Course Description: This course prepares students for college-level writing through the creation of five different papers. In this class you will write a Narrative/Reflective essay, a Profile/Interview, an Annotated Bibliography, a Researched Essay (I-Search Paper) and a Revision (of one of the first two papers). (Each of the first four can be revised but must be re-submitted within two weeks of its return to you. Note the mandatory revision assignment at the end of the semester.) This class will use large and small group discussions of assigned homework. The majority of the class will consist of these discussions and peer-critiquing of each others’ work. Outside class work will consist of reading assigned essays, taking notes on assigned reading to prepare for discussions, and creating and revising papers generated from discussions and readings. At NO time will you ever be asked to keep a personal journal/diary for this class; however, anything you write for homework should be something you are willing to share in class. Remember that the assignments are all linked to a personal research project.

Course Goals:
--Write a thesis-driven paper which has undergone various processes of writing including prewriting, drafting, revising, and editing.
--Write clear, coherent, well-organized prose.
--Analyze academic writing.
--Compare and contrast articles and synthesize ideas.

Required Texts and Supplies:
--The Norton Field Guide to Writing, Bullock and Goggin
--The Little, Brown BRIEF Handbook, 3rd edition, by Aaron
--The (15th) anthology of student writing sold in the bookstore, (EXPRESSIONS)

Recommended Texts and Supplies:
--A current, paperback dictionary of your choice to use when reading
--loose-leaf paper for writing on in class and for turning in work
--a three-ring binder in which you can keep all your work for this class
--Library privileges which you obtain by filling out a card in the NWACC library (this is in addition to any other libraries’ cards you may have)

Attendance: As described in the NWACC College Catalog, attendance is very important in this course. Since we meet only twice a week and life often gets in the way of education, you have SIX absences in this class. After six, your grade will go down depending on the number of absences. Please keep track of your absences and check with me during office hours if you have lost track of the total. This attendance policy is for this class and should not be compared to any other. Regular Attendance is the ONLY way to do well in this class. Excessive absences will cause you to fail.

Accommodations: If you have been diagnosed with any type of Disability and wish to receive accommodations of any kind, please notify me as soon as you can. You must have a documented disability to receive accommodations and have paperwork from the disAbilities office that shows what accommodations you need.

Plagiarism: Any work turned in that is not clearly your own will result in a failing grade for that assignment and quite possibly a failing grade in the course. I will make
you re-write the paper though you will still receive an “F” for the assignment. You may also have to present your case before a review board, which consists of teachers, students and administrators. Keep all your notes and process, even if you compose everything on the computer, to be able to prove a paper is your own work. See your student handbook for more details on Plagiarism.

**Late Work:** Late Papers are best accepted by prior arrangement via e-mail, over the phone or in person. For every day that a paper is late, the grade will go down one letter grade. Please note that you MUST turn in all the essays in order to pass this class. This means that even if a paper is so late it receives an "F," you must still turn in that paper to pass the course.

**Writing Center:** Located in Buns Hall, this computer lab has networked computers with Internet access and a laser printer. The lab is open and staffed by teachers for tutorial help—not proofreading help—on Monday through Friday. (See bookmark for hours.) You can also call for help during those hours at #986-6929 or send e-mail with your paper attached as a Word Document to write-in@nwacc.edu. (Allow 48 business hours for a response to any e-mail.) The Writing Center is a place for all students to get better at writing; it is not a place just for weak writers. Everyone can benefit from a tutor’s help. You can get help for any writing assignment for any class here.

**Process-Oriented Approach to Writing:** It is very important to learn an effective, consistent approach to any writing task, so the emphasis in this course will be on working through stages of a process rather than on just the end product—the completed essay. This means that for every essay you turn in, you must be ready to show evidence of a process: notes, journal entries, outlines or other organizational steps, several drafts, peer-critiques, revisions and the final draft. (Since most of you will work on a computer, print out each significant draft on scratch paper and save the versions as separate files. You should also save your essay electronically in several forms such as 1st essay—draft 1, 1st essay—draft 2, etc. If something were to happen to one draft, then you would be able to go back to the previous version rather than have to start all over. Remember that turning in your process is not an optional part of the class.)

**Student Rights and Responsibilities:** See this section in your College Catalog. Cell phones are a big distraction. Turn them off or put them in silent/vibrate mode.

**Evaluation:** Each essay will receive a grade between 0-100. (See the next section for how I break down grades.) In order to derive this grade, I will use a rubric which will assess the important areas of writing: Content and Execution. (see diagram below)

You will have the opportunity to revise and return any written essay **within two weeks of its return to you.** (Only your Class Participation grade thus cannot be revised.) The grades of the original final draft and the revision will be averaged to obtain the grade for that assignment. For example, a “C” on an original document and a “A” on the revision would average out to a “B” for the assignment. This way, both the original effort and the revision receive equal weight.

In the middle and again at the end of the term, you will write a Self-Assessment which will tell me not only how to view your writing during the semester but also how to view your performance in every aspect of the course—quality and quantity of posts, peer critiques, process for writing papers, etc. Further directions and preparation for the Midterm and Final Self-Assessments will be provided on the instruction sheets. The best way to prepare for the Final Self-Assessment is to review all the work you have done all semester long. Re-read your notes, your papers, your returned quizzes or group notes, even the handouts for assignments and you will be ready to write the Final Self-Assessment.
The following diagram shows the three main areas of CONTENT used in my grading criteria.

**Evaluating Criteria:**

The following grade breakdown should allow you to understand your grade for each paper assignment for this course. You may also come to my office during office hours or even during my shift in the Writing Center or call me on the phone to better understand why you received the grade you received for any assignment.

**A = 90-100** An "A" paper should be virtually error-free in execution—Grammar, Mechanics, Punctuation, and Usage. The CONTENT (Seeing, Voice, and Movement) of the essay should make excellent use of detailed, illustrative examples and have a clear voice—all your own—which reflects style, tone, and language suitable to your audience—the class and me. The content should also show a good command of structure with smooth transitions from one paragraph to another and a good flow from introduction to body to conclusion; it should also develop a thesis throughout the entire piece with a good command of focus, unity, and coherence.

**B = 80-89** A "B" paper is above average work in both content and execution. Only a minimal number of errors (such as typos) is present, causing minimal interference in the readability of the essay. The content should also be above average with many of the characteristics of an "A" essay, but with only minor glitches in one of the three main areas—Seeing, Voice, or Movement.

**C = 70-79** A "C" paper is average in both content and execution. In other words, many improvements could be made in all the areas listed above, but the minimal effort required to write a good paper is clearly illustrated by the quantity and quality of the final draft.

**D = 60-69** A "D" paper is missing important elements in both content and execution. The number of errors in Grammar, Mechanics, Punctuation, and Usage is overwhelming, and the content is so unpolished as to be almost unreadable. A "D" paper is a shoddy effort which could have been saved by more process and hard work.

**F = Below 60** This is probably self-explanatory, but an "F" paper would be slapped together without any real consideration for content or execution. The process for writing the paper was probably sloppy as well: no pre-writing, no drafts, no critiques or any responses to critiques, et cetera. A paper may also fail, however, if the student completely misunderstands the assignment. Please be sure to follow the guidelines set forth in The Norton Field Guide to Writing, and ask me if you have any questions. Staying within the normal bounds of creativity will help you learn how to handle future writing situations where even less freedom will be allowed.
**Point System for the Course Grade:**

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Class Participation (25%)</td>
<td>10%</td>
<td>Large group discussions = 10% of grade</td>
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<td>Small group discussions = 10% of grade</td>
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<td>Peer-critiques of other students’ essays = 5% of grade</td>
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<tr>
<td>Quizzes (5%)</td>
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<td>Quizzes on assigned readings = 5% of grade</td>
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<td>Papers (70%)</td>
<td>70%</td>
<td>Narrative/Reflective paper (1-2 pp.) = 5% of grade</td>
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<td>Profile/Interview (3-4pp.) = 10% of grade</td>
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<td>Annotated Bibliography (4-5 pp.) = 15% of grade</td>
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<td>I-Search Paper (5-6pp.) = 20% of grade</td>
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<td>Revision (4-5pp.) = 20% of grade</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Homework affects every other part of your course grade. If you don’t do your homework, you won’t be able to pass this class. Come prepared to every class!

This syllabus is the contract for the class. Along with the calendar of due dates, it constitutes all that is required of you to receive a grade in this course. Be sure to get another copy from me or my web site if you lose it.

—Mr. M.