

Instructor: Stacy Bell

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Office: Humanities 203

Office hours: MW 2-5 and by appointment

Required Texts

Gonnerman, Jennifer *Life on the Outside*

LeBlanc, Adrian *Random Family*

Moss, Barbara *Change Me into Zeus's Daughter*

The Bedford Handbook [Hacker]

Miscellaneous assigned readings.

Course Description & Objectives

This course is an examination of grammar, mechanics and principles of effective written expression, with primary emphasis on the expository essay. Writing topics are interdisciplinary, to emphasize the importance of effective written communication across the curriculum. 100C is required for students who need to review basic writing skills in order to meet college writing requirements. This course prepares students to formulate and support their own arguments effectively in writing. By reading texts that examine important current social issues, students examine some of the ways in which writers present claims to persuade their audiences. From these arguments, students derive their own critical conclusions in order to create their own claims. As student writers develop confidence and greater understanding of the issues discussed in the texts, they argue more articulately and persuasively in writing and in class discussions.

Effective writing is characterized not only by strong presentation and support of a clearly identified thesis, but also by fluency in the grammar and mechanics of written Standard English. Students bring to a diverse academic community a variety of linguistic forms, some of which may deviate from the accepted classroom "standard." Many students have been acculturated to classrooms in which "stamping out" errors and replacing them with socially and academically acceptable forms has been the norm. There is considerable debate among writing teachers about the extent to which grammar instruction improves student writing. In 100C grammar instruction will be contextual and based on the needs of the students in each class; students will learn to distinguish between errors and mistakes and in so doing will eliminate nonstandard forms in their formal writing. Students will learn the differences between spoken and written English and will apply this knowledge in the process of expository writing. Students will submit short written responses and one long essay response for each text, which will be well-organized and will demonstrate mastery of grammar, mechanics and organization appropriate in college-level writing, as well as the ability effectively to utilize a variety of rhetorical forms.

TPSL: This is a Theory/Practice/Service/ Learning course; each student will receive a placement at a local social service agency and will volunteer twenty hours during the semester. The books we read examine social and economic inequality. In order for you to understand the theories we discuss and to articulate your own positions on controversial topics, you will go “in the field” to observe firsthand the ways in which inequality is manifested in the U.S. I realize that your placement constitutes an additional demand on your time, and in exchange I have given you several days off from class.

Responsibilities

Late essays: Your essays are due at the *beginning* of class on the specified date. I will lower the grade for an unexcused late essay by one full letter grade for each day it is late; after one full week the essay will receive a grade of zero.

Attendance: As per Oxford College policy, class begins at the designated time. If you are not present when class begins, I will mark you absent. If you are not prepared for class, I will mark you absent. Attendance includes attentiveness. If you check your email or surf the Internet during class, I will mark you absent. You may miss three days of class without penalty, beyond which I will deduct half a letter grade from your final average for each additional unexcused absence. I will excuse absences in the event of a major illness [with a doctor’s note], legitimate emergency, or religious observance. If you are absent without an excuse on a day in which an in-class activity is assigned, you will NOT be permitted to make up missed work.

Class Conference/Email: Your class has a learnlink conference. All relevant materials and information will be posted to this conference. It is your responsibility to check the conference regularly. You may contact me via email to inform me about an absence or to ask questions after an excused absence. Do not email me with questions about your grades. Such questions must be asked and answered in person.

Plagiarism: The work you submit for class must be your own. You may not submit an essay more than once. If you use another author's words or original ideas in your writing, you must give credit to the author by using MLA documentation form as it is presented in *The Bedford Handbook*. All papers suspected of plagiarism will be turned over to the Honor Council (*Oxford College Handbook* page 98). If you are uncertain about what constitutes plagiarism, read your handbook and please see me.

* Please note: cell phones and mp3s are strictly forbidden in my classroom. If you have one with you, it had better be turned off and concealed from my sight. If I hear or see it, I’m going to ask you to remove it from the classroom, and I will mark you absent. Laptops are permitted during the final exam *only*.

Behavior: The instructor and students will display professional and courteous behavior, including but not limited to respect for the opinions of others. What constitutes professional and courteous behavior is at the discretion of the instructor. I will dismiss and mark absent any student who fails to show respect for his or her classmates and/or

instructor. Continued disruptions and/or discourtesy will result in automatic dismissal from this class and referral to the Conduct Council. Dismissal from class may negatively impact the final grade.

Evaluation: You will write nine short written responses to the texts [5 % each], three formal essays based on the texts [10 % each], and one final exam [10%]. The student will submit a rough draft for the formal essay on the day that she is scheduled to present it in class. Failure to do so will result in deduction of one half letter from the essay grade, and the student will be marked absent for that day. Each student will have the option of resubmitting the formal essays for a second evaluation—but this is not mandatory. This is a TPSL course, and 15% of your grade will be determined by successful participation in your placement. **Note:* Your final essay will be evaluated based on a rubric of a predetermined set of criteria, including demonstration of competency in the mechanics and organization of essay writing. This is a college level writing course; spelling errors will not be tolerated. An essay with more than five spelling errors will receive a failing grade--NO EXCEPTIONS.

Unless you obtain approval from the Academic Dean, there will be no exceptions to the policies outlined in this syllabus, which represents a contract between student and instructor. The instructor will meet her responsibilities in regard to instruction and evaluation of the student, and the student will meet his or her responsibilities in regard to completion of all assignments and adherence to all class policies.

I have read and understand all components of this syllabus. I agree to adhere to all the policies and guidelines outlined in this syllabus.

print your name

signature

date

AUGUST

- 29 Introduction and Objectives/ Diagnostic Essay
- 31 The Theme: Poverty
The Language We Use and the Purpose of Writing

SEPTEMBER

- 3 Labor Day: Class will not meet today
- 5 *Change Me into Zeus's Daughter* Part 1, Written Response Due
- 7
- 10
- 12 *Change Me into Zeus's Daughter* Part 2, Written Response Due
- 14
- 17
- 19 *Change Me into Zeus's Daughter* Part 3, Written Response Due
- 21
- 24
- 26 Essay One Rough Draft
Individual Presentations
- 28 Essay One Rough Draft
Individual Presentations

OCTOBER

- 3 Essay One Due
Life on the Outside Part 1, Written Response Due
- 5
- 8 Fall break--Class will not meet today.
- 10 Class will not meet today

- 12 Class will not meet today
- 15 *Life on the Outside* Part 2, Written Response Due
- 17
- 19
- 22 *Life on the Outside* Part 3, Written Response Due
- 24
- 26
- 29 Essay Two Rough Draft
Individual Presentations
- 31 Essay Two Rough Draft
Individual Presentations

NOVEMBER

- 2 Essay Two Due
Random Family: Part 1 “The Street,” Written Response Due
- 5
- 7
- 9 *Random Family*: Part 2 “Lockdown,” Written Response Due
- 12
- 14 *Random Family*: Part 3 “Upstate,” Written Response Due
- 16
- 19 *Random Family*: Part 4 “House to House,” Written Response Due
- 21 THANKSGIVING BREAK--no class.
- 23 THANKSGIVING BREAK--no class.
- 26

28 *Random Family*: Part 5 “Breaking Out,” Written Response Due

30

DECEMBER

3 Essay Three Rough Draft
Individual Presentations

5 Essay Three Rough Draft
Individual Presentations

7 Essay Three Due
Film: *Raising Victor Vargas*

10 Film: *Raising Victor Vargas*
Review

Exam Schedule

Students will report to exam room during their appointed time.

Time of Exam	Thursday December 13	Friday December 14	Monday December 17	Tuesday December 18	Wednesday December 19
9:00 - 12:00	1:00 T/TH	9:35 MWF	2:00 MW	11:30 T/TH	10:40 MWF
2:00 - 5:00	2:30 T/TH	12:50 MWF	10:00 T/TH	11:45 MWF	8:30 MWF
7:00 - 10:00	3:30 MW		CONFLICT EXAM		

