

Syllabus and Course Requirements

<u>Week</u>	<u>Assignment Description</u>
Wk 1	Preview of the course Begin Essay 1 - Life Writing/Memoir - For class #2, read William Zinsser's "Non-Fiction as Literature" and "Simplicity" <i>Also</i> , see assignment description for other reading assignments
Wk 2	Begin freewriting and prewriting Discuss readings tied to Essay 1 → in addition to model essays, read Zinsser's "Unity" and "Clutter"
Wk 3	Tues (9/5) -bring copies (for whole class) of a completed, best-effort draft of Essay 1 <i>-please be on time!</i> Based on workshop feedback, revise and polish Essay 1 - due next class (Thur 9/7) Thur - Collect final drafts of Essay 1 Review of source synthesis – summary, paraphrase, quotation Rhetorical Appeals and Logical Fallacies (non-Lutz, non-Cross) Voice – What is it? How do we recognize it? How do we discover/create/cultivate it? <i>For next class</i> : read Zinsser's "The Audience" & 200-201 (or 180-181 4 th ed)
Wk 4	Continue discussion of <i>voice</i> Begin Essay 2 – Critique (Rhetorical Analysis) - see assignment descriptions for readings (which you will synthesize into Essay 2)
Wk 5	Discuss readings tied to Essay 2 (see assignment description for reading schedule) Begin freewriting and prewriting Thur (9/21) - bring copies (for whole class) of a completed, best-effort draft of Essay 2 <i>- please be on time!</i> Based on workshop feedback, revise and polish Essay 2 - due Monday, 9/25, by 2:30 p.m.) → slide final-draft packet under my office door (McD 222)
Wk 6	Collect final drafts of Essay 2 Begin Essay 3 – Critique (Humorous Analysis) -see assg. description for reading assignments. In addition, for Thurs, 9/28: read Zinsser's "Style"
Wk 7	Continued discussion of readings tied to Essay 3 (see assignment description for reading schedule) Thur (10/5) - bring copies (for whole class) of a completed, best-effort draft of Essay 3 <i>- please be on time!</i> Based on workshop feedback, revise and polish Essay 3 - due Friday (10/6) <i>by 10:30 a.m.</i> →slide final-draft packet under office door (McD 222) ALSO - Bring to our next class: your final-draft packets of essays 1 and 2
* * Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).	
Wk 8	Receive back (from instructor) final drafts of Essay 3 Discuss revision processes (my experiences, Zinsser's, students) Optional revision of one of the first three essays Tues (10/10) – 1-on-1 individual conferences (bring your final-draft packets of the first three essays)
* * Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).	

Instructor: Dr. Brad Barry
Office: 222 McDonald Center
Office Phone: 652-7819
Office Hours: Mon & Wed: 1-3 p.m.; Thur: 1:00 – 2:00 p.m.
→ **And by appointment – please contact me if the above days and hours do not work with your schedule**

E-mail: barry@dixie.edu
→ **If you e-mail me**, be sure to put the following 2 things in the *subject* line: your name - English 3030. If you don't, my junk-mail rules may automatically delete your e-mail before I get a chance to see it.

Class Location: Udvar-Hazy Bldg – top floor conference room – NW corner (just outside elevator)
Course Prerequisite: Passing grades in English 1010 and 2010
Browning Library: Next to Browning Building – check campus web page for hours and services

What will you need for this course?

- **Required:** William Zinsser's *On Writing Well* (30th Anniversary Edition, 2006, paperback OR 4th Edition)
- *Optional:* Root & Steinberg's *The Fourth Genre* (Allyn & Bacon)
- A Dixie College e-mail account
- An official Dixie College computer username and password
- A good, collegiate dictionary and thesaurus (no need to bring to class, unless you want to)
- 2 floppy disks OR 2 flash memory sticks
Consider labeling them "Original" and "Back Up" -- and put your name, phone & e-mail on them
- 5 "wing" document clips (.10 cents each?)

What will this course be like?

As mentioned in the course catalog, English 3030 is intended for English majors (and others who wish to expand their skills) and that you will be “asked to write several persuasive, argumentative and expository essays.” While that is true, I also assume that your two prior composition courses have given you extensive training and practice in analytical, source-synthesis, research writing. So, in addition to having you write persuasive, expository essays, this course will also give you exposure to modes and styles of writing that you may not have had the chance to explore in your general education composition courses. A few of these forms are: rhetorical analysis, creative non-fiction, analytical critique, humor writing, professional (business) writing, and literary journalism.

Another key goal of this course is to help you develop your sense of *style* as a writer. While English 1010 and 2010 have equipped you with foundational writing strategies and concepts, English 3030 will equip you with a greater sense of your own *voice* – and with that, an ability to thrive as an English major who can write captivating essays for advanced academic contexts, and also for possible publication.

What kinds of essays will you write?

Each of you will explore and experiment with the following forms (ie. styles or sub-genres):

- Life Writing / Memoir
- Critique (Rhetorical Analysis)
- Critique (Humor / Satire Writing)
- Professional Writing
- Literary Journalism (ie. Creative Non-Fiction)

Please computer print all drafts which you share with the class, and which you hand in to me. Also, when you hand in final drafts, I like to be able to see how the process unfolded during the course of writing the essay. So, to that end, be sure to save all pre-writing, early drafts and final drafts. **All final and revised drafts must be submitted with each previous draft on which your classmates and I have commented.** When you submit an essay, please clip together the following elements:

- TOP → Best draft
First draft(s) with my comments
First draft(s) with peer comments from workshops
Any freewriting you've done
- BOTTOM → Any prewriting you've done (and/or topic sheet)

I also encourage you to have at least one back up copy of every draft of every assignment. This is a good idea for two reasons: 1) you may have computer problems and lose entire assignments; and 2) you may misplace an assignment or disk. I have seen many students come to tears over both reasons!

Late work?

All drafts and final versions are due on their announced due dates (see pages 1 and 2 of this document). Final drafts submitted up to three days late will be reduced a full letter grade. Each three-day period after that results in another letter reduction. If for some reason you have a *legitimate emergency* arise, please let me know as soon as you possibly can. And if you do get sick on the day a paper is due (or if some other complexity arises) be sure to have a friend or classmate turn it in for you. Since you will have much time to complete every paper, illnesses need not interfere with getting them in on time.

What about the readings? How do they factor into your grade?

In this course, it will really help to be an *active* reader. What does this mean?

- ❖ Be willing to write on the readings. Write your thoughts, questions, and objections in the margins of what you read. In your mind, have conversations with the authors about what they say, and how they say it. This often makes the difference between getting a lot out of this course and not getting much (and sometimes between getting the grade you want and not getting it).
- ❖ Because most of the out-of-class readings consist of short essays, I will expect more from you in terms of really wrestling with what these writers say. So, in addition to reading actively (as explained above) please always come able to share with the class a few places in each article that jumped out at you, and why those passages jumped out at you. Please also be prepared to point out at least one part in each article with which you disagree (or in which you disliked a stylistic choice in terms of how s/he crafted her essay).

Also, because this a junior-level course, I'm going to assume that I don't have to motivate you with carrots to get you to actually read the essays. I'll trust that you are interested adults, and that you'll choose to carefully and consistently consider the reading assignments. However, if by some chance you are a student who wants to write brilliant essays, but never read any of the sample essays or advice from the course text, please know that such an approach can reduce your grade in the course. In other words, be willing to be a brilliant writer *and* a brilliant reader.

In other words, to do well in this class, attend, do the assignments, and choose to be a part of our learning community—and please do so because you love to learn (not because you fear losing points).

What about revising essays?

While extensive revision is mandatory for all of the essays, the goal is for you to write and revise them before you submit workshop drafts and final drafts. As you revise your work-in-progress, I encourage you to take advantage of my office hours, to call me with questions, and/or to schedule appointments with me. I'm happy to help at any stage of the writing process!

Nonetheless, you may revise one of the first three essays once more *after its original grade*. In order to take advantage of this extra revision opportunity, you must fulfill the following requirements:

- 1) Make an appointment with me so we can discuss why the essay needs revising.
- 2) You must have written (and submitted) a first draft of the essay for its class workshop.
(In other words, the extra revision is not a makeup of missed work. Instead, it is intended to help those students who have sincerely (and consistently) struggled with their writing.)

Attendance and timeliness:

It probably goes without saying, but I'll say it just for the record: please attend all class sessions. We're going to have some great discussions in this class, and we'll also even have some fun now and then.

As far as being on time, I know you're already thoughtful and courteous, and you'll do what you can to be on time. Please keep in mind, though, this is all the more important on workshop days. As tempting as it is to use the first twenty minutes of class to finish your draft, it's kind of like saying to your classmates, "I won't help you with your draft, but I'll eventually show up so that I can get help from you." Not cool.

Also, I understand that life is sometimes complex and difficult. People get sick. Cars break down. Certainly, I realize that may need to miss a class or two. Nonetheless, please keep in mind that, when you do miss class, you will likely miss discussions, activities, sample essays, and directions that will help you do well on essays. So if you choose not to be in class on a given day, it would be wise to communicate with me so that I can help you stay on track. Though I won't be able to re-teach class for you in my office, I can quickly review some key highlights, and give you any important handouts that you might have missed.

Finally, to get full credit for one of the most important elements of the course—workshop days:

- 1) Attend the workshop day (on time)
- 2) Come with a genuine effort—one to which you've already given a revision, and have also edited and proofread. In other words, bring a *completed, shareable* draft of the essay (not a rough draft).
- 3) Bring enough copies for everyone in the class (including yourself and the teacher).
If you're budget is tight, I can make copies for you – so long as I receive the essay by noon *on the day before the workshop*.

Plagiarism – serious stuff that can get you in serious trouble:

Okay, all of you are upper-division English majors. That means you like to write, and you're probably confident of your writing abilities. It also means that you are probably very *proud* of your own unique writing abilities. Hence, the thought of ever plagiarizing likely sends your blood boiling or makes you laugh at the absurdity of the idea. (You probably also know that you can already write essays three times better than most of the junk that can be stolen.) In light of this, I feel silly (and partly embarrassed) to include a section on plagiarism in an English 3030 syllabus. However, I need to cover my ... bases. So, please don't be insulted.

Plagiarism is a serious offense that can result in your failing any college course, and it can also result in the permanent marking of your college file. Plagiarism is either:

- 1) using someone else's *ideas* without giving credit to them (in that paragraph: Jones explains...)

OR

- 2) using someone else's *words* without "quoting" them (Jones wrote,"blah blah.")

Now, some of you may feel you need a refresher on how to use sources in essays. No problem. We're going to have just such a refresher in this course. Nonetheless, if you are ever unsure about any possible offense regarding plagiarism, be sure to bring it to my attention *during a pre-final draft*—and I'll be glad to help you out of any murky water.

A note on the Disability Resource Center:

If you are a student with a physical or mental impairment, and if you would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

A final note:

Please remember that it is my job to help you have a successful experience in this course. If at any time you have questions or concerns about the above requirements, please feel free to talk with me. Again, my job is to do everything I can to help you succeed in this class!

Self-Appraisal Sheet

Name: _____

Note:

To determine your grade at any point in the semester, simply divide the number of points earned by the number of possible points (up to that moment in the semester).

(Example: 80 divided by 100 = .80 = 80% = B-)

To keep track of your grade, fill this out every few weeks.

Assignment: Points Possible: Points Earned:

The Essays:

Essay 1	60	_____
Essay 2	70	_____
Essay 3	70	_____
<i>Optional revision of one of the above—add points increased:</i>		_____
Essay 4	100	_____
Essay 5	100	_____

Did you attend the peer workshops (in a timely fashion), and also give helpful feedback to your classmates? If so, give yourself 10 points for each one; if not, minus 10 for each one missed).

Workshops (5@10) 50 _____

Did you prepare for our reading discussions?

Random prep checks
(on readings) (3 @ 12 pts) 36 _____

Your Semester Total (out of 486 points): _____

In-class freewriting:

- a) reread a few paragraphs or pages from the essays we've read and discussed today
- b) do so until you are in some way inspired with an idea/vision/angle of your own
 - anything that inspires you to begin an essay of your own (in this unit's particular style)
- c) dive into it – begin freewriting one of those ideas/visions/angles