

Dyson College of Arts and Sciences at Pace University
Syllabus, Fall 2017

Course: Composition (ENG110)
CRN: 70383
Course Dates: September 6 – December 21, 2017
Class Hours: Monday & Wednesday, 9:00 am – 10:25 am
Classroom: 1 Pace Plaza W624

Instructor: Amanda Meier **Email:** ameier@pace.edu (preferred method of contact)
Office Hours: By appointment **WhatsApp:** +1 (804) 818-6237 (emergency only)

Course Description

Composition is a writing intensive course that gives students from across the college the opportunity to practice and develop their skills in the production of academic argumentation. Within a framework of weekly reading, guided writing workshops, and instructor feedback, we will practice the kinds of reading and writing necessary to succeed in college. Students will develop their skills in critical thinking and reading, cultivate habits of effective and ethical research using proper documentation methods, and advance their use of information technologies. At the end of the semester, you will submit a portfolio demonstrating what you have learned about academic reading and writing.

Student Learning Outcomes

By the end of this course, you should be able to:

- Understand each act of writing as an act of communication in a specific genre, for a specific audience, with a specific purpose.
- Collect, analyze, interpret, and present information effectively and ethically.
- Use a variety of reasoning strategies, including definition, causation, analogy, deduction, and induction, while avoiding logical fallacies.
- Write rhetorically effective and well-structured arguments with clear thesis statements that accurately forecast the paper.
- Revise all aspects of an argument from its organization and logic to its paragraph unity and coherence.
- Edit and proofread your writing so that it conforms to Standard Written English.
- Use skillfully the conventions of academic writing.
- Interpret and apply the feedback you receive on your writing in an appropriate and conscientious way.
- Offer tactful and productive feedback to others on their written arguments.

Textbooks

1. *Rules for Writers (8th Edition with 2016 MLA Update)* by Diana Hacker. ISBN: 978-1-457-68304-6
2. *They Say / I Say (3rd Edition)* by Gerald Graff and Cathy Birkenstein. ISBN: 978-0-393-93584-4

Email & Blackboard

All course information (readings, assignments, course changes or updates, grades, attendance, etc.) will be posted on Blackboard daily. I expect you to check your email and Blackboard every day to check the homework and class updates, even if you are absent from class! “I didn’t know” is not an acceptable excuse for missing an assignment or update.

Learning Activities & Course Requirements

The only way to develop your writing skills is to do a lot of guided practice in reading and writing. You will be doing this informally, in class and in small assignments outside of class, and more formally, in three paper assignments.

Informal Assignments:

These include reading quizzes, short writing assignments, and activities done to lead up to each formal paper assignment. The purpose of informal assignments is:

- To get you thinking about the topics and ideas we are discussing so that you can develop informed opinions on them
- To give you the opportunity to practice the skills you need for each paper
- To reflect on your writing development after each formal paper

Blackboard Reading Journals (also included in the grading category for informal assignments):

Occasionally, I will assign a journal response to a reading. These will always be due by 12 AM (midnight) BEFORE the class on which the reading is assigned. Your journals will be submitted through Blackboard and should be about two to three well-developed paragraphs. Your journals will be private; only you and I will be able to access them.

Your response should engage with some issue in the reading that you think is essential to our understanding of the reading. These are not tests of whether or not you have read; I will expect you to have completed all of the readings. Rather, they are evidence that you are thinking carefully and reflectively about the issues we are reading about. You may choose to identify a central point and then use an example of your own to decide whether that point is valid or not. You may also point out connections between this reading and other readings or discussions in class.

Papers:

You will complete three substantial pieces of writing during the course of the semester (15-20 pages total). Each paper will require the use of different ways of arguing and different rhetorical “moves,” which we will go over in class. I will hand out a detailed assignment for each paper in advance of when it is due.

E-Portfolio:

Each paper will go through multiple revisions, as you share them with me and your peers and get advice on revision. At the end of the semester, you will create an online portfolio that contains polished, revised versions of two of these papers, marked up drafts and revisions, and a final Reflective Statement. Your final portfolio will make up 70% of your grade.

**** Important Reminder**** Keep every version (hard copy and electronic) of your essays from the first rough draft to the final revision. You will not receive full credit on your E-Portfolio without all the necessary documents. To make sure your electronic files are safe, I suggest that you copy them to an online storage or cloud space like Dropbox.com or GoogleDrive or upload them directly to your Pace E-Portfolio.

Grading & Student Assessment

I will calculate your final grade for the class accordingly:

Final E-Portfolio	70%
Quizzes and Informal Writing Assignments (including Reading Journals)	15%
Participation	15%
Total	100%

On early drafts, I will indicate whether a paper is not passing, passing, or above passing. As we progress through the semester, I will begin to put grades on drafts to give you an idea of how your drafts would do in the E-Portfolio. However, no draft in this class is ever final until the Final E-Portfolio. You may continue to revise your drafts throughout the semester to improve your grade in the Final E-Portfolio.

Grades for this course will be based on a standard university letter grade system. According to university policy, students taking English 110 must earn at least a C- to be eligible to enroll in English 120.

A = 90-100%	Excellent
B = 80-89%	Good
C = 70-79%	Fair
D = 60-69%	Poor (Not passing)
F = Below 50%	Failing (Not passing)

Late Papers

I will give you a grade, equivalent to an informal writing assignment grade, for each paper draft that you turn in that is complete and on time. Late papers will receive a grade of zero. In addition, late papers will negatively impact your participation grade. Any paper not turned in at the beginning of class on the day it is due is considered late, even if you give me the paper later in the day.

Make-Up Quizzes

Throughout the semester, we will have several pop quizzes related to the readings. There are no make-ups for missed reading quizzes.

Classroom Behavior

What I expect of you and what you can expect of me and one another:

- That you attend all classes.
- That you arrive on time.
- That you check your email and our Blackboard account at least once a day to keep abreast of assignments, announcements, and, occasionally, changes to the course schedule.
- That while you are in class, you focus your mind and energies on the tasks at hand, whatever they may be: working with your peers, discussing a reading, etc. Getting an education is an active process that requires your participation. If you don't show up – physically or mentally – then you won't be getting an education.
- That you express your concerns and questions rather than assume that I or your fellow classmates can read your mind. If I don't know that something's wrong, I can't help you fix it. If I don't realize that you don't understand something, I won't know to explain it in a different or better way.
- That you treat everyone in this class with respect and that we, as a group, work hard to make this a class where everyone feels safe to be themselves, express their views, try out new ideas, and make mistakes without fear of ridicule.

The University Guiding Principles of Conduct can be found at:
<http://www.pace.edu/student-handbook/guiding-principles-conduct>

Participation

A large amount of the work we will accomplish during the semester will be done in class with me and your peers. Because of this, it is very important that everyone actively participates in each class. I define active participation according to the following criteria:

- Actively participating in peer review, small group work, and individual conferences
- Coming to class prepared with all reading and writing assignments for that day completed by the beginning of class and all required materials (including textbooks) with you
- Making meaningful contributions to in-class discussions
- Asking questions ahead of time about anything you are unsure of, including assignment requirements, readings, or other course requirements
- Turning in all drafts and other assignments on time

Lack of participation in any workshop (i.e. coming to a peer review without a paper) will also be scored as an absence, so please make sure that you bring the required materials with you to class. You should make sure you are present for all classes in which writing is due; if circumstances require you to be absent, you are still responsible for turning in your paper on time.

Electronic Devices in the Classroom

Cell phones are distracting. Please put all phones on silent when you enter the classroom so as not to disturb the instructor or your classmates. Students who do not respect the class' time will be asked to leave and may receive a reduced grade.

Absences

Your attendance is incredibly important to your success in this course. A writing class is a community and most classes will include collaborative work that cannot be replicated. **I will permit three absences without penalty.** Any additional unexcused absences will lower your final grade by five percentage points (half a grade.) **The maximum number of permissible absences – both excused and unexcused – is five.** You cannot earn credit for this course if you miss more than five classes.

If you have extenuating circumstances or find yourself in a difficult spot with respect to absences, please contact me as soon as possible. I am more likely to be understanding if you have documentation and talk to me *before* absences become a problem.

Conferences

You will meet with me either individually or in small groups two times this semester. We will arrange dates and times later on. In our meeting we will discuss your work and you will explain ideas you have and ask questions specific to your work. Unless I am returning a paper to you, you must bring a typed paper with you to every conference, either a draft I have returned that you wish to discuss or a draft that you would like to go over with me. If you miss your appointment, or if you fail to bring work with you to discuss, it will count as an absence.

Academic Integrity

One of the goals for this course is to increase your awareness of the ethical ramifications of writing and your ability to write ethically and responsibly. How to avoid unintentional plagiarism is a major component of this course. However, it is ultimately your responsibility to submit ethical writing. If you have any question about the use of sources and citations in your work, you should contact me prior to turning in the assignment.

Plagiarism, whether the intentional act of passing off someone else's work as your own or the unintentional act where sources for material are not acknowledged due to a lack of familiarity with citation forms, is a serious violation of the principles of academic honesty. Acts of plagiarism include parts of as well as the whole of assignment. Students who submit plagiarized work will fail the assignment and may be subject to additional disciplinary action.

Please see the Pace Student Handbook for more information:

<http://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures>

Reusing Previous Assignments: Turning in the same writing assignment for more than one class is a form of academic dishonesty and will result in a grade of “F” for the assignment.

Incompletes

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. Incomplete assignments and grading must be completed within six weeks or the incomplete grade will be converted to an ‘F.’ Incomplete grades should be avoided at all costs.

Accommodation Policy

Not all students learn the same way. The federal government, through the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, tries to ensure that all students have a fair chance at being successful. Students who would like to request accommodations for a qualifying disability should contact the Coordinator of Disability Services at the University’s Counseling Center in NY at 212-346-1526. Services are available only to students who are registered and submit appropriate documentation. For more information, please go to the following website: <http://www.pace.edu/student-handbook/information-students-disabilities>.

Pace University Writing Center

The Pace University Writing Center offers free tutoring assistance for writers of all abilities at any stage of the writing process. I encourage everyone, regardless of ability, to make an appointment at some point in the semester. The writing center is located on the 2nd floor of the library. You can contact the writing center to make appointments at 212-346-1085. For more information, please visit <http://www.pace.edu/writingcenter>.

Course Schedule

This schedule may be revised as necessary throughout the semester. Changes to the schedule will be announced in class and via Blackboard. On days that a reading is due, I expect you to come to class with the reading annotated and ready for a reading quiz.

TSIS = *They Say / I Say, The Moves that Matter in Academic Writing* (3rd Edition)

RFW = *Rules for Writers*

	Topics and Activities <i>You should bring your textbooks to every class.</i>	Assignments Due <i>All assignments should be completed prior to the class meeting in which they are due. All written assignments should be uploaded to Blackboard (before class) and you must bring a paper copy with you to class.</i>
Wed., 9/6	Course Introduction and Syllabus	
Unit 1: Is Fast Food the Problem?		
Mon., 9/11	Annotation Activity	Reading: <i>TSIS</i> Introduction, pp. 1-14; Chapter 1, pp. 19-29; David Zinczenko, "Don't Blame the Eater," pp. 241-243 (<i>TSIS</i>) Writing: Informal Assignment 1: Reading Journal
Wed., 9/13	Assessing the Writing Situation	Reading: <i>RFW</i> Sections 1-1a, pp. 3-11 Writing: <i>RFW</i> Exercises 1.1 & 1.2, p. 12 (Bring answers to class and be prepared to discuss)
Mon., 9/18	Summary Activity *Bring laptops to class	Reading: <i>TSIS</i> Chapter 2, pp. 30-41 Writing: Informal Assignment 2: Summary of David Zinczenko's "Don't Blame the Eater" 2 types of summary
Wed., 9/20	Logical Fallacies Discuss Paper 1	Reading: <i>RFW</i> Sections 6-6e, pp.91-105 & Guidelines for Paper 1 Writing: Informal Assignment 3: Summary of editorial; try to identify some logical fallacies and be prepared to discuss in class: "What you Eat is Your Business" by Radley Balko
Mon., 9/25	MLA Workshop *Bring laptops & <i>RFW</i> to class	Reading: <i>RFW</i> Sections 56-56a, pp. 458 & 459; skim pp. 460-468 & 472; Section 56b, pp. 468-471; skim pp. 472-513; Section 57-57a, pp. 513-525
Wed., 9/27	Revision Workshop *Bring laptops & <i>RFW</i> to class	Reading: <i>RFW</i> Sections 6f-6k, pp. 105-119 Writing: First draft of Paper 1 due for instructor review
Mon., 10/2	No class: Individual conferences by appointment	
Wed., 10/4	No class: Individual conferences by appointment	
Mon., 10/9	Peer Review of Paper 1	Reading: <i>RFW</i> Sections 2-2d, pp. 30-38 Writing: Second draft of Paper 1 due for peer review
Unit 2: What is College For?		

Wed., 10/11	Quote Sandwich Activity	Reading: <i>TSIS</i> Chapter 3, pp. 42-50; Gerald Graff, “Hidden Intellectualism,” pp. 244-251 (<i>TSIS</i>)
Mon., 10/16	Ways of Responding Discuss E-Portfolio	Reading: <i>TSIS</i> Chapter 4, pp. 55-67; Chapter 5, pp. 68-77; Jeffrey Selinger, “What’s the Purpose of College: A Job or an Education?” Writing: Informal Assignment 4: Why I Decided to Attend College
Wed., 10/18	Counterargument Discuss Paper 2	Reading: <i>TSIS</i> Chapter 6, pp. 78-91; Charles Murray, “Are Too Many People Going to College?”
Mon., 10/23	No Class: Diwali Holiday	
Wed., 10/25	Brainstorming Activity	Reading: <i>TSIS</i> Chapter 7, pp. 92-101 & Sanford Unger’s “The New Liberal Arts”
Mon., 10/30	Writing Workshop * Bring laptops to class	Reading: RFW Section 54, pp. 441-445; Section 55, pp. 445-457 & “Help...I’ve been asked to synthesize!” Writing: Paper #3 Topic #3 Proposals Due (Only for Topic #3)
Wed., 11/1	No class: Small group review of Paper 2	Writing: First draft of Paper 2 (post on Blackboard and bring 5 copies for small group review)
Mon., 11/6	No class: Small group review of Paper 2	Writing: Review of Paper 2 continued
Wed., 11/8	Introduction to Unit 3	Writing due: Second draft of Paper 2 due for instructor review
Unit 3: The American Dream?		
Mon., 11/13	Discuss Paper 3	Reading: Gary Becker and Kevin Murphy, “The Upside of Income Inequality” & David Leonhardt: “Inequality Has Been Going on Forever...but That Doesn’t Mean It’s Inevitable” Writing: Informal Assignment 6: Reading Journal
Wed., 11/15	Research Workshop * Bring laptops to class	Reading: RFW Sections 50-50d, pp. 396-406; Sections 51-52f, pp. 408-427 and Susan Perry “Life Expectancy is Declining for Uneducated White Women; Reasons are Complex”
Mon., 11/20		Reading: Pew Research Center “King’s Dream Remains an Elusive Goal; Many Americans See Racial Disparities Writing: Research Proposal Due via Blackboard
Wed., 11/22	No class: Thanksgiving Holiday	
Mon., 11/27		Writing: First draft of Paper 3 due for review
Wed., 11/29	Connecting the Parts Revision Workshop * Bring laptops to class	Reading: <i>TSIS</i> Chapter 8, pp. 105-118
Mon., 12/4	Using Templates to Revise Peer Review	Reading: <i>TSIS</i> Chapter 11 Writing: Revised draft of Paper 3 due for peer review
Wed., 12/6	E-Portfolio Workshop * Bring laptops to class	Writing: Revised draft of Paper 3 due for instructor review

Mon., 12/11	No class: Conferences	
Wed., 12/13	No Class: Study Day & Conferences	
Mon., 12/18	Course Evaluations and E-Portfolio Workshop * Bring laptops to class	
Wed., 12/20	Course wrap-up	Final, Revised E-Portfolios due by end of day