reflective piece that this was the case. Please check the sections list for the ones appropriate for this assignment and complete them in the order they are given.

In addition to working with this program, I would like you to keep a **typed log** to tell me how the program is going. Is the work easy or hard? helpful or aggravating? Better than a lecture or harder to figure out on your own? time-consuming or quicker than our regular lessons? etc. etc. etc. This will be turned in each week on Friday with the rules sheet. **Please turn in a log for the diagnostic on Friday, January 26, 2007** so that your first section will be completed by **Friday, February 2, 2007**. Each Friday starting with **February 2**, you will turn in 1) a **typed log sheet** identifying which section you completed and your comments on the recall and apply

sections; 2) a **typed list** of the rules from the WATCH program for that section; 3). I will then check my grade book for the completed computer section that you identified in your homework. (Please note that it may take 24 hours for a grade to be logged into my online grade book.) A sample log is seen below.

Name: Mrs. Neiderman

Date	Time spent	Section studied	Positive comments	Negative comments	Overall Conclusion
2-1	1 hour	1	Help section gave clear explanations	Got confused in apply section	Easier directions in apply section
2-8	30 mins	5	Got all the recall questions correct	Still do not understand what a dependent clause is	Would like a better explanation of a dependent clause

Your final assignment for MyWritingLab is a 1-2 page typed **evaluation of the program** and the work in it. Consider all the work you have completed, the presentation of the various concepts in the program, the ease of the program, and what you have learned. End this evaluation with a **thorough discussion** of how you have moved beyond the cheat sheet from last semester and learned about more complex sentences from this program and if it was better than being taught this in a lecture in class. Keep in mind the RENNS we have been working with all semester and include this variety of support in your evaluation. This will be due on **Monday, April 16, 2007** or earlier.

MyWritingLab – Appropriate Section Choices for this Requirement

You will have the following Grammar sections to choose from for your MyWritingLab requirement. I have starred the sections which you will be especially responsible for in your papers, so make sure these are at the top of your list of sections to learn about and use correctly in your writing. Please complete these sections in the order they are presented (1, 2, 3, 4, etc.)

- Subjects and verbs 1
- **Fragments 2
- **Run-ons 3
- Regular and irregular verbs 4
- Tense 5
- Subject-verb agreement 6
- **Consistent verb tense and active voice 7
- Pronoun reference 9
- Pronoun-antecedent agreement 8
- **Misplaced or dangling modifiers 13
- Commas 18
- **Semicolons, colons, dashes, & parentheses 19
- **Parallelism in the getting started section

Remember that one section is due each week starting with **February 2, 2007** and the final evaluation is due on **April 16, 2007**. Each Friday, after completing the chosen section on your computer, you should turn in the work log and the rules which apply to the section that you studied.