

# Writing in College

## *~online edition~*

WRIT 1103

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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 1103, 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)

- "They Say / I Say" Gerald Graff, Cathy Birkenstein, Chicago. W. W. Norton & Company. Fifth Edition. 2011 || ISBN: 978-0393538700
- [USE THIS WEBSITE FOR MLA FORMATTING GUIDANCE](#)

## Assignments/Requirements:

**Readings / Homework Questions:** Students will be asked to answer questions to each assigned reading. 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:

### Grade Breakdown:

**Essay 1: 200 points**  
**Essay 2: 200 points**  
**Essay 3: 300 points**  
**Other Homework (4): 50 pts each.**

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

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

***English Department Policy for Writing in College 1103:*** The English Department attempts to coordinate the quantity and nature of the work required from Writing in College 1103 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 1103, 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 each Moodle module.**

**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 (see next page):**

%	CONTENT	Deficient	Fair / Competent	Good / Excellent
30%	<b>The Argument</b>	<ul style="list-style-type: none"> <li>○ Major points are unclear and / or insufficiently supported</li> <li>○ Content is missing essentials</li> <li>○ Content has unsatisfactory purpose, focus, and clarity</li> <li>○ Support/research (if required) is missing</li> </ul>	<ul style="list-style-type: none"> <li>○ Major points addressed. Lacks clarity or support.</li> <li>○ Content: somewhat persuasive</li> <li>○ Content may lack clear purpose</li> <li>○ Thesis could be stronger</li> <li>○ Support/research information (if required) needs strengthening.</li> </ul>	<ul style="list-style-type: none"> <li>○ Major points stated clearly and well supported.</li> <li>○ Content is persuasive and comprehensive</li> <li>○ Content and purpose is clear</li> <li>○ Thesis has a strong claim.</li> <li>○ Support/research (if required) is strong and addresses writing focus</li> </ul>
30%	<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>○ Organization and structure confuse</li> <li>○ Introduction and / or conclusion is incomplete or missing</li> <li>○ Paragraphs not unified/purposeful</li> <li>○ Transitions are missing</li> <li>○ Conclusion, if present, fails to support claim.</li> </ul>	<ul style="list-style-type: none"> <li>○ Adequately organized with some confusing possible</li> <li>○ Introduction not a clear point of entry</li> <li>○ Some paragraphs lack unity</li> <li>○ Better transitions are needed for clarity</li> <li>○ Conclusion is trite or not fully supportive</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing is well-structured, clear</li> <li>○ Introduction compels. Forecasts the topic and thesis.</li> <li>○ Each paragraph contains central idea</li> <li>○ Effective transitions</li> <li>○ Conclusion is a logical</li> </ul>
30%	<b>Grammar and Diction</b>	<ul style="list-style-type: none"> <li>○ The writing contains many grammatical, punctuation and / or spelling errors</li> <li>○ Language use is largely inaccurate</li> <li>○ Tone is ineffective</li> </ul>	<ul style="list-style-type: none"> <li>○ The writing contains some grammatical, punctuation, and / or spelling errors.</li> <li>○ Language is sometimes unclear/awkward.</li> <li>○ Tone is generally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ The writing reflects grammatical, punctuation, and spelling standards.</li> <li>○ Language is accurate, appropriate, and effective</li> <li>○ Tone is appropriate and highly effective</li> </ul>
10%	<b>Format: MLA Paper Requirements</b>	<ul style="list-style-type: none"> <li>○ Writing lacks many elements of correct formatting</li> <li>○ Parenthetical and bibliographical source citations and / or references are not provided</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing follows most formatting guidelines, but some flaws detected.</li> <li>○ Parenthetical and bibliographical source citations are incorrectly formatted or used</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing correctly follows formatting guidelines</li> <li>○ Parenthetical and bibliographical source citations are used correctly and appropriately</li> </ul>

# **5 Week Schedule of Assignments – Summer Class**

## **Dates TBD**

**PLEASE SEE MOODLE FOR ALL ASSIGNMENTS, READINGS, LECTURE LINKS.**

### **Week 1 Assignments**

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

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

Open and complete all HW 1 response questions. Upload when complete.

Short Lectures: Listen to *Hello from Prof Gaumer* and *Essay I Thoughts*

Review Document: “Guidelines for MLA Format”

[Visit this helpful MLA website.](#) It's where you'll go to find how to properly cite.

Your paper must copy MLA format exactly.

MLA format questions: Please use the Seagull Handbook as a guide, or google *Purdue Owl MLA* and use that as an additional resource.

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

DUE: Complete and submit HW 1 response questions & Essay I by 11:59pm

### **WEEK 2 Assignments**

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/lecture links posted in the week 2 module.

**Essay II:** Review directions to Essay II. Follow all directions and write a rough draft with intro, thesis statement, and all supporting points. It may be rough, but it should be a good step towards your final idea.

DUE: Complete and submit HW 2 response questions & Essay II draft by 11:59pm

### **Week 3 Assignments**

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

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

Read: *Thresholds of Violence* by Malcom Gladwell

Audio: Listen to all audio lecture links posted on Moodle for Week 3

Complete HW 3 response questions

**Essay II:** Review directions to Essay II and Prof Gaumer's comments on your rough draft. Submit final draft.

**DUE: Complete and submit HW 3 Response Questions and Essay II final draft by 6/12 at 11:59pm**

### **Week 4 Assignments**

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 III.

**DUE:** Complete and submit HW 4 Response Questions and Essay III rough draft by 6/19 at 11:59pm

### **Week 5 assignments**

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

**DUE: Complete and submit Essay III by 6/26 at 11:59pm**

