

**Course Overview:** This course teaches students to write college-level essays in response to reading and analyzing college-level texts. Students will be required to read critically and listen actively in order to enhance comprehension. Students will also be required to write a number of research-based essays in which they accurately, clearly and coherently synthesize and analyze ideas and information from a variety of sources and points of view.

**Student Learning Outcomes:** Upon completing this course, students will be able to: (1) read effectively and critically for gathering information, for meaning, for cultural understanding and enjoyment; (2) write effectively for a variety of audiences, using the conventions of standard English, a clear focus, appropriate support/evidence and logical organization; (3) argue a point and support it (in writing) using extensive evidence from outside sources; (4) collect and organize research data, using credible sources to write a convincing/persuasive document; (5) use appropriate MLA citations/works cited; (6) analyze, synthesize and evaluate information to assess the validity and usefulness of an argument.

**Required Texts:**

Frankl, Viktor E. *Man's Search for Meaning*. Boston: Beacon Press, 2006.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*, 10<sup>th</sup> anniversary edition. New York: Bantam, 2005.

Graff, Gerard and Cathy Birkenstein. *"They Say/I Say": The Moves That Matter in Academic Writing*. 2<sup>nd</sup> ed. New York: Norton, 2010.

Hacker, Diana. *A Pocket Style Manual*, 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2009.

An American English, monolingual, college-level dictionary.

A flash drive and folder to save ALL work until grades have been issued.

**Student Responsibilities:** Please bring all materials to every class and prepare all assignments in advance, including reading selections. Use computers as required and complete all assignments. To foster a productive learning environment, cell phones and similar devices must be turned off during class meetings. It is equally important to respect and listen to differing viewpoints. Be sure to hand in all work on time. Unless arrangements are made with the instructor in advance, **late assignments will not be accepted**. Assignments that are accepted may be graded down one full grade for every calendar day late. There will be no make-ups on quizzes or other in-class assignments that are collected for grading. Students are required to keep all graded work until final grades have been issued.

**Writing Lab:** I encourage students to utilize the Writing Lab, located on the first floor of the library, to get help with writing their papers. Writing tutors can help you shape your response to an assignment, but they do not proofread or edit your writing. Be sure to take your writing prompt and syllabus to all tutoring sessions. In addition, I recommend that you use on-line resources, such as <http://owl.english.purdue.edu> and Diana Hacker's web site, since they have electronic exercises to assist you.

**Participation and Evaluation:** Part of your grade will be based on your contributions to the class through writing, discussions, and group activities, as well as an overall evaluation of your skills and standing. In-class writings, exercises, and group work will be checked for coherence, development, and completeness. Such assignments will be marked according to the following scale and will count toward your total participation score:

√+ = very good (95%)    √ = sufficient (75%)    √- = inadequate (55%)

**Attendance:** Consistent attendance is mandatory, and I will take attendance daily and keep track of all absences. Arriving 10 or more minutes late or leaving 10 or more minutes early will count as tardy. 3 tardies also count as 1 absence. According to WLAC policy, you may be excluded from class if you miss more than 2 classes. If you miss the equivalent of two weeks of class for any reason you will be dropped from the course or, if it is after the last date to drop, you will not be allowed to turn in further work. Students who miss the first day of class will be dropped, as well.

**Academic Integrity:** Any work you turn in for college credit must reveal your thoughts and original writing in order to represent your current skills. When you do refer to the words and ideas of others, you must use clear and complete citation methods (such as quotation marks, author's name, and page number) to let readers know where those words and ideas originally came from. We will be learning what you need to know to avoid plagiarism during the course of our class. If it is determined that you have plagiarized your work, you will receive no points for the whole assignment in question, and if it occurs a second time, you may fail the course outright. Plagiarism is a very serious offense that could lead to expulsion from the College.

**Papers:** All out-of-class papers must be word-processed, double-spaced, in 12 pt. Times New Roman font with 1 inch margins around each page. Please use pen for all in-class papers. All work must be presented in hard copy; do not e-mail your papers unless otherwise instructed.

**Revision:** Students may revise and resubmit **one** essay (either 1, 2, 3, **or** 4) if they received a C or lower. Rewrites will be accepted for one week after grades for Essay 4 have been issued. Rewritten essays must be significantly revised and submitted with the original graded work. If the essay is not significantly improved, it will be returned without a grade change. If it is significantly improved, a new score will be averaged with the original score, but it will never be lower than the original score. Revision is not allowed on plagiarized work that has received a 0.

**Disabilities:** Students with disabilities and those who believe they may need accommodations in this class are encouraged to contact the DSP&S Office, on the first floor of the library, as soon as possible to better ensure such accommodations are implemented in a timely fashion.

### Grading

Assignment	Points	Essay 1, M Scale		Essay 2, 3 Scale		Essay 4, F Scale		Semester Scale	
Essay 1	20	A	20-18	A	30-27	A	40-36	A	200-180
Essay 2	30	B	17-16	B	26-24	B	35-32	B	179-160
Essay 3	30	C	15-14	C	23-21	C	31-28	C	159-140
Essay 4	40	D	13-12	D	20-18	D	27-24	D	139-120
Midterm (in class)	20	F	11-0	F	17-0	F	23-0	F	119-0
Final (in class)	40								
Participation/Eval	20								

### Class Schedule

Please be advised this schedule is open to alteration at any time  
 Frankl refers to *Man's Search for Meaning*; Goleman refers to *Emotional Intelligence*;  
 Hacker refers to *A Pocket Style Manual*; and Graff stands for *They Say/I Say*

Wk	Date	Due
1	8/30	Syllabus, class business, diagnostic essay, student questionnaire, class web site
2	9/6	<b>Read:</b> Frankl (Foreward – 64); Graff (Preface – Introduction); Hacker (80 – 86, 93-102) <b>Book and handout check:</b> Bring all required books and handouts (from our web site) to class
3	9/13	<b>Read:</b> Frankl (64 – 93); Graff (They Say 19 – 29); Hacker (104 – 109, 148 – 154) <b>Essay skeleton for Essay 1 due</b>
4	9/20	<b>Read:</b> Frankl (97 – 165); Graff (As He Himself Puts It 42 – 51); Hacker (71-74, 110-127) <b>Essay 1 due</b>
5	9/27	<b>Read:</b> Goleman (Introduction - Chapter 4); Graff (Yes/No/Okay, But 55 – 67); Hacker (58 – 65) <b>Essay skeleton for Essay 2 due</b>
6	10/4	<b>Read:</b> Goleman (Chapter 5 - Chapter 7); Graff (The Art of Summarizing 30 – 41, So What? Who Cares? 92 – 104); Hacker (65 – 71)
7	10/11	<b>Read:</b> Goleman (Chapter 8 - Chapter 10), Graff (As A Result 105 - 120, What's Motivating This Writer 145 – 155); Hacker (2-16) <b>Essay 2 due</b>
8	10/18	<b>Essay skeleton for Essay 3 due</b> <b>Midterm exam</b>
9	10/25	<b>Read:</b> Goleman (Chapter 11); Graff (Skeptics May Object 78 – 91, Ain't So/Not So 121 - 128)
10	11/1	<b>Read:</b> Goleman (Chapter 14); Graff (As A Result 105 - 120, But Don't Get Me Wrong 129 – 140) <b>Essay 3 due</b>
11	11/8	<b>Read:</b> Goleman (Chapter 15 – 16); Graff (What's Motivating This Writer 145 – 155) <b>Essay skeleton for Essay 4 due</b>
12	11/15	<b>Read:</b> Goleman (Appendices A and B), Graff (The Data Suggest 156 - 176, Analyze This 175 – 192)
13	11/22	<b>Read:</b> Review Hacker (232-249) <b>Essay 4 due</b>
14	11/29	<b>Thanksgiving Break – No class</b>
15	12/6	<b>Read:</b> Goleman (Chapter 12 – Chapter 13)
16	12/13	<b>Final Exam</b>