

# Writing in College

## *~online edition~*

WRIT 103

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### **Course Description**

This course introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effectiveness of style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities include exposition, argumentation, and at least one research essay.

### **Learning Outcomes**

Upon successful completion of English 103, you will have an understanding of the steps necessary to

- A. mindfully read and comment on texts
- B. produce writing that presents and supports a thesis
- C. review and revise your own work and that of peers
- D. identify and correct mechanical errors as part of the revision process
- E. avoid plagiarism through appropriate integration and documentation of sources

### **Texts**

Required texts: (All handouts available on Moodle)

- Any handout I assign
- "They Say / I Say" Gerald Graff, Cathy Birkenstein, Chicago. W. W. Norton & Company. Fourth Edition. 2017 || ISBN: 978-0-393-63167-8
- The Little Seagull Handbook, Third Edition || ISBN: 978-0-393-60263-0

## Assignments/Requirements:

**Readings / Reading Responses:** Students will be asked to write responses to assigned readings. Each response should be a reflection that demonstrates serious thought about the reading and should further work to demonstrate that the student read and understood the entire assigned reading.

**Essays:** All essay compositions should exhibit clearly stated topics that are focused and adequately supported by examples, explanations and/or researched support from scholarly/relevant sources. Excellent essays will also contain sound logic and smooth transitions between ideas. All final and rough drafts must be typed, double spaced, and in **MLA format**.

## Grading Policies

### Point Scale:

A...900-1000   B...800-899   C...700-799  
D...600-699   F...0-599

### Grade Breakdown:

Essays 1:      200 points  
Essay 2:      200 points  
Essay 3:      200 Points  
Essay 4:      300 Points  
Reading Responses (4): 25 pts each.

**PLEASE NOTE: The essays you write must reach a certain page count.**

Essay 1: 2-3 pages  
Essay 2: 2-3 pages  
Essay 3: 3 pages  
Essay 4: 3-4 pages

### What grades mean, in easy speak (formal rubric below):

A = Wow! You did everything well, and you did it with strong critical thinking, excellent proof, examples, data, and some creativity – a compelling essay. Excellent logic. Easy to read. No significant grammar or sentence structure errors. Perfect MLA format.

B = Thanks! You did everything well. Solid grammar. Solid argument with strong proof, examples, data, etc. Few grammar or sentence structure errors. MLA looks good.

C = You did everything. Solid enough argument, grammar, writing and proof. Some confusion exists. Some grammar and structure errors may exist. MLA might need work.

D = You didn't do everything and/or there are some larger issues with grammar, organization, argument formation, MLA, etc. See notes.

F = You didn't do everything, and there are many larger issues with grammar, organization, argument formation, sentence structure, MLA etc. See notes.

\*\*\* **"Doing Everything"** = Following all written instructions for the essay.

**English Department Policy for Writing in College 103:** The English Department attempts to coordinate the quantity and nature of the work required from Writing in College 103 so that all sections are nearly equivalent in what they demand from students. However, each instructor will set her or his specific assignments as well as attendance, late paper, participation, grading, and other class policies. Be aware that in all sections of Writing in College 103, you are expected to attend class regularly, to participate vigorously, and to complete all assignments in a timely fashion.

#### **COURSE POLICIES:**

1. **ATTENDANCE:** An online class like this one has no attendance policy. Note: Getting behind will adversely affect your grade; getting too far behind will cause you to fail the class.

2. **LATE ASSIGNMENTS:** **All assignments are due by 11:59 PM on the dates indicated on the syllabus.**

**Late essays and HW** turned in within 1 week of the due date will receive a 1 letter grade deduction. After 1 week, I will not accept the work. **Your final essay MUST be turned in on time. No extensions.**

**Work ahead? YES. You may work as far ahead in the course as you wish.** I will do my best to grade work turned in early.

3. **PAPER FORMAT:** MLA formatting is required. Please reference The Purdue Owl MLA website for examples and explanations of MLA format. Double-space all assignments using a 12-point font unless otherwise instructed.

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**Outside Help:** Please make use of the Writing Lab and the Learning Resource Center (LRC) whenever possible. These are excellent sources of help and support above and beyond classroom instruction. Both are located on the fourth floor of Lipscomb Library. To make an appointment, use the Writing Lab Electronic Appointment Book, which you can access through the Portal link (myLinks→Academics→Writing Lab Appointments).

**ADA:** Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability – mental health, medical, or physical impairment – please contact Diane Roy, Coordinator of Disability Services, in the Academic Services Center, 4<sup>th</sup> floor, Lipscomb Library; at (434) 947-8132; or at [droy@randolphcollege.edu](mailto:droy@randolphcollege.edu).

**Honor Code:** All students at Randolph College are expected to abide by the honor code (see the yellow pages in your student handbook). **Honor Pledge:** “I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word, and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up

to my obligation of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge.”

**Mandated Reporter Policy:** At Randolph College, all College faculty are mandated reporters. In the event that you choose to write or speak about having experienced sexual violence, including rape, sexual assault, sexual harassment, intimate partner violence, or stalking **and specify that this violence occurred while you were a Randolph student**, I must inform the College’s Title IX Coordinator, Dean Thornton. We do this to make sure you are able to get all the information and support you need. I understand you may not be interested in making a complaint at this time, however, I am required to report what you confide in me.

**Plagiarism:** I know you’ve already memorized the definition of plagiarism in the *Randolph College Student Handbook* (or soon will). And we will spend a good amount of time on the concept during our first few weeks. In general, you can avoid plagiarism by paraphrasing adequately and by correctly acknowledging your sources using MLA or another discipline-appropriate style. And understand that the definition of plagiarism applies to **internet and other sources** just as much as it does to print sources.

1. Any idea, phrase, or paraphrase which is taken from a printed or web source, from a lecture, radio broadcast, or through another medium must be documented. Historical facts or common knowledge are exceptions to this rule; however, the material must still be in the students’ words, not the source material’s.
2. Any work submitted in English 103 will be understood to be the work of the student submitting it and his or her work alone. Taking credit for someone else’s proofreading ability, suggestions, ideas, or words is plagiarism. An exception to this definition is group work assigned and directed by the instructor. Unless the instructor assigns such work, students should do their own writing, revising, and proofreading.
3. If a student has availed himself or herself of the services of a tutor, officially designated by the university or unofficially, it will be understood that the tutor will confine these services to helping a student develop and express his or her own thoughts, making suggestions to help the student fulfill the assignment guidelines, and supplementing the work that the professor does with the student in conferences and class.
4. "Self plagiarism" is when a student submits written work from another course or another context as if it is original work for a current writing assignment. This is not acceptable, unless the student has asked for and received special permission from the instructor.

## Grading Rubric:

%	CONTENT	Deficient	Fair / Competent	Good / Excellent
30%	<b>Development (CCLO # 2)</b>	<ul style="list-style-type: none"> <li>o Major points are unclear and / or insufficiently supported</li> <li>o Content is missing essentials</li> <li>o Content has unsatisfactory purpose, focus, and clarity</li> <li>o Supportive information (if required) is missing</li> </ul>	<ul style="list-style-type: none"> <li>o Major points are addressed but clarity or support is limited</li> <li>o Content is somewhat persuasive or comprehensive</li> <li>o Content is inconsistent (lack of clear purpose and /or clarity)</li> <li>o Thesis could be stronger</li> <li>o Supportive information (if required) needs strengthening or does not address writing concepts</li> </ul>	<ul style="list-style-type: none"> <li>o Major points are stated clearly and are well-supported.</li> <li>o Content is persuasive and comprehensive</li> <li>o Content and purpose of the writing is clear</li> <li>o Thesis has a strong claim. The audience is clear and appropriate for the topic</li> <li>o Supportive information (if required) is strong and addresses writing focus</li> </ul>
30%	<b>Organization and Structure (CCLO #1)</b>	<ul style="list-style-type: none"> <li>o Organization and structure detract from the writer's message</li> <li>o Introduction and / or conclusion is incomplete or missing</li> <li>o Paragraphs are not unified (more than one topic / missing or inadequate controlling and concluding sentences)</li> <li>o Transitions are missing</li> <li>o Conclusion, if present, fails to serve its purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Adequately organized with some areas difficult to follow</li> <li>o Introduction needs to provide a stronger gateway into the writing</li> <li>o Some paragraphs lack unity</li> <li>o Better transitions are needed to provide fluency of ideas</li> <li>o Conclusion is trite or barely serves its purpose</li> </ul>	<ul style="list-style-type: none"> <li>o Writing is well-structured, clear, and easy to follow</li> <li>o Introduction compelling forecasts the topic and thesis</li> <li>o Each paragraph is unified and has a clear central idea</li> <li>o Transitional wording is present throughout the writing</li> <li>o Conclusion is a logical end to the writing</li> </ul>
	<b>FORM</b>	<b>Deficient</b>	<b>Fair / Competent</b>	<b>Good / Excellent</b>
30%	<b>Grammar and Diction (CCLO # 1, 3)</b>	<ul style="list-style-type: none"> <li>o The writing contains many grammatical, punctuation and / or spelling errors</li> <li>o Language use is largely inaccurate or inappropriate</li> <li>o The writing's tone is ineffective and / or inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>o The writing contains some grammatical, punctuation, and / or spelling errors.</li> <li>o Language is unclear, awkward or inappropriate in parts</li> <li>o The writing's tone is generally appropriate and moderately effective</li> </ul>	<ul style="list-style-type: none"> <li>o The writing reflects grammatical, punctuation, and spelling standards.</li> <li>o Language is accurate, appropriate, and effective</li> <li>o Writing's tone is appropriate and highly effective</li> </ul>
10%	<b>Format: MLA Paper Requirements (CCLO #6)</b>	<ul style="list-style-type: none"> <li>o Writing lacks many elements of correct formatting</li> <li>o Parenthetical and bibliographical source citations and / or references are not provided</li> </ul>	<ul style="list-style-type: none"> <li>o Writing follows most formatting guidelines, but some flaws are detected.</li> <li>o Parenthetical and bibliographical source citations are incorrectly formatted or used</li> </ul>	<ul style="list-style-type: none"> <li>o Writing correctly follows formatting guidelines</li> <li>o Parenthetical and bibliographical source citations are used correctly and appropriately</li> </ul>

# **5 Week Schedule of Assignments**

## **Week 1:**

Read: They Say / I Say Intro pgs 1-16

Read: They Say / I Say Ch 1. 19-28

Complete HW 1 response questions and answer all questions. Upload your document when complete.

Review: "Guidelines for MLA Format"

Your paper must copy MLA format exactly.

If you have further MLA format questions, please seek out the [Purdue Owl MLA website](#).

Audio: Listen to all audio links posted on Moodle for this week.

Review: directions to Essay I. Follow all directions to complete the essay.

DUE: Complete and submit HW 1 response questions & Essay I

## **Week 2:**

FIRST Read: "Don't Blame the Eater" pgs 245-247

Read: They Say / I Say Ch 2 pgs 30-41

Read: They Say / I Say Ch 3 43-51

Read 1-Pager Guide: "Argumentative Essay Basics" & "Thesis Statement Basics"

Complete HW 2 response questions.

Audio: Listen to all audio links posted in the week 2 module.

Review: directions to Essay II. Follow all directions to complete the essay.

DUE: Complete and submit HW 2 response questions & Essay II

## **Week 3:**

Read 1-Pager Guide: "Toulmin Model" & "Logical Fallacy List"

Read: They Say / I Say Ch 4, 53-66

Read: *Threshold of Violence* by Malcom Gladwell

Audio: Listen to all audio links posted on Moodle for this week.

Review: directions to Essay III. Follow all directions to complete the essay.

DUE: Complete and submit HW 3 Response Questions and Essay III

**Week 4:**

Read: They Say / I Say Ch 7 pgs 91-99  
Read: They Say / I Say Ch 8 pgs 101-114  
Read: "Hidden Intellectualism" 248-255  
Review: directions to Essay IV.

DUE: Complete and submit HW 4 Response Questions

DUE: At the end of HW 4, write a rough intro paragraph for essay 4, including a thesis statement as the last sentence of that paragraph. Then, below that paragraph, list your three main supporting points.

**Week 5: The End**

Audio: Listen to all audio links posted on Moodle for this week. (If applicable)  
Review: directions to Essay IV. Follow all directions to complete the essay.

DUE: Complete and submit Essay IV