

WRITING FOR COLLEGE - ENGL 120 – 106 Slot 1
MR 8 a.m.-9:15 a.m. Donnelly 106

Prerequisites: None

Credits: 3

Class Format: Lecture-discussion

Instructor: Dana Gavin (she/her)

Phone number: 845-625-8401 (call or text)

Email Address: dana.gavin@marist.edu (Always use this email; do not email from iLearn)

Student meetings by appointment

Required Texts and Materials (hard copy or e-book)

The Little Seagull Handbook with Exercises | **Edition: 3.** Authors: Richard Bullock, Michal Brody, Francine Weinberg. Norton, W. W. & Company, Inc. ISBN: 9780393602647

They Say/I Say | **Edition: 4.** Authors: Gerald Graff, Cathy Birkenstein, Russel Durst. Norton, W. W. & Company, Inc. ISBN: 978-0393631685

Materials used in connection with the course may be subject to copyright protection.

Course Objectives and Learning Outcomes

Course Description:

Writing for College is a Marist Foundation course. This section is an instructional writing intensive class that will highlight cultural diversity and concepts of literacy. This class will use writing as a way of reasoning and will teach the fundamentals of academic writing, including documentation, and will culminate in an academic research paper. Writing assignments will be presented in a process-and-product format with peer and personal critique.

In this class, we will explore the role that literacy, knowledge, and communication play in all our lives. We will consider literacy in a broad, inclusive way – not just academic reading and writing, but as a variety of modes of communication across languages and media. In doing so, we will emphasize questions such as: what is literacy? What is code switching? What does it mean to be "literate" across different settings and communities? How are literacy practices – the ways in which we communicate – connected to aspects of identity such as culture, race, gender, class, and/or nationality? How do issues such as technology and privilege complicate our literacy practices?

Course Goals:

The objectives of this class are to enable students to become familiar with critical thinking styles and writing conventions and to become proficient enough in writing and speaking to pursue their academic goals with confidence. Students will learn to develop a thesis, arrange ideas, and articulate the main concept of a paper using appropriate writing and

research conventions in MLA 8th ed. formatting. The course will stress critical thinking and synthesis of ideas from readings and discussions and use of these ideas as evidentiary support for arguments. This course will expand students' knowledge of the rhetoric of academic discourse at the college level with continued emphasis on the stylistic elements of formal writing and speaking through essay revision and oral presentation.

That is, in 15 weeks, I want you to feel that you've strengthened the writing skills you already have (all of you have skills!) and that you've gained new ones. I want you to feel like you understand how to use the library to do research and how to use the Writing Center to get writing support. I want you to be able to read a peer-reviewed journal article, be able to understand it, and integrate that research into your own writing. Ultimately, I want you to look at an assignment that asks you to write a long paper (over 10 pages) and think to yourself, "I can handle that."

Learning Outcomes and Assessment:

Students will practice academic rhetorical expression through research writing with an emphasis on expanding skills in reading, grammar, vocabulary development, writing, speaking, and listening. Students will be able to edit their own work and to think critically when assessing readings and listening to speakers.

- Students will read and critically analyze selections of cross-cultural nonfiction from the textbook, from newspaper and magazine articles, from academic essays, and from scholarly journals in order to practice the techniques of synthesis and summary.
 - Assessment: journal entries, class discussion, oral presentations, essays, research paper
- Students will learn formal American rhetorical expression by writing essays.
 - Assessment: essays and revisions, research paper and revisions emphasizing the writing process
- Students will learn effective oral communication.
 - Assessment: class discussion, oral presentations
- Students will hone active and passive listening skills through formal academic presentations and informal discussion.
 - Assessments: class discussion, oral presentations
- Students will learn personal and peer-editing and revision techniques.
 - Assessment: peer reviewing essays and research paper
- Students will learn how to research and write a college-level research paper that is properly cited in MLA format.
 - Assessment: essays, research paper
- Students will demonstrate cultural awareness through readings and class discussions.
 - Assessment: journal entries, class discussion, midterm exam, final exam
- Students will improve grammar through exercises as determined by diagnostic assessment of essays.
 - Assessment: journal entries, essays, research paper

Course Requirements

Major Writing Assignments: Students are required to write three (3) short papers and one (1) cumulative research project; each will include a **graded draft stage**, and each will introduce new challenges. Essays should be typed, double spaced, with Times New Roman 12-point font, saved as a **.docx** and uploaded to iLearn. Students will use MLA 8th ed. style formatting for all writing assignments.

Oral Presentation: Students will deliver one graded oral presentation during the semester.

Peer Reviewing: Peer reviewing (with the exception of the first paper draft review) will take place outside of class, using the class iLearn site. Peer reviews will be graded. We will discuss best practices on editing in class.

Journal Entries: One aspect of the class's ethos is to have students make connections between their daily experiences and course concepts. Another aspect of the class's ethos to see writing and reading as part of a larger conversation between readers and authors, and readers and their peers. Students will post 7 journal entries on iLearn. Each journal entry will have a prompt.

Discussion question: For each class meeting, students will submit a relevant question for class discussion to Forums on iLearn by midnight the day before class. Note: even if you cannot physically attend class (sports event, illness, anything), you can **STILL** submit your discussion question and earn points.

Final Exam: This class does have a final exam, and students must be in attendance for the exam (unless utilizing Office of Accommodations and Accessibility services). The date of your final exam is Slot 1, Thursday, Dec. 12 8:00 a.m.

Grading

Final Grade Points breakdown:

- Journal Entries – 70 points (10 points per entry)
- Peer Review – 200 points (25 points for Literacy Narrative, 25 points for Rhetorical Analysis, 50 points for Media Literacy Argument, and 100 points for Final Research Paper)
- DRAFT of Literacy Narrative – 50 points
- Literacy Narrative Assignment – 100 points
- DRAFT of Rhetorical Analysis – 50 points
- Rhetorical Analysis – 100 points
- DRAFT of Media Literacy Argument – 50 points
- Media Literacy Argument – 100 points
- Final Research Paper Proposal Oral Presentation – 50 points
- DRAFT of Final Research Paper – 100 points
- Final Research Paper – 200 points

- Final Exam – 50 points
- Community Involvement – 1-8 pts per class meeting possible x 23 class times (23-190 points)
 - Attendance – 1 point
 - Submit discussion question – 2 points
 - Contribute actively to class discussion – 3-5 points

Total possible points: 1310

You can keep track of your grade easily by adding up the number of points you have received.

A	1238-1310	B+	1134- 1172	C+	1003-1041	D+	845-910
A-	1173-1237	B	1081-1133	C	950-1002	D	780-844
		B-	1042-1080	C-	911-949	F	0-779

Here are my grading criteria:

A work is work that is exceptional. It goes **above and beyond** the assignment and demonstrates the student’s mastery of the material.

B work is good work. The student shows a strong level of competence in completing the assignment and fulfills the assignment completely.

C work is acceptable work. The assignment meets the basic requirements.

D work is weak work. It meets the requirements of the assignment on a basic level. It may be missing required elements, or it fails in some other way to fully complete the assignment.

F work is failing work. Assignment goals have not been met on a basic level.

iLearn

We will use the iLearn site for this class all the time, so please familiarize yourself with all the tabs and functions. You will submit all written assignments on iLearn (please make sure you can submit .docx documents). I make use of the Lessons function on iLearn to help keep everyone on task and on time; please plan to check out what is due for each class period well in advance so you can stay current with assignments. You will always also be able to see your grade via Gradebook.

Extra Credit

You can earn up to 10 extra credit points by participating in tutorials through the Marist Writing Center. You will receive 2 points per tutorial for up to 5 tutorials. Writing Center tutorials are 30 or 60 minutes long and they are not a drop-off service. Ask your tutor to email your session report to me. Visit the Writing Center’s [website](https://www.marist.edu/academics/academic-resources/writing-center) (<https://www.marist.edu/academics/academic-resources/writing-center>) to make an appointment.

If the Writing Center or the Library host special editing events, those will also be counted as extra credit.

Policies and Procedures

Grade Policies

There will be assignments for each class. All homework, readings, and assigned activities, as well as peer review and essay drafts, and participation in class will be evaluated and counted as part of the final grade.

Essays will have a due date assigned on iLearn, but I extend a three-day grace period (with no late penalty) to accommodate the fact that you are all incredibly busy and, frankly, "life happens." You do not need to tell me which day you will submit your paper. Due dates on iLearn are all set for 11:55 p.m. Because you have this grace period built in, I will not give any extensions. Therefore, it is wise to aim to turn in assignments on the due date every time.

Journal entries are due one hour before class on the day they are due. Late journal entries will not be accepted.

Final Research Paper Presentation slides are due on the last day of presentations.

In order to pass the class, you must complete all assignments, especially completing and submitting drafts and performing peer reviews.

Plagiarism/ Use of Turnitin

"Use of Turnitin is mandated for this course. Turnitin is a service used by Marist College faculty to compare a student's written work with its very large database of sources, student papers from other institutions, and the like, to check for originality. Work submitted to Turnitin will be used only for purposes of assessing originality and will not be shared beyond Turnitin or used for any other purpose. Students must submit all assignments to Turnitin through the regular iLearn submission process. Students who wish to remove their personal identifying information (name, student identification number, etc.) from the submitted file may do so but must notify their professor ahead of submission. Work submitted through iLearn in this course will not be reviewed by the Professor or maintained by the College unless and until the Turnitin process is completed."

Any submission for this class that violates rules on plagiarism will, at a minimum, receive a zero. If your Turnitin report score is less than 10%, it is acceptable.

Submission Policies

Students will upload assignments to this class's iLearn site, where a Turnitin report will be generated and emailed to the student to confirm the originality of the student's work.

On iLearn:

- Go to Assignments tab on the left side navigation bar.
- Find the correct assignment.
- Submit only one attachment.
- **Only use .docx files.**

Absence Policies

I will take attendance at the beginning of every class. Students who are more than 10 minutes late will be marked as absent. Students must communicate Marist-related absences to me as soon as schedules are available. Students who miss more than three unexcused absences will be in danger of failing the class. Your best way to avoid penalization is to come to class on time or let me know as soon as possible of any concerns you may have.

If you believe you have a fever, or you are ill, do not come to class – go straight to the Health Center! Welcome to college: everyone gets sick and illnesses like the flu inevitably circulate. Please do your part and take illnesses seriously!

You will be able to see your Community Involvement score (minus the Discussion Question points) on iLearn in the Gradebook; look for “Attendance” (I cannot change the name to reflect what I’m calling your participation. *sad*)

Students must be present for the final exam, unless the Office of Accommodations and Accessibility services are utilized.

In case of inclement weather, please call (845) 575-5500 to access the Marist College Weather hotline to check for cancellations or delays. Please check the class iLearn site for additional information in case of bad weather. Any student caught doing a “Let it Snow” dance will automatically fail this class.

Marist College Academic Integrity Statement

Per the college: “Marist College is a learning community dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their own ideas and effort and must properly acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the principles of academic integrity as set forth in the Marist Academic Integrity Policy (2016).”

Disability Support Services

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226 or via email at specserv@marist.edu as soon as possible to better ensure that such accommodations are implemented in a timely manner.

Counseling

From the web page: "The Marist Office of Counseling Services strives to enhance well-being and mental health by providing high quality individual and group counseling services and crisis intervention for students, as well as wellness education, workshops, and trainings for the Marist community. Promoting healthy development, growth, awareness and life skills supports the College's mission to prepare students in meeting the challenges of the 21st century global community."

Location: Student Center 352

Office Hours: M-F 8:30 a.m.-5 p.m.

845-575-3314

<https://www.marist.edu/student-life/services/counseling>

Diversity and Inclusion Statement

The following statement was developed by Dr. Tia Gaynor, Assistant Professor of Public Administration, Marist College School of Management:

"The college's academic mission is immeasurably enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our classrooms among persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders inside and beyond academia, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued.

In this course, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety and bravery. Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds can be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussions, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status.

Students who would like to be identified in a manner other than what is indicated on the course roster can contact me privately via phone, email, web conference or face-to-face meeting to indicate name, pronoun and any other preferences they may have."

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Course Schedule (subject to change)

Week 1: Hello, Writers! What is Literacy?

August 26 (Monday): HELLO!

In Class: Introductions; syllabus review

August 29 (Thursday): What is literacy?

In Class: Introduce literacy narrative; assign first essay



August 30 (Friday) Last date for course changes. Half tuition after this date.

Week 2: Literacy Narratives, Vocabulary, Plagiarism, and Citation

September 2 (Monday)



LABOR DAY! Enjoy! Be safe and use sunscreen!

September 5 (Thursday) (possible 6 pts)

Homework Due:

Read for today:

- Seagull, pp. 6-8 “Key Elements of Academic Writing”
- Seagull, pp. 58-61 “Personal Narratives”
- Seagull, pp. 158-169 “Formatting a Research Paper” and “Sample Research Paper”

Write for today: Journal Entry #1 (Self-assessment and literacy brainstorm)

In Class: Review literacy narrative, review expectations. Review MLA 8th ed. formatting. Review Final Research Paper assignment. Discuss readings.

Week 3: Types of Literacy, Ways to Communicate, and Sentence Structure

September 9 (Monday) (possible 8 pts)

Homework Due:

iLearn: DRAFT of Literacy Narrative due (Sept. 9)

Read for today:

- “Examining Literacy Practices in the Game *Magic: The Gathering*” – read pp. 168-179 (at the section break) PDF on iLearn
- Seagull, pp. 17-29 “Developing Paragraphs”

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: Continue discussions about literacy. Discuss readings.

September 12 (Thursday) (possible 6 pts)

Homework Due:

Read for today:

- “Shitty Drafts” PDF on iLearn Lessons
- Seagull, pp. 269-298 “Editing Sentences,” “Editing Pronouns,” and “Editing Verbs.”

In Class: Guided Peer Review (bring a printout of your paper, and a pen/pencil). Discuss readings.

Week 4: You as Analyzer

September 16 (Monday) (possible 8 pts)

Homework Due:

iLearn: Literacy Narrative due (Sept. 16)

Read for today:

- TS/IS, pp. 1-18 “Introduction: Entering the Conversation”; pp. 176-186, “What’s Motivating This Writer?”
- Seagull, pp. 49-53, “Rhetorical Analysis”

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: What is a rhetorical analysis? How do you write one? What is information literacy?

Discuss readings. Review Rhetorical Analysis assignment.

Librarian Elizabeth Clarke visits



No tuition refund after this date.

September 19 (Thursday)

Homework Due: (possible 8 pts)

Read for today:

- TS/IS 212-229, “The ‘Other Side’ Is Not Dumb”
- TS/IS pp. 269-278 (“Minority Student Clubs: Segregation or Integration”)
- pp. 296-311 (“Howard University Commencement Speech”)

Write for today: Journal Entry #2 (How do you perform rhetorical analyses in your daily life?)

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: Performing rhetorical analysis of these essays. Discuss readings.

Week 5: Becoming a Scholarly Reader (BANNED BOOKS WEEK)

September 23 (Monday) (possible 6 pts)

Homework Due:

iLearn: DRAFT of Rhetorical Analysis due (Sept. 23)

Read for today:

- Seagull, pp. 83-88 “Reading Strategies”
- Link to Dr. Raul Pacheco-Vega’s blog on iLearn Lessons

In Class: Becoming an engaged, scholarly reader. Discuss readings.

September 26 (Thursday) (possible 6 pts)

Read for today:

- TS/IS Chapter 1 and 2

Write for today: Journal Entry #3 (Brainstorm ideas for your final research paper)

In class: Entering the scholarly conversation. Discuss readings.

Week 6: You as Researcher

September 30 (Monday) (possible 8 pts)

Homework Due:

iLearn: Peer review DRAFT of Rhetorical Analysis on iLearn function due by class time

Read for today:

- Seagull, pp. 90-105 “Doing Research,” “Evaluating Sources”
- TS/IS, pp. 424-440 “Is Google Making Us Stupid?”

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: What is ethical research? Discuss readings.

Librarian Elizabeth Clarke visits.

October 3 (Thursday) (possible 8 pts)

Homework Due:

Read for today:

- TS/IS, pp. 462-473, “Does Texting Affect Writing”

Write for today: Journal Entry #4 (How does media affect you? Where are you particularly aware of it?)

- Seagull, pp. 43-48 “Arguments”

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: What is media literacy? How is literacy affected by media and technology? Discuss readings.

Week 7: Understanding and Articulating

October 7 (Monday) (possible 8 pts)

Homework Due:

iLearn: Rhetorical Analysis due (Oct. 7)

Read for today:

- TS/IS pp. 43-66, Chapters 3 and 4
- pp. 474-479, “How I Learned to Love Snapchat”

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: Continue discussing media literacy. Review Media Literacy assignment. Discuss readings.

October 10 (Thursday) (possible 8 pts)

Homework Due:

Read for today:

- Seagull, pp. 107-118, “Integrating Sources, Avoiding Plagiarism”
- TS/IS pp. 369-376, “Hidden Intellectualism”

Write for today: Journal Entry #5 (Plan out your writing budget and timeline)

Write for today: One discussion question posted to iLearn forum for today’s date.

In Class: Discuss readings.

Week 8: Continuing the Scholarly Conversation

October 14 (Monday) (possible 8 pts)

Homework Due

iLearn: DRAFT of Media Literacy Argument due (Oct. 14)

Read for today:

- TS/IS, pp. 67-90, Chapters 5 and 6

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Continuing the scholarly conversation. Discuss readings.

October 17 (Thursday) (possible 6 pts)

Homework Due:

Read for today:

- TS/IS, pp. 251-268, "Hillbilly Elegy"
- TS/IS, pp. 286-295, "A Tax System Stacked against the 99 Percent"

In Class: Discuss readings.



October 18 (Friday)- October 20 (Sunday) - Mid-Semester break.

Week 9: Organizing Research

October 21 (Monday) (possible 8 pts)

Homework Due:

iLearn: Peer review DRAFT of Media Literacy Argument on iLearn due by class time

Read for today:

- Seagull, pp. 105-106 "Synthesizing Ideas"
- TS/IS, pp. 398-419, "On the Front Lines of a New Culture War"

Write for today: Journal Entry #6 (Guilt by association?)

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Review information literacy. Discuss readings.

October 24 (Thursday) (possible 8 pts)

Homework Due:

Read for today:

- TS/IS, pp. 480-499, "Google, Democracy, and the Truth about Internet Search"
- Seagull, pp. 379-385 "Englishes"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Code-switching. Review Final Research Paper Presentation assignment. Discuss readings.

Week 10: Evaluating Different Ways to Communicate

October 28 (Monday) (possible 8 pts)

Homework Due:

iLearn: Media Literacy Argument due (Oct. 28)

Read for today:

- Seagull, pp. 37-42, "Giving Presentations"
- TS/IS pp. 91-116, Chapters 7 and 8; pp. 525-529, "Does a Protest's Size Matter?"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Discuss readings.



Last date for withdrawing from courses without penalty of WF grades by 5 pm.

October 31 (Thursday) (possible 8 pts)

Homework Due:

Read for today:

- TS/IS pp. 117-140, Chapters 9 and 10

Write for today: Journal Entry #7 (Code-switching and code-meshing)

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Discuss readings.

Librarian Elizabeth Clarke visits.

Week 11: Presenting Your Information in Person

November 4 (Monday) (possible 6 pts)

In Class: Final Research Paper Proposal Presentations

November 7 (Thursday) (possible 6 pts)

In Class: Final Research Paper Proposal Presentations

Week 12: Presenting, and then Revising Like a Boss

November 11 (Monday) (possible 6 pts)

iLearn: DRAFT of Final Research Paper due (Nov. 11)

Final Research Paper Proposal Presentations due (Nov. 11)

In Class: Final Research Paper Proposal Presentations

November 14 (Thursday) (possible 8 pts)

Read for today:

- TS/IS pp. 141-161, "Using the Templates to Revise"
- 351-378, "Appropriate Words," "Precise Words," "Idioms," "Prepositions," "Unnecessary Words," "Adjectives and Adverbs," "Articles," and "Words for Building Common Ground"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Getting rid of the clutter! Discuss readings.

Week 13: Technology and Communication

November 18 (Monday) (possible 8 pts)

Homework Due:

iLearn: Peer review DRAFT of Final Research Paper on iLearn due by class time

Read for today:

- TS/IS, pp. 441-461 "Smarter Than You Think: How Technology is Changing Our Minds for the Better"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Discuss readings.

November 21 (Thursday) (possible 8 pts)

Homework Due:

Read for today:

- TS/IS, pp. 505-524, "No Need to Call"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Discuss readings.

Week 14: More Revision and THANKSGIVING

November 25 (Monday) (possible 8 pts)

In Class: Revision workshop – please bring a copy (hard or electronic) of your research paper to class.



November 26 (Tuesday) **MODIFIED CLASS SCHEDULE NO EVENING CLASSES

November 26 (Tuesday) Residence Halls close at 7:00 P.M.

November 27 (Wednesday)- December 1 (Sunday)- Thanksgiving holiday. No classes held.

December 1 (Sunday) Residence Halls open at 10:00 A.M.

Week 15: Bringing it All Together

December 2 (Monday) (possible 8 pts)

Homework Due

Read for today:

- TS/IS, pp. 589-595, "Teaching Men to Be Emotionally Honest"; pp. 599-604, "Artificial Intelligence's White Guy Problem"

Write for today: One discussion question posted to iLearn forum for today's date.

In Class: Administer Course Evaluations. Discuss readings.

December 5 (Thursday) (possible 6 pts)

Homework Due:

iLearn: Final Research Paper due (Dec. 5)

Read for today:

- TS/IS, pp. 219-229, "Why America Is Self-Segregating"

Review for Final Exam

In Class: Discuss readings.

Week 16: How Far Have We Come?

FINAL EXAM: Slot 1, Thursday, Dec. 12 8:00 a.m.