

College Writing 1

ENGL 1100 08 10676

ENGL 1100 26 11910

ENGL 1100 29 11125

Mackay 173

Mackay C 292

Mackay C 292

Bernadette Stockwell

Fall 2009, TU TH 11:00 – 12:15

Fall 2009, TU TH 12:30 – 1:45

Fall 2009, TU TH 2:00 – 3:15

3 credit hours

bstockwe@fsc.edu

(alternate bstockwell@claflinhill.org)

Office hours: Tuesday's 3:30 – 4:45

Office: Thompson 103

Course goal—Student learn to write various types of essays and enjoy the writing process

Objective—Students write four different essays, produce a “show” for presentation to the class, as well as keep a Writer’s Journal which includes in-class writing assignments, reflections on classes, at least once per week, and collecting writing prompts

By the end of this course, students will be able to do the following

- Shape concise essays which include generalizations supported by specifics
- Write thoughtful, clearly, identifiable thesis statements
- Employ clear, concrete, specific, and appropriate language
- Compose standard, correct sentences, free of fragments
- Write organized paragraphs with clear transitions
- Create texts free of errors in capitalization, punctuation, usage, and spelling
- Use a variety of expository and persuasive organizational strategies
- Apply revision and editing strategies
- Develop the following research skills: (1) use library resources; (2) distinguish between primary and secondary sources; (3) appropriately use direct quotations, paraphrases, and summaries of secondary sources; and (4) correctly document those sources

Writing I: This American Life (aka This FSC Life) Making the ordinary EXTRA-ordinary!

How do we look at our world? How do we tell others about our world? How do others talk about their worlds? The stories may not seem all that interesting, but HOW we tell the stories can make any story interesting.

This course will look at various topics through the looking glass of the award winning radio and television program: This American Life. We will listen to radio broadcast, view clips of the Showtime series of the same name, and then emulating the methods and strategies of the segments, students will produce their own programs for presentation to the class.

In getting to that point, students will write 4 formal essays. These essays will be narrative, descriptive, persuasive, and informative. (The intention is that these types of essay will provide necessary skills in organization, content and language for other subsequent courses at FSC.) Each essay will progress from outline (framework) and draft to final draft to revision. Revisions on two essays will require major changes, such that the two speak to different audiences, use a different voice, tense, and/ or style and therefore will appear to be quite different works.

Finally, students will work in groups to create their own *This FSC Life* segment. The parameters for this assignment are wide open, but students must conference with the professor prior to, and during, production. Each student will earn his or her own grade based on accomplishment and participation.

Sept. 1, 3	Review syllabus, in class writing sample.
	Discuss course theme.
Sept. 8	Read Indian Education (by handout) by Sherman Alexie
10	Writing due: 12 part narrative essay
Sept. 15	View video. Discuss descriptive elements. Use the 5 senses.
17	Writing due: Descriptive essay
Sept. 22, 24	In class workshops. Peer review and mentoring.
	Revision of either narrative essay or descriptive essay
Sept. 29	Library orientation. Class discussion on theme.
Oct. 1	Library orientation, alternate date.
Oct. 6, 8	The accidental documentary, radio broadcast
	What would you talk about if you knew a stranger could find your tape?
Oct. 13, 15	Superpowers! We're all superheroes.
Oct. 20, 22	John Smith. Following people with the same name from birth to death.
Oct. 27	Speeches that inform. View student speeches online.
29	Writing due: Informative speech/ essay
Nov. 3	All writing is persuasive writing... or is it? Examine examples.
5	Writing due: Persuasive essay.
Nov. 10, 12	No class. Veterans' Day
	Begin work on This FSC Life. Brainstorm ideas, pitch story to group or class.
Nov. 17, 19	Story board and/ or outline
	Group work. Revision due on either persuasive or informative essay.
Nov. 24	Movie, in class.
Nov. 26	Thanksgiving
Dec. 1, 3	Presentations in class
Dec. 8, 10	Presentations in class

Grading—60% of your final grade will be based on the 4 essays (15 points each). 10% of your grade is based on your writing journal, which includes reflections written about of class, and in-class writing. 30% of your final grade is based on your final presentation. At any point during the semester, you may opt to do an extra-credit writing project worth 10%. Please speak to me prior to undertaking this assignment to review the parameters.

* Please see the rubrics at the end to understand the system I will use.

Deadlines—Essays must be handed in at the beginning of the class on the day that they are due. Should you find it impossible to complete your assignment on time, you may ask for an extension BUT you must contact me and receive permission from me at least 24 hours in advance of the due date. You are allowed ONLY two extensions per semester. You must attach a copy of the e-mail containing my permission to your essay.

Revisions—Please consider revising any and all of the four essays during the semester; however, each revision is due within two weeks of its return to you. You cannot revise your writing journal or the final presentation. Revisions may be partial or complete in nature. I.e. if you receive your grade and choose to start over, you may do so OR you may choose to revise based on my comments and the rubric provided with each assessment.

Attendance—You are required to attend every class; however, you are allowed three absences during the semester. Please be on time. Tardiness disturbs the entire class. Please be respectful of your classmates.

Format—Each of four process essays must be three- four pages in length. Essays must be double spaced in 12 point Times New Roman font with a one-inch margin all around. Pages must be numbered (upper right hand corner) with a header including your name and the essay's title (upper left hand corner) with a single spaced header on the first page only. This header must include your name, course title and number, instructor's name, essay type and title of the essay.

Format for essays—please use on ALL your papers

This information should be single-spaced and appear on the upper left hand corner of the first page of your essay.

Page numbers should appear in upper right hand corner.

Your name

Date (the day that you hand in your work)

Essay type (e.g. Narrative, descriptive, etc.)

College Writing 1

Prof. Stockwell

Title should appear centered and bold two lines below author information.

Subtitle, if you choose to use one, in italics

Body of essay should be doubled space. Always indent first line of each paragraph. Margins are 1" all around. Please print, staple and bring to class.

By using the rubrics below, you can better understand how you earned your grade. Grading relies on building blocks. Be mindful that one missed essay will automatically lower your possible grade to an A- or 90. If you are not confident of your writing, you should hand in whatever you have completed so that you have the opportunity to revise and raise your final grade.

Rubric for essays—60% of final grade, 4 essays total X 10 points = 40 points

- 3 points pre-writing, outline, framework
- 4 points content
- 4 points organization
- 1 point format
- 1 point grammar and spelling
- 2 points revision
- + plus
- 10 point revision, 2 essays = 20 points

Rubric for group presentation—30 points total = 30% final grade

- 5 points creativity of subject
- 5 points creativity of framework (i.e. story board or outline)
- 5 points content
- 5 points audio/ visual aids
- 10 point actual presentation

Rubric for writing journal, reflections, and free-writing—10 points total = 10% final grade

- 5 points for reflections (at least twelve entries)
- 4 points for writer's notebook (at least ten entries—these can be observations, snippets of conversations to use later or artifacts that jog a memory)
- 1 point for neatness

FSC Academic Dishonesty policy: In accordance with the guidelines set forth by FSC, all student work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. College Academic Dishonesty Policy, as outlined in the College Catalogue, will be strictly adhered to.

FSC Disability Services: The primary objective of Disability Services is to empower qualified students with disabilities to engage in all facets of Fitchburg State College's academic, residential and student life. Please contact the Disability Services office, or your instructor, should you believe that you are eligible for these services.