

# College Writing I

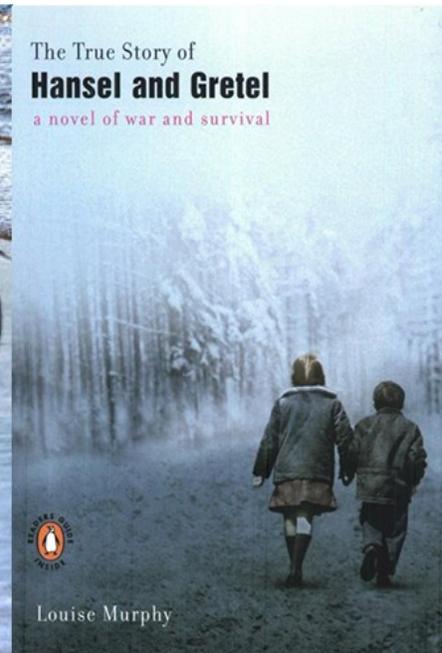
**First Day of Classes:** June 11, 2018  
**Last Day to Add:** June 13, 2018  
**Last Day to Drop:** June 17, 2018  
**Midterm Grades Available:** July 9, 2018  
**Last Day to Withdraw (“W” grade):** July 15, 2018  
**Independence Day:** July 4, 2018  
**Last Day of Classes:** August 4, 2018  
**Final Grades Available:** August 8, 2018

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**Appointments for Online Real-time Text Conferences (KSU Google Chat):** Times vary and are strictly by appointment. See the sign-up sheets available online in the course location in Blackboard.

## Course Description: The Tier I Class

By the end of Tier I (10001, 11002, and 11011), all students should be taught these outcomes regardless of the course(s) taken. All outcomes are essential and must be taught. These outcomes are used for programmatic assessment and to ensure fairness for all students taking these courses. Instructors should use these outcomes as guidance for designing their courses.

## Required Texts (Choose one):



Choose one of the following books to read during the last third of the semester (starting in Week 9):

- Hidden Figures* (Margot Lee Shetterly)
  - The Deaf Heart* (Willy Conley)
  - The True Story of Hansel and Gretel* (Louise Murphy)
- All other reading materials will be provided for you online.

## Course Requirements:

Students will:

1. Write approximately 20 pages (approximately 8,000 words, double spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, free-writing activities, peer responses, and multiple drafts for each graded, formal writing assignment.
2. Develop a minimum of 3-5 papers on selected topics and 1 reflective essay in a single-semester course.
3. Develop papers that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.

4. Document at least one paper with sources – library, interviews, observations, diaries, letters – (i.e., primary and/or secondary sources) that uses a recognizable documentation format and style.
5. Additional Requirements for this class:
  - Attend: your mandatory conferences. You are required to meet with me two times during the semester. We will meet online via KSU Google Chat (text only).
  - Complete the reading assignments.
  - Complete the essay assignments.
  - Complete all the lessons.
  - Participate in the Writing Workshops.
  - Use a computer and the Internet for all submitted work. No printed papers will be accepted for any reason. All Essay and essay work MUST be completed in KSU Google, and done so correctly (see the instructions for each assignment).

**Technological difficulties (including computer failures, internet connection woes, or trying to complete tasks with a Smart Phone) are inexcusable.**



## Learning Outcomes:

### 1. Rhetorical Knowledge

By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that:

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

### 2. Critical Thinking, Reading, and Writing

By the end of their Tier I writing course, students should be able to:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

### 3. Knowledge of Composing Processes

By the end of their Tier I writing course, students should be able to:

- Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

### 4. Collaboration

By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

### 5. Knowledge of Conventions

By the end of their Tier I writing course, students should be able to:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

### 6. Composing in Digital Environments

Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to:

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

## Student Work and Grade Distribution

- **8% (80/1000 total possible points): Mandatory Conferences (40 points each)**
  - Mandatory Conference #1: 40 points
  - Mandatory Conference #2: 40 points
  - **Description:** Twice during the semester, you are required to meet with me online (KSU Google Chat) for a conference. Online Conference Appointments sign-up sheets will be posted in Blackboard. You may sign-up for a single appointment any time during the designated period for the Mandatory Conferences. During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course. If you fail to hold your conference appointment with me during the Mandatory Conference Week, you will earn zero points; if you meet with me, you will earn the full 20 points—you are not being evaluated during our session. You may also meet with me for additional conferences (for additional help, not additional points) at any time during the semester; online sign-up sheets will be made available for these appointments as well.
- **80% (800/1000 total possible points): Essay Work**
  - Essay One: 100 points
  - Essay Two: 100 points
  - Essay Three: 100 points
  - Revision of Either Essay Two or Three: 200 points
  - Revision of Essay One: 100 points
  - Essay Four: 200 points
  - **Description:** You will be writing four essays, plus several essay revisions. The essays are to be typed in 12 point font, double-spaced, with one-inch margins, and with citations and other formatting also done in MLA documentation style. (Note: you may use another documentation style, such as APA, but you must notify me at the start of the semester what you plan to us.) **You must submit your essays via KSU Google Drive**; in fact, I encourage you to write your paper there (but be sure to save a copy of it on your home computer). **All revisions must be made on the original essay draft document in KSU Google!**
- **12% (120/1000 total possible points): Writing Workshops**
  - Writing Workshop Week #1: 40 points
  - Writing Workshop Week #2: 40 points
  - Writing Workshop Week #3: 40 points
  - **Description:** During the last five weeks of the semester, you will be assigned to either a partner or a group (within which you may work with a partner for most of the time). You will be providing guided feedback to your partner on essay work.

## Regarding Missed, Late, or Incomplete Work

Late work will be accepted for a period of time after the due date; however, points will be deducted for late submissions. For each day the work is late: 3% (3 out of a possible 100 points or 6 out of a possible 200 points) will be deducted from the grade. Essay Rewrites will not be accepted in place of un-submitted essays.



**No work will be accepted after August 4, 2018 (11:59pm, EST)!**

## Course Grades:

No grade ever goes above the level of an A+ (never above 100/100 possible points, for example); likewise, no graded work ever goes below the upper level of an F points (never below 55/100 points, for example); however, if an assignment is never submitted, or is submitted too late to be graded, it will receive ZERO points. If your final course score is 64-63%, you will earn a D for the course; if your final course score is 62-60%, you will earn an F for the course. All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

| GRADE | MANDATORY CONFERENCES & WRITING WORKSHOP WEEK #1 | ALL ESSAY WORK | WRITING WORKSHOP WEEK 1 | WRITING WORKSHOPS WEEKS 2-5 |
|-------|--------------------------------------------------|----------------|-------------------------|-----------------------------|
| A+    | 20/40                                            | 100-97         | 20                      | 25                          |
| A     | —                                                | 96-94          | —                       | —                           |
| A-    | —                                                | 93-90          | —                       | —                           |
| B+    | —                                                | 89-87          | —                       | —                           |
| B     | —/43                                             | 86-84          | 17                      | 21                          |
| B-    | —                                                | 83-80          | —                       | —                           |
| C+    | —                                                | 79-77          | —                       | —                           |
| C     | —/38                                             | 76-74          | 15                      | 19                          |
| C-    | —                                                | 73-70          | —                       | —                           |
| D+    | —                                                | 69-67          | —                       | —                           |
| D     | —/33                                             | 66-64          | 13                      | 16                          |
| D-    | —                                                | 63-60          | —                       | —                           |
| F     | —/28                                             | 55             | 11                      | 14                          |

## SAS: Student Accessibility Services

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the disability coordinator on campus, Elaine Shively, office 205F in the Learning Center, Classroom/Administration Building, (330) 675-8932 or [eshively@kent.edu](mailto:eshively@kent.edu) to verify your eligibility. After your eligibility for accommodations is determined, you will be given a letter to provide to the class instructor to make arrangements for any necessary classroom adjustments.

## Cheating and Plagiarism

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at [http://www.kent.edu/policyreg/policydetails.cfm?customel\\_datapageid\\_1976529=2037779](http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779) and/or ask your instructor.

## Essay Grading Rubric

**NOTE:** A paper may fall between the below described levels of quality—it may, for example, have a clearly stated central claim (thesis) but lack sufficient support, or it may be tightly organized and well supported, but full of grammatical and/or mechanical errors. In such instances, the paper will be evaluated in terms of its strongest qualities as set against its weakest qualities. Feedback will always be provided.

### A Level Work

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper is properly formatted (MLA, APA or some other approved documentation style). The paper's thesis (main point) is clearly stated. The paper is tightly organized, well developed, and coherent. The paper is well supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has a professional tone, avoiding second person ("you" or "we") completely and using first person singular ("I") sparingly. The paper is virtually free of grammatical and mechanical errors.

### B Level Work

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper is properly formatted (MLA, APA or some other approved documentation style). The paper's thesis (main point) is clearly stated. The paper is mostly organized, sufficiently developed, and mostly coherent. The paper is sufficiently supported by reasoning and documented sources (cited quotes, facts,

and/or paraphrases). The paper has a mostly professional tone, avoiding second person (“you” or “we”) completely and using first person singular (“I”) sparingly. The paper is mostly free of grammatical and mechanical errors.

#### **C Level Work**

The paper demonstrates a full understanding and respect for the directions and stays on the chosen topic. The paper’s thesis (main point) is stated, but not very clearly. The paper is somewhat organized, loosely developed, and vaguely coherent. The paper is marginally supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has a barely professional tone, failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper is mostly free of grammatical and mechanical errors.

#### **D Level Work**

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper’s thesis (main point) may or may not be stated, but if it is stated, it has not been done so very clearly. The paper is barely organized, under- developed, and/or barely coherent. The paper is weakly supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases). The paper has an unprofessional tone, significantly failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper contains several grammatical and mechanical errors.

#### **F Level Work**

The paper does not demonstrate a full understanding or respect for the directions, and/or the paper fails to stay on the chosen topic. The paper’s thesis (main point) may or may not be stated, but if it is stated, it has not been done so very clearly. The paper is unorganized, under- developed, and/or incoherent. The paper is weakly supported by reasoning and documented sources (cited quotes, facts, and/or paraphrases), if supported at all. The paper has an unprofessional tone, significantly failing to avoid second person (“you” or “we”) completely and using first person singular (“I”) too much. The paper is cluttered by grammatical and mechanical errors.

## **The official registration deadline for this course is June 13, 2018.**

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

### **COURSE PLAN**

UPDATED: June 11, 2018

## **Week 1: June 11 to June 16**

•By the end of this week, **STUDY THESE LESSONS:**

- Lesson R1:** An Introduction to Critical Thinking
- Lesson W1:** Format and Documentation
- Lesson R2:** More on Critical Thinking
- Lesson W2:** The Essay Structure
- Lesson R3:** Reading for Style
- Lesson W3:** Styles of Writing

## **Week 2: June 17 to June 23**

•**DUE June 17, 2018 (11:59pm, EST): Essay One**

•**June 18 to June 30: MANDATORY CONFERENCES PERIOD #1**

•(Sign up for an appointment to meet with me once during this two week period for your Conference #1!)

•By the end of this week, **STUDY THESE LESSONS:**

- Lesson R4:** Case Study—Alice Walker and the Art(s) of Expression
- Lesson W4:** Controlling Your Sentence Structures
- Lesson W5:** Types of Rhetorical Patterns to Consider

## **Week 3: June 24 to June 30**

•**June 18 to June 30: MANDATORY CONFERENCES PERIOD #1** (Sign up for an appointment to meet with me once during this two week period for your Conference #1!)

•By the end of this week, **STUDY THESE LESSONS:**

- Lesson R5:** Case Study—Amy Tan and Communication Challenges

- **Lesson R6:** Case Study—Mary Louise Pratt and Arts of the Contact Zone
- **Lesson W6:** Proofread, Proofread, Proofread!

## Week 4: July 1 to July 7

- **DUE July 1, 2018 (11:59pm, EST): Essay Two**
- **By the end of this week, STUDY THESE LESSONS:**
  - **Lesson R7:** Case Study—Iris M. Young and Five Faces of Oppression
  - **Lesson W7:** Deductive and Inductive Reasoning
  - **Lesson W8:** Logical Fallacies

## Week 5: July 8 to July 14

- **By the end of this week, STUDY THESE LESSONS:**
  - **Lesson R8:** *Case Study—Michel Foucault on Panopticism*
  - **Lesson R9:** Applications for Thinking Critically
  - **Lesson W9:** Using Quality Sources

## Week 6: July 15 to July 21

- **DUE July 15, 2018 (11:59pm, EST): Essay Three**
- **July 16 to July 28: MANDATORY CONFERENCES PERIOD #2**
  - (Sign up for an appointment to meet with me once during this two week period for your Conference #2!)
- **WRITING WORKSHOP WEEK #1**
- **CHOOSE ONE BOOK TO START TO READ over the next few weeks:**
  - *Hidden Figures* (Margot Lee Shetterly)
  - *The Deaf Heart* (Willy Conley)
  - *The True Story of Hansel and Gretel: A Novel of War and Survival* (Louise Murphy)
- **CHOOSE ONE LESSON TO STUDY over the next few weeks:**
  - **Lesson R10A:** *Hidden Figures*
  - **Lesson R10B:** *The Deaf Heart*
  - **Lesson R10C:** *The True Story of Hansel and Gretel: A Novel of War and Survival*

## Week 7: July 22 to July 28

- **July 16 to July 28: MANDATORY CONFERENCES PERIOD #2**
  - (Sign up for an appointment to meet with me once during this two week period for your Conference #2!)
- **WRITING WORKSHOP WEEK #2**
- **FINISH READING:** the book you have selected for this semester.
- **FINISH STUDYING:** the lesson appropriate to your selected book.

## Week 8: July 29 to August 4

- **DUE August 4, 2018 (11:59pm, EST): Essay Four**
- **WRITING WORKSHOP WEEK #3**
- **DUE August 4, 2018 (11:59pm, EST): Revision of either Essay Two or Essay Three**
- **DUE August 4, 2018 (11:59pm, EST): Essay One Revision**