

English Department Lane Community College
Writing 115: Introduction to College Writing

Instructor: Anne B. McGrail, Ph.D.

WR 115: CRN # 20328

Contact Info: Center Building, Room 449C and Building 20, Room 142

Phone: 463-3317 or 463-3657 (try both numbers!)

Office Hours: Monday 5-6 p.m. Tues. 2:30-3 and Thurs. 2:30-3 and by appointment
(see me after class)

Date/credit: Fall Term 2005, 3 credits

Course Theme: Taking up the Hero's Journey

Syllabus and Calendar

WR 115 Course Description: This writing class is organized to help you develop important writing skills while offering you the opportunity to develop tools for success in college and in life. You will read and analyze essays, write in a focused journal each week, draft and revise clear and focused essays that develop a thesis, hone your style and mechanics, and develop your in-class group discussion skills. The official outcomes for this course are listed below.

Fast Lane to Success: As a student in the Fast Lane to Success Learning Community, you are participating in Lane's FYRED UP! First Year Experience program, designed to help you stay in school and succeed. This class has been planned to coordinate with your College Success and Effective Learning classes. These linked classes create a supportive community of self-confident learners and provide the structure and tools to ensure your accomplishment in college and beyond.

NOTE: If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Services. For more information, contact Disability Services at (541) 463-5150 (voice) or 463-3079 (TTY), or stop by Building 1, Room 218.

Required Texts (available at Lane Bookstore) and Course Materials:

Ann Raimes, *Keys for Writers: A Brief Handbook* Fourth Edition

Donald Pharr and Santi Buscemi, *Writing Today: Contexts and Options for the Real World*

Xerox Packet (available from instructor)

A 3-ring binder

A Writing Journal (spiral-bound notebook or other notebook dedicated to this course only—not a big pad of paper!)

A College Dictionary

Student Outcomes for Writing 115

You will be graded on how well you demonstrate your ability to do the following:

1. effectively assess writing situations
2. recognize and write unified paragraphs
3. identify thesis/theme in others' writing
4. write with a clear focus/thesis and provide adequate, specific support for this thesis
5. develop essays through a flexible process that proceeds through predrafting, planning, drafting, revising, and editing
6. read and write critically
7. demonstrate a basic understanding of Standard Written English and of style

Measurements of Learning:

Active and Respectful Participation is highly valued and there will be many in-class, participatory learning activities. It is critical that you attend and participate fully, since so much learning occurs in this way. You must attend the entire class for full points. Please call or email me if you intend to miss class.

(10%)

Homework and Quizzes. There are short, objective quizzes throughout the term based on readings, **Homework** assignments, and in-class work. There are no make-ups on quizzes, although you may drop your lowest grade. Homework is accepted on the day due.

(10%)

The Writing Journal and Log is an essential aspect of the course, since it's been shown that writing takes practice just like any other activity, and once a week cramming does little to improve your long-term skill range in writing

(10%)

The Group Presentation is a great opportunity to build community with your fellow students while thinking of ways to engage all the different modes of learning to teach each others how to best remember the "Five C's of Style" (see *Keys to Writers* section on "Style."

(5%)

The late Mid-Term Exam is offered in the seventh week of classes. This exam will give you the opportunity to test yourself and take stock of the tools you have at your disposal on your writer's journey. It will combine objective answers with written responses.

(15%)

Drafts and Revisions of 3 Essays. Your formal, typed written essays form the anchor of measurement of your learning. You will bring all your other work—journaling, quizzes, group discussions, etc.—to bear on these papers. Each essay will require a draft that is seen by two other students, commented up by them, and revised according to our Writing Workshop sessions. Drafts are graded on how well you followed the assignment and the effort you put in. Revisions are graded based on the extent to which your essay demonstrates the course outcomes.

(50% total)

90-100 per cent = A- to A and you must attend 17 classes

80-89 per cent = B- to B and you must attend 17 classes

70-79 per cent = C- to C and you must attend 17 classes

60-69 per cent = D- to D

below 60 per cent = F

Tardiness: Three tardies = 1 absence. You are marked tardy if you come to class after I have called your name.

Absences: Attendance is mandatory. If you miss more than 2 classes, your final grade will drop by five points. This means that if you have 83 per cent age points at the end of the term, you will receive a 78%, or a C+ for the course, etc. The only exception to the attendance requirement is if you have a death in your close family or illness where a health-care provider has required you to miss school for more than one week. Both of these situations must be documented, and there will be make-up work required.

Respectful Environment:

This class is a safe and respectful learning environment for all participants. All students are expected to create a welcoming and open environment where deep learning can occur. It is expected that we will support each other in our efforts to be safe and respectful. Some ways that can help create a positive learning environment include:

- Attend every class on time and prepared. This is one of the greatest success strategies.
- Listen well and be open to learning from everyone in the classroom.
- Please, no side conversations. They are distracting and disrespectful.
- Suspend judgment of yourself and others.
- Monitor your “floor” time. It is helpful to participate in class discussions, but it is important to self-monitor in order to allow others the opportunity to also participate. If you do not self-monitor, the instructor may ask you to share more of the “air time” with the rest of the class.
- Please, no cell phones, pagers, headphones, MP3 players, CD players. Computers should be OFF or asleep during class.
- Wait until after class to eat or drink, except for water bottles.
- Wait until class is over to pack up. It is rude to zip your bags while the instructor or anyone else is speaking. Part of success in life lies in courtesy!

Zero Tolerance Policy:

Racism, sexism, homophobia, and other forms of discrimination and bias are hurtful and unacceptable. There is no tolerance for words, speech, behavior, actions, or clothing/possessions that insult, diminish, demean, or belittle any individual or group of persons based on race, ethnicity, religion, gender, sexual preference, ability, economic class, national origin, language, or age. Academic freedom, freedom of speech, and freedom of discourse DO NOT protect racism or other acts of harassment and hate. Violations of this Zero Tolerance Policy may result in removal from the classroom and actions governed by the student code of conduct will be taken.

Writing 115: Taking Up the Hero's Journey

Dr. Anne McGrail

Fall 2005 Class Overview and Calendar

Success Tip: Bring your books and notebooks to each class!

Each week, we will work with a chapter from Writing Today and also readings brought in by the instructor. We will also refer to Keys for Writers each day, so be sure to bring both books. Your binder should

will have all the important handouts in it, and your journaling notebook is a great starting point for thinking about the writing process.

Note: This calendar is preliminary and general. Be sure to obtain all handouts and assignment sheets from the instructor.

One more note: QUIZZES are unannounced!!

Week Topic and Essay Pattern	Tuesday	Thursday	Comment
Week One: Sept. 26-29 The Ordinary World Description	Introduction to the Course Placement test Strategies for Writing Homework: Read “Coming Home Again” (handout) Answer Questions on “Reading Assignment One” sheet Begin Writing Hero’s Journey	Discussion, “Coming Home Again” (handout) In-class discussion of Chapter 6, “Description,” from <i>Writing Today</i> . Discussion of “The Ordinary World” of the hero.	Homework: For Tuesday, Read Ch. 6 pp 134-147 and Read Ch. 7 pp. 174-186. Answer Vocabulary and Style and Strategy Questions for each essay. Writing Journal/Log.
Week Two: Oct. 3-7 The Call to Adventure Narration	Discussion, Description to Narration, Chapters 6 and 7.	Narration, continued. First Essay Assignment handed out.	Homework: For Tuesday, Read Chapter 8, pp. 208-230. Answer Vocabulary and Style and Strategy Questions for each essay. Writing Journal/Log.
Week Three: Oct. 10-14 Refusal of the Call Examples and Illustration	Discussion, Exemplification and Illustration, Ch. 8. Groups Gather for Style Presentation Project Planning.	Exemplification continued. Three Copies of First Draft of Essay # 1 DUE. Writing Workshop	Homework: For Tuesday, Read Ch. 9, pp. 244-263. Answer Vocabulary and Style and Strategy Questions for each essay.

		Week Three Summary of Writing Journal/Log DUE.	Revise your first essay due next Thursday. Writing Journal/Log.
Week Four: Oct. 17-21 Meeting with the Mentor Process	Discussion, Process Analysis, Ch. 9.	Two Copies of Final Version of Essay # 1 Due (include drafts from Workshop with all peer review sheets.)	Homework: For Tuesday, Read Ch. 10, pp. 278-296. Answer Vocabulary and Style and Strategy Questions for each essay. Writing Journal/Log.
Week Five: Oct. 24-28 Crossing the First Threshold Causal analysis	Discussion, Causal Analysis, Ch. 10 First Groups Present for Style Presentations.	Second Essay Assignment handed out.	Homework: For Tuesday, Read Ch. 11, pp. 316-333. Answer Vocabulary and Style and Strategy Questions for each essay. Work on Essay #2. Writing Journal/Log.
Week Six: Oct 31-Nov. 4 Tests, Allies and Enemies Definitions	Discussion, Definitions, Ch. 11. Second Groups Present for Style Presentations.	Three Copies of First Draft of Essay #2 DUE. Writing Workshop. Week Six Summary of Writing Journal/ Log DUE.	Homework: For Tuesday: Read Ch. 12, pp. 350-370. Answer Vocabulary and Style and Strategy Questions for each essay. Work on Essay #2 Writing Journal/Log.
Week Seven: Nov. 7-11 Approach to the Innermost Cave Classification	Discussion, Classification, Ch. 12.	Two Copies of Final Version of Essay # 2 DUE (include drafts from Workshop with all peer review sheets.)	Homework: For Tuesday: Read Ch. 13, pp. 384-404, Comparison and Contrast. Answer Vocabulary and Style and Strategy Questions for each essay. Writing Journal/Log.

<p>Week Eight: Nov. 14-18</p> <p>The Supreme Ordeal</p> <p>Comparison and Contrast</p>	<p>Discussion, Comparison and Contrast, Ch. 13.</p>	<p>Mid-Term Exam</p> <p>Third Essay Assignment Handed Out.</p>	<p>Homework: For Tuesday: Read Ch. 14, pp. 422-439, Argument. Answer Vocabulary and Style and Strategy Questions for each essay.</p> <p>Writing Journal/Log.</p>
<p>Week Nine: Nov. 21-25</p> <p>Reward: “Seizing the Sword”—The Road Back</p> <p>Argument</p>	<p>Discussion, Argument, Ch. 14.</p>	<p>Three Copies of First Draft of Essay # 3 DUE. Week Nine Summary of Writing Journal/Log DUE.</p>	<p>Homework: For Tuesday: Read Ch. 15, pp. 458-484, The Blended Essay. Answer Vocabulary and Style and Strategy Questions for each essay.</p> <p>Writing Journal/Log.</p>
<p>Week Ten: Nov. 28-Dec. 2</p> <p>Resurrection and Return</p> <p>Blended Essay</p>	<p>Discussion, The Blended Essay, Ch. 15</p>	<p>Two copies of Final Version of Essay # 3 DUE (include drafts from Workshop with all peer review sheets.)</p>	<p>Homework: For Final Exam: Choose your best page of writing from this term (can be from anywhere) to read at Author’s Choice next Thursday.</p> <p>Writing Journal/Log.</p>
<p>Week Eleven: Dec. 5-9</p> <p>Author’s Choice: Return with the Elixir</p>	<p>No Tuesday Class!!</p>	<p>Exam Time: Thursday at 12 NOON (note different time!)</p>	<p>Be sure to tune in to your instructor for details on any special activities this week!</p>