

E122 Course Basics and Guidelines

Instructor: Christof Demont-Heinrich

Section 323, MWF, 9:05-9:55 a.m., Michener L76

Section 254, MWF, 10:10-11:00 a.m., McKee 146

Section 226, MWF, 12:20-1:10 p.m., Michener L68

Office: Michener L144

Office Hours: Mon. & Wed., 1:15-3:15 p.m.; Tues., 11:15 a.m.-2:15 p.m.; also by appointment

Office Phone: 351-2242

E-mail: cbh@lamar.colostate.edu (this will probably change; I'll let you know the new address)

Required Books:

Prentice-Hall Guide for College Writers, Fifth Edition, Stephen Reid.

Living Languages: Contexts for Reading and Writing, Nancy Buffington, Marvin Diogenes, Clyde Moneyhun

(Both books are available at the Book Stop at 931 16th Street in Greeley)

Materials:

--Three-ring notebook

--Several pocket folders (preferably with rings), *including one to be devoted exclusively to daily in-class and homework journal entries*

--Two high-density computer disks to be used in computer classroom

Brief Course Overview:

The purpose of E122 is to help you foster skills, strategies and techniques that will allow you to become a better, more confident writer and critical reader. To improve your writing and critical and analytical reading skills you will be exposed to a number of basic concepts: what it means to write to, and for, a variety of audiences in a number of different contexts and genres with a special emphasis on the academic arena; how to critically read, analyze and then summarize and respond to the ideas and arguments of other authors; how to integrate *several* viewpoints, including your own, into a critical analysis essay; and, finally, how to present a persuasive argument via the written word. I will employ a variety of techniques to help you improve your writing, reading and critical/analytical thinking skills, including daily in-class writing sessions, in-class workshops, class discussions on assigned essays, group work, and a journal.

Grading Breakdown:

Personal Discourse Narrative = 10%**

Summary Response Essay = 15%*

Synthesis Response Essay = 25%*

Arguing Essay Brief = 5%

Arguing Essay = 25%

In-class and Homework Journal = 10%

Participation (attendance, workshop participation, classroom participation) = 10%

Paper Revision (What the *’s and **’s mean):

Multiple revisions are one of the best ways to improve your writing; with each revision writing improves, sometimes incrementally, sometimes dramatically. You will have many opportunities to, and are strongly encouraged to, revise your essays several times **before** turning in a final draft. That is, you will have an opportunity to workshop one another’s papers before turning in a paper to me. However, to allow you even more opportunity for revision and feedback, and as a way to help you view writing as an ongoing process, **I will require a revision of your first paper (the one with two stars after it)**, the Personal Discourse Narrative. On the Personal Discourse Narrative, you’ll have an opportunity to workshop one another’s papers and revise it based on feedback from your peers. Then, you’ll turn in a **final draft** to me. I will then return the final draft to you and, based on my feedback (you may wish to come conference with me about your revision plan), you’ll revise your essay one more time and turn in a **revised final draft**. *I will then average the two marks together for your final grade for the paper.* So, for example, if you receive a 70 (I use a 100-point rubric to evaluate each paper) on the **final draft** of your Personal Discourse Narrative and a 90 on the **revised final draft**, you will earn an 80, or a B, as your overall grade on this paper.

If you fail to turn in a revised final draft for the first paper, your overall grade for the paper will be based on the average of your final draft mark and an F (a 55) on the revised final draft. Yikes! Do that revised final draft, even if you earn an A on the final draft (yes, even A papers can be improved ☺)!

You will have the option to revise both the Summary Response Essay AND the Synthesis Response Essay, those with one star after them. (The Arguing Essay comes too late in the semester to allow for revision, hence the brief that helps set you up for the assignment). Again, the first mark you earn on the **final draft** will be averaged with your **revised final draft** to form your overall grade. *You are strongly encouraged to come speak to me about a revision plan before revising a paper.* You will have 7 to 10 days (maximum!) from the day you get your paper back from me to come speak with me and submit a revised final draft. You must let me know beforehand if you are going to revise your essay.

Do not assume that simply “following” my comments on a revision will result in an “automatic” A. I cannot comment in detail on every single difficulty you are experiencing in a paper. In fact, it is often overwhelming to you, the student, if I “snow” you with too many comments. Also, there is a processing and action equation involved. That is, I may advise you to do something that you have difficulty following through on. A helpful analogy: an accomplished basketball player might instruct me on how she drives successfully to the basket. However, I’ll need to practice her suggested moves again and again before I am able to execute them successfully.

Attendance/Classroom Policies:

*Maximum of four absences. After four absences each day missed will drop your participation grade by a FULL letter grade (this IS a significant reduction). Athletes and other students involved in university sanctioned extracurricular activities must let the instructor know of anticipated absences far ahead of time.

*You are expected to make every effort to get to class on time and are expected to remain for the *full* 50-minute period. Students who are excessively and consistently late (more than 5 minutes) and/or whose late entrances are disruptive both to the instructor and fellow students risk a significant reduction in their participation grade.

*Rude or abusive behavior such as talking excessively while the instructor or fellow students are addressing the class and/or personal verbal attacks on another student, groups of students, or the instructor will not be tolerated.

* No food or drink allowed in the computer classroom.

* Students may not use class time for computer activities such as sending personal e-mail or surfing the Net.

Deadlines:

In the working world deadlines stand. So too in my classroom. Students who turn an assignment in a day after the class in which it is due will receive no higher than a C. Papers **WILL NOT** be accepted more than 24 hours after deadline. In extenuating circumstances, the policy may be altered. However, students must contact the instructor **WELL BEFORE** the due date to discuss alternative options.

Workshops:

Multiple class periods will be devoted to peer workshopping sessions. *It is important not only that everyone be present for these workshops but that all of you show up with three typed drafts of your essay.* If you fail to show up or show up in class without a workshop draft of a paper, not only will you lose out on a chance to receive useful feedback from your fellow classmates, *you will also be penalized one-half letter grade on your participation grade (remember, class participation is worth 10% of your overall semester grade) for each and every workshop session you miss and/or for each and every session for which you fail to show up with three typed workshop drafts.*

Plagiarism:

In an academic writing context such as UNC writers **must** give formal credit to others when pulling ideas, statistics, facts, direct quotes, etc. It's really quite simple: if you get information from another writer or source, cite that source in your work. If you're unsure about what is, and isn't plagiarism, I'd be more than happy to sit down and explain it to you on a 1-on-1 basis.

Additional goals:

*An interactive classroom. You will be asked to actively participate. Both the students and instructor benefit when every member contributes constructively to lively classroom discussions which generate a more dynamic and successful learning atmosphere.

* Writing is hard work. It's also rewarding. One of the goals of this course will be to convince you that writing, and the writing process, can be enjoyable.

