Prerequisites:
For high school credit:
- B grade or above in all previous high school English classes is strongly recommended
For LCC credit:
- C- or better in WR 115 OR placement via Accuplacer (minimum 76 in Reading Comprehension and 96 in Sentence Skills)

Texts:
Rules for Writers, ed., Diana Hacker
The Conscious Reader, ed. Shrodes, C., Finestone, H., and Shugrue, M.
Write for College

Course Description:
This fundamental course for all writing students introduces students to the conventions of academic writing. It emphasizes defining and developing a significant topic and using principles of clear thinking to support an assertive or argumentative thesis. Students will gain an understanding of their subject matter, audience, purpose, and point of view, and demonstrate that understanding through the organization and development of their essays. Students will learn how to analyze and evaluate other writers' work to sharpen their critical abilities as readers and writers.

The course also introduces students to skills in source analysis, documentation, and beginning research methods.

Course Outcomes: Students who satisfactorily complete this course will be able to:

A. Engage in and value a respectful and free exchange of ideas.

B. Demonstrate critical thinking and reading skills of situations or challenging college-level texts:

- Read actively and rhetorically: engage with complex ideas in order to evaluate and interpret texts;
- Evaluate, use, and synthesize sources in support of the thesis, which may include primary and secondary sources and those found in media-captured, electronic, live, and printed forms;
- Engage in the research process as part of an inquiry process.

C. Make appropriate and effective rhetorical choices during all stages of the writing process:
• Adopt a point of view, which takes into account voice, tone, and ethos, appropriate for a defined purpose and audience;
• Choose strategies of development appropriate for the purpose and audience, which may include, narration, cause/effect, description, comparison/contrast, classification, process, and definition.

D. Develop and Organize Essays:

• Develop essays through a flexible process of pre-drafting, planning, drafting, revising, and editing;
• Write at least one essay that demonstrates an understanding of the basic principles of argumentation;
• Develop support using methods that may include: adequate explanatory details, sensory and narrative detail, dialogue, examples, illustrations, reasons, analogies, and forms of evidence such as summary and synthesis of outside sources.

E. Begin to use the library and Internet resources to conduct research:

• Use a database and the Internet to locate information and evidence;
• Demonstrate an ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer's voice from that of his/her sources.

F. Effectively and correctly use accepted conventions and formatting:

• Demonstrate the ability to use Edited Standard Written English (ESWE) to address an academic audience;
• Type and format final drafts with appropriate headings, titles, spacing, margins, demonstrating an understanding of either MLA or APA citation style;
• Use the handbook or other resources for style, grammar, and citation.

Course Objectives:

• Teach essential college level writing skills that allow students to produce essays that are unified, organized, coherent, and interesting
• Develop essays that illustrate prose which contain clear and coherent paragraphs and a thesis that is unified, precise, and dynamic
• Produce essays that support the thesis through prewriting, drafting, revising, and editing both individually and within a group
• Analyze and write rhetorical modes that include description, narration, identification, comparison and contrast, definition, argumentation, and persuasion
• Emphasize a focus on effective structure (natural beginning, middle, and end), approach to various audiences, a central purpose, and an appropriate use of style
• Practice the avoidance of plagiarism
Essays (100 pts. each) will be due at the beginning of the class indicated in the syllabus OR if determined otherwise by the instructor. Each essay will be a minimum of 600 words (2 ½ pages), double-spaced and should not exceed 1200 words (5 pages). These essays should have an obvious thesis and organized paragraphs, with clear attention paid to grammar, punctuation, and the mechanics of standard academic English. Each essay must be turned in will all brainstorming, outlining, workshop comments, and the initial handwritten draft to be considered for full credit, unless explicitly changed by the instructor.

A writing workshop will be scheduled for each essay. Workshop groups will be assigned by the instructor. At each workshop, students must bring copies of the group members’ weekly essays handed out the day before, critiqued, and ready to discuss. Students will receive a scoring guide to help comment on the essays and score them. Completing the scoring guides as well as providing valuable comments to group members will be factored into the workshop grades.

The final paper (200 points) will include a concise, clear, and compelling thesis supported by at least three outside references integrated into the body paragraphs and listed on a work cited page. The final copy must be turned in with the earlier draft, comments, and scoring guides of group members.

Responses and Activities (10 points each):
Each essay unit will contain response assignments that pertain to the assigned readings. These must be printed out by the beginning of class the day they are listed on the syllabus. Responses should be typed, about ¾ to one page, double spaced in MLA format. The focus of these responses is an analysis of the reading, not a summary. By the end of the semester, the two lowest graded assignments from this will be dropped. These assignments may NOT be resubmitted for a new grade.

Group Presentations (50 points): Students will work in a group of two to three to present information and lead a class discussion during the term. Each group will be graded on the quality of the presentation and preparation (the group must meet with me during a scheduled time at least one day prior to the presentation). Each group member will be graded individually on his or her own participation and effort. More information and a grading rubric will be handed out.

Tardy Policy:
Tardies will be addressed on an individual basis. Students will be assigned a detention for the third tardy and each following tardy if they persist.

Grading Scale:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59%
Grades are based on homework, classroom assignments, quizzes, tests, and participation. Grades and/or updates will post online approximately every other week. Students and parents may request individual progress reports, but I request a **minimum two-day notice to ensure grade accuracy**.

**Attendance is critical to a student’s success.** Late assignments due to illness or family emergency will be due no more than two days from the day the student returns. Finals will not be accepted late unless there is a verifiable family emergency or documented student illness.

**Late Work Policy:**

Late or missing work may receive up to 50%, even if late essays are rewritten, only if it is turned in within one week of the due date. Students are responsible for communicating with the instructor if they anticipate being absent. If a student has an excused absence when an assignment is due, (s)he must turn it in to my box in the front office or email it to me by 3:45 p.m. on the due date, unless other arrangements have been made prior to the absence. Upon the student’s return to school, a hard copy of the assignment must be submitted for a grade.

Extended projects or essays may not receive credit when turned in late, even if the absence has been excused. Likewise, tests and quizzes may not be eligible to be made up due to an unexcused absence. Finals will not be accepted late unless there is a verifiable family emergency or documented student illness.

**Plagiarism:** is using someone else’s thoughts or ideas without proper citation. In some instances, plagiarism also includes submitting your own work from another class as new material for this class. In any form, plagiarism is a serious offense. In this class, all plagiarized work will receive zero credit without the opportunity to be made up or excused. Intentionally plagiarizing can affect a student’s ability to earn college credit despite the overall semester grade.

**Essay Resubmission Policy:** In order to resubmit an essay, the student must demonstrate a clear attempt at revision and improvement on his or her complete essay (not just where mistakes were highlighted). Essays may be resubmitted up to two times. Additional attempts may be permitted, pending instructor approval. Rewritten essay deadlines: TBD.

**Home Access / Online Grades:**

Grades will be posted online every two to three weeks. However, as papers are resubmitted and grades fluctuate, students should check in with the instructor for accurate grades. Essays are typically graded and entered one to two weeks after the due date. In an effort to prepare students for a university environment, students are encouraged to take responsibility for their own grades.
by doing their work and turning everything in on time. If necessary, students can schedule an appointment with me to discuss their grade before falling behind.