



SYLLABUS--Revised

Course Title	Writing Seminar
Course Number	ENG 101
Number of Credits	3 semester credits
Course Dates	Spring Term 2020 (March 12- May 7, 2020)
Instructor	Terese Francis
Email Address	terese.francis@doane.edu
Office Hours/Availability	Email to arrange meetings. I will arrive to class at 5:00 and I will stay after class as long as needed.
Phone Number	Office: 402-466-4774 ext. 79029
Textbook Information: (e.g. title, edition, publisher, ISBN)	<i>Rules for Writers, 9th edition</i> By Diana Hacker and Nancy Sommers Bedford/St. Martin's Publisher (October 1, 2018) ISBN-13: 978-1319057428
Additional Course Materials	All other materials for readings will be provided by the instructor.
Course Description	A writing intensive course designed to enhance the quality of critical thinking and the knowledge of writing. A variety of texts are interpreted, and critical responses are written using one or more literary forms. The student increases breadth and depth of critical thinking and knowledge of writing.

Foundational Area of Knowledge	<p>Foundational Area of Knowledge: Rhetorical Communication</p> <p>Students will work to:</p> <ul style="list-style-type: none"> ● analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication ● support a clear argument with appropriate evidence and analysis in a focused and organized way ● understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing
Course Learning Outcomes/Objectives	<p>The student will have the following writing opportunities:</p> <ol style="list-style-type: none"> 1. to become a better writer by learning the writing process 2. to develop critical thinking/writing skills 3. to analyze rhetorical context (purpose, audience, and genre) in order to write for various purposes, audiences, and genres. 4. to improve proofreading skills for editing errors in spelling, grammar, and word choice. 5. to be introduced to APA writing style
Technology Requirements	<p>https://www.doane.edu/faq/minimum-computer-requirements</p>

Grading Assessments

Type of Assessment	Points	Total possible points
Writing Inventory	1 @ 10 points	10 points
4 essay rough drafts	4 @ 10 points	40 points
4 peer reviews	4 @ 10 points	40 points
4 final drafts	4 @ 30 points	120 points
Total points for the essay process		210 points
Editing Practice Exercises	6 @ 10 points	60 points
Preparation/Participation	8 @ 5 points	40 points
Weekly Class freewrites	8 @ 5 points	40 points
One-on-one Meeting with Instructor	50 points	50 points
Total Points for Course		400 points

Grade Scale

A+ = 97-100% A = 94-96% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%
 C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%
 F= 59% or below

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses. Participation in class discussions is an integral part of your grade.
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Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
Late Work	ALL assignments must be finished and brought to class on the assigned due date. I encourage students to complete their work ahead of time to prevent possible stress due to computer problems, work schedules, family demands, travel delays, illness and so on. At my discretion, and only in extreme circumstances, will I allow a student to make up missed or late assignments. Unless I have been notified BEFORE the assignment is due and have provided you the opportunity to submit your assignment late, I may deduct points for a late assignment.
Submitting Assignments	All assignments, unless otherwise announced by the instructor, MUST be completed prior to class in hard copy form so that we can revise and edit your rough drafts. Pay attention to the due dates! All are clearly posted on the syllabus.
Communication Policy including Assignment Feedback	<p>This course uses a "three before me" policy related to student/faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:</p> <ol style="list-style-type: none"> 1. Course syllabus 2. Announcements in Blackboard 3. The "Student Questions" discussion board on Blackboard <p>This process will help you find answers to your questions before I can get back to you and prevents duplication of questions, which is a time saver for all of us.</p> <p>If you cannot find an answer to your question, please first post your question to the "Student Questions" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by me. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.</p> <p>If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. I will usually respond to email between the hours of 10 am to 6 pm on weekdays, please allow 24 hours for me to respond.</p> <p>My goal is to assess submissions within 72 hours of the response posting deadline. If I cannot achieve that goal, I will notify students as soon as I can about the delay.</p>

Academic Integrity Policy	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. 5. Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators <p>For more information on the sanctions for academic dishonesty, please visit the website: https://catalog.doane.edu/content.php?catoid=16&navoid=1333</p>
Academic Support	<p>Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support</p>
Disability Services	<p>https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
Military Services	<p>https://www.doane.edu/graduate-and-adult/military</p>
Anti-Harassment Policy	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=452</p>
Grade Appeal Process	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=238</p>

Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

Course Schedule

Week or Module	Topic	Content	Assignments and/or Assessments Matched to Learning Outcomes	Due Date & Time
WEEK 1: 3/12/2020	Getting Started Cultural Literacy (LO #2 / #3) Steps of the Writing Process (LO #1 / #2) APA Overview (LO #5) Editing Practice—Word Choice (LO #4	Choose Appropriate Language: Chapter 17 (pp. 150-158) Find the exact words: Chapter 18 (pp. 158-163)	Writing Inventory (LO #1) Editing Practice #1—Word Choices (LO #4)	3/11/2020

WEEK 2: 3/19/2020	Writing as a Process: prewriting, planning, drafting. Editing Practice—Sentence Errors	A Process for Writing: Chapter 1 (pp. 1-20) Grammar/Run On Sentences: Chapter 20 (pp. 173-177)	Narration Essay rough draft (LO #1) Editing Practice #2: Sentence Errors (LO #4). Read “Chixilub”	3/25/2020
WEEK 3: 3/26/2020	Writing as a Process: revising and editing Discussion of “Chixilub” APA Writing Style Editing Practice—Subjects and Verbs Agreement	A Process for Writing: Chapter 2 (pp. 21-38) Grammar/Make Subjects and Verbs Agree: Chapter 21 (pp. 180-189)	Narration Essay--final draft(LO #1) Read: Seven Basic Story Archetypes Chixilub Essay--rough draft Peer Review #1 Editing Practice #3: S/V agreement (LOC #4)	4/1/2020
WEEK 4: 4/2/2020	Different Genres of Writing--Archetypes Discussion of Seven Basic Story Archetypes Editing Practice--Parallelism	Clarity: Balance Parallel Ideas-Chapter 9 (pp.111-114)	Chixilub essay-- final draft Archetype essay--rough draft Peer Review #2 Editing Practice--Parallelism	4/8/2020
WEEK 5: 4/9/2020	Multimodal Texts Editing Practice—Proper Usage of Commas	Reading and Writing about Multimodal Texts: Chapter 5 (pp. 71-75)	Archetype essay--final draft Multimodal Texts--rough draft	4/15/2020

		Punctuation: Chapter 32—The Comma (pp. 268-279)	Peer Review #3 Editing Practice #4: Proper Usage of Commas	
WEEK 6: 4/16/2020	Multimodal Text Presentations Editing Practice #5—Eliminating Distracting Shifts	Clarity: Eliminating Distracting Shifts—Chapter 13 (pp. 128-131)	Multimodal Text—Final draft/presentation for class Peer Review #4 Editing Practice #5: Eliminating Distracting Shifts	4/29/2020
WEEK 7: 4/30/2020	Different Genres of Writing Editing Practice #6—Grammar—P ronouns Writing Self-Assessment	Grammar: Chapter 22—Make pronouns and antecedents agree (pp. 190-194) Chapter 23—Make pronouns clear (pp. 195-198)	Writing Self-Assessment Peer Review #4 Editing Practice #6: Pronouns Writing Workshop	5/6/2020
WEEK 8: 5/7/2020	One-on-One meetings with the Instructor		All final edited drafts of papers are due at the meeting.	