

Method of Evaluation:

The student's final grade will be determined on the basis of a **300 point** system. Below you will find what constitutes a grade on the traditional A through F scale. The assignments for the course and their values are also listed.

- A** – Excellent and substantial academic paper
- B** – Competent academic paper
- C** – Basic academic paper
- D** – Marginal or deficient academic paper
- F** – Failing paper

Composition of the Student's Grade:

Essay 1 – Argumentation essay	45 points (15%)
Essay 2 – Explication essay	45 points (15%)
Essay 3 – Critical Essay	45 points (15%)
Essay 4 – Research essay	75 points (25%)
Active and constructive participation in class	30 points (10%)
Peer review sessions and corresponding work	30 points (10%)
Homework assignments, tutorials, and exercises	30 points (10%)

Grade Scale:

The following are the cut-offs for final semester grades:

280 points = A	240 points = B-	180 points = D
270 points = A-	230 points = C+	179 points & below = F
260 points = B+	220 points = C	
250 points = B	210 points = C-	

Attendance and Lateness to Class:

It is expected that students attend all classes and arrive by the designated start time. I know, however, that life cannot be so rigidly planned and that things sometimes happen to prevent your coming to class. If you know ahead of time that you will miss a class, it is your responsibility to let me know and to **make arrangements to hand-in any assignments**. You are responsible for all material assigned or covered in any class you miss, whether the absence is excused or not.

Because this course is a “work-shop” course which requires active participation, absences severely compromise a student's chance for success. Students who miss more than **three class meetings** (for any reason) are subject to a deduction of a full letter grade for every absence beyond the third. **Two “lates” (5 minutes or more) constitute one absence.**

Deadlines:

Written work is due at the beginning of class on the due-date listed on the assignment sheet. **Late papers will NOT be accepted.** However, sometimes the unexpected happens. You may, if necessary, make arrangements with me for an extension. You **must** approach me about these arrangements before the due-date and provide sufficient reason. Extensions will be considered on an individual and assignment-by-assignment basis. All assignments must be handed in by the prearranged extension date or they will result in a grade of a zero.

Requirements of the Course and Expectations of your Instructor

For success in the course, it is expected that **all students** will:

1. Complete, on time, all assigned work from *They Say/I Say* and *The Bedford Handbook*.
2. Complete all course readings and be prepared to discuss them in class.
3. Complete, on time, all **essay projects**. Each will include, at a minimum:
 - prewriting committed to paper (whether by hand or on the computer)
 - a first or “rough” draft of an essay, though still a “complete” draft
 - at least one revision plan
 - at least one significantly revised draft (sometimes more will be required)
 - peer review feedback from group members (and related assignments)
 - a neat and correctly formatted final draft
 - a copy of which is to be submitted electronically
 - some post-evaluative writing in response to your final draft reader’s evaluation.

(All components of each project must be ready at the beginning of class as assigned. And all must be submitted in a two-pocket folder.)

4. Participate actively and constructively in class discussions.
5. Participate actively and constructively in small-group workshop sessions.
6. Have at least one reviewing session with a Writing Center tutor.
 - a. All students must schedule a session to work with a Writing Center tutor for at least one essay assignment. **Failure to do so will result in the loss of a full letter grade from the student’s final grade for the term.**
 - b. Of course, students are encouraged to schedule appointments with Writing Center tutors for all major essay projects.
 - c. The Writing Center is located in a building that is **not accessible** to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

Disability Services

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services

Schedule of Readings and Assignments: (Dates and assignments are subject to change at the discretion of the instructor.)

Week 1: August 30th & September 1st – Syllabus, course expectations, writer’s questionnaire / Writing as an “ongoing conversation”; Introduce research assignment

- Reading: *Bedford Handbook (BH)* pp. 1-25, pp. xxv-xxxiii (“How to Use This Book and Its Web Site”); **complete Tutorials 1, 2, and 4.**
- Reading: *They Say/I Say (TS/IS)* Preface, Introduction, **Exercise 2 (p. 15)**
- Due: **Writer’s Questionnaire (due Aug. 30th)**
- Due: **Biographical assignment (due. Sep. 1st)**
- [Note]: It would be wise to begin John Hersey’s *Hiroshima*. (This must be read by Sept. 22nd. Don’t worry—it’s a quick, fascinating, and thought-provoking read!!!)

Week 2: Sept. 6th & 8th –Entering conversations; academic writing strategies

- Reading: *Bedford Handbook (BH)* pp. 504-516 on integrating sources
- Reading: *They Say/I Say (TS/IS)*, Chapters 1, 2, 3. **Exercise 1 (p. 28-29), Exercise 1 (p. 40), Exercises 1 & 2 (p. 50-51).**
- Reading: *They Say/I Say (TS/IS)*, Chapters 4, 5, & 6; **Exercise 1 (p.75-76), (p. 90)**

Week 3: Sept. 13th & 15th – Organizational approaches (Classical schema & Dialectics)

- Reading: *They Say/I Say (TS/IS)*, Chapters 7, 8, and 10; **Exercise 2 (p. 101) & Exercise 1 (p. 119-120), Exercise 2 (p. 138).**
- Reading: Classical Schema of Argumentation (handout), Dialectics (handout), Tagmemics (handout).

Week 4: Sept. 20th & 22nd – Paragraphing, transitions, and style / *Hiroshima*

- Reading: *Bedford (BH)* pp. 62-84 on paragraphing and pp. 25-61 (writing process)
- Reading: “A Generative Rhetoric of a Paragraph” (Christensen handout)
- Reading: Have John Hersey’s *Hiroshima* read for Sept. 22nd
- Due: **Exploration of Research Topics in writing (have tentative topic)**

Week 5: Sept. 27th & 29th – *Hiroshima* discussion – debating a controversy & Workshop

- Reading: Harry S. Truman atomic bomb speech (handout)
- Reading: Letter from Sgt. Lehman to his cousin (handout)
- Reading: Warren’s “Hiroshima and Nagasaki Thirty Years After” (handout)
- Due: **Prewriting, detailed outline which establishes both sides of the WWII atomic bomb debate (figure about 250-300 words for each outline), and a complete first draft of FIRST WRITING PROJECT DUE for work-shopping.**

Week 6: Oct. 4th & Oct. 6th – Workshops & conference sign-ups; “Three Ways to Persuade”

- For Tuesday, a substantially revised draft of your first essay project is due.
- For Thursday, a final revised draft of your first essay is due in “clean” form.
- **DUE: FIRST WRITING PROJECT DUE (Oct. 6th)**
- **Due: Detailed statement explaining the topic on which you wish to focus your research paper, a list of four preliminary sources (no websites).**

FALL BREAK – No class Tuesday, October 11th

Week 7: Oct. 13th – Midterm conferences, questionnaires, & research paper

- Due: **REVISION OF FIRST WRITING PROJECT at time of conference**
- Due: Writer’s Questionnaire (columns 1 & 2 must be filled out)

Week 8: Oct. 18th – Midterm conferences, questionnaires, & research paper

- Due: **REVISION OF FIRST WRITING PROJECT at time of conference**
- Due: Writer’s Questionnaire (columns 1 & 2 must be filled out)

Oct. 20th - Reeve’s Library bibliographic instruction session (Research Paper)

- Meet in the computer alcove of Reeve’s Library

Week 9: Oct. 25th - Reeve’s Library compiling sources session (Research Paper)

- Meet in the computer alcove of Reeve’s Library
- Due: Detailed Library Assignment, including online exercise 46-1 from *Bedford Handbook online*.
- *Bedford Handbook* Sections 53-54: research and documentation

Oct. 27th WWI Poets – how to read and explicate a text

- Reading: Read Edward Thomas’ “The Owl” and “Cock-Crow”
- Reading: Siegfried Sassoon’s “They” and Wilfred Owen’s “Dulce Et Decorum Est”
- Reading: Rupert Brooke’s “The Soldier” and Robert Frost’s “Not to Keep”
- Reading: *Bedford Handbook (BH)* pp. 589-610, Writing on Literature

Week 10: Nov. 1st & 3rd – WWI Poets continued... Workshops

- Due: **SECOND WRITING PROJECT DUE Nov 1st (workshop), Nov. 3rd (final)**
- Due: **Bibliography** of sources for your research project due on **Nov. 3rd** (must have at least 10 sources and be in MLA format)
 - Two books (minimum)
 - Five peer-reviewed articles (minimum)
 - Three additional sources (articles, websites, books, etc.)
- Due: **Prewriting for research paper, a detailed essay plan explaining your argumentation strategy, and a plan for completion on Nov. 3rd**
 - In this pre-writing, include items you have discovered in your research that have surprised you, confused you, or have led you in a different direction than you originally intended.

Week 11: Nov. 8th & 10th - Crane’s *Red Badge of Courage* & “War is Kind” discussion; emphasis on descriptive writing, word-choice, sentence-level revision

- Reading: Crane’s *Red Badge of Courage* (in its entirety)
- Due: Write a brief argumentative essay regarding the nature of this novel’s agenda. Is it pro-war? Anti-war? Neither? Be sure to provide a context for your assertions. Consider the other war-writing we’ve read this semester.

Week 12: Nov. 15th & 17th – Workshops / Topic TBA

- **Due: RESEARCH ESSAY PROJECT DUE (for work-shopping)**

Week 13: Nov. 22nd – Workshops / Topic TBA

- **Due: THIRD WRITING PROJECT DUE**

Happy Thanksgiving! – NO CLASS on Thursday, November 24th

Week 14: Nov. 29th & Dec. 1st – End of Term Conferences, Questionnaires

- Reading: *The Bedford Handbook BH*, pp. 488-504 on MLA papers.
- Due: Significantly and substantively revised version of WRITING PROJECT 4 – RESEARCH PAPER.
- Due: Writer's Questionnaire completed

**Week 15: Dec. 6th – Course evaluations, reflective writing, course wrap-up
FOURTH WRITING PROJECT DUE**

Have a safe, happy, and productive holiday break!