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Session 2013-1 Summer April 29 - June 23, 2013
Room: D223
Wednesdays: 6-10 p.m.

Instructor: Donna Metcalf
Office hours: By appointment
Email: dmetcalf@ben.edu

WRIT 101-70 – PERSON IN COMMUNITY

I. COURSE DESCRIPTION:
*Person in Community: Writing Colloquium* develops writing skills by means of intensive process writing and introduces students to Benedictine University, an institution of higher learning grounded in the liberal arts and guided by its Benedictine heritage and Catholic Tradition. This course will enable students to participate effectively in this academic community by strengthening students’ ability to read critically and to write clearly and persuasively about contemporary issues that affect individuals and society.

II. TEXTBOOKS and MATERIALS:
Books and Materials:
An active Ben.edu email account.

III. MISSION STATEMENT:
Benedictine University is dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens and leaders in the world community.
IV. GOALS and STUDENT LEARNING OUTCOMES for WRIT 101:

A. Benedictine Core Goals
Benedictine University's core mission is to prepare students for active participation in an increasingly interconnected world. This is the aim of this course and the four Cultural Heritage courses. They are the heart of the Benedictine liberal arts core curriculum, all linked by the theme of Person in Community. Its Core Curriculum advances this mission by enabling students to attain a broad range of learning goals, listed below:

1. Demonstrate an effective level of cognitive, communicative, and research skills;
2. Acquire a knowledge of the history and heritage of western civilization to include:
   a) the contributions of religious faith and philosophical thought to understanding the individual in community;
   b) the relationship of the individual to society: membership and participation in groups and institutions;
3. Develop an understanding of global society: cultural diversity, mutual relationships, and the interdependence of peoples and nations;
4. Apply liberal learning in problem solving contexts as preparation for active participation in society;
5. Make informed ethical decisions that promote personal integrity, the legitimate rights and aspirations of individuals and groups, and the common good.

B. Course Objectives/Outcomes
As a course within the Core Curriculum, WRIT 101 was designed with the above Core goals in mind. Thus, upon successful completion of WRIT 101, the student will be able to demonstrate their mastery of the following objectives and student learning outcomes:

1. Comprehend, analyze, and critique a variety of texts, including academic discourse, to evaluate diverse views;
2. Use various invention, drafting, and revising/editing strategies depending upon the purpose of the writing, the materials available to the writer, and the length of time available for the task;
3. Demonstrate a theoretical understanding of rhetorical context (that is, how reader, writer, language, and subject matter interact);
4. Establish a voice appropriate to the topic selected and the rhetorical situation;
5. Demonstrate satisfactory control over the conventions of Edited Standard Written English (ESWE) and competently attend to the elements of presentation;
6. Participate, through small and large group written and oral activities, as a productive, engaged member of an academic community;
7. Demonstrate understanding of the nature of academic community, recognizing how conventions and forms of discourse vary among different disciplines;
8. Relate elements of the Benedictine heritage and Catholic tradition to their experiences;

V. TEACHING METHODS:
The classroom is considered a discourse community in which students collaborate in the learning process. Students will be involved in peer work, group discussions, pre- and rewriting activities, and conferencing. There will be intervention in students' writing process, and response to student writing, by both the instructor and other students. To be successful, students must come to class
prepared, which means having all reading and writing assignments done before they are due.

VI. COURSE REQUIREMENTS:

Attendance Policy (for all 5-, 8-, 10-week courses)

This course is highly accelerated, and students will need to take a great deal of responsibility for their own learning outcomes. Attendance is required in each class meeting for the full period of time. Any absence must be due to extraordinary circumstances and will require documentation for it to be considered excused. Documentation must be provided immediately in order to determine what, if any, accommodations are reasonable or possible. Class attendance will directly impact your final grade, and each undocumented absence will be considered unexcused and will result in a 20% reduction in the final grade for the course.

Due to the accelerated nature of the course, should you experience a medical condition which prevents you from attending any class(es), appropriate medical documentation must be provided immediately so it may be determined what, if any, accommodations are reasonable or possible.

PLEASE get to class on time, and plan to stay for the entire class. If you need to leave early, it should be only for emergencies. You will be marked absent if you arrive late. Please, no food in class. We will take a break at about 7 which will give you a chance to eat if you missed dinner.

READING ASSIGNMENTS: See Course outline below.

WRITTEN ASSIGNMENTS: Students will write four essays, a world’s shortest research paper and various in-class assignments.

Late work is not accepted, except in case of emergency. And you must contact the instructor before the assignment is due. Students cannot make up in-class work. Papers can be rewritten after meeting with a tutor in the Resource Center, but must be handed in at the next class session (with the original paper) for an improved grade. No work will be accepted after the final exam is given.

Keep all graded work in a folder for the entire quarter. You should also save all the work you do.

Type all out-of-class writing assignments. Double space your essays. Set the computer to do this—do not hit enter at ends of lines. Leave one-inch margins on all four sides. Use 12 or 13 font size and Times New Roman font or a comparable one. Let me know if you need to learn how to do any of this formatting. I am happy to help you.

PARTICIPATION: Come to class prepared. Read all assignments and do all exercises before the dates they are due. Bring your books, paper, etc. to class every day. Bring drafts and papers when they are due. If you miss a class, it is important that you are prepared for the next one. That is why it is so important to contact the instructor if you miss a class.

PEER REVIEW: Students are required to participate in instructor-guided peer reviews.

TECHNOLOGY: We will use Desire2Learn. Please use your Ben email address and check it regularly throughout the course. Also make sure you have access to a computer and that you are very careful about saving your files. Losing a file is not a valid excuse for missing an assignment. Learn to save your work using dropbox.com or a similar method of storage that is not on your own computer. Please make use of the Resource Center if you need help with technology.
Benedictine University at Springfield Student Academic Honesty Policy
The search for truth and the dissemination of knowledge are the central missions of a university. Benedictine University at Springfield pursues these missions in an environment guided by our Roman Catholic tradition and our Benedictine heritage. Integrity and honesty are therefore expected of all University students. Actions such as cheating, plagiarism, collusion, fabrication, forgery, falsification, destruction, multiple submission, solicitation, and misrepresentation are violations of these expectations and constitute unacceptable behavior in the University community.

Student’s Responsibility
Though there is no formal honor code at Benedictine University at Springfield, students are expected to exhibit academic honesty at all times. Violations against academic honesty are always serious and may result in sanctions that could have profound long-term effects. The final responsibility for understanding the Academic Honesty Policy of the institution, as well as the specific policies for individual courses normally found in syllabi, rests with students. If any doubt exists about what constitutes academic dishonesty, students have the responsibility to talk to the faculty member. Students should expect the members of their class to be academically honest. If students believe one or more members of the class have been deceitful to gain academic advantage in the class, students should feel comfortable to approach the faculty member of the course without prejudice.

Violations of the Academic Honesty Policy will be reported to the Office of the Dean of Academic Affairs. Along with a verbal warning, the following are consequences a student may face for academic dishonesty:
- a failing grade or “zero” for the assignment;
- dismissal from and a failing grade for the course; or
- dismissal from the Institution.

VII. MEANS OF EVALUATION:

Because this is a composition class, the grading will focus on effective writing. Grades will focus both on effective content (what the essays say) and the use of standard English (how they say it). To pass WRIT 101, students must meet attendance requirements for the course, participate in a positive manner in class activities, and have an average of 70% or above on graded writing assignments, exercises, and tests.

GRADING SCALE:

A = 100 to 90%  B=89 to 80%  C=79 to 70%  D=69 to 60%  F=59% or below

A student must earn a C or better in WRIT 101 to earn credit toward graduation.

Late papers and assignments are not accepted, except in case of emergency and only if you contact the instructor. In no event will papers that are more than a week late be accepted.
Assignments

Assignment 1: Grammar exercises 5 percent
Assignment 2: Narrative essay (500 words) 10 percent
Assignment 3: World’s shortest research paper 10 percent
Assignment 4: Descriptive essay (500 words) 10 percent
Assignment 5: Cause/Effect essay (500 words) 10 percent
Assignment 6: Argumentation essay (750 words) 15 percent
Assignment 7: Final exam 10 percent
Assignment 8: Journal entries (weekly) 10 percent
Assignment 9: All other in-class exercises, including discussion and quizzes 10 percent
Assignment 10: Required Peer Reviews 10 percent

If a student believes that an error has been made in reporting a grade, an appeal must be made in writing to the instructor and must be initiated within 60 calendar days after the end of the term for which the grade in question was reported. The appeal should contain specific information about why it is believed the grade reported is inaccurate. See the Student Handbook for details.

Add/Drop Dates:
Please refer to the current Academic Calendar for add/drop dates.

Incomplete Request
To qualify for an “I” grade, a minimum of 75% of the course work must be completed with a passing grade, and a student must submit a completed Request for an Incomplete form to the Registrar’s Office. The form must be completed by both student and instructor, but it is the student’s responsibility (not the instructor’s) to initiate this process and obtain the necessary signatures.

Student Withdrawal Procedure
It is the student’s responsibility to officially withdraw from a course by completing the appropriate form, with appropriate signatures, and returning the completed form to the Advising Office. Please refer to the Student Handbook for important financial information related to withdrawals.

VIII. TOPICAL COURSE OUTLINE

Week One (May 1):
- For the first class, please read in Patterns for College Writing (PCW): Introduction, pages 1-9; Chapter 1: Reading to Write 13-27; and Chapter 6: Narration, pages 97-115, which includes “Only Daughter.” Then write a 200 word paragraph (typed) that answers the “Journal Entry” on page 115. This must be typed.
- Discuss syllabus and course requirements.
- Discuss Chapter 1, “Reading to Write,” in PCW. Discuss critical reading and the connection between reading and writing.
- Discuss Chapter 6, “Narration,” to 115. Discuss “Only Daughter.”
- Introduction to A Writer’s Reference. Learn how to use it as a reference book.
• Take assessment pretest—not part of semester grade, but score required.
• Explain Narrative essay.
• Assessment.

Week Two (May 8):
• Read Chapter 3, “Arrangement,” paying special attention to transitions.
• Read Chapter 4, “Drafting and Revising.”
• Read narrative examples: “My Mother Never Worked” 121; “Thirty-eight Who Saw Murder” 127; “Indian Education” 142 and “The Dog Ate My Disk and Other Tales of Woe” 460”.
• In WR review Section S: Sentence Style, 111-129. Also read about transitions on 42-44. Exercises in class.

Week Three (May 15):
• Narrative essay due (500 words: 10 percent).
• Read Chapter 5, “Editing and Proofreading.”
• Read Chapter 7, “Description,” which includes “Rice” 172; “Ground Zero” 182; “Once More to the Lake” 194 and “Girl,” 258.
• Explain Descriptive essay.
• In WR review Section W: Word Choice, 139-169. Exercises in class.
• Assessment.

Week Four (May 22):
• Peer review draft of descriptive essay.
• Read Chapter 10, “Cause and Effect.”
• Begin cause/effect essay.
• In WR review Section G: Grammatical Sentences, Sentence fragments and run-ons 212-222. Exercises in class.
• Begin The Rule of St. Benedict.

Week Five (May 29):
• Descriptive essay due (500 words: 10 percent).
• In WR, finish Section G, Subject-verb agreement 175-183. Exercises in class.
• Peer review draft of Cause and Effect essay.
• Discuss The Rule of St. Benedict.
• Discuss Chapter 14, “Argumentation.” Read “Inked Well” 685 and “Getting Coffee is Hard to Do” 286.
• Begin argumentative essay assignment. Read argumentative examples: Debate on 582-592: Are Internships Fair to Students?
Week Six (June 5):
- **Cause/Effect essay due. (500 words 10 percent).**
- Begin World’s Shortest Research Paper.
- Thesis statements for argumentative essays due (before you begin).
- Assessment.
- Read Casebook on 630-652: Should Government Tax Sugary Drinks?
- Mini-debates to help you decide on a topic for argumentative essay.

Week Seven (June 12):
- **World’s Shortest Research Paper due (100-200 words: 10 percent).**
- In WR, review Section P: Punctuation, The comma 259-273. Exercises in class.
- Argumentative essay rough drafts due. Final peer editing.
- Read “Two Ways to Belong in America” 404 and “Tortillas” 507.
- Review for Final Exam.
- Assessment posttest—not part of semester grade, but score required.
- Assessment.

Week Eight (June 19):
- Argumentative essay due. (750 words: 15 percent).
- Final exam. (10 percent).
- Final Assessment.

IX. AMERICANS WITH DISABILITIES ACT (ADA)
Benedictine University at Springfield provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in campus-sponsored programs, activities, and services, or to meet course requirements, should contact the Resource Center Director as early as possible: springaccess@ben.edu or (217) 525-1420, ext. 3233.

X. ASSESSMENT in WRIT101:
Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. Instructor will use background knowledge probes, one-minute papers, reflective essays and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction.