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**College of Arts and Sciences**

**Writing Specialist Report**

**Fall Semester 2010**

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# Introduction

## Course and Sections

This report mostly consists of the presentation and analysis of data as well as narrative reports from my three Fall 2010 sections of English 105S, Introduction to College Writing with Supplemental Instruction: Sections 2, 3, and 7. The combined enrollment total for these sections began at 51 students and ended at 46 students. (More detailed enrollment details can be found beginning on the bottom of this page.)

## Course Description

On the syllabus (see Appendix 5), the course description read as follows:

ENGL 105S is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

## Course Goals

The course goals read as follows on the syllabus:

* To develop skills in academic writing.
* To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

## Course Objectives

The course objectives read as follows on the syllabus:

Upon completion of this course students will be able to:

* understand and employ the fundamentals of expository and persuasive writing;
* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* understand word and sentence level stylistic options;
* integrate techniques for making writing more coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

## Course Methods

In-class methods included lecture, discussion, question-and-answer, workshop, group work, presentations, and individual instruction and conferences. Out-of-class activities included reading, pre-writing, drafting, writing, revising, editing, and proofreading as well as extensive (and largely directed) use of MyWritingLab.

## Enrollment

The enrollment overview of my three sections was as follows:

|  |  |  |
| --- | --- | --- |
| Course and Section | Enrollment (August) | Enrollment (December) |
|
| ENGL 105S.2 | 16 | 16 |
| ENGL 105S.3 | 18 | 15 |
| ENGL 105S.7 | 17 | 15 |
| *Combined*  | *51* | *46* |

**Table 2: Enrollment Numbers**

The 5 students who dropped or withdrew from the course chose that course of action for the following reason(s):

|  |  |  |
| --- | --- | --- |
| Number of Students | Dropped/Withdrew | Reason |
| 1 | Dropped | Withdrew from Trinity |
| 1 | Withdrew | Never attended |
| 2 | Withdrew | Skills and grades too low to reach a passing level by the end of the semester |
| 1 | Withdrew | Over the absence limit (see Attendance, below) |

**Table 3: Dropped/Withdrawn Students**

## Attendance

The attendance policy on the syllabus read as follows:

Three absences (a full week of class) will be tolerated without direct penalty for non-attendance (though your participation grade may suffer).  Each absence beyond the third will result in a 2-point deduction from your final grade in the course, up to a maximum of seven absences (three without direct penalty; four with point deductions).  An eighth missed class will result in failure for non-attendance.

No distinction is made between excused and unexcused absences.

Every 3 late arrivals (more than 10 minutes late to class or more than 5 minutes late to lab) will equal one absence from class.

For the most part, students heeded this policy without too much penalty. As noted above, 1 student withdrew because she was over the limit on absences by the middle of October. Excluding students who stopped attending class altogether and consequently failed, non-attendance penalties on final grades were assessed on 12 students:

|  |  |  |
| --- | --- | --- |
| Letter Grade Penalty | Grade Specifics | Number of Students |
| 1 step | B- ⭢ C+ | 3 |
|  | C+ ⭢ B- | 4 |
| 2 steps | B- ⭢ C | 2 |
| 3 steps | B ⭢ C | 1\* |
| Failure | C ⭢ F | 2 |

**Table 4: Non-Attendance Penalties on Final Grades**

\* This student was technically over the absence limit with 11 total absences, but she was part of the Triage Program for many of those absences and thus had a number of those absences excused.

More detailed information on attendance and late arrivals can be found in Outcomes, starting on page 11, and Appendix 1.

## ENGL 105 Data

This report also contains some MyWritingLab data that was generously submitted by a number of professors teaching sections of English 105, Introduction to College Writing:

|  |  |  |
| --- | --- | --- |
| Professor | Section | Number of Students |
| Wendy Thorbjornsen | 2 | 15 |
| Joseph Bueter | 5 | 8 |
| Alison McMonagle | 6 | 14 |
| Stacy Nall | 7 | 11 |
| Alison McMonagle | 8 | 15 |
| Stacy Nall | 9 | 15 |
| Joseph Bueter | 11 | 13 |

**Table 1: MyWritingLab Additional Data Sources and Sample Sizes**

MyWritingLab data from these 7 sections combine to include another 91 students in the sample set.

It is important to note that these 4 instructors used vastly different syllabi. (See Appendix 8 for the texts of the 4 ENGL 105 syllabi that were submitted to Faculty Services by these professors: Wendy Thorbjornsen, Schuyler Esprit, Joseph Bueter, and Jarvis Slacks.) Because ENGL 105 is not yet standardized, these syllabi differed in the number of major assignments, the types of major assignments, the weights assigned to each assignment, the approaches for incorporating MyWritingLab, and the stated Course Descriptions, Goals, and Objectives. Despite these differences, however, the sample set from these ENGL 105 courses is still usable for the current report; its trends indicate that the 91 students represent a reliable sample of the general ENGL 105 population.

# Pre- and Post-Testing

## Pre-Testing

### Accuplacer

All but 2 students completed the Accuplacer placement essay test as administered by Academic Support Services. One of those students initially registered as a School of Professional Studies entrant and therefore did not complete that portion of the test. I do not have an explanation for the second student.

During the summer, the other Writing Specialist, Beverly Metcalf, the interim CAS advisor, Rewa Burnham, and I blindly read a set of 40 Accuplacer essays written by incoming CAS students to see how our placement of students using the newly reworked English Program Rubric for CAS Composition Essays (See Appendix 2) compared to the cut scores based on Accuplacer’s computer-generated scores. A comparison of our scores demonstrated that Accuplacer is a fairly reliable tool for writing placement.

However, advising based on those scores apparently did not fully follow the new cut scores. Accuplacer scores were supposed to be used so that scores from 0-4 placed students in 105S, scores from 5-7 placed them in 105, and those 8 and over placed students directly into 107. My sections, however, broke down as follows:

|  |  |
| --- | --- |
| Accuplacer Score | Number of Students |
| 0 | 4 |
| 1 | 1 |
| 2 | 2 |
| 3 | 7 |
| 4 | 30 |
| 5 | 6 |
| 6 | 1 |

**Table 5: Accuplacer Scores for ENGL 105S**

I therefore had 7 students (those who scored a 5 or 6 on Accuplacer) who technically should have been placed in ENGL 105 rather than ENGL 105S. Some of these students may have been placed in ENGL 105S because of their concomitant placement in MATH 101S and CRS 101S, which are also 4-credit classes. Furthermore, these 7 students’ final grades in my course generally do not reflect misplacement:

**Chart 1: Final ENGL 105S Grades for Students with ENGL 105 Accuplacer Scores**

Please see the Recommendations section, beginning on page 16, for further thoughts on Accuplacer scores and placement based on those scores.

### MyWritingLab

As part of the new MyWritingLab program in ENGL 105 and ENGL 105S, all students in my 3 sections were required to complete the MyWritingLab Diagnostic Pre-Test. I set the program to require students to complete all four sections of the Pre-Test before it would allow them to work on MyWritingLab homework activities. (I also told students that I would not count any earned grades toward their course grade until the diagnostic was completed.)

The Diagnostic Pre-Test is broken into 4 sections:

1. Sentence Grammar
2. Punctuation and Mechanics
3. Usage and Style
4. Basic Grammar

My students’ Pre-Test scores averaged out as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Sentence Grammar | Punctuation and Mechanics | Usage and Style | Basic Grammar | Overall |
| 2 | 40.7% | 61.7% | 55.3% | 49.3% | 51.7% |
| 3 | 41.7% | 64.3% | 65.9% | 61.5% | 58.3% |
| 7 | 38.4% | 62.1% | 62.1% | 62.3% | 56.2% |
| *Average*  | *40.2%* | *62.7%* | *61.2%* | *57.9%* | *55.5%* |

**Table 6: ENGL 105S MyWritingLab Diagnostic Pre-Test Scores**

For the 91 students in ENGL 105 about whom I have received data, the averages are as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sentence Grammar | Punctuation and Mechanics | Usage and Style | Basic Grammar | Overall |
| *Average* | *44.3%* | *66.9%* | *66.2%* | *61.9%* | *59.6% \** |

**Table 7: ENGL 105 MyWritingLab Diagnostic Pre-Test Scores**

*\** This Overall Average is lower than the average of the 4 test sections reported here because it includes data from Wendy Thorbjornsen’s ENGL 105.2, for which I have overall scores but not individual Pre-Test section scores.

In comparing these two Pre-Test data sets, a few things are notable, as can be seen in the following chart:

**Chart 2: Comparison of ENGL 105S and ENGL 105 MyWritingLab Diagnostic Pre-Test Scores**

First, students who were placed into ENGL 105 have higher Pre-Test averages across all four sections than students who were placed into ENGL 105S. Second, on average, students in both courses scored the lowest—by over 17 points from the next lowest average score—in the Sentence Grammar section. Finally, students demonstrated a general trend in both courses of scoring highest in Punctuation and Mechanics followed closely by Usage and Style. What these findings suggest is that students were, for the most part, placed correctly into ENGL 105 and ENGL 105S by Accuplacer (and/or their advisors), but that students in both courses started the semester with some severe deficiencies in terms of identifying and constructing grammatical sentences.

### Writing Sample

A writing sample prompt was developed by the Writing Specialists and the English faculty. (See Appendix 3.) This prompt was used in all CAS ENGL 105S and ENGL 105 sections (by requirement) as well as 3 ENGL 107 sections (by generous election) on the first day of class. (See Appendix 4 for a list of participating sections.) The Writing Specialists met in late September with the English Department Chair, the Writing Center Director, and the CAS Dean to norm their scoring of these blinded samples using the English Program Rubric for CAS Composition Essays. Based on their work that day, a few further minor changes were made to the rubric. (See Appendix 2.)

Due to the heavy workload of the semester, however, further scoring of these writing samples will be delayed until Summer 2011. At that point, we will have collected the Spring 2011 semester’s set of writing samples (based on a new prompt) and will be able to work on a more longitudinal study of CAS students’ writing development.

## Post-Testing

### MyWritingLab

At the end of the semester, all of my ENGL 105S students took the Diagnostic Post-Test that is part of MyWritingLab. The Diagnostic Post-Test consisted of the same 4 sections that the Pre-Test covered. While I did not count the scores students earned on this test toward their final grade, I told students that their final essay would not be graded until they had completed all 4 sections of the online test. I also incentivized the Post-Test by telling students that a strong Post-Test score could help weak rubric scores in the Style and Mechanics components of their final essays.

My students’ post-test scores averaged out as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Sentence Grammar | Punctuation and Mechanics | Usage and Style | Basic Grammar | Overall |
| 2 | 64.3% | 72.1% | 77.2% | 77.6% | 72.8% |
| 3 | 59.9% | 71.6% | 80.5% | 72.8% | 71.2% |
| 7 | 60.6% | 76.6% | 84.4% | 78.7% | 75.1% |
| *Average*  | *61.7%* | *72.9%* | *80.2%* | *76.0%* | *72.7%* |

**Table 8: ENGL 105S MyWritingLab Diagnostic Post-Test Scores\***

**\*** 2 students’ scores in Section 7 were excluded from this data set because their tests were completed in a timeframe that was too short (less than 12 minutes) for serious completion of the assignment.

A sizeable number of the ENGL 105 students (33) in the Pre-Test sample set did not complete the Post-Test. However, for those that did (58), these are their average scores:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sentence Grammar | Punctuation and Mechanics | Usage and Style | Basic Grammar | Overall |
| *Average* | *59.9%* | *72.1%* | *76.1%* | *74.9%* | *72.2% \** |

**Table 9: ENGL 105 MyWritingLab Diagnostic Post-Test Scores**

*\** This Overall Average is higher than the average of the 4 test sections reported here because it includes data from Wendy Thorbjornsen’s ENGL 105.2, for which I have overall scores but not individual Post-Test section scores.

In comparing these two Post-Test data sets, a few things are notable, as can be seen in the following chart:

**Chart 3: Comparison of ENGL 105S and ENGL 105 MyWritingLab Diagnostic Post-Test Scores**

First—and somewhat surprisingly—ENGL 105S students, on average, outperformed ENGL 105 students in every Post-Test category. Second, like in the Pre-Test data, the lowest scores on the Post-Test were in the Sentence Grammar section, though the gap between these scores and the next lowest scores diminished significantly (11 points in ENGL 105S; 12.2 points in ENGL 105). Finally, unlike in the Pre-Test data, students scored highest on the Post-Test in the Usage and Style section, followed by Basic Grammar.

More revealing, perhaps, is a comparison between the average percent changes for the Pre- and Post-Test scores for each course:

**Chart 4: Percent Changes in Pre- and Post-Test Scores for ENGL 105S and ENGL 105**

As this chart shows, students in ENGL 105S and ENGL 105 on average improved their MyWritingLab scores in every category. In ENGL 105, this happened at a minimum percent change of 7.7% (Punctuation and Mechanics), a maximum percent change of 35.1% (Sentence Grammar), and an average percent change of 21.2%. ENGL 105S students showed a stronger percent change in every category, from the minimum of 16.3% in Punctuation and Mechanics to a maximum of 53.6% in Sentence Grammar, with an average percent change of 31.0%.

The differences in percent changes are probably due to a combination of factors:

* More focused and guided MyWritingLab work in ENGL 105S (anecdotally confirmed with ENGL 105 faculty)
* More regular and sustained MyWritingLab work in ENGL 105S (anecdotally confirmed with ENGL 105 faculty)
* ENGL 105S students’ greater mastery of MyWritingLab material after extended interaction
* ENGL 105S students’ greater facility with MyWritingLab—that is, after extended interaction with MyWritingLab, ENGL 105S may have understood its systems and questions better
* Supplementary Friday sessions in ENGL 105S that provided an extra contact hour each week
* Differing instructional methods for teaching style and mechanics during class periods
* A greater incentive for higher scores in the Post-Test in ENGL 105S than in ENGL 105
* An upper limit on MyWritingLab learning

This final possible contributing factor is supported by something else interesting from the chart: students in both courses showed the least growth in Punctuation and Mechanics, the category in which students showed the strongest abilities at the beginning of the semester.

Please see the Recommendations section, beginning on page 16, for further ideas about how to continue incorporation of MyWritingLab into ENGL 105S and ENGL 105.

### Writing Sample

The same writing sample prompt used at the beginning of the semester was issued again near or on the last day of class in all ENGL 105S and ENGL 105 sections (by requirement) as well as 2 ENGL 107 sections (by generous election). (See Appendix 4 for a list of participating sections.)

Again, because of the semester’s busy nature, scoring of these samples has been delayed until Summer 2011. During that time, however, we will have collected the Spring 2011 semester’s set of writing samples (based on a new prompt) and will be able to work on a more longitudinal study of CAS students’ writing development.

# Outcomes

## Grade Distributions

### Overall

For the 46 students who remained on my rosters at the end of the semester, the chance of passing was, on average, 73.9%. However, for the 40 students who continued to attend class throughout the semester, the chance of passing ENGL 105S increased to 85%, as can be seen in this table:

|  |  |
| --- | --- |
| Course and Section | December Passing Rates |
| *Overall* | *Regular Attendees* |
| ENGL 105S.2 | 62.5% | 71.4% |
| ENGL 105S.3 | 93.3% | 93.3% |
| ENGL 105S.7 | 66.7% | 90.9% |
| *Average*  | *73.9%* | *85.0%* |

**Table 10: December Passing Rates**

The following pie chart breaks down the percentages of students earning each major grade—the 6 students who stopped attending regularly are excluded from this data set:

**Chart 5: Percentage of Regularly Attending Students Earning Each Major Grade**

As this chart shows, regularly attending class was key to passing the class. Furthermore, students were slightly more likely to earn a C than a B. In contrast, only 3 students earned an A in the course, which is half the number of students who attended regularly but still failed the course.

This need for regular attendance can also be seen in the percentages of students that passed at each accrued absence level:

**Chart 6: Percentage of Students Passing at Each Number of Accrued Absences**

This chart shows a definite decrease in the percentage of passing students with increasing absences: the passing rates at 5, 6, and 7 accrued absences are noticeably lower than the other levels. (The perhaps surprising not perfect passing rate at 0 absences can be explained by a single student in that sample set of 4 who entered the course at such a low level of writing and put so little effort into her written and MyWritingLab homework throughout the semester that her skills could not grow at the necessary pace to earn a passing grade.)

Turning to students’ Accuplacer scores, there seems to be no correlation between my students’ placement scores and their final grades. The following chart demonstrates this lack of correlation:

**Chart 7: Accuplacer Scores as Predictor of Final Grades**

As is evident here, the 5 students with the lowest Accuplacer scores (0-2) all passed the course, while the 6 failures were entirely concentrated in the Accuplacer score range of 3-4. Possibly influencing these results are a couple of factors. First, the 2 students who scored 0 on their Accuplacer test simply did not take that portion of the test and therefore conclusively did not demonstrate their skills in a reliable manner on that exam. Furthermore, the 3 students in the 1-2 score range could have simply not put forward the effort necessary to demonstrate their real abilities.

Even with these potential explanations for the low score range in this chart, the high score range (5-6) is equally confusing and/or unexpected. Of the 6 students who scored in that range, only 1 earned an A, while 3 earned a B and 2 earned a C.

In general, then, this data set points toward Accuplacer as a generally reliable placement tool but not as a reliable predictor of success in ENGL 105S.

### MyWritingLab

The following chart of Diagnostic Pre- and Post-Test scores in MyWritingLab shows the growth that most of my students attained during the semester within the new Pearson program:

**Chart 8: Individual Students’ Diagnostic Pre- and Post-Test MyWritingLab Scores**

As is obvious from this chart, most of my students achieved significantly higher scores at the end of the semester, suggesting that learning did take place within the MyWritingLab program. What that learning was, nevertheless, remains unclear. Among the possibilities are:

* Students grasped MyWritingLab’s concepts and learned to translate those ideas into their own writing;
* Students grasped MyWritingLab’s concepts and did not learn to translate those ideas into their writing; and
* Students became increasingly comfortable with the program but did not actually achieve much (or any) content learning.

The reality is probably some combination of these three possibilities. Please see the Recommendations section, below, starting on page 16, for further thoughts on how to assess these possibilities in future semesters.

### Major Assignments

The course was structured such that students mostly wrote paragraphs for their formal assignments throughout the semester. Students wrote 9 paragraph assignments in total; each focused on a different organizational pattern that was introduced in the textbook. The first 5 assignments were 1-paragraph assignments; the remaining 4 were 2-paragraph assignments. Additionally, at the end of the semester, students wrote 1 short (2-3 page) essay that incorporated at least 3 of the organizational patterns practiced earlier in the semester. (Please see Appendix 6 for the assignments themselves and Appendix 7 for the rubrics used to grade those assignments.)

The following chart illustrates the progress students made, on average, over the semester on these 10 major assignments:

**Chart 9: Average Rubric Scores and Corresponding Grades on Major Assignments**

Students’ overall progress here is clear: their C average on the first assignment rose to a B- average on the final assignment. As would be expected, students’ scores dipped as they encountered more complicated assignments. This happened most notably as they moved from a B- to a C+ average when they shifted from 1-paragraph to 2-paragraph assignments. Still present but perhaps less notable is the very slight drop from an overall rubric score of 17.7 (in the B- range) on the last 2-paragraph assignment (Persuasion) to an overall rubric score of 17.6 (still in the B- range) on the essay. This less dramatic shift can largely be explained by two factors: first, the 2-paragraph structures were more similar in nature to the essay structure used in the course than the 1-paragraph structures were to the 2-paragraph structures, and, second, the essay went through a longer and more focused revision process than any of the paragraph assignments as it was the culmination of the course and the only attempt students would have at this type of writing that also represented a larger percentage of the course grade.

Overall, then, the new assignment structure for this course seems to have worked in helping students improve their writing skills.

One other interesting outcome in this graph is the “wave-like” nature of the bars that represent rubric scores. The averages follow a “higher-then-lower-then-higher” pattern throughout the semester, even as students stayed within similar assignments. The most likely explanation for this result is the students’ reaction to their grades. As students received all previous assignments back, with comments and grades, before turning in the next assignment, a pattern of complacency (after receiving a higher grade) and motivation (after receiving a lower grade) likely set in.

These interior-to-like-assignment shifts notwithstanding, students did, on average, grow in their skills from the beginning to the end of the semester. This growth can be seen in a different way in the following chart, which tracks the average percent changes in rubric scores between the 3 types of major assignments (1-paragraph, 2-paragraph, and essay):

**Chart 10: Average Percent Changes in Rubric Scores between Major Assignments**

As the final set of columns here shows, students achieved a 4.1% change in their rubric scores from the 1-paragraph assignment average to their 2-paragraph assignment average and a 2.3% change from their 2-paragraph assignment average to their essay average. The greatest growth, however, took place between the average scores of the 1-paragraph assignments and the average essay scores: 6.5%. That growth strongly suggests that this new syllabus structure largely worked in helping students improve their college writing skills.

To take a deeper look at students’ rubric scores, the following chart contains data from the individual rubric scores on the final essay:

**Chart 11: Average Rubric Scores, by Area, on Essay**

Notable here are the high and low average scores: students scored the highest in Evidence/Content (3.9) and lowest in Mechanics (3.2) and Organization (3.3).

Unfortunately, individual rubric data sets were not collected throughout the semester in order to provide an overview of growth in terms of these rubric areas. Please see the Recommendation section, below, for further thoughts on this issue.

## Longitudinal Outcomes

This summer, after the Writing Specialists are able to conduct normative scoring of the blinded writing samples from the beginnings and ends of the Fall 2010 and Spring 2011 semesters, we will be better positioned to offer a sense of the longitudinal outcomes for the writing program.

# Recommendations

## Registration

### ENGL 105S versus ENGL 105

Based on the data collected from ENGL 105S and ENGL 105 this semester, it seems that students might benefit from the extra contact hour that ENGL 105S provides. As such, I would recommend that CAS discuss possibilities for expanding the offerings for ENGL 105S and reducing (or eliminating?) ENGL 105. At the very least, raising the Accuplacer cut scores for ENGL 105S might be worth doing for at least a year to see if students demonstrate more growth at the end of ENGL 107.

### WA (or R) Grade

I had a number of students who either dropped the course or withdrew because of attendance issues—as well as a number of students whose skills simply could not rise to the level required by ENGL 105S. I would therefore strongly encourage Enrollment Services to implement the WA (or R) grade that has been discussed. Such a grade would allow students to remain in contact with the course when it becomes most difficult—at the end, when essay structures are introduced—because grades would be unaffected by the new WA (or R) grade.

### Attendance Policy Shift

The pre-foundational courses in CAS have adopted a new attendance policy for the Spring 2011 semester. The number of absences tolerated is remaining about the same as my syllabus this past semester, but I would suggest that the impact of this formal policy across all pre-foundational courses be tracked. Identifying shifts in student attendance and failure rates across the impacted courses should be sufficient to determine if the new percentage (80% attendance for a passing grade) is working.

## Syllabus

### Standardization

A number of areas need further standardization, both in ENGL 105S and in ENGL 105:

* Course Description, Goals, and Objectives—these are not currently set for either syllabus or the writing program as a whole. I strongly recommend that the Writing Specialists, in conjunction with the English Department Chair, standardize these goals and objectives for implementation in ENGL 105S and ENGL 105 next fall. Ideally, ENGL 107 would be standardized as well.
* Assignment Structures—ENGL 105S was standardized this fall across all 5 sections, but ENGL 105 was left open to individual professor’s desires. I therefore urge that these courses be standardized, at least in terms of number of assignments, scope of those assignments, and weight given to all assignments. This standardization should apply to the incorporation of MyWritingLab assignments as well.
* Grading—The writing program would benefit from a “scoring session” with all writing professors present in which blinded essays were scored to achieve normed scoring.

### Assignment Weights

I had a small handful of students whose dedication to homework, MyWritingLab work, quizzes, and class participation meant that their final grades were higher than their average scores on formal written assignments. As such, I would recommend that these formal assignments be given more weight/emphasis in the syllabus’s next incarnation, perhaps in the 70-75% range.

## Data Collection/Analysis

### Rubric Data

While I collected a lot of data this semester, I should have been collecting students’ individual rubric scores, like I did for the final essay. While we may not need data for every assignment throughout the semester, having a baseline and a few check-points throughout the semester would be incredibly helpful in determining how and where students are (or are not) achieving growth throughout the ENGL 105S semester. I suggest that these data points be recorded at the beginning and end of any like-assignment string in order to track both growth across those like assignments and shifts from one assignment type to another.

### Writing Samples

As has been discussed previously, the other Writing Specialist, Beverly Metcalf, and I will spend a large portion of our summer revisiting the writing samples that were produced on the first and last days of class. This normative scoring and longitudinal data study will be extremely helpful in determining the effect(s) that each of these courses has on students. If a decent sample size of students’ MyWringLab scores can be compared to their growth in the “Sentence-Level” column of the English Program Rubric for CAS Composition Essays (see Appendix 2), we may be able to better assess how well MyWritingLab is working within the ENGL 105(S) curriculum.

## Hiring Another Writing Specialist

Currently, there are a number of holes in the CAS pre-foundational writing program schedule that are being filled by adjuncts. The same is true in SPS. I would recommend investing in another Writing Specialist to help fill these holes. Doing this will help us rely less on adjuncts, provide more specialized instruction to students, and add to the standardization across the writing program that we are wanting to achieve. Having another Specialist would also be beneficial to data collection and analysis as all three of us would be required to participate actively in designing and following through on that collection and analysis.

# Conclusions

Overall, I firmly believe that we are off to a great start: my ENGL 105S students learned a lot this semester, as my data and narratives demonstrate.

We do, of course, have a ways to go—and the “finishing touches” will always need “re-finishing.” This semester has laid an important framework, nevertheless, for the kinds of information we are looking for and for the types of growth we can expect and/or desire.

One area in which I particularly hope to grow over the next few years is my ability to run statistical analyses. Right now, this report is based on trends rather than statistics. As my dissertation will involve statistical analyses, I will become more proficient in this arena in the near future. Applying those skills to data sets like the one I collected this semester—and the more detailed ones we will collect in the future—will help us to track longitudinal outcomes more systematically.

Ultimately, the data collected from the as yet unscored Writing Samples over this entire academic year will probably be the most helpful in terms of assessing the longitudinal outcomes of the writing program as a whole. For now, however, I think ENGL 105S is on a solid path, which is beneficial to the instructors, to Trinity as a whole, and—most importantly—to our students.

# Appendices

## Appendix 1: Student List with Accuplacer Scores, Attendance Numbers, Mid-Semester and Final Grades, and Average Major Scores

|  |  | **Accuplacer Score** | **Date Taken** | **Mised Classes** | **Late Arrivals** | **Mid-Semester Grade** | **Final Grade** | **Rubric Scores** | **MWL Overall Growth** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1-Para Average** | **2-Para Average** | **Essay** |
| **Section 2** | Aarons, Aariel Dominique | 4 | 6/17/2010 | 1 | 3 | B | B+ | 16.4 | 19.8 | 21.0 | 9.3 |
| Blackwell, Taneika Ra'eshawn | 3 | 6/9/2010 | 5 | 4 | B- | F | 16.0 | 17.0 | 12.0 | 4.0 |
| Brown, Bianca Marie | 4 | 5/18/2010 | 1 | 5 | C | C | 17.0 | 14.8 | 15.0 | 16.3 |
| Butler, Ronet Earlisa | 5 | 8/18/2010 | 2 | 0 | B | B+ | 18.8 | 21.3 | 22.0 | 15.0 |
| Chappell, Evelyn Noelle | 3 | 5/18/2010 | 0 | 1 | F | F | 15.8 | 16.3 | 14.0 | 24.8 |
| Culmer, Sade Felice | 1 | 5/15/2010 | 2 | 1 | C | B | 16.0 | 18.8 | 19.0 | 16.5 |
| Greene, London D | 3 | 7/28/2010 | 1 | 3 | B | B- | 15.8 | 14.5 | 14.0 | 26.8 |
| Kamara, Mariama JaJa | 3 | 5/15/2010 | 3 | 6 | F | F | 16.4 | 14.5 | 18.0 | 51.0 |
| Lakew, Sophia G | 2 | 7/29/2010 | 5 | 1 | B | C+ | 17.4 | 16.8 | 18.0 | 39.3 |
| Lyons, Charnise Denise | 4 | 5/27/2010 | 2 | 0 | B- | C+ | 15.4 | 13.5 | 19.0 | 7.8 |
| Martinez, Kiara Roxett | 3 | 6/8/2010 | 1 | 3 | B | A- | 17.8 | 20.3 | 23.0 | -4.8 |
| Payne, Sardai Lynnsey | 4 | 4/22/2010 | 2 | 1 | B | B | 18.0 | 16.3 | 22.0 | 48.0 |
| Scott, Danielle Nicole | 4 | 5/25/2010 | 9 | 2 | C | F | 18.8 | 16.8 | 15.0 | 29.0 |
| Smith, Naidia | 4 | 6/8/2010 | 5 | 2 | B | F | 17.6 | 14.3 | 22.0 | 14.5 |
| Walker, Chanel Tashay | 4 | 5/25/2010 | 3 | 0 | A- | B+ | 20.2 | 19.3 | 18.0 | 18.8 |
| **Section 3** | Adams, Toniqua Sheriae | 4 | 7/24/2010 | 0 | 0 | B+ | B+ | 19.0 | 20.8 | 21.0 | 8.5 |
| Alvarez, Trixy Melissa | 4 | 6/22/2010 | 3 | 1 | F | F | 10.4 | 13.3 | 12.0 | 12.3 |
| Bailey, Dawn Ashley | 4 | 6/17/2010 | 1 | 1 | B+ | B+ | 20.6 | 21.0 | 18.0 | 14.5 |
| Berry, Jaszmine D | 4 | 6/16/2010 | 2 | 2 | F | C+ | 15.2 | 14.5 | 16.0 | 21.0 |
| Briscoe, Kiana W | 4 | 8/5/2010 | 4 | 0 | B+ | C+ | 16.4 | 16.8 | 18.0 | -24.3 |
| Chase, Alicia Shannon | 4 | 6/9/2010 | 6 | 0 | F | C | 17.2 | 18.8 | 13.0 | 13.0 |
| Dawkins, Jacquelyn Danielle | 5 | 6/8/2010 | 0 | 1 | B+ | B- | 17.2 | 16.0 | 18.0 | 17.8 |
| Gleaton, Tyra Lashawn | 3 | 7/24/2010 | 4 | 2 | C+ | C | 14.2 | 17.0 | 16.0 | 4.0 |
| Islam, Nipa Shanaz | 4 | 5/15/2010 | 1 | 0 | A- | A- | 19.8 | 21.5 | 22.0 | 17.3 |
| Louis, Hanania | 6 | 5/4/2010 | 0 | 0 | B- | C+ | 15.6 | 14.0 | 13.0 | 8.3 |
| McMillian, Lonice Deshayi | 2 | 6/10/2010 | 10 | 3 | B- | C | 18.8 | 19.5 | 19.0 | 44.0 |
| Ramos, Maria J | 4 | 6/15/2010 | 2 | 0 | B | B- | 15.6 | 17.0 | 14.0 | 13.8 |
| Shelton, Chelsey Niya | 5 | 5/11/2010 | 4 | 2 | A- | B- | 10.0 | 21.0 | 19.0 | 14.3 |
| Wade, Kyra E | 4 | 6/17/2010 | 1 | 0 | B | B | 17.0 | 19.0 | 17.0 | 4.5 |
| Williams, Shanell Nikita | 4 | 6/17/2010 | 5 | 0 | B- | C | 17.2 | 15.0 | 17.0 | 12.5 |
| **Section 7** | Barbour, Ashley Renee | 4 | 5/18/2010 | 3 | 5 | C | C | 15.0 | 14.3 | 16.0 | 19.8 |
| Evans, Samaria Carolyn | 5 | 4/22/2010 | 2 | 4 | A- | A | 21.0 | 23.8 | 24.0 | 22.5 |
| Harper, Markeyda Chantai | 4 | 7/14/2010 | 6 | 3 | F | F | 10.4 | 12.0 | 16.0 | 11.0 |
| Moore, Tiara J | 4 | 7/31/2010 | 1 | 0 | B+ | B- | 17.0 | 15.8 | 14.0 | 5.5 |
| Phillips, Alexis Audrey | 5 | 4/20/2010 | 4 | 3 | C+ | C | 14.0 | 15.3 | 18.0 | 13.8 |
| Rivera, Yanira | 4 | 6/16/2010 | 3 | 1 | C+ | B- | 16.6 | 16.3 | 18.0 | -27.3 |
| Rodas-Rodriguez, Sandra | 3 | 7/31/2010 | 3 | 1 | F | C+ | 13.8 | 16.5 | 17.0 | 18.8 |
| Rodriguez-Hurtado, Saba | 0 | 1/20/2010 | 3 | 7 | B- | C+ | 17.2 | 17.3 | 19.0 | 18.3 |
| Silva, Mendy J | 4 | 8/5/2010 | 6 | 3 | B | C | 17.6 | 19.3 | 20.0 | 23.8 |
| Wilkins, Brittney Christina | 4 | 6/22/2010 | 7 | 2 | F | C | 19.6 | 20.5 | 20.0 | 14.3 |
| Wiseman, Rachelle LaShawn | 0 | 7/31/2010 | 3 | 0 | C | C+ | 16.0 | 18.3 | 17.0 | 13.0 |
|  |   |   |   |   |   |   |   |   |   |   |   |
|  | AVERAGES: Overall | 3.6 | 6/11/2010 | 3.1 | 1.8 | 78.2 | 77.0 | 16.6 | 17.3 | 17.7 | 15.4 |
| Section 2 | 3.4 | 6/8/2010 | 2.8 | 2.1 | 79.2 | 74.4 | 17.2 | 16.9 | 18.1 | 21.1 |
| Section 3 | 4.1 | 6/16/2010 | 2.9 | 0.8 | 80.0 | 79.5 | 16.3 | 17.7 | 16.9 | 12.1 |
| Section 7 | 3.4 | 6/9/2010 | 3.7 | 2.6 | 74.5 | 77.4 | 16.2 | 17.2 | 18.1 | 12.1 |

## Appendix 2: English Program Rubric for CAS Composition Essays

Revised 10/2010

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Essay Structure | Sentence-Level | Contextualization (Rhetorical Situation) |
| **4**Exceptional | Essay meets the goals for ENGL 107 in a superior way. | Essay is largely free of major and minor errors in grammar and mechanics. | Essay meets goals for ENGL 107 in a superior way. |
| **3**Average | Essay offers a thesis which provides for some development; development and support are evident; essay shows some organization through linked paragraphs; essay shows some focus, unity and coherence.  | Essay reveals an understanding of the conventions of edited English and the use of varied sentence structure. Errors in spelling, usage, mechanics, and grammar do not seriously undermine the effectiveness of the essay. | Essay responds to question posed with some reflection and analysis; it demonstrates a strong sense of purpose and tone.  |
| **2**Below Average | Thesis does not adequately guide the development of the essay; development and support are not sustained; essay may not use, divide, or link paragraphs effectively; essay lacks clear focus and needs to build in more unity and coherence. | Essay contains numerous errors in sentence structure, spelling, usage, grammar, and mechanics so as to undermine the essay's content and the ability of the reader to grasp the content.  | Essay clearly responds to the question posed but lacks reflection and analysis; it needs improvement in purpose and tone |
| **1**Poor | Essay reveals need for substantial work in use of a strong thesis; in effective organization and development; and in focus, unity, and coherence | Essay reveals need for substantial review of grammar and mechanics  | Essay is not clearly and appropriately responsive to the question posed; it pays inadequate attention to purpose and tone.  |
| Students with a score of 1 in this column should be placed in English 105S. |

|  |  |
| --- | --- |
| Essay Score  | CAS Placement |
| 1, 2, 3, 4 | 105S |
| 5, 6, 7 | 105 |
| 8+ | 107 |

## Appendix 3: Writing Sample Prompt, Fall 2010

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**Writing Sample**

**Engl 105S/105/107**

**Fall 2010**

Instructions:

In response to the topic and questions below, write an essay that develops a thesis, uses a clear structure, and provides sufficient and relevant evidence.

Your purpose is to persuade Trinity’s academic community that your position is correct.

You will have 30 minutes to plan, draft, and revise your essay.

Put your name and your course and section number on the ***back*** of your paper/blue book—no identifying personal marks should appear on the front of the essay.

Topic:

Consider an issue that has affected a neighborhood in which you now live or have lived.

* If the issue **has been** addressed: How has it been addressed?  Why do or don't you agree with the solution—or current attempt at a solution?  How might you suggest the community improve upon the solution?
* If the issue **has not been** addressed: What ideas or proposals would you suggest to help address the neighborhood issue?  How might your ideas help the situation?  Are there any drawbacks to your proposed solution?

As you construct and defend your thesis based on some or all of these questions, consider any long-term effects or larger community consequences for the response(s) that you discuss.

## Appendix 4: Writing Sample Pre- and Post-Test Course Lists

|  |  |
| --- | --- |
| **First-Day Submissions** | **Last-Day Submissions** |
| **Course/Section** | **Professor** | **Course/Section** | **Professor** |
| 105S.1 | Brown | 105S.1 | Brown |
| 105S.2 | Wilson | 105S.2 | Wilson |
| 105S.3 | Wilson | 105S.3 | Wilson |
| 105S.5 | Swinney | 105S.5 | Swinney |
| 105S.7 | Wilson | 105S.7 | Wilson |
| 105.1 | Beverly | 105.1 | Beverly |
| 105.2 | Thorbjornsen | 105.2 | Thorbjornsen |
| 105.3 | Brown | 105.3 | Brown |
| 105.4 | Slacks | 105.4 | Slacks |
| 105.5 | Bueter | 105.5 | Bueter |
| 105.6 | McMonagle | 105.6 | McMonagle |
| 105.7 | Nall | 105.7 | Nall |
| 105.8 | McMonagle | 105.8 | McMonagle |
| 105.9 | Nall | 105.9 | Nall |
| 105.10 | Esprit | 105.10 | Esprit |
| 105.11 | Bueter | 105.11 | Bueter |
| 107.6 | Thorbjornsen | 107.6 | Thorbjornsen |
| 107.7 | Kenney |  |  |
| 107.8 | Thorbjornsen | 107.8 | Thorbjornsen |

## Appendix 5: ENGL 105S Syllabus



**College of Arts and Sciences**

**Fall 2010**

English 105S: Introduction to College Writing with Supplemental Instruction

4 credits

Section 2, MW 10:30am – 11:45am (Main 248) & F 10:00am – 10:50am (Main 235)

Section 3, MW 12:00pm – 1:15pm (Main 251) & F 12:00pm – 12:50pm (Main 240)

**Instructor**: Professor Sarah Wilson

Office: Main 272

Phone: 202-884-9297

E-mail: wilsonsa@trinitydc.edu

Office Hours: Tuesdays 2:30pm – 5:00pm

 Thursdays 10:30am – 1:00pm

 Fridays 2:30pm – 4:30pm

 Other times, by appointment/drop-in

**Course Description**

This course is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

**Course Goals**

To develop skills in academic writing.

To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

**Objectives for Student Learning**

Upon completion of this course students will be able to:

* understand and employ the fundamentals of expository and persuasive writing;
* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* understand word and sentence level stylistic options;
* integrate techniques for making writing more coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

**Required Texts and Materials**

* Henry, D. J. *Writing for Life: Paragraphs and Essays*. 2nd ed. Boston: Longman, 2010. Print.
* MyWritingLab (Pearson online access code required)
* Regular access to a computer, printer, and the internet

**Course Assessment and Requirements**

Your overall course grade will result from the following percentage breakdown of assignments:

|  |  |  |
| --- | --- | --- |
| 20% | 1-Paragraph Assignments (5 total) |  |
| 25% | 2-Paragraph Assignments (4 total) |  |
| 20% | Essay |  |
| 15% | Homework & MyWritingLab Work  |  |
| 10% | In-Class Writing (announced) & Quizzes (announced and unannounced) |  |
| 10% | Participation (including class discussions, Moodle, and Workshops) |  |
| *NB: As stated in the Attendance Policy below, attendance can seriously affect your grade.**Diagnostics and Post-Diagnostics do not count toward your overall grade.* |

Grading for all assignments will be based on the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Percentage Grade | Letter Grade | Percentage Grade | Letter Grade |  |
| 94–100 | A | 80–82 | B- |  |
| 90–93 | A- | 77–79 | C+ |  |
| 87–89 | B+ | 73–76 | C |  |
| 83–86 | B | ≤ 72 | F |  |
| *NB:* *You must**earn a grade of* ***C or better*** *in Engl 105S in order to progress to the next course, Engl 107.* |

Unless directed otherwise, you are responsible for turning in all assignments **in typed, hard copy format** at the **beginning** of class on their respective due dates. Should you find yourself unable to do so, your earned grade will decline by one letter grade for each day the assignment is late. Emailing your completed assignment stops the “late clock,” but you must bring a hard copy to the next class meeting.

**Important reminder:**even if late penalties will result in a failing score for a paragraph or essay assignment, you are still obligated to submit it in order to receive credit for the course. ***That is, you must complete all paragraph and essay assignments in order to pass the course.***

As every student has different strengths and weaknesses, I may designate additional reading, writing, or MyWritingLab assignments throughout the semester to individual students. These assignments will be required and graded as they are meant to inspire, challenge, and help you to become a better writer.

**Attendance Policy**

Attendance is required, will be checked on a daily basis, and can **seriously** affect your grade.

**Three** absences (a full week of class) will be tolerated without direct penalty for non-attendance (though your participation grade may suffer).  Each absence beyond the third will result in a **2-point** deduction from your **final grade** in the course, up to **a maximum of seven absences** (three without direct penalty; four with point deductions).  An **eighth** missed class will result in failure for non-attendance.

**No distinction is made between excused and unexcused absences.** Therefore, you cannot afford to waste your few non-penalized absences; when they are gone, any absence for any reason will result in the specified penalty.

Example:If a student earns a 77 (C+) as her overall grade for the class, but she has been absent six times, she will lose 6 points (2 points for each absence above three), resulting in a final grade of 71 (F). *(NB: She would have to retake the course to receive credit for the course.)*

Every **3 late arrivals** (more than 10 minutes late to class or more than 5 minutes late to lab) will equal one absence from class. Quizzes and other classwork administered at the beginning of class cannot be made up by late or absent students.

**Statement of Academic Integrity**

Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and other forms of cheating range from course failure to dismissal from the University.

From the Trinity College Course Catalog:

Trinity is devoted to the highest standards of academic honesty and intellectual integrity. As an institution of higher education founded in the Catholic intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound moral and ethical practices in their study, research, writing and presentations; in their examinations and portfolios; and in all of their relationships and actions as members of the academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part of the Trinity College community since 1913. All members of the Trinity community, students, faculty, and staff, are expected to uphold a way of life that embraces personal integrity and responsibility, the foundation of the Honor System. The Honor System reflects a personal commitment on the part of all members of the community to individual integrity and shared trust; hence it also reflects a community commitment to abide by University policies, rules, and regulations. Upon joining the Trinity community, each student and each member of the faculty and staff agrees to adhere to the following honor pledge:

*I realize the responsibility involved in membership in the Trinity community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community.*

In this class, plagiarism—the use of other people’s ideas, work, or words without giving them credit—will be handled according to Trinity’s student judicial guidelines. In general, for non-senior students, the first infraction results in automatic failure of the course while further infractions lead to suspension and then expulsion from the university.

The use of outside sources for assignments in this class is prohibited. This course will, however, cover how to integrate quotations from class readings into writing assignments. MLA style will be followed.

**Technology Policies**

Cell phones are to be silenced or turned off and put away for the duration of all class periods. I will require under-the-desk texters to leave the class.

No laptops are to be used in class unless specific permission for their use has been granted.

**Disability Student Services**

Disability Student Services (DSS) is committed to facilitating the development and attainment of educational goals for Trinity students with disabilities by ensuring equal access to University programs and services as well as promoting student self-advocacy and campus-wide disability awareness. As a matter of policy and practice, Trinity’s DSS complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

If you are a student with a psychological, cognitive, and/or physical disability, DSS is here to ensure that you receive support services that will equalize your access for your courses and campus activities. In contrast to high school, where students with disabilities are entitled to certain services, in college, you must become approved or eligible for services based on the guidelines set forth by your college. At Trinity, this means that you must first register with DSS before you can request support services.

If you have DSS accommodations, you are required to share this information with me within the first two weeks of class.

**Academic Services Center**

Trinity’s Academic Services Center offers assistance with topics such as scholarly writing and time management. Please feel free to make an appointment with Scott Swinney in the **Writing Center** or someone at ACS for **tutoring assistance**—appointments are most easily made through the ASC page on Trinity’s website. As it can take 24-48 hours to schedule a session, please plan in advance!

Since it always helps to have an extra pair of eyes looking at anything we write, do not be surprised if I refer you to ASC at some point during the semester.

**Assignment/Class Schedule**

Subject to change—All changes will be posted to Moodle/MWL

NB: The following schedule lists assignments for the ***days on which they are due***.

| **Date** | **Homework** | **In-Class Agenda** |
| --- | --- | --- |
| W, 8/25 | Ch. 1: “Preparing to Learn about Writing” | **Writing Diagnostic**Course Introduction/Goals |
| F, 8/27 | Ch. 2 (through p. 27): “Thinking Through the Writing Process”Writing Behaviors and Self-EvaluationMoodle and MyWritingLab (MWL): Log in | Discussion: Writing Behaviors and the Rhetorical Triangle |
| M, 8/30 | Ch. 2 (p. 27 to end) : “Thinking Through the Writing Process”Read Dillard excerpt (Moodle)MWL: Complete Diagnostic Pre-Tests (4 Sections) | Discussion: Writing Process(es), Pre-Writing to Revision, for In-Class and At-Home AssignmentsActivity: Revisiting the Writing Diagnostic |
| W, 9/1 | Ch. 3: “Understanding the Paragraph” | Activities: Paragraph Organization(s) & Shifting Rhetorical Situations |
| F, 9/3 | MWL: Subjects & Verbs; Combining Sentences (1 Recall & 2 Apply sets each, with Mastery scores) | Style & Mechanics Work |
| M, 9/6 | *Labor Day: No class meeting* |
| T, 9/7 | Summary Attendance Due |
| W, 9/8 | Ch. 4: “The Descriptive Paragraph”Topic Bank: Things to Describe | Discussion: Descriptive paragraphsActivity: Pre-Writing Techniques |
| F, 9/10 | MWL: Fragments; Run-Ons (1 Recall & 2 Apply sets each, with Mastery scores)5 Sentences for Descriptive Paragraph | Style & Mechanics Work |
| M, 9/13 | Read Haines & Lin (textbook)Full draft of Descriptive Paragraph | Discussion: Descriptive paragraphs at workActivity: Modeling |
| W, 9/15 | Revised full draft of Descriptive Paragraph | Activity: Workshop |
| F, 9/17 | MWL: Tense; Subject-Verb Agreement; Consistent Verb Tense and Active Voice (1 Recall & 2 Apply sets each, with Mastery scores)**Descriptive Paragraph: final draft due** | Style & Mechanics Work |
| M, 9/20 | Ch. 5: “The Narrative Paragraph”Topic Bank: Things to Narrate | Discussion: Narrative paragraphsActivity: Pre-Writing and Drafting |
| W, 9/22 | Read Angelou & Tan (textbook)Full draft of Narrative Paragraph | Discussion: Narrative paragraphs at workActivity: Workshop |
| F, 9/24 | MWL: Pronoun Case; Pronoun Reference and Point of View; Pronoun Antecedent Agreement (1 Recall & 2 Apply sets each, with Mastery scores)**Narrative Paragraph: final draft due** | Style & Mechanics Work |
| M, 9/27 | **Individual Conferences: No class meeting—come to scheduled meeting in Main 272 with all work from class.**  |
| W, 9/29 |
| F, 10/1 | MWL: Final Punctuation; Commas (1 Recall & 2 Apply sets each, with Mastery scores) | **In-Class Writing (30 minutes)**Style & Mechanics Work |
| M, 10/4 | Ch. 6: “The Process Paragraph”Topic Bank: Things in Process | Discussion: Process paragraphsActivity: Shoelaces… |
| W, 10/6 | Read Keillor & Angwin (textbook)Full draft of Process Paragraph | Discussion: Process paragraphs at workActivity: Workshop |
| F, 10/8 | MWL: Apostrophes; Quotation Marks (1 Recall & 2 Apply sets each, with Mastery scores)**Process Paragraph: final draft due** | Style & Mechanics Work |
| M, 10/11 | *Columbus Day: No class meeting* |
| W, 10/13 | Ch. 7: “The Example Paragraph”Read Cofer & Gilbert (textbook)Topic Bank: Things with Examples | Discussion: Example paragraphsActivity: Topic Sentence Development & Transitions |
| W, 10/13 | Mid-Term Grades Due |
| F, 10/15 | MWL: Parallelism; Sentence Structure (1 Recall & 2 Apply sets each, with Mastery scores)Full draft of Example Paragraph | Style & Mechanics WorkActivity: Workshop |
| M, 10/18 | **Example Paragraph: final draft due**Ch. 8: “The Classification Paragraph”Read Winfrey & Viorst (textbook)Topic Bank: Things for Classifying | Discussion: Classification paragraphsActivity: Drafting/Revising Techniques |
| W, 10/20 | Full Draft of Classification Paragraph | Activity: Workshop |
| F, 10/22 | MWL: Misplaced or Dangling Modifiers; Varying Sentence Structure (1 Recall & 2 Apply sets each, with Mastery scores)**Classification Paragraph: final draft due** | Style & Mechanics Work |
| M, 10/25 | Ch. 9: “The Comparison Paragraph”Read Tannen & Carson (textbook)Topic Bank: Things to Compare-Contrast | Discussion: Comparison and Contrast paragraphsActivity: Organizational Possibilities |
| W, 10/27 | Full Draft of Comparison-Contrast Paragraphs | Activity: Workshop |
| F, 10/29 | **Comparison-Contrast Paragraphs: final draft due**Ch. 10: “The Definition Paragraph”Read Goodwin-Parker & PennTopic Bank: Things to Define | Discussion: Definition paragraphsActivity: TBD |
| M, 11/1 | Full Draft of Definition Paragraphs | Activity: Workshop |
| W, 11/3 | **Definition Paragraphs: final draft due**Ch. 11: “The Cause and Effect Paragraph”Read Malone & Stephen King Topic Bank: Things with Causes and/or Effects | Discussion: Cause and effect paragraphsActivity: Drafting |
| F, 11/5 | Full Draft of Cause and Effect ParagraphsMWL: 4 Sections (as Directed from Diagnostic Pre-Test) (1 Recall & 2 Apply sets each, with Mastery scores) | Activity: Workshop |
| M, 11/8 | **Individual Conferences: No class meeting—come to scheduled meeting in Main 272 with all work from class.****Cause and Effect Paragraphs: final draft due at conference** |
| W, 11/10 |
| F, 11/12 | Ch. 12: “The Persuasive Paragraph”Pick 2 to read: Ji-Yeon, Martin Luther King, Jr., & Obama (textbook)Topic Bank: Things to Argue | Discussion: Persuasive paragraphsActivity: Persuasive topic sentences and organizational support |
| S, 11/13 | Deadline to withdraw from courses |
| M, 11/15 | Full Draft of Persuasive ParagraphsRead 3rd textbook author not chosen last week | Activity: Workshop |
| W, 11/17 | **Persuasion Paragraphs: final draft due**Ch. 13: “Understanding the Essay” | Discussion: Essay AssignmentActivities: Essay Topic Bank & Pre-Writing (*Topoi*)**In-Class Writing (30 minutes)** |
| F, 11/19 | Ch. 14: “Effective Titles, Introductions, and Conclusions”Write 3 Potential Thesis StatementsMWL: 4 More Sections (as Directed from Diagnostic Pre-Test) (1 Recall & 2 Apply sets each, with Mastery scores) | Activity: Thesis Statement Workshop |
| M, 11/22 | Ch. 15: “Using Patterns of Organization to Develop Essays”Outline of Essay (including written-out thesis statement and topic sentences) | Discussion: Organizing an EssayActivity: Outline Workshop |
| W, 11/24 | *Thanksgiving Break: No class meeting* |
| F, 11/26 |
| M, 11/29 | Draft WorkMWL: Complete Diagnostic Post-Tests (4 Sections) | Activity: Workshop |
| W, 12/1 | Full Draft of EssayCourse Evaluations | Activity: Workshop |
| F, 12/3 | **Essay Due** | **Writing Post-Diagnostic** |
| T, 12/14 | Final Grades Due |

## Appendix 6: Assignments

### MyWritingLab

Throughout this semester, you will be using MyWritngLab (MWL) as a way to understand more about how mechanics (often called “grammar”) and style impact everything that you write.

You will complete four distinct phases of work in MWL:

at the very beginning of the semester, you will complete a four-part diagnostic pre-test;

in the first half of the semester, you will progress through a standardized set of MWL assignments;

in the second half of the semester, you will progress through an individualized set of MWL assignments based upon your diagnostic pre-tests;

and, at the very end of the semester, you will complete a four-part diagnostic post-test.

Because full and attentive completion of each stage is crucial to your success in this class, your grades are connected to MWL in the following ways:

No grades will be counted towards your overall grade point average until you have completed the diagnostic pre-test.

MWL assignments completed throughout the semester (along with other collected homework) comprise 15% of your final grade. Only those assignments completed at or above Mastery scores (see below) will be counted towards this percentage of your final grade.

Your final essay for the class will not be graded and added into your overall grade point average until you have completed the diagnostic post-test.

For both the diagnostic pre- and post-tests, you must complete all four sections. Some of these sections will take a while, so plan accordingly! (They do not need to all be completed in the same sitting, but you still want to make sure you provide yourself with enough time to thoughtfully complete all four sections.)

For the standardized and individualized sets of MWL assignments, each section will be considered “finished” when you have reached the Mastery score level (at least 70% correct) on one Recall set and two Apply sets. (If you run out of available sets before reaching a Mastery score, please email me immediately; I can reset the system to allow you access to more sets.)

Schedule of Due Dates (Also available on Syllabus):

|  |  |  |
| --- | --- | --- |
| M, 8/30 | Diagnostic Pre-Tests | All 4 sections |
| F, 9/3 | Subjects & VerbsCombining Sentences | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 9/10 | FragmentsRun-Ons | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 9/17 | TenseSubject-Verb AgreementConsistent Verb Tense and Active Voice | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 9/24 | Pronoun CasePronoun Reference and Point of ViewPronoun Antecedent Agreement | 1 Recall & 2 Apply sets each, with Mastery scores |
| F/10/1 | Final PunctuationCommas | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 10/8 | ApostrophesQuotation Marks | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 10/15 | ParallelismSentence Structure | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 10/22 | Misplaced or Dangling ModifiersVarying Sentence Structure | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 11/5 | 4 Sections as Directed from Diagnostic Pre-Test | 1 Recall & 2 Apply sets each, with Mastery scores |
| F, 11/19 | 4 More Sections as Directed from Diagnostic Pre-Test | 1 Recall & 2 Apply sets each, with Mastery scores |
| M, 11/29 | Diagnostic Post-Tests | All 4 sections |

### Paragraph Assignments

For each Paragraph Assignment this semester, you will pre-write, draft, revise, edit, and proofread one or two paragraphs in a particular pattern. (Please see the schedule, below, for due dates and paragraph number requirements.) The patterns—along with various techniques for handling them—will be introduced in your readings and discussed/practiced in class.

Each writing assignment will have a specific topic, audience, and purpose—*chosen by you*—that you develop and explore within your paragraph(s). The range of topics is therefore wide open; however, be sure that you *narrow* your topic for each assignment enough so that you can sufficiently introduce, support, and conclude your ideas within the scope of the assignment. You should choose a topic that does not require any research (i.e., a topic with which you are very familiar).

On the top left corner of each final draft, you must include the following information:

Your Full Name

Engl 105S, Section ???

Professor Wilson

Date assignment is due

Topic:

Audience:

Purpose:

Title:

All paragraphs must be double-spaced in 12-point Times New Roman font with 1-inch margins. (NB: This will require changing some settings from the default settings in Microsoft Word.)

On the due date, you are required to turn in the following pages, stapled or paper clipped together in this order:

* Final Draft
* Topic Bank
* Pre-Writing Activities (including any classwork)
* At *least* 1 Full Draft with Workshopping Evidence

🢡 NB: your final draft should look at least *fairly* if not *vastly* different than your full draft(s) with workshopping evidence. Your final grade will suffer if you have not fully engaged with revision, editing, and proofreading work.

Schedule of Due Dates & Percentages of Final Grade:

|  |  |  |  |
| --- | --- | --- | --- |
| F, 9/17 | Description | 1 Paragraph | 20% of final grade |
| F, 9/24 | Narration | 1 Paragraph |
| F, 10/8 | Process | 1 Paragraph |
| M, 10/18 | Example | 1 Paragraph |
| F, 10/22 | Classification | 1 Paragraph |
| F, 10/29 | Comparison and/or Contrast | 2 Paragraphs | 30% of final grade |
| W, 11/3 | Definition | 2 Paragraphs |
| M, 11/8 or W, 11/10 (conference) | Cause and/or Effect | 2 Paragraphs |
| W, 11/17 | Persuasion | 2 Paragraphs |

The grading rubric is attached.

### Essay Assignment

**Due: Friday, 12/3**

**Worth 20% of Final Grade**

For this final Essay Assignment, you will pre-write, draft, revise, edit, and proofread a 2-3 page essay.

In this essay, you will need to employ *at least three* of the patterns that we have investigated and practiced this semester.

Like your paragraph assignments, this assignment will have a specific topic, audience, and purpose—*chosen by you*—that you develop and explore within your essay. The range of topics is still wide open; however, be sure that you *narrow* your topic for the essay enough so that you can sufficiently introduce, support, and conclude your ideas within the 2-3 pages. You should again choose a topic *that does not require any research* (i.e., a topic with which you are very familiar).

On the top left corner of each final draft, you must include the following information:

Your Full Name

Engl 105S, Section ???

Professor Wilson

Date assignment is due

Topic:

Audience:

Purpose:

Patterns Used: (minimum of 3)

Title:

The essay must be double-spaced in 12-point Times New Roman font with 1-inch margins. (NB: This will require changing some settings from the default settings in Microsoft Word.)

On the due date, you are required to turn in the following pages, stapled or paper clipped together in this order:

* Final Draft
* Topic Bank
* At *least* 2 Full Drafts with Workshopping Evidence

🢡 NB: your final draft should look at least *fairly* if not *vastly* different than your full drafts with workshopping evidence. Your final grade will suffer if you have not fully engaged with revision, editing, and proofreading work.

The grading rubric is attached.

## Appendix 7: Rubrics

Paragraph Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Concept/Purpose** | **Connections/Organization** | **Evidence/Content** | **Style** | **Mechanics** |
| **Exhibits Mastery****5** | You address the topic with an insightful and well-developed central idea. Your paragraph demonstrates an in-depth understanding of the issue(s), presents positions very convincingly, and clearly discusses other views where appropriate. | Your paragraph is organized so that all parts support the whole. You make skillful use of transitions. You make larger connections. You introduce your ideas with sophistication. You have an insightful conclusion. | You have selected specific, relevant, and accurate evidence to support your central idea. You analyze your evidence perceptively and creatively. You provide rich detail to develop your ideas. | Your writing has varied and effective sentence structure. You provide an appropriately broad vocabulary and a lively, interesting use of language. | Your writing is free of grammatical, spelling, and punctuation errors.  |
| **Exceeds Standards****4** | You address the topic with a clear central idea. Your paragraph demonstrates an understanding of the issues and presents position convincingly. | Your paragraph is organized so that most parts support the whole. You make effective use of transitions. You attempt to make larger connections. You introduce your ideas effectively and you have a convincing conclusion. | You have selected relevant and accurate evidence to support your central idea. You analyze your evidence effectively. | Your writing uses sentence structures effectively. You provide a mostly appropriate and effective use of vocabulary. | You have a minimal number of grammatical, spelling, and punctuation errors.  |
| **Meets Standards****3** | You address the topic with a clear central idea. | You have given some thought to the paragraph’s structure. Connections of parts to the whole are sometimes made. You make adequate use of transitions. | You have provided sufficient evidence to support your central idea. You analyze most of your evidence. | Your writing has an adequate use of varied sentence structures. You provide a generally appropriate use of vocabulary. | You have some grammatical, spelling, and punctuation errors, but they do not interfere with meaning.  |
| **Needs More Work****2** | Your addressing of the topic is implied but is incomplete and/or not clearly stated. Your central idea is too narrow or too broad. Focus is inconsistent. | Your paragraph needs more attention to structure and/or transitions. | You have insufficient evidence and/or your evidence does not clearly support your central idea. You do not analyze your evidence enough. | Your sentence structures need variation. You sometimes use words incorrectly. | You have many grammatical, spelling, and punctuation errors, but they generally do not interfere with meaning.  |
| **Fails to Meet Standards****1** | You do not address the topic and/or you do not have a central idea. | Your paragraph does not include or does not make adequate use of an introduction, conclusion, and/or transitions. | You have provided little or no evidence and/or provided little or no analysis for your evidence. | Your sentence structures and vocabulary use need development. | You have many grammatical, spelling, and punctuation errors that interfere with meaning.  |
| **Assessment** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Total** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
|  |  |  |  |  |  |
|  | **A = 24/25** | **A– = 23** | **B+ = 21/22** | **B = 19/20** | **B– = 18** | **C+ = 16/17** | **C = 14/15** | **C– = 13** | **D = 8 – 12** | **F = 5 – 7** |

**Strength(s):**

**Keep Working On:**

Essay Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Claim/Purpose** | **Connections/Organization** | **Evidence/Content** | **Style** | **Mechanics** |
| **Exhibits Mastery****5** | You respond to the topic/ issue with an insightful and well-developed central claim. Your essay demonstrates an in-depth understanding of the issue(s), presents positions very convincingly, and clearly discusses other views where appropriate. | Your essay is organized so that all parts support the whole. You make skillful use of transitions and paragraphs. You make larger connections. You introduce your ideas with sophistication. You have an insightful conclusion. | You have selected specific, relevant, and accurate evidence to support your main idea. You analyze your evidence perceptively and creatively. You provide rich detail to develop your ideas. | Your writing has varied and effective sentence structure. You provide an appropriately broad vocabulary and a lively, interesting use of language. | Your writing is free of grammatical, spelling, and punctuation errors.  |
| **Exceeds Standards****4** | You respond to the topic/ issue with a clear central claim. Your essay demonstrates an understanding of the issues and presents position convincingly. | Your essay is organized so that most parts support the whole. You make effective use of transitions and paragraphs. You attempt to make larger connections. You introduce your ideas effectively and you have a convincing conclusion. | You have selected relevant and accurate evidence to support your main idea. You analyze your evidence effectively. | Your writing uses sentence structures effectively. You provide a mostly appropriate and effective use of vocabulary. | You have a minimal number of grammatical, spelling, and punctuation errors.  |
| **Meets Standards****3** | You respond to the topic/issue with a clear central claim. | You have given some thought to the essay’s structure. Connections of parts to the whole are sometimes made. You make adequate use of transitions. | You have provided sufficient evidence to support your main idea. You analyze most of your evidence. | Your writing has an adequate use of varied sentence structures. You provide a generally appropriate use of vocabulary. | You have some grammatical, spelling, and punctuation errors, but they do not interfere with meaning.  |
| **Needs More Work****2** | Your addressing of the topic/issue is implied but is incomplete and/or not clearly stated. Your central claim is too narrow or too broad. Focus is inconsistent. | Your essay needs more attention to structure and/or transitions. | You have insufficient evidence and/or your evidence does not clearly support your main idea. You do not analyze your evidence enough. | Your sentence structures need variation. You sometimes use words incorrectly. | You have many grammatical, spelling, and punctuation errors, but they generally do not interfere with meaning.  |
| **Fails to Meet Standards****1** | You do not address the topic and/or you do not have a central claim. | Your essay does not include or does not make adequate use of an introduction, conclusion, and/or transitions. | You have provided little or no evidence and/or provided little or no analysis of your evidence. | Your sentence structures and vocabulary use need development. | You have many grammatical, spelling, and punctuation errors that interfere with meaning.  |
| **Assessment** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Total** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
|  |  |  |  |  |  |
|  | **A = 24/25** | **A– = 23** | **B+ = 21/22** | **B = 19/20** | **B– = 18** | **C+ = 16/17** | **C = 14/15** | **C– = 13** | **D = 8 – 12** | **F = 5 – 7** |

**Strength(s):**

**Keep Working On:**

## Appendix 8: A Sampling of Fall 2010 ENGL 105 Syllabi

### Wendy Thorbjornsen

**Syllabus for ENGL 105: Introduction to College Writing**

Professor Wendy Bilen Thorbjornsen

|  |  |
| --- | --- |
|  **Office:** Main 268 **Phone:** 202.884.9249 W **Email:** thorbjornsenw@trinitydc.edu | **Office hours:** MW 10:00-11:45, T 1:30-3:00, or by appointment |

**Course description and goals**

It’s true: you are here to prepare for ENGL 107: College Composition. But this isn’t just about passing a course. Writing is the key to your success in college as well as success in “the real world.” This is not one of those courses you want to “blow off,” if you know what I mean—and I think you do. So, get ready to write, write, and write some more. Stay open-minded, take it seriously, learn and stretch, and this skill could change your life.

Roll up those sleeves, and let’s get started.

**Stuff you need**

* Henry, D. J. *Writing for Life: Second Edition*. New York: Longman, 2011.
* Access to Longman’s *My Writing Lab* online (purchase at the bookstore)
* A notebook and pen or pencil for in-class writing
* A two-pocket folder for handing in your formal papers

**That irritating bane of your existence: grades**

Participation (5%) + Assignments: (95%) = Your semester grade (100%)

The grading scale in this class is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| A 94-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 |
| A- 90-93 | B 84-86 | C 74-76 | D 60-66 |
|  | B- 80-83 | C- 70-73 | F Below 60 |

**🛈***You must earn at least a C to avoid retaking the course.*

**Ever heard the expression, “Be here now”?**

Here’s the deal regarding attendance and participation.

* ***No absences are excused. If you miss more than eight classes, regardless of the reason, you will fail the course.*** Save your absences for when you really need them; you don’t know when you’re going to be sick or have car trouble. ***It is your responsibility to check Moodle (first) or with me (second) about the work you missed. You may only hand in missed work if you contact me before the next class session.***
* ***If you are more than fifteen minutes late, I will mark you as absent, regardless of the reason.***
* ***You can also lose points*** for leaving before class is over; coming unprepared; not participating in class activities and discussions; sleeping in class; and showing other disrespect for your classmates, me, and the learning environment.

**The low-down on assignments**

Assignments will be posted on Moodle after I announce them in class.

|  |  |
| --- | --- |
| **Deadlines** | I expect you to ***hand in assignments during class on the due date. If you miss class, you must email me your work, not wait until the next class period.***There is a one-hour grace period following class during which you may bring work to my office. |
| **Format** | Assignments must be ***hard copy*** (not electronic), typed, and in MLA format unless otherwise specified. I will accept emailed assignments *only* if you have asked me in advance, and I have agreed to them. ***Unless you talk with me in advance about a special situation, I will deduct 10% of your grade if the work is not typed.*** |
| **Illegal sources** | ***You*** ***may not use*** [***www.wikipedia.org***](http://www.wikipedia.org)***, free term paper sites, or any standard dictionary as a source for any assignment***. If you do use these sites, I will not grade your paper until you remove them. |
| **Late assignments** | ***You may turn in no more than two assignments up to one class late by using the late pass.*** This is designed to be used for times you are ill or overwhelmed. Unless you have previously made arrangements with me, I will not accept late work after this period. Turning an assignment in late does not affect any other deadlines. Choose wisely. |
| **Zapping a low grade** | ***If you spend three hours with a tutor at the Writing Center to work on writing, or attend one of their writing-related workshops, you may drop one low grade.*** You must keep track and let me know when you have reached three hours (must be completed by last class).  |

**🛈** *I sometimes grant extensions to students facing stressful personal and academic situations, or those trying to get help with their papers, so talk to me* ***before*** *the deadline if you are genuinely overburdened or have a plan in place for assistance. If the situation is serious or ongoing, I suggest you speak with Dean Meechie Bowie, Dean of Students.*

**The P-word**

Plagiarism involves using someone else’s words or ideas without giving that person proper credit. Here is an excerpt from Trinity’s policy regarding plagiarism:

For undergraduate students prior to the achievement of senior status, the penalties for engaging in any form of academic dishonesty are as follows:

1. In the first instance, the student will get an "F" grade in the course and the student will receive counseling concerning her or his conduct. No refunds are available for courses in which a student receives an “F” grade for cheating.

(NOTE: First year students in CAS only may receive an "F" grade on the assignment for their first offense if the faculty member and dean of CAS agree that the student truly did not understand that her action constituted cheating or plagiarism.  All other students, however, are expected to know how to act honestly and responsibly in academic situations.)
2. In the second instance, the student will get an "F" grade for the course and will be suspended from school for the balance of the semester in which she or he is enrolled and the subsequent semester.  No refunds are available under these circumstances.
3. In the third instance, the student will get an "F" grade for the course and will be expelled from Trinity College with no opportunity to return.

As Trinity’s *Academic Honesty, Plagiarism, and the Honor System* handbook notes:

| **If…** | **Then…** |
| --- | --- |
| The information is common knowledge (generally undocumented in *at least five* sources) | You don’t need a citation |
| The *words* are your own, and the *idea* is, too | You don’t need a citation |
| The *words* are someone else’s | Place them in quotation marks, *and* include a citation |
| The *words* are your own, but the *idea* is someone else’s | Acknowledge the author of the idea by referring to him/her in the text and include a citation |

If there is blatant evidence of plagiarism in your work (i.e., you have already shown you know how to cite but fail to do so in a subsequent assignment), I will likely report you directly to the academic dean. Otherwise, these are the two citation problems most likely to arise in this course:

1. **You show some effort at citing (either providing in-text citations, quotation marks, a works cited list or some combination of the three) but do so incorrectly**. In this case, I will probably give you the benefit of the doubt. If you provide in-text citations or quotations but no works cited list, or vice versa, I will hand the paper back to you to fix the problem before I grade. I will warn you, and repeated instances of this problem will result in stiffer point deductions or the response outlined in number two (below).
2. **You show no effort to cite (no works cited list, in-text citations, or quotation marks)**. The first time, I will hand the paper back for you to fix the problem with a stern warning and most likely a zero grade. The second time, you may find yourself explaining your paper to the dean.

*Not knowing how to cite something is not excusable; it is your responsibility to ask.* Plagiarism is stealing, unethical, and illegal, and in the end, the person it cheats most is you.

**🛈***The dean doesn’t care* ***why*** *you plagiarized. If she finds you guilty, you will fail the course.*

**A comfy and cozy classroom**

* **Special accommodations:** If you require special assistance because of a disability, please let me know, so I can make sure you have what you need. Or, if someone else in the class makes you feel uncomfortable or prevents you from learning, please let me know.
* **Those little plastic things super-glued to your ears, hands, and hips:** To further facilitate a positive learning environment, please turn off all cell phones and pagers for the duration of class. Please don’t insult me by texting during class.

**Free help**

**Academic Services Center**

* *Where to go:* First floor of Library, 202.884.9647 or 202.884.9350, <http://www.trinitydc.edu/offices/ascs/index.html> or <http://www.trinitydc.edu/academics/writing/>
* *Who to ask:* Kimberly LaBoone (Academic Services Director) or Scott Swinney (Writing Center Director)

**🛈***They offer workshops and one-on-one coaching to help with writing assignments, as well as various tools to help you succeed in school, such as study skills training, peer tutoring, and assistance for those with disabilities.*

**Health Services**

* *Where to go:* Main 463, 202.884.9615
* *Who to ask:* Maureen Baxter (Nurse and Health Services Director) or Anne Cosimano (Licensed Counselor)

**🛈** *In addition to an on-site nurse, this office employs a full-time counselor to help you when life becomes a bit overwhelming***.**

**Assignments you get to complete!**

**General Tips for Succeeding in this Course**

1. **Show up—physically and mentally.** It’s hard to catch on if you’re not around. It’s also extremely tough to catch up when you slack off the first half of the semester.
2. **If you don’t understand something, ask.** This goes for words, assignments, grading marks, expectations, and any other concept, idea, or term you may not know. If you don’t understand what you’re hearing or being asked to do, how do you expect to accurately complete the work?

| **Assignment** | **Description** | **Grading information** |
| --- | --- | --- |
| One-on-one conferences (5%)**SELF-PACED** | You must meet with me twice during the semester, for at least fifteen minutes each time, to discuss practical ways to improve your work. One conference must occur before I turn in midterm grades, and the other conference must occur between midterm and the last week of classes. It is up to you to schedule a time with me or see me during my office hours. | You get credit for each conference (2.5% of your total grade). |
| The Three-Paragraph Challenge (10%)**SELF-PACED** | The goal of this assignment is to complete three nearly perfect paragraphs by the end of the semester. You will do one at a time. Once I sign off on one paragraph, you may move to the next. You must have my sign-off to move to the next.  | This is all-or-nothing credit, and you have until the last day of class to complete this assignment.I will judge the paragraphs based on the key elements of writing we cover in class. |
| Online exercises (15%)**SELF-PACED** | You must complete the diagnostic test and entire study plan by the last day of class. | You will receive a grade based on how much you complete and pass. |
| Practice assignments (10%) | These assignments are designed to test your grasp of various concepts we cover in class. Some of them will occur during class; others may be assigned as homework.I will also collect your in-class journals occasionally to make sure you are writing in them.**🛈** *After an absence, it is your responsibility to check with me regarding any assignments you might have missed. You may make up in-class assignments by completing them before the next class meets.* | Because these are practice assignments, you either pass or need to revise once for a better grade.If you revise, you must attach the graded first version to your revision.If you do not revise, you will receive a zero. |
| Application quizzes (10%) | We will have scheduled quizzes based on the material we cover, and they cannot be made up. | The quizzes are graded on a percentage scale.  |
| Papers 1 and 2 drafts (10%) | See the description of each paper below.As described in class, use a two-pocket folder to hand in each paper.Always include an outline. | You receive credit simply for turning in a draft, though I will give you an idea of what grade you would receive on each paper. The formal grade will come during the revision. |
| Papers 1 and 2 revisions (20%) | See the description of each paper below.As described in class, use a two-pocket folder to hand in each paper.When handing in a revision, always include version 1 of the paper, an updated outline, and the paper feedback form. | Each paper will receive a grade according to the criteria on the Paper Feedback Form. |
| Final paper (10%) | See the description of this paper below.  | This paper will receive a grade according to the criteria on the Paper Feedback Form, but you will not have the opportunity to revise. |

**Paper 1**

*Perspective*: First

*Length*: The text of the paper (introduction through conclusion) should be approximately three full pages with twelve-point font, double spacing, and one-inch margins

*Outline with stated question and thesis:* Required

*Audience:* Writer’s choice

*Purpose:* Inform, persuade, and/or reflect

*Research:* Not required

*Topic: “*Why I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_"

Fill in the blank, and create an explanation that supports your answer. It could be as simple as why you go to college or why you watch people, or maybe you want to defend yourself for being a neat freak or a Starbucks junkie. Consider your reasons, and make sure your thesis is broad enough to encompass those reasons. Include examples.

**Paper 2**

*Perspective*: Third (no I, me, we, or you, or any other first or second person terms)

*Length*: The text of the paper (introduction through conclusion) should be approximately three full pages with twelve-point font, double spacing, and one-inch margins

*Outline with stated question and thesis:* Required

*Audience:* Writer’s choice

*Purpose:* Inform and persuade

*Research:* Three cited sources are required

*Topic:* “People Should Leave \_\_\_\_\_\_\_\_\_ Alone!”

Pick a group of people you think gets picked on unfairly. Teens? Catholic priests? The elderly? Obese adults? Prostitutes? Consider why this group is a target and why such treatment is not right. Use research and examples to prove your point.

**Final paper**

*Perspective*: First or third

*Length*: The text of the paper (introduction through conclusion) should be approximately four full pages with twelve-point font, double spacing, and one-inch margins

*Outline with stated question and thesis:* Required

*Audience:* Writer’s choice

*Purpose:* Inform and persuade

*Research:* Four cited sources are required

*Topic:* Reality Television Shows

For this final paper, take an intriguing angle on reality shows. Maybe you will compare two shows or compare a reality show with a standard show. Or, perhaps you will argue that reality TV is of the devil. You might decide to argue that reality shows have changed the way we look at entertainment or ourselves or our culture. Find something fresh to say about this subject. Support your ideas with research, examples, and other techniques. Remember to define “reality television.”

**Course goals and objectives**

Students who successfully complete English 105 will be able to:

* use grammatical structures correctly;
* read with comprehension and analyze readings critically;
* write short college-level thesis-centered essays;
* value and know how to adhere to principles of academic honesty;
* and demonstrate skill in the use of information technology for word processing, for editing and revision, and for basic college research.

Toward that end, our learning objectives include the following:

* students will become proficient at process-based writing, including generating material as well as drafting, revising, editing, and proofreading their own work;
* students will write description that is concrete and specific and that selects details and language to give a dominant impression;
* students will employ rhetorical modes including example, classification, comparison/contrast, process, and cause and effect to structure short essays;
* students will read college-level texts critically and with comprehension and will write concise summaries of article-length texts;
* students will acquire an introductory understanding of the ethics and practice of college-level research, including using sources constructively and responsibly and documenting sources through MLA citation procedures;
* students will write a thesis-centered argument; and
* students will review points in standard grammar and apply them through test and written work.

**Schedule for ENGL 105: Introduction to College Writing**

*Note: I may add, delete, or change assignments as appropriate.*

|  | **Reminders and What’s DueTHAT DAY** | **Class Topics and Work** |
| --- | --- | --- |
| W 8.25 |  | Hello! |
| M 8.30 |  | A writing trifecta: topic, purpose, and audience |
| W 9.1 | ***Note: 9.1 is the add/drop deadline for CAS classes*** | Audience: who cares? |
| M 9.6 | NO CLASS: LABOR DAY |
| W 9.8 |  | Brainstorming: where do you get those great ideas?  |
| M 9.13 | *You should be working on your online exercises and the three-paragraph challenge by now* | Writing paragraphs as sorting laundry |
| W 9.15 |  | Still doing laundry… |
| M 9.20 |  | Topic sentences: friend me! |
| W 9.22 |  | **Application quiz 1** |
| M 9.27 | *Bring book to class* | How did you do on the quiz?Gluing those paragraphs together |
| W 9.29 | *Bring book to class* | What’s this thing called an essay?First and last impressions |
| M 10.4 | *Bring book to class* | Writing an amazing thesis statement… |
| W 10.6 | *Bring book to class**You should be working on paper 1 by now* | …a really amazing thesis…. |
| M 10.11 | NO CLASS: COLUMBUS DAY |
| W 10.13 | ***Note: Midterm grades are due on 10.13*****Paper 1 draft due** | …a really, really amazing thesis |
| M 10.18 |  | Pulling it all together |
| W 10.20 | *Remember: you need to have two conferences with me***In-class journal check** | **Application quiz 2** |
| M 10.25 | *Bring book to class***Paper 1 revision due** | How did you do on the quiz?Keeping them straight: summary, paraphrase, and quotation |
| W 10.27 | *Don’t forget about your online exercises and the three-paragraph challenge* | Citation: how to stay out of the dean’s office |
| M 11.1 |  | More on citation |
| W 11.3 | **Paper 2 draft due** | Narration: telling stories |
| M 11.8 |  | Process: how did you do that?  |
| W 11.10 | ***Note: 11.13 is the last day to withdraw from CAS classes*** | **Application quiz 3** |
| M 11.15 | *Bring book to class***Paper 2 revision due** | How did you do on the quiz?Give me an example |
| W 11.17 | **In-class journal check***Don’t forget to have two conferences with me* | Comparison: apples and oranges and the whole fruit basket |
| M 11.22 | *Bring book to class* | Definition that goes beyond the dictionary |
| W 11.24 | NO CLASS: THANKSGIVING BREAK |
| M 11.29 | *Bring book to class* | Cause-effect: it’s harder than you think |
| W 12.1 | **Final paper due***ALL WORK IS DUE BY CLASS ON THIS DATE. I WILL NOT ACCEPT WORK TURNED IN AFTER THIS (NO LATE PASSES).* | Looking back, looking ahead*This class is worth double participation points, so please plan to be there* |
| EXAM WEEK |  | We will not meet! |

### Schuyler Esprit

**ENGL 105: Introduction to College Writing, Fall 2010**

**Monday & Wednesday: 1.30 – 2.45p.m.**

**Main Hall, Room 252**

**Instructor: Professor Schuyler Esprit**

**Office Location: Main Hall, Room 344**

**Phone: 202-884-9287**

**Email:** EspritS@trinitydc.edu

**Office Hours: Monday – Thursday, 11.00a.m. – 12.30p.m. or by appointment**

***Course Description:***

ENGL 105 is designed to help students develop college-level reading and writing skills. CAS

students placed in this course will receive preparation for ENGL 107, College Composition (you

must earn a grade of C or better to advance).

***Goals and Objectives:***

This course is designed to provide you with the building blocks required to participate in academic

conversation, verbally and in writing. We will develop various language skills including grammar,

syntax and vocabulary, and apply them to a variety of reading and writing forms that you may

encounter in an academic environment. The goal here is to improve your understanding of texts

that you read by helping you identify patterns of developing and organizing a topic or argument,

choices of vocabulary and style made by the author to express an idea, and critical questions that

emerge from this topic or argument. In turn, you will learn how to construct your own argument

and organize ideas by developing your writing skills at the sentence and paragraph level. By the

end of this course, you should have acquired the basic skills required to write about larger social or

political issues that matter to you personally or respond to other people’s perspectives using

academic language and style.

Here is a list of more specific objectives for ENGL 105. Students will be able to:

Write clear and correct sentences in expository prose;

Understand coherence, unity, and development as criteria for paragraphing, and be able to

write paragraphs that achieve all three;

Write descriptive prose that is concrete and specific and that gives a dominant impression;

Shape an argumentative thesis and to design and outline a series of supporting documents;

Choose and deploy systematic patterns of topic development and organization;

Meet the usage standards and sophistication of the audience you are addressing;

Revise purposefully and productively;

Follow the academic conventions of incorporating and citing the words and ideas of others;

To understand the purpose and the proper use of research sources; and

To think critically both about ideas and about sources of information.

***Texts:***

Henry, D.J. *Writing for Life: Paragraphs and Essays.* 2nd ed. Boston: Longman, 2010.

*My Writing Lab* (Pearson online access code required)

The textbook for this course is available for sale at the Trinity Bookstore. Other readings will be

made available on *Moodle*. Please check the course page regularly (by this, I mean daily) for

updates, announcements or changes to the course schedule and for added reading material as the

semester progresses. We will also be using My Writing Lab as a regular resource for language

building skills so you should have access to the program consistently throughout the term.

***Required Course Assignments:***

We will do consistent writing in the classroom and you will also be assigned shorter response

papers to help improve your paragraph level writing, in addition to the major. I would also like you

to keep a journal in which you respond to a question of personal or social relevance each week. I

will give you more detailed instructions for each kind of assignment as the semester progresses.

The grade for the course will be determined as follows:

Response Papers 10%

Journal 15%

Narrative Essay 15%

Compare/Contrast Essay 15%

Review 15%

Final Position Paper 20%

Participation 10%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total 100%

***Guidelines for Written Assignments:***

All paper assignments should be typed, double-spaced, 12-point font with 1-inch margins all

around. Please check your “Page Setup” settings in Microsoft Word to make sure the

margins are set correctly. Commonly used and accepted fonts in the academic community

are Times New Roman, Cambria and Calibri.

All paper assignments should include your name, course section and date on the first page.

Essays should also include a creative title that alludes to the content of your essay. In other

words, “Paper Assignment #1” is not an appropriate title for your essay.

A question and instruction sheet for each paper assignment will be distributed and posted

on *Moodle* at least two weeks before each essay is due. Paper assignments should be

submitted on *Moodle* by the date and time specified on each assignment sheet. More

detailed instructions will be available on the prompt for each assignment.

All journal entries should be written in PEN/INK (no pencil) and must be clearly written. I

can best evaluate your work when it is legible and visible.

***Student Conference:***

This is a writing-intensive workshop course and you will be doing several assignments throughout

the term which require you to build on skills that you acquire as the semester progresses. To that

end, the final position paper will be a culmination of your reading, thinking and writing skills.

Because each student’s needs may be slightly varied, I reserve time in the syllabus to meet with

each of you to consult on your progress and to suggest changes and improvements that you need to

make towards the final position paper assignment. This conference is not optional and will count

toward the grade for that assignment. Meeting with me will be during the regularly scheduled class

time so there should be no conflicts with your other courses or obligations. If you have any conflicts

or concerns, please see me in advance of the dates listed on your syllabus.

***Writing Guides:***

This is a writing-intensive course so we will be spending a considerable amount of time on building

strong skills of argument, style and mechanics. In other words, we will be working simultaneously

on WHAT you say about a text and HOW you say it. Below is a list of supplementary materials that

may be of use in this course throughout the semester. You will find that these guides may become

handy as you continue in other college courses.

*The Elements of Style* by Strunk & White (A classic on how to create concise, readable

writing)

http://www.fas.harvard.edu/~wricntr/resources.html (Practical writing tips on

specific topics from Harvard’s Writing Center)

http://owl.english.purdue.edu/ (Purdue Online Writing Lab: A comprehensive online guide

to writing for a variety of contexts and disciplines)

http://grammar.qdnow.com/ (Grammar Girl: A fun and helpful blog/podcast that answers

the trickiest grammar questions)

*On Writing Well* by William K. Zinsser (A fun guide to polishing your style and writing with

passion)

*They Say, I Say* by Gerald Graff and Cathy Berkenstein (A useful book on how to write

persuasively)

***Note on Timeliness:*** You are strongly encouraged to turn in all assignments on time. Please talk to me in advance if you have special concerns or issues that may prevent you from promptly turning in your work. Late papers will suffer a grade penalty of 1/3 a grade (e.g. A- to B+) for every class meeting the paper is late. There will be no opportunities to make up in-class writing exercises and quizzes, assignments that count toward the participation grade. Please see me as soon as possible, with appropriate documentation, if you must miss an assignment, or if you were absent from class due to an emergency.

***Grading:***

The scale for grading in this course is as follows:

Grade Percentage

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 60-66

F 59 and Below

***Attendance and participation*** are required of this course. Your understanding of the texts

depends on your ability to do the readings and to come to class prepared to offer some insight or

question on what you have read. This is a student-centered learning environment and your

presence and participation is essential to success for you and your classmates. Your final grade will

begin to drop one-third a letter grade for every absence after your fourth absence. Also, showing up

late to class is not only disruptive, but also puts you at a loss with the discussion for that day.

Please show up to class on time. Showing up more than 10 minutes late for class two times will

count as an absence.

***Student Conduct:***

In order to show respect for the course, the academic atmosphere, your colleagues and myself, I

ask that all cell phones be placed on vibrate or silent during class time and stored in an area that is

not visible during the class period. There should be NO texting, messaging or use of other mobile

applications such as Facebook or Twitter. Laptops are not allowed for note-taking in this course,

since this is a discussion-based environment and all students should be actively engaged in talking

about the texts we study. Please come prepared with your required text, a notebook or loose leaf

paper and pens to each class.

Students are also asked to develop a “rhetoric of assent” in this course. By this, I mean that we

should all listen to each other’s contributions in the class environment and offer constructive

responses, criticisms or observations, even when we may not agree with the ideas or opinions

expressed. Each person has a voice that is valid and worth acknowledging, but everyone must use

her voice with respect for the community of which she is a part. Therefore, derogatory, profane or

obscene gestures and comments will not be tolerated in the class and will be counted as a negative

mark on your participation grade. I reserve the right to dismiss anyone from the class session who

is responsible for such disruptive behavior.

***Office Hours:***

My office hours are scheduled for individual conferences where you can talk to me about texts,

assignments, or any other issues related to the course. Please make an effort to honor all scheduled

meetings. If you cannot meet with me during the set office hours, I am happy to schedule a meeting

with you at another, more convenient time.

If you need to contact me by email, please use your Trinity email address, if possible, and include a

brief description of your query in the subject line. Email should be used judiciously and should

follow proper communication etiquette. You can go to this link if you are not sure about the proper

format for contacting your professor: http://owl.english.purdue.edu/owl/resource/636/01/

I check my email quite frequently on weekdays and I usually respond within 24 hours of receiving a

message. However, I limit my email access on weekends. Therefore, if you email me after 6pm on a

Friday, you may not receive a response until the following Monday after 8am. If you do have a

situation on the weekend that requires my immediate attention, please write “Emergency” in the

subject line. Your message should reflect the gravity suggested in the subject line.

***Academic Integrity:***

Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and

other forms of cheating range from course failure to dismissal from the University.

From the Trinity College Course Catalog: “Trinity is devoted to the highest standards of academic

honesty and intellectual integrity. As an institution of higher education founded in the Catholic

intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound

moral and ethical practices in their study, research, writing and presentations; in their

examinations and portfolios; and in all of their relationships and actions as members of the

academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part

of the Trinity College community since 1913. All members of the Trinity community, students,

faculty, and staff, are expected to uphold a way of life that embraces personal integrity and

responsibility, the foundation of the Honor System. The Honor System reflects a personal

commitment on the part of all members of the community to individual integrity and shared trust,

hence it also reflects a community commitment to abide by University policies, rules, and

regulations. Upon joining the Trinity community, each student and each member of the faculty and

staff agrees to adhere to the following honor pledge:

*"I realize the responsibility involved in membership in the Trinity College community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community."*

**You must print and sign this Honor Code on all assignments submitted for this course.**

***Use of Sources:*** This course does not require the use of secondary sources for any assignment.

Your writing assignments will rely primarily on the literary works we study in class. In any event,

you still need to properly cite these sources at the end of every assignments. Documents and links

to documentation tools and issues concerning plagiarism (and how to avoid it) are available on the

course’s *Moodle* page.

***Special Accommodations:***

From the Trinity College Course Catalog: “If you are a student with a psychological, cognitive,

and/or physical disability, Disability Student Services (DSS) is here to ensure that

you receive support services that will equalize your access for your courses and campus activities.

In contrast to high school, where students with disabilities are *entitled* to certain services, in

college, you must become approved or *eligible* for services based on the guidelines set forth by your

college. At Trinity, this means that you must first register with DSS before you can request support

services.”

If you need DSS accommodations, you are required to share this information with your professor

within the first two weeks of class.

**NUMBER ONE RULE:**

The main idea to remember throughout this semester is that your instructor is your greatest

resource. Your understanding of my role and use of my presence in this course are essential to your

success. So the thing to do at all times: if you don’t know or don’t understand a rule or concept or

text, ASK ME!

***Welcome to the course and I look forward to a great semester with you all!*** ☺

***Course Schedule***

I reserve the right to make changes to this course schedule as necessary throughout the semester.

Assignments and readings should be prepared for the date in which they are listed. This means that

you should do the work in advance of that date.

**DATE DAILY SCHEDULE READINGS/ ASSIGNMENTS DUE**

**W, August 25** Introduction

Review of Syllabus

Short Discussion of Plagiarism

**Assessment Essay in class**

**M, August 30** Writing Exercise

Introduction to College Writing: “What is

an Academic Essay?”What forms of

writing constitute academic writing?

In-class exercise: “How do I write?”

Process of Writing: From idea to essay

Chapter 1, “Preparing to Learn

about Writing” (pages 2-17)

Chapter 2, “Thinking through the

Writing Process” (pages 18-51)

Readings on Moodle

**W, September 1** Introduction to Journal entry writing

Paragraph-level writing

**LAST DAY TO ADD/ DROP**

Chapter 3, “Understanding the

paragraph” (pages 52-71)

Chapter 6, “The Process

Paragraph” (pages 106-121)

Reading on Moodle

**M, September 6** Labor Day, **NO CLASS**

**W, September 8** More on building paragraphs

Introduction to the narrative essay:

What is the point of telling this story?

Chapter 5, “The Narrative

Paragraph” (pages 90-105)

Chapter 13, “Understanding the

Essay” (pages 222-247)

**M, September 13** More on narration Richard Rodriguez “Public and

Private Language” on Moodle

Maxine Hong Kingston, “Silence”

on Moodle

Chapter 7, “The Example

Paragraph”

**W, September 15** Discussion of narrative essay cont’d

In-class exercise:

Bell Hooks, “Straightening our

Hair” on Moodle

Edwidge Danticat, “A Little While”

**Journals due in class**

**M, September 20** Defining and Classifying

In-class exercise

Chapter 8, “The Classification

Paragraph” (pages 140-157)

Chapter 10, “The Definition

Paragraph” (pages 174-189)

**W, September 22** Discussion of Definition cont’d Jo Goodwin-Parker, “What is

Poverty?” (pages 661-664)

Susan Brownmiller, “Femininity”

on Moodle

**Narrative Essay due**

**M, September 27** Comparison: How to interrogate two

points of view

Chapter 9, “The Comparison

Contrast Paragraph” (pages 158-

173)

**W, September 29** Discussion of Comparison cont’d Readings on Moodle

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**Response paper #1 due**

**M, October 4** Compare/Contrast cont’d Readings on Moodle

**W, October 6** Compare and contrast Cont’d Readings on Moodle

**M, October 11** Columbus Day, **NO CLASS**

**W, October 13** Introduction to the Review: How to

describe and evaluate

Chapter 4, “The Descriptive

Paragraph” (pages 72-89)

Readings on Moodle

**Compare/Contrast Essay due**

**M, October 18** Discussion of Review cont’d Readings on Moodle

**W, October 20** Review cont’d Chapter 15, “Using Patterns of

Organization to Develop Essays”

(pages 258-309)

**Response paper #2 due**

**M, October 25** Introduction to Persuasive Writing

Knowing your audience

Chapter 12, “The Persuasive

Paragraph” (pages 206-221)

Readings on Moodle

**W, October 27** More on Persuasive Writing: Parts of a

successful argument

Chapter 14, “Effective titles,

Introductions, and Conclusions”

(pages 248-257)

Readings on Moodle

**M, November 1** Library Day: Review of academic

conventions

Documentation

How to use library resources

Library worksheet

**Review Essay due**

**W, November 3** Combining other opinions with your

own opinion: Argument as participating

in a conversation

Readings on Moodle

**M, November 8** Mandatory student conferences **Response paper #3 due**

**W, November 10** Mandatory student conferences

**M, November 15** Peer Review Exercise Chapters 18, 19 and 20 (pages

340-385)

Bring draft to class

**Draft of Final Position Paper**

**due by 11.30p.m. on Moodle**

**W, November 17** Style and Structure: How to arrange

your essay and use grammar to be more

effective

Readings on Moodle

**M, November 22** More on effective style

In-class exercise

Chapter 34, “Revising for

Effective Expression” (pages 590-

603)

**W, November 24** Thanksgiving Holiday, **NO CLASS**

**M, November 29** Course review and grammar assessment

**W, December 1** Final in-class Assessment

**Final Position papers due**

### Joseph Bueter

**ENGL 105: Introduction to College Writing Fall 2010**

**Section 11 T/TH: 9:00am-10:15am Main B4**

Instructor: Joe Bueter

Office Hours: T: 10:30am-12:00pm; By Appointment

Mailbox: Red Box

Email: bueterj@trinitydc.edu

Course Websites: moodle.trinitydc.edu/(for Course Materials)

mywritinglab.com/ (for Course Exercises)

**Required Texts & Materials:**

- Henry, D. J. *Writing for Life: Paragraphs and Essays*. 2nd ed. Boston: Longman, 2010. Print.

- Reliable Access to Internet, Word Processor, and Printer

- mywritinglab.com (Pearson online access code required.)

- Supplemental Online Readings on Moodle

- 1 Notebook

- 1 Flash Drive (Although this is not required, it is highly recommended.)

**Course Description:**

ENGL 105 serves students working toward competence and fluency in college-level reading and writing. CAS and SPS students who place into English 105 must complete the course with a grade of C or better in order to register for English 107.

**Course Goals:**

- To develop skills in academic writing.

- To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

**Objectives for Student Learning:**

Upon completion of this course students will be able to:

- understand and employ the fundamentals of expository and persuasive writing;

- incorporate a variety of tactics for generating ideas about a topic;

- use systematic patterns of topic development and organization;

- meet the usage standards and sophistication level of the audience being addressed;

- understand word and sentence level stylistic options;

- integrate techniques for making writing more coherent;

- develop strategies for revision that will carry into other classes and contexts;

- use the academic conventions of incorporating and citing the words and ideas of others;

- develop the habit of thinking critically both about ideas and about sources of information; and

- edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

**Requirements:**

1) **Narrative Essay (15%):** In writing this essay, you will utilize the methods of narrative that we have discussed in class to craft an entertaining and informative story.

2) **Definition Essay (15%):** In writing this essay, you will specify the meaning of a concept or entity with description and examples.

3) **Comparison and Contrast Essay (20%):** For this essay, you will discuss the similarities and differences between two different ideas.

4) **Argumentative Essay (20%):** Students will show an understanding of how to make and substantiate an argument.

**5) Quizzes, Responses, Homework (10%):** Periodically there will be pop-quizzes, reading responses, or homework assignments, including MyWritingLab assignments, on course topics. The lowest grade in this category will be dropped.

**6) Participation (20%):** Participation in this course is essential. Most of the course is discussion-based, and everyone’s perspective is encouraged and required, whether we are thinking about assigned readings, peer writing, or lectures and exercises. In my experience, the students who participate the most, get the most knowledge and enjoyment from the course. Repeated use of your cell phone during class time will negatively affect your participation grade.

**Grading Scale:**

100%-93%: A

92%-90%: A-

89%-87%: B+

86%-83%: B

82%-80%: B-

79%-77%: C+

76%-73%: C

72%-70%: C-

69%-67%: D+

66%-60%: D

<60%: F

**Grading Policy:**

Written assignments will be graded for content, execution, and presentation. Presentation encompasses grammar, punctuation, spelling, usage, syntax, clean pages, and adherence to MLA format. All essays, homework, and responses need to be type-written unless otherwise announced. If you have extensive difficulty with presentation, I will ask you to meet with me to discuss these issues or to visit the Writing Center in Academic Services Center at the Library (www.trinitydc.edu/offices/writing/).

I will accept late assignments for up to two classes after the original due date. However, for the class period you do not turn in your assignment, you will be penalized one point. So if you turn in a “14” essay one class late, your grade will be dropped to a “13”. It is important to note that the essay is due at the beginning of class, and if I do not have a hard copy of the essay at that time, then it will be considered late. Be prepared for class. This policy also applies to electronic submission as well.

In order to register for ENGL 107, you must earn a grade of C or better in this course.

**Revisions:**

The Definition Essay and the Comparison and Contrast Essay have two due dates: one for the initial draft and one for the final draft. On the due date for the initial draft we will have peer group workshops. Please bring two hardcopies and one electronic copy on a flash drive (or through email) to class. Using the comments of your peers, you will then revise your essay for final submission to me on the due date for the final draft. Prior to the first workshop we will have a class discussion on workshop and revision practices. The revision stage of the writing process is as essential as the prewriting and writing stages. Accordingly, it is pertinent to develop this skill early in your academic career—its benefits will be seen in all mediums of writing you attempt.

**Attendance Policy:**

Students learn more when present. Attendance in this course is pertinent and mandatory. You are allowed four unexcused absences before penalties incur. The fifth unexcused absence will result in your final grade dropping a full letter; the sixth unexcused absence will result in your final grade dropping an additional letter. In other words, if your grade is a “C” and you have six unexcused absences, your final grade would become an “F”. Any unexcused absences after six will result in a failing grade.

Be advised that the reason for the absence is up to your discretion, use those days as you please. Documented absences can be excused, but are limited to incapacitating illness, official representation of the University, death of a close relative, and religious holidays. Documentation for excused absences are due to me by the end of the last official class, not including the final exam. If you miss a class during the last week of classes, the documentation is due by the final exam. If you have missed the above deadline then the absence(s) will be considered unexcused.

Please keep track of your own absences. Also keep in mind that being consistently late to class will affect your grade: being late four times will result in an absence.

**Extra Credit:**

Throughout the semester there are readings or presentations by visiting writers and members of the Trinity University community. If you attend a reading and write a 250-word response, I will either remove an absence or improve your participation grade, whichever is more beneficial. However, I will only remove a maximum of three absences. The 250-word response should discuss what you learned from the speaker that you could apply to your own writing projects.

**Statement on Plagiarism and Academic Conduct:**

Academic dishonesty is a serious offense and will be prosecuted. The penalties for plagiarism and other forms of cheating range from course failure to dismissal from the University.

From the Trinity College Course Catalog:

Trinity is devoted to the highest standards of academic honesty and intellectual integrity. As an institution of higher education founded in the Catholic intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound moral and ethical practices in their study, research, writing and presentations; in their examinations and portfolios; and in all of their relationships and actions as members of the academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part of the Trinity College community since 1913. All members of the Trinity community, students, faculty, and staff, are expected to uphold a way of life that embraces personal integrity and responsibility, the foundation of the Honor System. The Honor System reflects a personal commitment on the part of all members of the community to individual integrity and shared trust; hence it also reflects a community commitment to abide by University policies, rules, and regulations. Upon joining the Trinity community, each student and each member of the faculty and staff agrees to adhere to the following honor pledge:

*I realize the responsibility involved in membership in the Trinity community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community.*

Evidence of plagiarism or any other kind of academic dishonesty, including cheating on any component of the course, will earn a student an automatic failing grade for the entire course.

**Statement on Disabilities:**

From the Trinity College Course Catalog:

If you are a student with a psychological, cognitive, and/or physical disability, DSS is here to ensure that you receive support services that will equalize your access for our courses and campus activities. In contrast to high school, where students with disabilities are *entitled* to certain services, in college, you must become approved or *eligible* for services based on the guidelines set forth by your college. At Trinity, this means that you must first register with DSS before you can request support services.

If you have DSS accommodations, you are required to share this information with me within the first two weeks of class.

**General Policies:**

- No emailed assignments. A hardcopy is always required.

- All assignments need to be stapled.

- All assignments need to be in typed and in MLA format.

- If you missed class due to an excused absence, it is your responsibly to contact me about what work needs to be made-up.

- Please respect others in class during discussions and workshops. As this course involves critiquing the writing of student work, consider how you present your criticism and advice in order to be helpful and positive.

- Please do not use your cell phones in class. Repeated use of your cell phone during class time will negatively affect your participation grade.

**Schedule:**

Subject to change. Readings should be completed for the day that it is listed.

**TH 8/26**—Introduction/syllabus

**T 8/31**—Chapter 1, pages 10-13; Part 8, pages 624-626; “Confessions” by Amy Tan: pages 633-634

**TH 9/2**—“Hardball” by Phillip Gerard (Moodle); Chapter 34, pages 592-598 including Practice 2 and Practice 3

**T 9/7**— Chapter 2, pages 20-25 including Practice 3; Chapter 2, pages 28-41

**TH 9/9**—Chapter 5, pages 96-99; Chapter 5, pages 102-103 including Practice 8; “Maya Lin’s Design Submission to the Vietnam Memorial Competition” by Maya Lin: pages 629-630

**T 9/14**—**Narrative Essay Due**; Chapter 13, pages 222-233

**TH 9/16**—Chapter 3, pages 52-67 including Practice 1; “How to Twitter” by Julia Angwin: pages 638-640

**T 9/21**— Chapter 10, pages 174-187; Introduction to *Nothing Feels Good* by Andy Greenwalds (Moodle)

**TH 9/23**—Chapter 7, pages 122-139 including Activity on page 124

**T 9/28**— “Italy: Say It Like You Eat It; or 36 Tales about the Pursuit of Pleasure” by Elizabeth Gilbert: pages 644-647

**TH 9/30**— **Definition Draft Due**, Workshop (Bring 2 copies and 1 electronic copy)

**T 10/5**—Conferences

**TH 10/7**—**Definition Essay Due**; Chapter 14, pages 248-257

**T 10/12**—Chapter 9, pages 158-169; Chapter 2, pages 42-43 including Practice 16

**TH 10/14**—“Social Bodies: Tightening the Bonds of Beauty” by Deborah A. Sullivan (Moodle)

**T 10/19**—“The Talk of the Sandbox; How Johnny and Suzy’s Playground Chatter Prepares Them for Life at the Office” by Deborah Tannen: pages 654-658

**TH 10/21**—Chapter 18, pages 340-356

**T 10/26**— **Compare and Contrast Draft Due**, Workshop (Bring 2 copies and 1 electronic copy)

**TH 10/28**— Conferences

**T 11/2**—**Compare and Contrast Essay Due**

**TH 11/4**—Chapter 12, pages 206-219

**T 11/9**—“Let’s Tell the Story of All America’s Cultures” by Yuh Ji-Yeon: pages 674-776; “People Like Us” by David Brooks (Moodle)

**TH 11/11**—Chapter 34, pages 598-603 including Practice 5 and Practice 7

**T 11/16**— **Argumentative Essay Outline** Due; Chapter 15, pages 303-307 including Practice 11

**TH 11/18**—“Braindead Megaphone” by George Saunders (Moodle)

**T 11/23**— Chapter 20, pages 374-383

**TH 11/25**— *Thanksgiving Break, No Class*

**T 11/30**— Chapter 15, pages 298-302

**TH 12/2**—**Argumentative Essay Due**

**Important Dates:**

M 9/1— Last day to add/drop

T 11/13— Last day to withdraw

### Jarvis Slacks

**TRINITY COLLEGE**

**DEPARTMENT OF ENGLISH**

**ENGL 105 Introduction to College Writing**

**Monday and Wednesday. 3pm to 4:15pm**

**Main Building Room 251**

**Instructor Information**

Name: Jarvis Jay Slacks

Office Hours: 2pm to 2:50pm in the Library and by appointment

E-Mail Address: SlacksJ@Trinitydc.edu

Emergency Email: Jayslacks@aol.com

Department Chair: Jacqueline Padgett

Department Chair Email: Padgettj@trinitydc.edu

**General Course Information**

**COURSE DESCRIPTION**

This course is designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. Students will have the opportunity to develop and/or improve the ability to analyze and critique texts in order to write about them.

**COURSE GOALS**

* To develop skills in academic writing.
* To give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, stylish prose. This will be achieved by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic, and moment.

**OBJECTIVES FOR STUDENT LEARNING**

Upon completion of this course students will be able to:

* understand and employ the fundamentals of expository and persuasive writing;
* incorporate a variety of tactics for generating ideas about a topic;
* use systematic patterns of topic development and organization;
* meet the usage standards and sophistication level of the audience being addressed;
* understand word and sentence level stylistic options;
* integrate techniques for making writing more coherent;
* develop strategies for revision that will carry into other classes and contexts;
* use the academic conventions of incorporating and citing the words and ideas of others;
* develop the habit of thinking critically both about ideas and about sources of information; and
* edit writing for correct word choice, grammar usage, capitalization, punctuation, and spelling.

**Course Requirements**

**-A minimum of ten writing assignments**. Some assignments may be summaries, some may be paragraphs, some may be revisions, and at least four are multi-paragraph essays of 400+ words with well-developed planning sheets. Additionally, students will write journal or notebook entries. Writing assignments, including revised and corrected versions, will be included in your ENGL 105 portfolio. The completed binder with the portfolio section is required at the end of the semester.

**-Exercises** in grammar, mechanics, punctuation, and usage.

**-Tests and quizzes** that cover assigned study material.

**-Reading assignments** of college-level essays.

**-Homework** for each class session, typically requiring two out-of-class study hours for each hour spent in the classroom. All homework will have to be typed.

**-Quizzes** There will be quizzes dealing with reading material throughout the semester.

**-Exams** There will be Two major projects. There will be a Midterm Paper and a Final Paper.

We will discuss them more during the semester.

**-Format** All assignments will be typed unless instructed other wise. These papers should be in MLA format. More discussion on formatting will occur at a later date.

**-Participation** You will be required to participate in class discussions based off of In-class and Out of Class readings and responses. Class participation is a large part of your overall grade.

Group work will also be required.

**Additional course requirements** as assigned by the instructor

**ENGL 105 Portfolio**. The portfolio section of the ENGL 105 binder should include three essays. Two of the essays should be in-class essays, one of which may be a reflective piece. (Instructors who choose to assign a reflective piece will provide guidelines for that assignment.) The in-class essays may be revised, but the originals must be included. In-class essay prompts may be chosen from a college wide bank, based on readings, or created by the instructor. The instructor will schedule writing time during a minimum of two class periods for in-class essay assignments. The three portfolio essays should be placed at the front of the ENGL 105 binder and separated from additional assignments by a divider. **All work, either in class or outside of class, will be kept in your portfolio.**

**Books and Supplies**

Writing for Life: Paragraphs and Essays by D. J. Henry. ISBN: 9780205668717

• A college-level dictionary

• A large binder or folder to hold all writing assignments, including the three portfolio essays

• Loose-leaf notebook paper.

• A Pen

• Access to a Computer and a Printer.

**Attendance**

Students are expected to attend all class sessions. If students must miss a class, they are responsible for any work assigned or completed during their absence. Students should not expect their instructor to take time from the regularly scheduled class to tell students about work they have missed. Instructors are available to meet with students during office hours or by appointment. Students are responsible for attending all class meetings unless they have made specific arrangements with the instructor. Advance notice of an absence should be given to instructors, and students are responsible for initiating a meeting with the faculty to determine how all work will be completed. Faculty have the right to monitor attendance. Students are responsible for reviewing the attendance policy for each instructor as listed on the course syllabus. Absence in any course amounting to one-third or more of the class periods will result in a lower grade, including the grade of “F”, at the discretion of the faculty member. Emergencies should be reported immediately to the Dean of Student Services and the Enrollment Services Office, who will inform instructors. Only in emergency may a student be absent during an assigned test, class presentation, or evaluation. No children may attend classes or be left unattended anywhere on campus; childcare is the responsibility of the student. We understand that child care emergencies happen. However, Trinity is not in the position to provide emergency child care on campus. We advise students, faculty and staff who have child care emergencies to choose to remain at home rather than bringing the child to campus.

**Note**: You are allowed to miss two (2) classes without it affecting your grade. If you miss four (4) classes, you fail this course. There are no exemptions to this rule.

**Grading**

-You must receive a “C” or better for this course for it to count towards your major.

-I do not offer Make-up work for missed assignments and I do not take late work. Exceptions will be made if someone is sick or ill or if there is a family emergency. This will be handled on a case-by-case basis.

-I do not take Emailed assignments of any kind. There is absolutely no exception to this rule.

-I grade on a “Point” system. I take points off for various mistakes in an assignment. The more mistakes, the less generally your grade will be.

-Your Final course grade will be the average of the following.

-Attendance and Class Participation: 25%

-Homework, Responses and Quizzes: 25%

-Mid-Term and Formal Papers: 25%

-Final Portfolio: 25%

All Assignments will be grade on a 100-point grading scale. 100 is an A, 89 is a B, 79 is a C, 69 is a D, 59 is an F.

Example:

-Attendance and Class Participation: 90

-Informal Writing Assignments and Quizzes: 80

-Mid-Term and Formal Papers: 100

-Final Portfolio: 90

-Course Average: 90

-An **A** paper is substantial, well developed, and effectively organized and presented. It usually demonstrates substantial or original ideas; thoughtful engagement with content; and sensitivity to diction, tone, and style. Sentences are well-structured, clear, and precise. An A paper is well-formatted and virtually error-free.

-A **B** paper contains a number of the strengths of an A paper, but it often lacks the thoughtfulness, originality, sensitivity, and full development of the superior paper. In some instances, a B grade is given to a potential A paper undermined by minor mechanical errors.

-A **C** paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. There is no evidence of habitually made, serious mechanical problems. The thought and expression, however, are usually undistinguished. In some instances, a C grade might be given to a potential B paper undermined by recurring errors in mechanics.

-A **D** paper usually contains such weaknesses as poor organization, lack of development, or failure to focus on a thesis. In some instances, a D grade may be given to a potential C paper undermined by some serious errors in mechanics.

-An **F** paper usually shows some of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to the assigned length. An F paper often contains numerous problems with one or more of the following:

a. Sentence structure: garbled or non-English syntax, run-on or fused sentences, fragments, comma splices, shifted constructions, faulty predication, dangling or misplaced modifiers

b. Verb forms

c. Agreement: subject-verb, pronoun-antecedent

d. Punctuation

e. Spelling

f. Manuscript form

**Classroom Policies**

**Student Code of Conduct:** If a student behaves disruptively in the classroom after the instructor has explained the unacceptability of such conduct and the consequences that will result, the student may be asked to leave the room for the remainder of the class time. If the student does not leave, the faculty member [will] request the assistance of Security.

The faculty member and the student are expected to meet to resolve the issue before the next class session. If, after a review of the situation and a restatement of the expected behaviors, the student refuses to comply with the stated standards of conduct required, then the faculty member should refer the issue in writing to the dean of student development for action under the Student Code of Conduct.

Additional Codes of Conduct: The following behaviors will result in a student’s being excused from class and counted absent for one full class period:

-Any disruption of the positive learning environment

-Any disrespectful or impolite behavior

-Any use of profanity or offensive language

-Any cell phone or pager activity

-Any disruptive talking

-Any use of electronic entertainment devices

The Professor reserves the right to amend this list at any time. Students will be notified about any amendments.

**Note**: When factoring your participation grade, I take your classroom behavior into consideration. If you are paying attention in class, asking important and topical questions, and are generally engaged in the class discussion, your participation grade will be good. If you are late to class, disruptive, do not add to the class discussion, are unprepared and distracted, your class participation grade will be far less. Think about this before you pull your cell phone out, talk during a lecture, plagiarize, come to class late or leave class early.

**Academic Honesty**

From the Trinity College Course Catalog: “Trinity is devoted to the highest standards of academic honesty and intellectual integrity. As an institution of higher education founded in the Catholic intellectual tradition and rooted in liberal learning, Trinity challenges students to develop sound moral and ethical practices in their study, research, writing and presentations; in their examinations and portfolios; and in all of their relationships and actions as members of the academic community.

The values that are central to the Trinity experience animate the Honor System that has been a part of the Trinity College community since 1913. All members of the Trinity community, students, faculty, and staff, are expected to uphold a way of life that embraces personal commitment on the part of all members of the community to individual integrity and shared trust, hence it also reflects a community commitment to abide by University policies, rules and regulations. Upon joining the Trinity community, each student and each member of the faculty and staff agrees to adhere to the following honor pledge:

*“I realize the responsibility involved in membership in the Trinity College community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community.”*

Plagiarism is a very serious academic and ethical offense whether intentional or unintentional. It is a form of cheating and is grounds for failure on an assignment, in the course, or referral to the appropriate dean for additional sanctions. In your assignments, give proper credit to borrowed material, whenever you:

• • Directly quote another person’s actual words, whether oral or written;

• • Paraphrase the words, ideas, opinions, or theories of others;

• • Use another person’s ideas, opinions, or theories;

• • Borrow facts, statistics, or illustrative material;

• • Offer materials assembled or collected by others in the form of projects or collections without acknowledgment. (adapted from Indiana University Code of Student Rights, Responsibilities and Conduct)

-All students are expected to achieve their goals with academic honor. Cheating, plagiarism, and/or other forms of academic dishonesty or misconduct, examples of which can be found in the Student Code of Conduct, are not to be tolerated.

-A student who engages in any act that his or her classroom instructor considers academic dishonesty or misconduct is subject to any and all sanctions deemed appropriate by the classroom instructor.

-The classroom instructor determines student acts of academic dishonesty and misconduct, such as cheating, plagiarism, and any other form of academic dishonesty, common examples of which are cited in the Student Code of Conduct.

-Grade sanctions may range from an F on the assignment in which dishonesty occurred, to an F on a portion of the coursework, to a maximum sanction of an F in the course. The instructor may choose to impose a consequence other than grade sanctions and also has the prerogative of referring a case to the campus dean of student development with a specific request that the dean consider imposing additional sanctions.

**My policy on plagiarism**: **If I have proof that you have plagiarized an assignment for my class, you will fail my class. There are no exemptions**.

**Special Accommodations**

From the Trinity College Course Catalog: “If you are a student with a psychological, cognitive and/or physical disability, Disability Student Services (DSS) is here to ensure that you receive support services that will equalize your access for your courses and campus activities. In Contrast to High School, where students with disabilities are entitled to certain services, in college, you most become approved or eligible for services based on the guidelines set forth by your college. At Trinity, this means that you must first register with DSS before you can request support services.”

If you need DSS accommodations, you are required to share this information with your professor within the first two weeks of class.

**College Closings:** If inclement weather forces the College or any campus or College facility to suspend classes or close, public service announcements will be provided to local radio and television stations as early as possible.

**ENGL105 OBJECTIVES AND CLASS ACTIVITIES**

Assignments and Schedule subject to Change

**Weeks of August 30th and September 7th..**

**Introduction to Course; Assessment of Students’ Knowledge of Essay Format and Writing**

**Skills (Course Placement Verification); The Writing Process; The Paragraph**

**Objectives**:

After completing these weeks, students should:

• Understand the requirements and policies of EN001

• Understand the purpose of the MC Writing Composition Folder

• Be able to list and explain the steps of the Writing Process;

• Understand the differences between paragraphs and essays;

• Be able to identify the thesis, introduction, body, and conclusion of an essay;

• Understand the relationship between topic sentences and the thesis statement;

• Be able to narrow topics and develop topic sentences for basic paragraphs

September 6th: No class. Labor day.

**WEEK of September 13th :**

**Writing and Revising Basic Paragraphs**

**Objectives:**

After completing this week, students should:

* Be able to narrow the topic and write a topic sentence;
* Be able to brainstorm, select and arrange ideas in a plan before writing;
* Be able to plan, write, and revise a basic paragraph

**WEEKS of September 20th and September 27th:**

**Development; Understanding and Achieving Coherence**

**Objectives**:

After completing these weeks, students should:

• Understand how to develop a paragraph;

• Understand the concept of coherence;

• Understand that coherence is created by the use of time order, space order, and climactic order; be able to write topic sentences indicating that type of order to be used;

• Understand and be able to use the four basic methods of creating coherence by linking sentences through the repetition of important words; the substitution of pronouns; the substitution of synonyms; and the use of appropriate transitional expressions;

• Be able to apply these concepts to their own writing

**WEEK of October 4th:**

**Narration**

**Objectives**:

After completing this week, students should:

• Understand that narration is telling a story, including what happened, when it happened, and who was involved;

• Understand that, no matter what the topic of the narrative, it must make a point;

• Be able to compose topic sentences for narrative paragraphs;

• Realize that narratives are made lively by the use of specific details;

• Understand the importance of clear, chronological order for the audience of a narrative;

• Be able to use appropriate transitions to help the audience follow a narrative;

• Be able to plan, write, and revise a narrative paragraph

**WEEK of October 11th:**

**Process; Grammar**

**Objectives**:

After completing this week, students should:

• Be able to identify writing situations which call for a process paragraph;

• Understand the difference between the how-to and the explanation paragraph;

• Understand the audience's need for chronological order in process;

• Understand the audience's need for inclusion of all steps in process;

• Understand the audience's need for appropriate transitions in process;

• Be able to plan, draft, review, and revise a process paragraph;

• Be familiar with the parts of speech and the parts of the sentence so that they can comprehend lessons in grammar, mechanics, and punctuation

**WEEK of October 18th:**

**The Essay; Fragments, Run-On Sentences, and Comma Splices**

**Objectives**: After completing this week, students should:

• Be able to narrow a topic, write the thesis statement, develop ideas for the body, and organize them;

• Be able to provide appropriate connections between paragraphs in an essay using transitional expressions and sentences;

• Be able to recognize and correct fragments, run-on sentences, and comma splices in their writing

**WEEK of November 1st:**

**Writing and Revising the Essay; Verbs**

**Objectives**:

After completing this week, students should:

• Be able to revise thesis statements for clarity and precision;

• Be able to write well developed body paragraphs;

• Be able to revise for coherence and logic;

• Be able to identify essay organizational patterns;

• Be able to recognize and correct errors involving verbs in their writing

**WEEKS of November 8th and November 15th:**

**Comparison and Contrast; Pronouns; Shifts**

**Objectives**:

After completing these weeks on comparison and contrast, students should:

• Understand the difference between comparison (examining likenesses) and contrast (examining differences), and be able to recognize these patterns in readings;

• Understand that comparison and contrast is done for a significant reason: to make a decision between several choices, to understand a subject better, to develop a new understanding of the relationships between texts, etc.;

• Recognize and be able to use two patterns of organization: (1) all of A, then B; and (2) skipping back and forth between A and B;

• Recognize the need for parallel information for A and B as well as the need to list this information in exactly the same order for each item;

• Know the appropriate transitions to use to help readers follow their ideas;

• Be able to plan, write, review, and revise paragraphs and essays which use comparison/contrast to develop a significant point;

• Be able to recognize and correct errors involving pronouns in their writing;

• Be able to recognize and correct errors involving shifts in their writing

**WEEK of November 22nd:**

**Cause and Effect; Commas**

**Objectives**:

After completing this week, students should:

• Understand the difference between examining causes (the reasons for something) and effects (the results of something);

• Understand that causal analysis explains why something happened, is happening, or could happen;

• Understand that causal analysis can be organized chronically or in climax order;

• Select the appropriate transitions to help readers follow their ideas;

• Understand the use of qualifying terms as maybe, probably, or possibly in explaining causes and effects;

• Be able to discuss causes/effects as present conditions or as a past event using appropriate tense forms of regular and irregular verbs consistently;

• Be able to plan, write, review, and revise paragraphs and essays which use cause/effect to explain a significant point;

• Be able to recognize and correct comma errors in their writing

November 24th and November 26th: No Class. Thanksgiving break.

**WEEK November 29th:**

**Introductions, Conclusions; Other Punctuation; Mechanics**

**Objectives**:

After completing this week, students should:

• Be able to begin multi-paragraph papers effectively;

• Be able to develop conclusions that flow logically from the body of the paper;

• Be able to recognize and correct punctuation errors in their writing

• Be able to recognize and correct mechanical errors in their writing

**WEEK of December 6th:**

**Portfolio Preparation and Submission Week**

In-Class Activity: Folder assembly workshop—Provide students with a checklist of assignments/materials required in the folder/portfolio; Students prepare/select the portfolio items;

Students pre-write reflective or introductory piece for inclusion in portfolio IN CLASS

Homework: Assemble the portfolio

In-Class Activity: Students write the reflective / introductory piece IN CLASS

Homework: Assemble the portfolio

In-Class Activity: Students submit completed portfolios; Instructor schedules conferences

**Final Conferences / Next Course Placement**

*Ellen Olmstead and Joanna Howard originally created this Course Outline. I thank them for their insights.*