

ENWR100 Introduction to Writing

Spring 2010

Prof. Emily Isaacs

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Office: Dickson 460/Office Hours: MW 10 -11, W 1-2

Required Texts:

- Eschholz, Paul, Alfred Rosa, and Virginia Clark. *Language Awareness: Readings for College Writers*, 10th edition. New York: Bedford/St Martin, 2009. Print.
- Hacker, Diana. *A Writer's Reference*. Montclair State University edition. New York: Bedford/St. Martin, 2009. Print.

Be sure to bring both texts to class every day. I appreciate that this can be burdensome, but you need these texts with you in class. Be prepared to write in them, to make notations, and to underline.

Useful Websites:

- Course Blackboard: at <http://bb9.montclair.edu> (note that this address is special for this class).
- First Year Writing: <http://www.montclair.edu/writing/firstyearwriting/>
- Center for Writing Excellence (CWE): <http://www.montclair.edu/cwe>
- CWE Scheduling: <http://www.rich75.com/montclair>

Course Requirements:

Required Unit Papers (1, 2, 4, and 6): 55%

Assignments: 20%

Class Participation: 5%

Writing Portfolio 20%

Daily Participation: required

Writing Exercises: required

Purpose of Course: The principal aim of this course is to provide students with the instruction, practice, and feedback to become capable college writers. Good writers are not good simply because they have "natural writing talent." Rather, good writers have become good through practice, and so that is what you will be doing in this class. The other key to becoming a good writer is learning how to assess your own writing and to use the feedback of others to effectively revise your prose for greater effectiveness.

This course is also designed to be a rigorous, thoughtful and engaging course about literacy and the power of language.

Course Expectations: Course expectations are articulated in the prefatory chapter (the chapter that precedes the "first" chapter) of the Montclair State University edition of *A Writer's Reference*. Please read this chapter very carefully as it is an essential supplement to your syllabus. Here are a few points of elaboration.

Blackboard: Students are expected to check Blackboard at least twice a week. Much of your homework will come via Blackboard, and you will also have assignments that need to be completed. We will be using the new, Blackboard 9, and this platform has some features we will be trying out. These activities are not listed in the syllabus, but be aware that they are part of your assignment grade.

Attendance and Class Participation: If you miss more than two classes your final grade will be lowered; for each additional absence beyond the two that are allowed your grade will be lowered a half grade (e. g., C+ to C). Additionally, you are expected to come to class prepared and on time. Finally, participate. The classroom will be a

safe place for ideas, and I promise that no one will be punished or humiliated for giving voice to an unusual question or interpretation.

The Center for Writing Excellence: Introduction to Writing students are required to use the tutoring/consulting services offered by the Center for Writing Excellence. At the CWE trained assistants offer students free tutoring on all aspects of the writing process. **Introduction to Writing students are required to consult with a CWE tutor four times during the semester.** You are welcome to schedule appointments more frequently.

Writing Portfolio: You will submit a portfolio of your writing at the end of the semester. This will include a selection of the exercises and essays you will have written over the semester. I will provide you with a detailed description of how to assemble and organize the portfolio, well in advance of the due date. **Important: save and carefully label each piece of work as a separate data file for the Portfolio; do not “write over” any existing files when drafting, and be sure to BACK UP your work each time you type.**

Grades:

See the first chapter of *A Writer's Reference* for grading rubric. Students in ENWR100 can receive final grades of A through F, or a grade of NC (No Credit). The NC grade is for students who have worked diligently and improved in their writing, but are not yet ready to take ENWR105. The NC grade provides 0 credit, but it does not affect students' GPAs (the way an F does).

- Missing Work. Students who do not submit any of the required major assignments will not pass the course.
- Plagiarism: The plagiarism policy, which is explained in the prefatory chapter in *A Writer's Reference*, is very simple. Students who plagiarize on any written assignment will fail the course and be reported to the Dean of Students office for disciplinary action.

Reading & Writing Schedule

🕒 IMPORTANT 🕒

- This schedule is subject to minor change. Refer to the Blackboard Assignments page for the actual assignment.
- Readings can be found in *Language Awareness*, unless otherwise specified. “Bb” refers to Blackboard, and these readings must be printed and brought into class.

Unit 1: Advertisement Analysis (Writing: Central Claims)

Week 1, Day 1: Jan 20

Introduction to Class

In-Class Writing/Mind Stretch

Ad Analyses – Review of several ads, in small groups and as a whole class.

Discussion of Homework – Review “reading” section in Handbook and discussion of expectations for completing assignments on readings.

Week 2, Day 1: Jan 25

Listed below is what is DUE on this day. The same method is employed throughout this syllabus.

Read: William Lutz, “Weasel Words: The Art of Saying Nothing at All,” (442-51) and Jean Kilbourne’s “Jesus is a Brand of Jeans” (466-71).

Do:

1. Sign up for your first visit to the CWE: www.montclair.edu/writing. First visit by end of 3rd week of classes, February 5.
2. Go to the new Blackboard site and complete all tasks listed on “Alerts.”

Write (HW 1):

1. Complete Writing Suggestion 1 on page 452 (in response to Lutz). After writing the 30 second advertising copy (script, what the announcer or actors would say), write one or two paragraphs explaining what you tried to do as you wrote your ad copy.
2. Answer questions 3 and 6 on page 471 (in response to Kilbourne). Note that to answer these questions you will have to understand and briefly summarize the Kilbourne article.

Find: In newspapers, magazines, fliers or online sources (please print), locate two advertisements to bring in class that represent what Lutz and Kilbourne are speaking about. One should have “weasel words” in it (Lutz), and the other should sell a product, service or other product by appealing to our relationship needs (Kilbourne).

In-Class: Share writing and discuss readings; practice advertisement analysis; prepare for essay assignment..

Week 2, Day 2: Jan 27

Write: Essay 1, Exploratory Draft due. A 2-3 page ad analysis of a print advertisement of your choice. The ad you analyze can be one you selected for the previous day’s homework, or it can be a new one. For this first formal essay, draw on theories and ideas from one Unit 1 Reading (Lutz or Kilbourne) to write a critical analysis of an advertisement.

In-Class: In-Class Writing. Whole group and pair peer review. (Need class volunteer to share essay for whole class workshop.) Review criteria for evaluation. End class with self-assessment and revision plan. In one paragraph, write yourself a note about what you intend to do to revise your paper.

Week 3, Day 1: Feb 1

Write: Draft 2 of Essay 1. In this revision you will need to significantly revise your paper. Revision means cutting whole sentences and paragraphs, adding other sentences and paragraphs, re-arranging words and sentences.

Read: Donald Murray’s “The Maker’s Eye: Revising Your Own Manuscripts,” pp. 117-21

In-Class: Huge Writing Day -- Loop Writing Activities for Revision. **By midnight, post your best revised essay on Blackboard for instructor feedback. (Go to Assignment link).**

Week 3, Day 2: Feb 3

Read: Gerald Graff, "How to Write an Argument: What Students and Teachers *Really* Need to Know" (124-6) and Gregory Pence, "Let's Think Outside the Box of Bad Clichés" (135-7).

In-Class: Papers returned with comments. Academic Writing Workshop → Word Repair: Using Specific, Meaningful, and Effective Words and Phrases. Review of Course Materials to date.

Week 4, Day 1: Feb 8

Write: Final Draft (3) of Essay 1 due.

Do: Sign up for your 2nd visit with the CWE (if you haven't already). Due at the end of the 6th week of classes.

In-Class: Process Writing and Self-Assessment for Essay One.

Discussion of Writing Strengths and Weaknesses

What is A Central Claim? How Do We Support It? Model Miniscule Essay, Collaborative

Unit 2: What Is Wrong with Montclair State?

Week 4, Day 2: Feb 10

Write: Draft 1, Essay 2. Assignment: What is Wrong with MSU? A personal response, expository essay. Two to three full pages. After completing the draft write a brief note explaining what your central claim is and how you have gone about supporting it.

In-Class: In-Class Writing. Full Class and Partner Peer Review. Discussion: Weak/Adequate/Smart Central Claims.

Week 5, Day 1: Feb 15

Write: Final Draft of Essay 2.

In-Class: Editing for Clarity. Workshop. Submit final draft of paper via Blackboard on the Safe Assign (Assignment section) by 12 midnight.

Unit 3: Summary and Quoting

Week 5, Day 2: Feb 17

Read: Richard Rodriguez, "Achievement of Desire." (on Blackboard) and "Integrating Sources," pp. 362-9 in Hacker. Please note that this second reading is short but dense. Also, read the sample paper on pp. 408-12 and notice how the writer makes reference to the other writers to which she has referred (and look at the Works Cited page).

Write: (HW 2) Complete Summary and Quoting Assignment 1, on Bb.

In-Class: Read Malcolm X, "Discovering the Power of Language" (41-3). Practice summary and quoting; review signals phrases and other methods for introducing quotes. Review homework.

Week 6, Day 1: Feb 22

Read: Read Graff and Birkenstein, Chapter One from *They Say, I Say* (Bb) and Firoozeh Dumas, "Hot Dogs and Wild Geese" (Bb).

Write: (HW 3) Complete Summary and Quoting Assignment 2, on Bb.

In-Class: **In-Class exam** on summary and quoting. You will read a new reading and demonstrate your skills in summary and quoting.

Unit Four: Language and Identity, Language and Power

Week 6, Day 2: Feb 24

Read: Leticia Salais, "Saying 'Adios' to Spanglish" (545-7) and Caroline Hwang, "The Good Daughter" (558-60).

Write: (HW 4) Drawing on Salais, Hwang and Rodriguez (from the previous week), summarize the obstacles that these writers describe and then reflect on how these individuals responded to these obstacles, considering their success or lack of success in doing so (1 ½ to 2 pp).

In-Class: discussion of readings and homework. Review of reading section of Hacker (pp. MSU-11-14)

Week 7, Day 1: March 1

Read: Robert D. King, "Should English Be the Law?" (529-38) and Charles Krauthammer, "In Plain English: Let's Make It Official" (539-41).

Write: (HW 5) Write a 1 ½ to 2 page analysis of King's and Krauthammer's articles, comparing and contrasting their arguments.

Do: Sign up for your 3rd visit with the CWE (if you haven't already). Due at the end of the 9th week of classes.

In-Class: in-class writing, discussion of readings, homework, preparation for paper.

Week 7, Day 2: March 3

Write: Unit Four Essay, Draft 1. See Bb. for Assignment. 2-3 pages.

In-Class: Peer Review

Week 8, Day 1: March 8

Write: Unit Four Essay, Draft 2. 2-3 pages, revised.

In-Class: In-Class Writing Activities. Submit draft at midnight, via Blackboard Assignment.

Week 8, Day 2: March 10

Read: Documentation section of Hacker, pp 358-71.

Write: (HW 6) Works Cited Exercise

In-Class: Documentation Workshop

Papers returned before spring break

SPRING BREAK

Week 9, Day 1: March 22

In-Class: Editing and Style: Clarity Workshop

Unit 5: Analysis: What is Academic Writing?

Week 9, Day 2: March 24

Write: Unit Four, Final Essay. 3 pages.

In-Class: Read Toni Morrison, "When Language Dies: 1993 Nobel Prize for Literature Lecture" (219-224).

Week 10, Day 1, March 29

Read: Irving Kristol, "Pornography, Obscenity, and the Case for Censorship" (487-95) and Dianne Ravitch, "The Language Police" (506-517).

Write: (HW 7) Analysis through Comparing and Contrasting (on Bb).

In-Class: Homework Discussion and Debate

Unit 6: The Power of the Word

Week 10, Day 2: March 31

Read: Henry Louis Gates, Jr., "What's in a Name?" (56-8) and Chang-Rae Lee's "Mute is an English-Only Word" (337-40).

Write: (HW 8). Using Gates and Lee as models, write a 1-2 page personal reflection on a time in your life when you discovered the power of words. This could have happened inside or outside of school. It could have

involved discovering the importance (or lack of importance) of one word, discovering spoken language, discovering reading or writing. After you have presented your personal narrative, write a paragraph discussing the importance of the event. What did you learn from this? How did it shape you as a person?

Week 11, Day 1: April 5

Read: Martha Irvine, "'Queer' Evolution: Word Goes Mainstream" (369-71) and Andi Zeisler's "The B-word? You Betcha," (297-300).

Write: (HW 9). Summary and Response Exercise. (Bb).

Week 11, Day 2: April 7

In-Class: Writing on Topic: Extending and Developing Ideas

Write: Essay 6, Draft 1

Week 12, Day 1: April 12

In-Class: Peer Review

Write: Essay 6, Draft 2; submit for review by teacher

Week 12, Day 2: April 14

Read: Your first two essays

Write: An analysis of the strengths and weaknesses of your first two essays.

In-Class: Writing for Clarity Workshop: Revisiting the First Essay

Week 13, Day 1: April 19

Write: Essay 6, Final Draft due

Unit 7: Portfolio

Week 13, Day 2: April 21

Read: Individualized. Identify two readings you need to re-read before revising your paper.

Write: (HW10). Reading Analysis Redo (on Bb).

Week 14, Day 1: April 26

Portfolio: In-class Activities and Drafting of Portfolio Papers

Week 14, Day 2, April 28

Portfolio: In-class Activities and Drafting of Portfolio Papers

Week 15, Day 1: May 3

Portfolio: In-class Activities and Drafting of Portfolio Papers