

Spring 2011

Writing 101-009: Composition: Introduction to Academic Discourse 3.0 hrs.
MW 11:00 – 12:15 pm, 208 Owens

Instructor: Cathy Stewart M.A. Philosophy; M.F.A., Creative Writing Office: Bancroft 214 Office Phone: 803-323-2545 E-mail: stewartcl@winthrop.edu	Website: http://faculty.winthrop.edu/stewartcl/ Office Hours: MW: 12:45-1:45 pm Tues: 3:45-4:45 pm Thurs: 11:00-12:00 pm
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Texts	
WRAC	Behrens, Laurence & Leonard J. Rosen. <i>Writing and Reading Across the Curriculum</i> . 11 th ed. New York: Pearson-Longman, 2011. ISBN: 978-0-205-72765-0
PH	Harris, Muriel, ed. <i>Prentice Hall Reference Guide to Grammar and Usage</i> . 2 nd Custom Edition for Winthrop University--Revised. Upper Addle River, NJ: Pearson Education, 2009. ISBN: 978-0-558-28775-7

Writing 101: 1st of Required 3-Course Sequence	<ul style="list-style-type: none"> <input type="checkbox"/> Writing 101: Composition: Introduction to Academic Discourse <input type="checkbox"/> HMXP 102: Human Experience: Who Am I <input type="checkbox"/> CRTW 201: Critical, Reading, Thinking and Writing <input type="checkbox"/> You must earn a "C-" or better in WRIT 101 to enroll in HMXP 102. Students must repeat Writing 101 if they earn less than a C-. You must earn a "C-" or better in HMXP 102 to enroll in CRTW 201. You need a "C-" or better to pass CRTW 201. If you do not successfully complete CRTW 201 by the time you have earned 75 hours, you will only be allowed to register for 12 hrs/semester and no courses numbered above 299 until you have successfully met this requirement.
Tips on How to Succeed in This Class	<ul style="list-style-type: none"> <input type="checkbox"/> Make the familiar unfamiliar. <input type="checkbox"/> Be responsible for and proactive about your own learning (Pay attention and participate in class). <input type="checkbox"/> Prioritize and strategize to succeed. <input type="checkbox"/> READ (and read again). <input type="checkbox"/> If you are open only to discoveries which will accord with what you already know, you might as well stay shut. <input type="checkbox"/> Treat each essay as an exam: Take in-class notes and study your notes before writing an essay.
Syllabus Change Policy	<p>SYLLABUS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION: The policy statement posted on my class web page is the most up-to-date one and will be the one we use to resolve any questions or issues.</p>
Instructor Accessibility Policy	<ul style="list-style-type: none"> <input type="checkbox"/> If you have any questions or concerns, feel free to drop by my office during office hours, schedule an appointment, phone me, or email me. I am available as a resource to answer any TIMELY questions. <input type="checkbox"/> See above on how to reach me. <p>While I check my email and voicemail regularly, I am not available 24/7. I do not necessarily check email and voicemail more than once a day nor do I necessarily check it in the evening. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Contact me at least 3 days before an essay's due date if you want me to read a second or third draft.</p> <p>E-mail ListServes: Winthrop automatically generates a listserv for each class using the Winthrop e-mail addresses of all students enrolled in a class on the first day of instruction. I WILL USE THE LISTSERV TO CONTACT YOU REGARDING CLASS BUSINESS. If you add the class late or if you prefer to use an alternate e-mail address, it is YOUR RESPONSIBILITY to enroll in the listserv. You can find the instructions for doing so at http://www.winthrop.edu/technology/default.aspx?id=7081&ekmense=bfef63b6_489_490_7081_2. YOU are responsible for any handouts or notices missed by not enrolling in or updating the class LISTSERV.</p>
English Department's Goals for Writing 101	<ol style="list-style-type: none"> 1. To use writing, the critical reading of mature prose texts, and research as means of general cognitive development, as activities which foster intellectual growth in an academic environment. 2. To encourage students to see writing as a learning tool that is important in all contexts and is not confined to the writing classroom. 3. To teach students to plan, organize, and develop persuasive essays by using introspection, general observation, deliberation, course reading, and research beyond classroom texts. 4. To make students aware of their individual voices and how those voices can be adapted to fit different audiences and rhetorical situations. 5. To encourage students to view writing as a process by using several prewriting, organizing, drafting, revising, and editing strategies. 6. To stress the importance of clear communication by teaching students to revise effectively through the complete rethinking, restructuring, and rewriting of essays. 7. To encourage independent thinking. 8. To teach students to evaluate, document, and incorporate source material accurately and appropriately, according to "The Correct Use of Borrowed Information."

Learning Outcomes	<ol style="list-style-type: none"> 1. Students will analyze and evaluate nonfiction prose texts both for their ideas and their rhetorical choices through the use of critical reading strategies. 2. Students will plan, organize, and develop persuasive, logical, and well-supported essays by using strategies such as introspection, general observation, and deliberation of source material. 3. Students will recognize and use prewriting, organizing, drafting, and revising strategies. 4. Students will apply feedback from the instructor, peers, and self-analysis to improve their writing. 5. Students will evaluate, document, and incorporate source material accurately and appropriately according to "The Correct Use of Borrowed Information" and MLA documentation style.
Touchstone/ GNED Goals	<p>This course meets Touchstone Goal One: "To communicate clearly and effectively in standard English" and Goal Three: "To use critical thinking, problem-solving skills, and a variety of research methods." It also provides students with opportunities to meet potentially Goal Four: "To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles" as well as Goal Seven: "To examine values, attitudes, beliefs, and habits which define the nature and quality of life." Writing 101 appears in the Touchstone Program as part of the "Writing and Critical Thinking" skill area.</p>
Student Code of Conduct	<p>The classroom should be a safe place for exploring ideas and challenging assumptions. Students and the instructor are expected to listen respectfully to each other. As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." Students who interfere with the conduct of the class will be subject to sanctions as specified in the Student Conduct Code (http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm, under Section IV.A). See also http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf.</p>
Safe Zone Statement	<p>All individuals will be treated respectfully – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Diversity of thought is appreciated and encouraged.</p>
Students with Disabilities	<p>Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.</p>
Attendance/ Tardiness Policies	<ul style="list-style-type: none"> <input type="checkbox"/> Unexcused absences: You may miss two (2) classes without a grade penalty. A deduction of .33 points (on a 4.0 scale) will be taken from your final grade for each additional absence. THE DEDUCTION(S) COULD BRING YOUR FINAL GRADE BELOW A "C-". <input type="checkbox"/> YOU, THE STUDENT, ARE RESPONSIBLE FOR THE ACADEMIC CONSEQUENCES OF ANY ABSENCE(S). You are responsible for all requirements of the course regardless of absences. YOU MUST INITIATE THE NECESSARY ACTION(S) TO CATCH UP OR OBTAIN HANDOUTS. <input type="checkbox"/> Excused absences: Absences for extraordinary circumstances. Each will be handled on a case-by-case basis. Notify me before class if possible. <input type="checkbox"/> Be on time for class. Consistent lateness will lower your class attendance and participation grade. THE LOWERED GRADE COULD BRING YOUR FINAL GRADE BELOW A "C-". <input type="checkbox"/> IN-CLASS ATTENTION REQUIREMENT: Turn your cell phones off while in class. Focus on the day's tasks and do NOT text message, prepare for another course, conduct private conversations, daydream or engage in activities unrelated to the day's task. If you have any questions regarding an assignment or current discussion while in class, do not ask your student peers. They will miss material as they answer your question. Feel comfortable to raise the question either in class or after class. <input type="checkbox"/> Prolonged inattention during a class period will be noted openly by me in class and can count as an absence for that day.
Handheld Technology Policy	<ul style="list-style-type: none"> <input type="checkbox"/> The College of Arts and Sciences' Policy for the Appropriate Use of Hand-held and Wireless Technologies is in effect for this class. See: http://www2.winthrop.edu/arts/science/AppropriateUseApprovedPolicyMar2010.pdf. <input type="checkbox"/> Sanctions for violation of this policy will be determined by the instructor and may include dismissal from the class, attendance penalties or loss of class participation points, zero grades on quizzes or examinations, failure in the class, or other penalties that the instructor determines to be appropriate.
Reuse of Graded Papers	<p>Your papers may be randomly selected for university and departmental assessment efforts. If yours is selected, all identifying information will be removed before it is used in the assessment process.</p>
Plagiarism Policy	<p>Plagiarism is using borrowed information (someone else's words, ideas, or lines of argumentation) without citing the source, thereby representing it as YOUR OWN ORIGINAL WORK. It is a theft of intellectual property and WILL NOT BE TOLERATED, whether intentional or not.</p> <p>Intentional plagiarism is the deliberate attempt to claim another person's ideas or written work as your own work.</p> <p>Unintentional plagiarism occurs when, due to inexperience or lack of skill, you attempt to incorporate borrowed material into your writing, but do so incorrectly so the material appears as your own original work.</p> <p>You are responsible for reviewing and understanding the following policies on plagiarism:</p> <p>English Department's handout "The Correct Use of Borrowed Information" (http://www2.winthrop.edu/english/plagiarism.htm). We will review and revisit this handout throughout the semester.</p> <p>AND</p>

	<p>Winthrop's policy on plagiarism (http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm, under Section V, "Academic Misconduct").</p> <p>Failure to review these policies does not excuse you from the consequences of plagiarizing. CONSEQUENCES OF PLAGIARISM: Consequences range from a failing grade for the paper to a failing grade for the course depending on circumstances. I can also report the incident as academic misconduct to the Dean of the College and the Dean of Students.</p> <p>If you have any questions about correctly using borrowed information in a paper, consult me before turning in the paper.</p>												
Documentation	<input type="checkbox"/> We will use MLA (Modern Language Association) documentation (Borrowed information should be cited as an in-text citation and on the "Works Cited" page).												
Student Support Services Available	<input type="checkbox"/> Your Instructor <input type="checkbox"/> Writing Center <input type="checkbox"/> REACH <input type="checkbox"/> TRIO-SSS <input type="checkbox"/> Learning Assistance <input type="checkbox"/> Special Study Hours for Athletes, LEAP Students, etc.												
	<p>Your Instructor</p> <input type="checkbox"/> See page one of this syllabus for contact information. <p>Writing Center: The Writing Center is free and available to all students. It is located in 242 Bancroft.</p> <input type="checkbox"/> Schedule an appointment to ensure that a tutor will be available. To make an appointment, telephone 803-323-2138. <input type="checkbox"/> http://www.winthrop.edu/wcenter/ <input type="checkbox"/> http://www.winthrop.edu/wcenter/handoutsnew.htm <p>REACH</p> <input type="checkbox"/> <i>Project REACH (REtention and ACHievement) strives to improve student retention rates and implement programs that encourage and enable students to find their potential and reach their goals.</i> <input type="checkbox"/> http://www.winthrop.edu/retention/ <p>TRIO-SSS</p> <input type="checkbox"/> <i>TRIO is an academic support program designed to increase the academic performance, retention rates, and graduation rates of program members. The TRIO Program...gives members the tools necessary to get the most of their undergraduate education, to graduate, and to seek employment and/or attend graduate or professional school.</i> <input type="checkbox"/> Eligibility requirements include low income, first generation to pursue bachelor's degree, disability. <input type="checkbox"/> If you are not part of the TRIO academic support program and think you may qualify, contact the program at: <input type="checkbox"/> http://www.winthrop.edu/triosss/images/Default.aspx <p>Learning Assistance</p> <input type="checkbox"/> <i>Strong study and time management skills are necessary for learning effectively at a university. Learning Assistance is an academic resource available to all Winthrop students. The Learning Assistance Coordinator provides individual and group instruction to students wanting to improve their study, note taking, test taking, reading comprehension, and/or time management.</i> <input type="checkbox"/> 110A Crawford Building • 803/323-3290 <p>Special Study Hours for Athletes, LEAP, Other Students</p> <input type="checkbox"/> <i>Take advantage of study hours, tutors and other study support services your program offers.</i>												
<p>Course Requirements:</p> <p>To receive credit for this course, students must submit ALL FIVE ESSAYS.</p>	<p>Assignments will be weighted as follows:</p> <table border="1" data-bbox="415 2123 2015 2491"> <tr> <td>Essay #1 (500 words, approx. 2 typed pages):</td> <td>15%</td> </tr> <tr> <td>Essay #2 (750 words, approx. 3 typed pages) (Use of borrowed information from textbook required):</td> <td>15%</td> </tr> <tr> <td>Essay #3 (Midterm: In Class) (600 words, approx. 2.5 typed pages) (Use of borrowed information from textbook required):</td> <td>15%</td> </tr> <tr> <td>Essay #4 (1250 words, approx. 5 typed pages) (Use of borrowed information from textbook and library source required):</td> <td>25%</td> </tr> <tr> <td>Essay #5 (Final Exam: In class) (900 words, approx. 3.5 typed pages) (Use of borrowed information from textbook and library source required):</td> <td>15%</td> </tr> <tr> <td>Attendance and Participation:</td> <td>15%</td> </tr> </table>	Essay #1 (500 words, approx. 2 typed pages):	15%	Essay #2 (750 words, approx. 3 typed pages) (Use of borrowed information from textbook required):	15%	Essay #3 (Midterm: In Class) (600 words, approx. 2.5 typed pages) (Use of borrowed information from textbook required):	15%	Essay #4 (1250 words, approx. 5 typed pages) (Use of borrowed information from textbook and library source required):	25%	Essay #5 (Final Exam: In class) (900 words, approx. 3.5 typed pages) (Use of borrowed information from textbook and library source required):	15%	Attendance and Participation:	15%
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