Course Description: This course prepares students for college-level writing through the creation of five different papers. In this class, you will write a Reflective essay, an Observation Essay, an Annotated Bibliography, a Researched Essay (I-Search Paper) and a Revision of one of the first two papers. This is a Mandatory assignment and counts as a separate paper grade. (Each of the first four assignments can also be revised to change the grade for the assignment, but must be re-submitted within two weeks of its return to you. See revision policy for more.) This class will use large and small group discussions of assigned homework. The majority of the class will consist of 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 on your future occupation.

Course Goals:
--Write a thesis-driven paper, which has undergone various processes of writing including Pre-writing, 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 17th anthology of student writing sold in the bookstore, (EXPRESSIONS) (I will also post the electronic version of this text on my web site.)

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)

Inclement Weather: If the college is closed due to inclement weather, the announcement will be made on the local TV or radio stations, or you can call the school at #619-4377. Be sure to check before driving in any hazardous conditions. (Since I come from Fayetteville, I will do the same!) You are not absent if the school is closed.

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 allowed absences in this class. After six, your grade will go down depending on the number of absences. After TEN, you will not be able to pass the class. 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
Regular Attendance is the ONLY way to do well in this class. Excessive absences will cause you to fail.

Accommodations: Any student who feels s/he may need an accommodation based on the impact of a disability, please contact the Disability Resource Center at disability@nwacc.edu or by phone at (479) 986-4076. The DRC coordinates reasonable accommodations for students who have documented disabilities. Once your registration with that office is complete, you should contact me privately to discuss your specific needs as indicated on your DRC Accommodation Letter. The DRC is located in Room 114 on the first floor of the Student Center.

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 even 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, NOT class 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.** One missing paper can fail you in this course.

Writing Center: Located in Burns Hall 1003, 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. 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 next page)

Revision Policy: 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.
Self-Assessments: 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-class participation, 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 either Self-Assessment is to review all the work you have done all up to that point in the semester. 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 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 & 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.

**NG**—Occasionally, I will give an assignment this grade when it does not meet the assignment guidelines. This means you have not received a grade for the paper and must see me and then revise it after our conference, all of which should be accomplished within two weeks of its return to you.

**Percentages for the Course Grade:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>Class Participation (25%)</strong></td>
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<tr>
<td>Large group discussions</td>
<td>10% of grade</td>
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<tr>
<td>Small group discussions/ quizzes</td>
<td>10% of grade</td>
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<tr>
<td>Peer-critiques of other students’ essays</td>
<td>5% of grade</td>
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<tr>
<td>Responses to Peer Critiques</td>
<td>5% of grade</td>
</tr>
<tr>
<td><strong>Papers (70%)</strong></td>
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<tr>
<td>Reflective Essay (1-2 pp. min.)</td>
<td>5% of grade</td>
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<tr>
<td>Observation Essay (2-3pp. min.)</td>
<td>10% of grade</td>
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<tr>
<td>Annotated Bibliography (3-4 pp. min.)</td>
<td>15% of grade</td>
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<tr>
<td>I-Search Paper (5-6pp. min.)</td>
<td>20% of grade</td>
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<tr>
<td>MANDATORY Revision Essay (4-5pp. min.)</td>
<td>20% of grade</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100% of grade</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!