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# College Writing 1



### Registration Requirement:

The official registration deadline for this course is February, 1<sup>st</sup> 2009. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

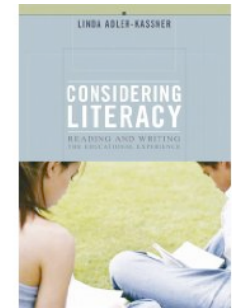
Welcome to College Writing 1. This semester will be filled with readings and projects centered on the theme of Education – something that each of you are currently living, a theme relevant to your life now. I am really looking forward to working with all of you this semester, and I hope that you are just as eager to work (or at least open to thinking in new and different ways). This course is set up to teach you how to critically read, analyze, and compose alphabetic and multimodal texts. We will be working with online and print texts, and composing online and in print.

I have set the course up in a way that you can succeed; I want you to succeed and I will do what I can to help you succeed – but, ultimately, your success depends on the work that you put into the course.

We have a course website where you are able to access all of our course documents. What we do in class will be posted to the daily schedule, as well as your homework. Any changes that are made to the schedule will be posted to the daily schedule online. If you have any questions throughout the semester feel free to visit me during my office hours or send an e-mail.

### Required Materials

DK Handbook; Anne Frances Wysocki and Dennis A Lynch  
Considering Literacy: Reading and Writing the Educational Experience; Linda Adler-Kassner  
College Writing 1 and 2 Guide  
Jump Drive/File Storage  
Pens, Pencils, Paper



**Spring 2009**

# Course Objectives, Expectations, and Grades

## Course Objectives:

To learn how to recognize and strategically use the conventions of academic literacy.

To understand and use rhetorical principles to produce public and private documents appropriate for academic and professional audiences and purposes.

To practice good writing, including planning, revision, editing, evaluating sources, and working with others.

To practice the processes of good reading.

To learn web and digital environments valued by the university.

To learn and practice how writing, at the university, is often based on previous research and inquiry and how to use this research in their writing.



## Course Grades

This course will follow Kent State's plus/minus system.

The break down is as follows:

Projects 1 and 2: 100 pts per project

Project 3: 100 pts (written); 75 pts (multi-modal)

Project 4: 150 pts

Peer Review: 20 pts per review

Responses: 15 pts per response

Homework/Quizzes: 10 pts per homework/quiz

In-class work: 5 pts per activity

## Course Expectations

I expect that you will come to class on time, prepared, and ready to learn. This includes doing your homework, reading the assigned readings for classes, and being ready to support your opinions and interpretations of the readings.

Success in this course will require active participation. Since your classmates will be sharing their personal opinions I expect that you will be respectful and keep an open mind. Your participation is not just answering questions during class, but also includes working with other students and doing the assigned in-class work. I also expect that you will complete assignments on time and put forth your best effort.

From me, you can expect that I will find time to meet with each of you individually whenever you need extra help, be receptive to questions, be understanding and be flexible. I will be at class on time and have activities planned that will help you grow as a writer.

# Course Policies

## **Attendance and Tardies:**

You are expected to attend each class session. I understand that periodically throughout the semester circumstances will prevent you from attending class; therefore, you have 3 excused absences throughout the semester. After 3 absences, your grade will be lowered by 1/3 (B- to C+, A to A -, etc.).

If you are more than 10 minutes late to class it will count as a tardy, after 3 tardies it will count as an absence. If you constantly leave class early, you will also be marked tardy.

You will not be able to make up work done in class, and it is your responsibility to find a classmate to tell you what was covered in class. If you are absent, you need to have your homework emailed to me (ncaswell@kent.edu) by the end of that class session or it will not be counted. Being absent does not give you an automatic extension or excuse you from work due that day.

## **Cell phones/Internet:**

If you are checking your e-mail, on facebook or myspace, playing games, talking/texting on your cell phone or engaging in other activities that are not related to class, I will count you as absent since you will not be engaged with the rest of the class.

## **Plagiarism:**

“Plagiarize” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. This definition includes using another student’s work as your own as well as inadequately referencing other sources in your work. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the University. The University Policy on Plagiarism is located online at [www.kent.edu/policyreg](http://www.kent.edu/policyreg). You are responsible for knowing and abiding by this policy.

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

## **Late Work:**

I strongly encourage you to plan ahead and complete your projects on time. I will accept late work; however, each class period that the project is late you will lose one letter grade (a 3 day late A paper will earn a C, etc.).

## **Revision Policy:**

Part of the focus of this class is on writing as a process. If you are not satisfied with your project grade, you have the option to revise it. I encourage you to meet with me before turning in revisions, but you are not required to do so. I will average your first score with your revision score, for the project grade. So, if on your project you earned a 78 and your revised project earned an 85, your final grade for the project would be an 81. If then you are still not satisfied, you may do a second revision and I will average the project grade (e.g., the 81) and your new revision grade.

## **Students with Disabilities:**

# Assignments and Projects

All Projects and assignments should be typed in MLA format.

## Project 1

Your first project will be a definition paper. You will define and support your definition of “What is education?” And, “What is the purpose of being educated?” Your paper should be 3-4 pages.



## Project 3

Your third project will be an argument paper on a topic of your choice (related to education). Your topic will need to be approved by me, and you will need to write to a specific audience. In addition to a written argument, you will also need to create a multi-modal argument on the same topic. Your paper should be 4-5 pages.



## Weekly Reflections

Starting the 2<sup>nd</sup> week of class, every Friday you will need to turn in a 1-pg, typed, double space reflection on one of the readings or class discussions from the past week.



## Project 2

Your second project is a close reading of an article. You will select an academic article (that is related to education and interesting to you) and you will analyze the choices the author made – paying particular attention to the argument the author is making. Your paper should be 4-5 pages.



## Project 4

Your fourth project will be an educational plan and portfolio. You will need to write a resume, cover letter, and your plan for the rest of your time at KSU (including courses to take, internships, ect). You will also need to revise one of your earlier projects to include in the portfolio. Your plan and portfolio will be a reflection of what you have learned this semester.

## Schedule is subject to change.

CL: Considering Literacy; DK: DK Handbook

### Week 1: Jan.

Monday 19<sup>th</sup>: No Class.

Wednesday 21<sup>st</sup>: Introductions, Syllabus Review.

Friday 23<sup>rd</sup>: Diagnostic Essay.

Hwk: Read pg. 8-14 and "Literacy practices" pg. 60 in CL.

### Week 2: Jan.

Monday 26<sup>th</sup>: What is literacy? Literacies? Literacy events?

Hwk: Pg. 66-67 in CL answer questions 2,3 and 5.

Wednesday 28<sup>th</sup>: Review Project 1. Continue Literacy discussion.  
Academic Literacy. Facebook Literacy.

Hwk: Freewrite 1pg for Project 1.

Friday 30<sup>th</sup>: Purpose of College? College Education and  
connection to Academic Literacy?

Hwk: Read "What is High School?" pg. 85 in CL. Bring  
DK Mon.

### Week 3: Feb.

Monday 2<sup>nd</sup>: Writing Introductions. Organization and Thesis  
Statements. Pg. 294-297 & 306 in DK.

Hwk: Read "The Banking Concept of Education" pg 74 in  
CL.

Wednesday 4<sup>th</sup>: Banking Concept.

Hwk: Work on draft.

Friday 6<sup>th</sup>: Banking Concept con't. What is Rhetoric? in DK.

Hwk: Read "Engaged Pedagogy" pg. 67 in CL.

### Week 4: Feb.

Monday 9<sup>th</sup>: hooks. Peer Review guidelines. Paragraph development.  
Grading overview.

Hwk: Bring peer review draft.

Wednesday 11<sup>th</sup>: Peer Review Project 1.

Hwk: Project 1 due Friday.

Friday 13<sup>th</sup>: Project 1 due. Review Project 2. Start brainstorming  
Educational topics.

Hwk: Read pg. 85-100 in DK.

### Week 5: Feb.

Monday 16<sup>th</sup>: Part 3 of DK. What is analysis? Ethos, Pathos, Logos.

Hwk: Read pg. 100-113 in DK.

Wednesday 18<sup>th</sup>: Example Article from CL. Ethos, Pathos, Logos and  
Evidence in Article.

Friday 20<sup>th</sup>: Analyze Visuals (p. 128-129 DK). Searching Library  
Databases.

Hwk: Bring copy of article to class Mon. Read pg. 114-127 in  
DK.

### Week 6: Feb.

Monday 23<sup>rd</sup>: Questions for Critical Reading (pg. 114-155 in DK).  
Grammar Group Work.

Hwk: Read pg. 268-277 in DK.

Wednesday 25<sup>th</sup>: Style in Writing – Words. Style and Literacy?

Friday 27<sup>th</sup>: Grammar Presentations.

Hwk: Reading pg. 278-293 & 298-299 in DK.

**Week 7: Mar.**

Monday 2<sup>nd</sup>: Style in Sentences & Paragraphs. Audience Activity.

Putting Style to Use.

Hwk: Make Style Notations of your Article. Read

“Becoming Literate” pg. 140 in CL.

Wednesday 4<sup>th</sup>: Becoming Literate. How did you become literate?

Hwk: Peer Review draft for Friday.

Friday 6<sup>th</sup>: Peer Review Project 2.

Hwk. Project 2 due Mon. Read “Nobody Mean More” pg. 150 in CL.

**Week 8: Mar.**

Monday: Project 2 Due. Review Project 3 and Proposal

assignment. Plagiarism Discussion. Article discussion.

Hwk: Argument project proposal due Mon. 16<sup>th</sup>. Read

“Do No Harm” pg. 324 in CL.

Wednesday: No Class.

Friday: No Class.

**Week 9: Mar.**

Monday 16<sup>th</sup>: Finding Sources. Annotating Sources.

Hwk: Read pg. 130-143 in DK.

Wednesday 18<sup>th</sup>: Evaluating Sources. Start Annotations.

Hwk: 3 Sources with annotations. Read “My 54-Year

Love” pg. 265 in CL.

Friday 20<sup>th</sup>: Discuss Kaplan Essay. Multi-Modal Aspect of Argument

Hwk: Read “Testing, Testing” pg. 319 in CL and “The

President’s Big Test” pg. 273 in CL. 1 pg. reflection

on standardized testing.

**Spring Break****Week 10: Mar/Apr**

Monday 30<sup>th</sup>: MLA Documentation and standardized testing discussion.

Wednesday 1<sup>st</sup>: More on Multi-Modal aspect. Wikipedia and academic literacy.

Friday 3<sup>rd</sup>: No class. Forbes Assignment out of class. Due Monday.

**Week 11: Apr.**

Monday 6<sup>th</sup>: Reverse Outline.

Hwk: Draft for peer review.

Wednesday 8<sup>th</sup>: Peer Review Project 3.

Hwk: Project 3 due Friday. Present Multi-Modal aspect.

Friday: Project 3 due. Multi-Modal Presentations.

Hwk: Bring copy of your planned program of study requirements.

**Week 12: Apr.**

Monday 13<sup>th</sup>: Project 4 overview. Kent’s mission. Overview of programs.

Hwk: “On the uses of a Liberal Education 1” pg. 127 in CL.

Wednesday 15<sup>th</sup>: LER discussion. Searching for internships/Jobs.

Hwk: “On the uses of a Liberal Education II” pg. 187 in CL.

Friday 17<sup>th</sup>: Resume Development. Setting goals.

**Week 13: Apr.**

Monday 20<sup>th</sup>: Portfolio Visual Components. Timelines.

Wednesday 22<sup>nd</sup>: Cover Letter. Audiences for job/internship applications.

Hwk: Read "How they've fared" pg. 98 in CL.

Friday 24<sup>th</sup>: Article Discussion.

**Week 14: Apr/May**

Monday 27<sup>th</sup>: Revision Strategies.

Wednesday 29<sup>th</sup>: Putting Project 4 together. Catch up day.

Friday 1<sup>st</sup>: Peer Review on Revised Draft.

**Week 15: May**

Monday 4<sup>th</sup>: No Class- May 4<sup>th</sup>.

Wednesday 6<sup>th</sup>: Peer Review on Project 4

Friday 8<sup>th</sup>: Educational Plan and Portfolio Due.

**Finals Week:**

Individual Meeting/Conference