

EN110b: College Expository Writing

Fall 2011

Section B: MW 1:30-2:45pm

Section D: MW 12:00-1:20pm

Location: Summit 102

Instructor: Dawn M. Armfield

E-Mail: armf1002@umn.edu

Office: Nina's

Office Hours: M: 10:30-11:30, W: 3:00-4:00

Course Description

EN 110 is an introduction to academic writing with a focus on the effective organization of expository prose at both the paragraph and essay levels. During the course of the semester, you will engage in varied forms of writing and in reading and analyzing model essays. You will be encouraged to develop your own writing process and to learn to produce accomplished papers.

Learning Outcomes

The primary goal of EN 110 is to help you learn to express yourself effectively in writing. Because good expository writing is an expression of well-developed ideas and sound reasoning, and because the ability to examine ideas critically is vital to the successful completion of an undergraduate education, a secondary goal of EN 110 is to help you build skills in critical and analytical thinking.

Method of Assessment

Goal-directed assessment is a part of this course. Targeted skills—in this case, the ability to communicate effectively in writing—will be assessed at various points throughout the semester. The primary assessment methods employed will be in-class exercises and instructor analyses of written assignments. While course grades are designed to give you feedback on your performance as a student, assessments are designed to give me feedback on my teaching: they measure the effectiveness of chosen teaching methods and materials in meeting stated course objectives.

Course Requirements

Evaluation and Grading

Your course grade will be comprised of these elements:

Essay #1: Personal Narrative—15%

Essay #2: Persuasive Essay—20%

Essay #3: Synthesis Essay—20%

Drafts: 10%

Resume and Cover Letter: 5%

Discussion, Peer-Editing: 20%

Reflections: 10%

This course is graded on an A-F basis, and I use the following scale in determining final grades:

A—Represents outstanding achievement relative to the level necessary to meet course requirements;

B—Represents achievement significantly above the level necessary to meet course requirements;

C—Represents achievement that meets course requirements in every respect;

D—Represents achievement worthy of course credit, even though it fails to meet course requirements fully;

F—Represents failure of the course, with no credit given, and signifies that the work was either: 1.) completed, but not at a level of achievement worthy of course credit; or 2.) not completed, and there was no agreement between the instructor and the student that the students would receive an Incomplete.

Late Assignments

Late assignments will be docked 1/3 of a grade level for each day past the due date (for example, a B will become a B -, then a C +, etc.) for up to five days. Please note that Saturdays, Sundays, and holidays will be counted when I determine your grade level for late assignments.

Assignments submitted more than five days late will automatically receive failing grades.

A written mid-term evaluation will be given to each student. This feedback is designed to help students track their progress in the course, in order to increase their chances of successfully fulfilling the course requirements.

Attendance

Classes that meet 2 times per week recognize 4 absences as grounds for failure.

2 tardy are equivalent to 1 absence. After 15 minutes, a tardy becomes an absence.

A student will forfeit all rights and privileges for the course failed due to attendance and/or tardy absences.

Excused absences are only granted due to hospitalization and/ or death in the family or legally mandated activities such as military service or court appearances. Students are required to show documentation of their circumstance to their Academic Advisor.

CVA recognizes all religions and will grant excused absences for documented religious holidays. Students are required to register the particular times and dates of these holidays at the beginning of each semester with the Office of Academic Affairs. This office will communicate to the given faculty.

Students are responsible for understanding this policy and tracking their own attendance and tardiness.

Academic Honor Code

Principles

Every student at the College of Visual Arts must adhere to high standards of honorable behavior. Academic work for all liberal arts and studio classes must be a student's own, with appropriate credit given for use of the words, images, and ideas of another. If a student uses fraudulent means to obtain grades or other advantages in academic work, he or she has not truly gained in knowledge, understanding, or skill. Grades, honors, and other marks of achievement lose their meaning; the reputation of the College of Visual Arts is diminished and the value of its B. F. A. degree reduced. It is therefore essential to the integrity of the college that every member of the community – students, faculty, staff, and administration – uphold the highest standards of academic integrity.

Definition and Examples of Academic Dishonesty

- Cheating
- Copying another student's answers on a quiz or exam
- Using notes or other source materials on a quiz or exam without the instructor's permission
- Collaborating on a take-home exam meant to be completed individually
- Using electronic devices such as phones, computers, or calculators during an exam without the instructor's permission
- Copying another student's homework assignment

- Using answers from an instructor's version of a textbook for a homework assignment meant to be completed individually.
- Plagiarizing
- Presenting for either a liberal arts or studio class the work of another without acknowledgement, as though it were your own
- Using the "cut and paste" method of constructing a paper from internet or print sources without synthesizing the ideas to create your own independent thesis or identifying the sources
- Using information, ideas, or images from any source (internet, book, article, a classmate's research paper or artwork) without proper attribution
- Using the exact words of another without using quotation marks and citing the source
- Paraphrasing the words of another without citing the source
- Making multiple submissions
- Submitting, without prior permission, a paper, project, or other assignment completed in one class to fulfill a requirement for another class
- Facilitating academic dishonesty
- Allowing another student to copy answers from your exam paper
- Giving or selling another student a completed assignment, project, or paper
- Informing students in a later section of a class the questions on an exam
- Stealing or defacing materials or other property
- Theft or defacement of any materials or property belonging to another student or member of the staff or faculty
- Theft or defacement of any materials or property belonging to the college
- Theft or defacement of library books or other materials
- Theft of proprietary software
- Using materials in an unauthorized manner
- Unauthorized entry into college property such as classrooms, studios, computer labs, faculty offices, or library
- Unauthorized use or manipulation of studio equipment or computer programs
- Falsifying academic records
- Alteration of grade books or files
- Use of personal relationships to gain grades or favors

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- Any attempt to obtain grades or credit through fraudulent means.

Process for Dealing with Violations of the Honor Code

The College of Visual Arts will treat violations of the honor code with the utmost seriousness. If a student is accused of academic dishonesty, the student will be informed of the alleged violation and the evidence on which the allegation is based. If circumstances warrant, the instructor and relevant department chair, in consultation with the academic dean, may decide on a penalty such as a failing grade or o on the assignment or exam or a failing grade in the course. A record of the violation will be filed in the office of the dean, who will maintain a permanent record of reported student violations. Students may appeal to the relevant department chair. If dissatisfied with that decision, the student may appeal to the academic dean. The decision from that office will be final. In special circumstances a student may appeal to a standing hearing committee. Second and subsequent violations of the honor code will be dealt with by the academic dean. Students may appeal decisions to the standing committee, the decision of which is final.

Penalties for Violations

Penalties for students found to have engaged in academic dishonesty may include:

- A grade of F or o on an assignment, paper, or exam
- A grade of F for the course
- Suspension from the college
- Expulsion from the college

Student Responsibilities

1. Try to gain as much benefit as possible from your time in college: treat each class meeting as an opportunity to learn.
2. Abide by the CVA Attendance Policy, Honor Code, Grievance Procedure and Code of Conduct (see above, or in the Student Handbook).
3. Arrive in class on time, with all needed materials, ready to work steadily throughout the session. (Arriving even one minute after class has begun will be counted as a tardy.) Please bring your Current Issues textbook to class each day. Your Bedford Handbook is needed only on days with a "Bedford" exercise listed on the syllabus.
4. Please come to class having read and considered the assigned material.
5. Please submit all assignments on time.
6. Cite all research, text and image sources using MLA documentation style. Both of your textbooks have useful chapters describing MLA style requirements.

Resources and Readings

There are two required texts for this course. Both texts are available through the CVA on-line bookstore: <http://direct.mbsbooks.com/cva.htm>:

1. Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, With Readings. *Please note that you MUST have the NINTH Edition of this text.* Earlier editions are quite different from the Ninth and will not contain the same materials. Editors: Sylvan Barnet and Hugo Bedau. Boston: Bedford/St. Martin's, 2011.
2. The Bedford Handbook. *Please purchase the Eighth Edition of this text.* Author: Diana Hacker. Boston: Bedford/St. Martin's, 2010.

Materials and Supplies

On occasion, you will need to make copies of your work for peer editing sessions. The copying costs will be minimal, but are part of the materials cost for the course.

All assignments for this course must be word-processed or typed using a .doc or .rtf format. Please use leave one-inch margins all the way around the page, and double-space your work. Follow MLA guidelines for formatting your papers.

Class Schedule

Please note that assigned readings will be discussed in class on the date indicated, and should be read before the class meeting.

“CI” indicates that the reading is in Current Issues and Enduring Questions. Please bring your Current Issues textbook to class each day.

Please bring your Bedford Handbook to class on days when a “Bedford” exercise is listed.

Wednesday, Sept. 7th

In-Class: Introductions; syllabus review; introductions to rhetorical appeals & writing triangle

Monday, Sept. 12th

Readings: “Critical Reading,” pp. 32 – 37 in CI, and “It’s Hard Enough Being Me,” by Anna Lisa Raya, pp. 119 – 121 in CI

In-Class: Paragraph structure; introduction to the Personal Narrative assignment;

Wednesday, Sept. 14th

Readings: “Critical Thinking,” pp. 3 – 8 in CI, and “The Harmful Myth of Asian Superiority,” by Ronald Takaki, pp. 122 – 123 in CI

In-Class: Prewriting for the Personal Narrative assignment; document design

Bedford: Sentence patterns; Exercise 62-1

Due: Reflection on this week’s readings

Monday, Sept. 19th

In-Class: MLA documentation style workshop; begin peer comments on Personal Narrative drafts

Bedford: Bring Bedford Handbook to class for MLA workshop

Due: First draft of the Personal Narrative: bring copies for Peer Review Group

Wednesday, Sept. 21st

Readings: “Writing as a Way of Thinking,” pp. 12 – 18 in CI, and “A Short Essay Illustrating Critical Thinking,” pp. 18 – 24 in CI

In-Class: Transitions between and within paragraphs; discussion of readings; introductions and conclusions

Bedford: Verbs, objects, and complements; Exercise 62 - 2

Due: Reflection on this week’s readings

Monday, Sept. 26th

In-Class: Viewing and discussing The First Amendment Project (“Some Assembly Required”): editing practice

Bedford: Sentence Types; Exercise 64-1

Due: Second draft of the Personal Narrative—bring two copies to class

Wednesday, Sept. 28th

Instructor conferences

Monday, Oct. 3th

In-Class: Final reflections on the Personal Narrative; introduction to the Persuasive Essay assignment; exploration of articles for use in the Persuasive Essay; viewing and discussing The First Amendment Project (Baraka).

Due: Polished draft of the Personal Narrative

Wednesday, Oct. 5th

In-Class: Developing a persuasive style

Due: Reflection on this week's readings

Monday, Oct. 10th

Readings: "Summarizing and Paraphrasing," pp. 37 - 42 in CI, and "A First Amendment Junkie," by Susan Jacoby, pp. 43 - 47 (includes "Summarizing Jacoby, Paragraph by Paragraph")

In-Class: Discussion of readings; anatomy of a thesis; reading and summarizing articles for use in the Persuasive Essay; using textual evidence—summary, paraphrase, and direct quotation.

Wednesday, Oct. 12th

Reading: "Developing an Argument of Your Own (part I)," pp. 226 - 235 in CI, and "Building Baby from the Genes Up," by Ronald M. Green, pp. 515 - 518 in CI

In-Class: Discussion of readings; drafting and peer review of thesis statements for the Persuasive Essay.

Bedford: Repair sentence fragments; Exercise 19-1

Due: Reflection on this week's readings

Monday, Oct. 17th

In-Class: Types of appeals in persuasive writing; forms of evidence; begin comments on peer drafts

Due: First draft of the Persuasive Essay - Peer Review

Wednesday, Oct. 19th

Readings: “Developing an Argument of Your Own (part II),” pp. 235 – 248 in CI, and “Genetically Modified Humans,” by Richard Hayes, pp. 529 - 521 in CI

In-Class: Peer review of the Persuasive Essay first drafts; discussion of readings; review of in-text citation format

Bedford: Revise run-on sentences; Exercise 20-1

Due: Comments on peer drafts; Reflection on this week’s readings

Monday, Oct. 24th

In-Class: editing practice

Due: Second draft of the Persuasive Essay—Peer Review

Wednesday, Oct. 26th

Instructor Conferences

Monday, Oct. 31st

In-Class: Final reflections on the Persuasive Essay; introduction to the Synthesis Essay assignment; reading and exploring topics for the Synthesis Essay; writing with multiple sources, Part I: analyzing sources

Due: Polished draft of the Persuasive Essay

Wednesday, Nov. 2nd

Reading: “Writing an Analysis of an Argument,” pp. 177 – 183 in CI, and “Why We Built the Ivory Tower,” by Stanley Fish, pp. 547 – 549 in CI

In-Class: Review of thesis statements; writing with multiple sources, Part II: synthesizing sources; in-class workshop on the Synthesis Essay; review of incorporating textual evidence into your prose: summary, paraphrase, and direct quotation

Due: Reflection on this week’s readings

Monday, Nov. 7th

Reading: “Moral Suicide,’ À la Wolfe,” by David Brooks, pp. 550 – 552 in CI

In-Class: In-class workshop on the Synthesis Essay; discussion of reading; drafting working thesis statements for the Synthesis Essay.

Wednesday, Nov. 9th

Readings: “How Green Was My Bottle,” by Daniel Coleman and Gregory Norris, pp. 668 – 670 in CI

In-Class: Working outline for the Synthesis Essay; discussion of reading

Bedford: Pronoun-antecedent agreement; Exercise 22-1

Due: Reflection on this week’s readings

Monday, Nov. 14th

In-Class: Viewing and discussing of American Drug War: the Last White Hope; begin comments for peer review

Due: First draft of the Synthesis Essay—bring copies for Peer Review Group

Wednesday, Nov. 16th

In-Class: Viewing and discussing of American Drug War: the Last White Hope; peer review session

Bedford: The comma; Exercise 32-1

Due: Comments on peer drafts; Reflection on this week’s readings

Monday, Nov. 21st

In-Class: Finish viewing and discussing American Drug War: the Last White Hope; editing practice

Due: Second draft of the Synthesis Essay—Peer Review and sign up for Instructor Conferences

Wednesday, Nov. 23rd:

No class meeting—Have a Happy Thanksgiving!

Monday, November 28th

Instructor Conferences

Wednesday, November 30th

Reading: “I Have a Dream,” by Martin Luther King, pp. 887 – 890 in CI

In-Class: Discussion of reading; introduction to Job Resumes; review of sample resumes; writing practice: Job Resumes

Due: Reflection on this week's readings

Monday, December 5th

In-Class: Reading, exploration, and discussion of "from The Handbook," by Epictetus—pp. 995 - 997 in CI; introduction to the Artist/Designer Resume

Due: Polished draft of the Synthesis Essay

Wednesday, December 7th

Reading: "In Pursuit of Unhappiness," by Darrin M. McMahon, pp. 992 - 994 in CI, and Henry David Thoreau, "Selection from Walden," pp. 987 - 991 in CI

In-Class: Discussion of readings; introduction to cover letters; reviewing sample cover letters; writing practice: cover letters

Due: Reflection on this week's readings

Monday, December 12th

In-Class: Peer review of Job Resumes and Cover Letters; review of the writing process

Due: Job Resume and Cover Letter drafts—Peer Review

Wednesday, Dec. 14th

In Class: Your writing trouble spots and how to overcome them

Due: Polished Job Resume and Cover Letter

Agreement

I have received, read, and understand the course syllabus for FD100A Course Title as well as the CVA Student Policies. The instructor has, within the structure of the class, explained the material contained within the syllabus.

I hereby agree to abide by the structure outlined in the syllabus and by the policies dictated in the CVA Student Policies.

Student Signature	
Printed Name	

Introductory Questionnaire (please write clearly)

Name	
CVA student box number	
Hometown	
Previous School	
Mailing Address	
email Address	
Home Phone	
Cell Phone	
Faculty Advisor	

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