

English 106: Writing Intensive First Year Seminar

Spring 2012

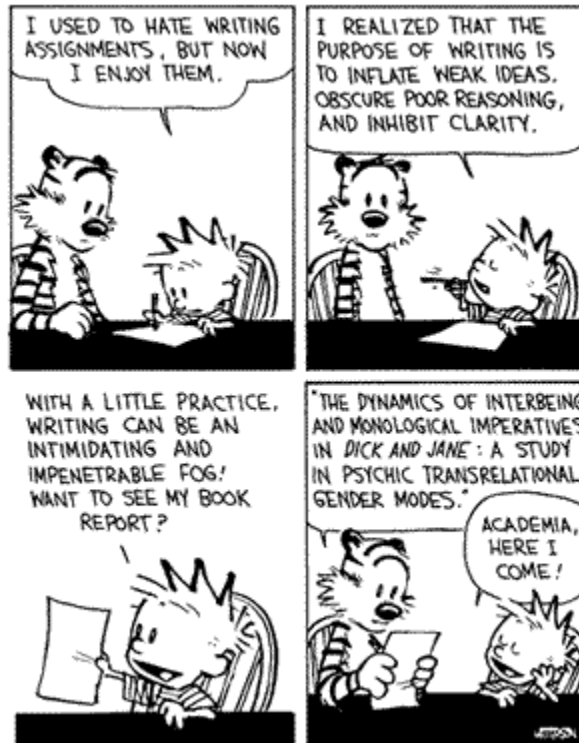
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Office Hours: Monday/Wednesday: 8-10; Friday 12-1



Taken from: [madhusudhan.info/Comics/Calvin And Hobbes/](http://madhusudhan.info/Comics/Calvin%20And%20Hobbes/)

Required Texts.

- *They Say, I Say: Moves that Matter in Academic Writing, with readings.* Gerald Graff and Cathy Birkenstein. Norton.
- Hacker, Diana. *A Pocket Style Manual.* Bedford/St. Martins.

Catalogue Description

The Writing Intensive Seminar is an interactive course designed to introduce students to thought-provoking texts and subjects. The seminar assists students in developing four basic skills: writing, reading, discussion, and critical thinking. Students learn to communicate more effectively as writers. They also learn to read, discuss, and think more deeply and successfully. The seminars also introduce students to some university resources, such as the library and the Learning Center. The Writing Intensive First Year Seminar assists students in making the transition from high school to the university by providing a small, interactive writing-intensive course. Please note: I will use D2L to post a number of readings, links and useful materials for class.

Course Policies

Plagiarism will not be tolerated in this class. We will discuss how to properly identify sources, but if you have any questions, please do not hesitate to ask me. Please refer to the University policy on plagiarism.

Participation is essential. This class will become a community of writers who respect, encourage and support each other. It is imperative that you come to class prepared, ready to engage in discussion, and inspire your peers with your enthusiasm for the material. After two unexcused absences, your grade will suffer. After five missed classes, you will be in danger of failing the course.

Attendance is key. This class is your job and your presence is required in order to create a successful, productive experience. More than three absences will result in a low class participation grade. Plus, we'll miss you.

No late paper will be accepted. We all work under many pressures and life can sometimes be chaotic. If you experience this chaos, you **MUST** meet with me in my office to obtain an extension **TWO CLASS PERIODS** before the due date. Emails the night before the due date will not be answered. I will try to help you, but you cannot wait until the last minute to ask for help.

Email policy: I dearly love email and I look forward to responding to you via email. If you have a question regarding an assignment or requirement, please feel free to email me at ljcella@ship.edu. However, please know that I will not respond over the weekend, and I will require a full 24 to respond during the week. I will not respond to requests for extensions 48 hours before the due date; you must make plans with me 1) in my office 2) face to face.

The Learning Center: I encourage you to visit the Learning Center, located in the lower level of the Lehman Library, to get help at any stage of the writing process. The tutors there will help you brainstorm, revise, or even re-think your approach to your essay. I believe that some people learn best when they talk about their process – I know that I definitely do. If you are one of those people, or even if you are just curious, the Learning Center is worth a visit. You can even get a Starbucks coffee as a treat on the way out. Check it out at: <http://webspace.ship.edu/learning/>

Additional Assistance: If you have a disability that may require special consideration, please provide documentation from the Office of Social Equity by the second class or schedule an appointment with me immediately.

Assignments and Grades

Quote Driven Essay

15%

This assignment is geared to help you hone your active and critical reading skills. You will need to read challenging material at the university and this activity will give you the tools you need to be successful. For this short assignment, you need to make careful notes on your essay to demonstrate that you have read it carefully, then choose ONE quote that interests you for any reason. You need to demonstrate that you understand what the quote means on its own, and in the context of the essay, and then explain your own response to the quote. This will give you practice responding to the challenging reading of the university. (2-3 pages)

Rhetorical Analysis Essay

20%

For this essay, you will read three articles carefully, and then choose one essay you would like to analyze in more detail. There are three explicit purposes to this essay: first, you must identify the primary argument within the text, second, examine the rhetorical strategies the author develops, and third, you must develop a clear argument in response to this author. We will spend time in class discussing various rhetorical strategies (ethos, logos, and pathos) so that you will be able to confidently apply these terms to what you have read. It is very important that you demonstrate a clear understanding of the text, and a clear response to the issues the author raises. (5 pages)

Annotated Bibliography

10%

For this assignment, you will summarize and provide a critical analysis of 6 sources you plan to use in your research essay. (6 sources, one page each)

Research Driven QDR

10%

For this QDR, you need to choose one article you have located, and present a clear “they say, I say” argument. You need to provide a clear summary of the article, and then explain why you do/do not agree with the author. This QDR can be used as the basis for your research essay. (3 pages)

Research Essay

20%

For this research essay, you may choose that has an impact on the local area. You can choose Shippensburg as the community, or you can choose your hometown. It must be an issue that you can develop into a clear and persuasive argument. (8-10 pages)

Class Participation

10%

Over the course of the semester, you will be given ample opportunities to demonstrate that you are prepared for class. You need to read your assigned texts, and be ready to discuss them in class. If you are typically a shy person, write out your ideas on a notecard or piece of paper – you can use this if I call on you in class. I expect everyone to be engaged in class. Consistently poor quiz grades will significantly lower your participation grade. I also expect that your cell phones are off. If I catch you texting in class, I will immediately ask you to leave the class. It is offensive to see students texting when they should be working/thinking in class.

WIFYS Common Final**15%**

The purpose of the final is to demonstrate that you are able to think and write critically about a given topic. Everyone taking a WIFYS course takes the same final; we will talk more about the final as the semester progresses.

Course Calendar

Date	Writing and Reading Schedule	Assignment Due
Wed 1.18	Course Introduction, Discuss Expectations for Course	Overview of class
Fri 1.20	In class writing	In class writing: Favorite writing/reading experience/memory
Mon 1.23	Discuss <i>They Say, I Say</i> Discuss Essay #1: Quote Driven Response	Read "Introduction" and Chapter 1 in <i>They Say, I Say</i> . <i>Be ready to discuss these two sections. Quiz</i>
Wed 1.25	Discuss Zinzchenko	Read David Zinzchenko, "Don't Blame the Eater"
Fri 1.27	Discuss Balko	Read Radley Balko, "What You Eat is Your Business" Grammar/Style Workshop One Page QDR Response Due
Mon 1.30	Discuss <i>They Say, I Say</i>	Read Chapters 2 and 3 from <i>They Say, I Say</i> . Quiz
Wed 2.1	Discuss Rogers	Read Felisa Rogers, "How I Learned to Love Football"

Fri 2.3	Discuss Moller	Read William Moller, "We, the Public, Place the Best Athletes on Pedestals" Workshop QDR
Mon 2.6	Discuss Rhetorical Analysis	Chapter 7 from <i>They Say, I Say</i> , "So What? Who Cares?" Final QDR Due
Wed 2.8	Discuss Hacker and Dreifus	Read Hacker and Dreifus, "Are Colleges Worth the Price of Admission?"
Fri 2.10	Discuss Wallace	Read David Foster Wallace, "Kenyon Commencement Speech" One Page Due
Mon 2.13	Discuss Herbert	Read Bob Herbert, "Hiding From Reality"
Wed 2.15	Discuss King	Read Brandon King, "The American Dream: Dead, Alive or on Hold?"
Fri 2.17	Workshop	Workshop Rhetorical Analysis essay
Mon 2.20	Discuss <i>They Say, I Say</i>	Read <i>They Say, I Say</i> , Chapters 3 and 4 Quiz
Wed 2.22	Workshop	Workshop Sample Essay
Fri 2. 24	In-class Reflection; Annotated Bib and Topic	Rhetorical Analysis = Final Draft
Mon 2.27	Discuss Annotated Bib and Topic	Topic Workshop – Revisit "So What?"
Wed 2.29	Library Research	Library Research

Fri 3.2	Library Research	Library Research
Mon 3.5	Discuss <i>They Say, I Say</i>	Discuss <i>They Say, I Say</i> , Chapters 5 and 6 Quiz
Wed 3.7	Grammar Workshop	Grammar Workshop: Bring Hacker <i>Pocket Guide</i>
Fri 3.9	Discuss Research QDR	Final Annotated Bibliography Due
Mon 3.12		
Wed 3.14		
Fri 3.16		
Mon 3.19	Discuss Research QDR	One Page QDR due
Wed 3.21	Class Cancelled	Meet with Writing Partner or Jayda re: QDR draft
Fri 3.23	GUEST	Draft Workshop = QDR
Mon 3.26	Discuss Research Essay	Final Draft = Research QDR
Wed 3.28	Workshop	Workshop Sample Research essays
Fri 3.30	Workshop	First Draft = Research Essay
Mon 4.2	Discuss topic, “so what?”	Read <i>They Say, I Say</i> , Chapters 8, 9 and 10 Quiz
Wed	Grammar Workshop	Bring draft of essay, meet in DHC 002 Computer Lab,

4.4		Grammar workshop
Fri 4.6	Draft Workshop	Research essay draft Workshop: one copy for peer, one for Dr. Cella
Mon 4.9	Writing Conferences	Class cancelled: Meet with Dr. Cella in DHC 005 to discuss essay one-on-one.
Wed 4.11	Writing Conferences	Class cancelled: Meet with Dr. Cella in DHC 005 to discuss essay one-on-one.
Fri 4.13	Class Reflection	Final Draft = Research Essay Due
Mon 4.16	Common Final	Common Final Prep
Wed 4.18	Discuss Common Final	Common Final Prep
Fri 4.20	Discuss Common Final	Common Final Prep
Mon 4.23	Common Final	DRAFT of Final Outline
Wed 4.25	Common Final Prep	Workshop
Fri 4.27	Class Evaluation/Overview /Celebration!	FINAL=Outline for the Common Final
FINAL		Common WIFYS Final