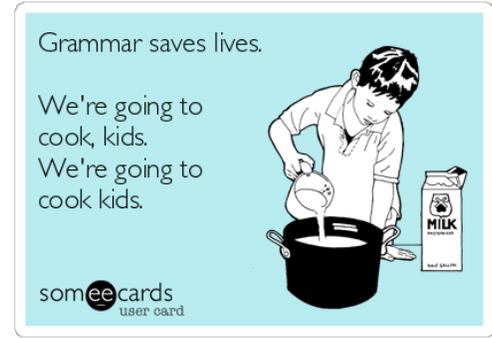




Write Like a Pro (EN 103) Spring 2019 (Directed Study)

Instructor:	Brendon Albertson, M.S.
Office/Meeting Location:	Haldan 121
Meeting Days/Time:	Tues/Thurs 2:20pm
Course Credits:	2
Office Hours:	Monday/Wednesday 10:00-12:00 Tuesday/Thursday 12:30-2:00 (Or you can make an appointment for another time.)
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Do you need to brush up on your grammar skills? Do you want to learn some basic editing? Writing is the most important part of any job, and this course will help strengthen your English grammar and editing skills, while gaining a deeper understanding of the concept of grammar and its importance in the modern professional world. Students will work independently to improve their accuracy with English, and will engage with others through a survey project.

Students will explore the following questions as they improve their written grammar skills:

- How does a change in grammar influence a change in meaning or message?
- Are certain grammatical expressions interchangeable?
- Who decides on the rules of grammar, anyway?
- Which types of grammatical errors cause the worst impression on readers, and are thus the most important to avoid?

College Competencies:

The mission of Pine Manor College is to make certain that all graduates are prepared to take meaningful steps in their lives: engaging in new jobs and careers, continuing to learn, and positively contributing to their communities. Students, including those who are the first in their families to attend college, who are looking for a purposeful education in a personalized and inclusive learning community will find a home at Pine Manor College.

As such, all students work towards a common set of Pine Manor College General Education Competencies: Communication, Critical Thinking, Collaboration, Citizenship, and Integrated and Applied Learning. These core competencies are defined below:

COMMUNICATION is the ability to convey ideas and information through writing, speaking, and visual display. The purpose of communication is to share knowledge and promote understanding as well as to persuade others of one's opinions and viewpoints.

CRITICAL THINKING is the ability to systematically investigate and analyze complex problems using various techniques, including quantitative and qualitative analysis, and then formulating an opinion or conclusion.

COLLABORATION is the process of engaging in cooperative problem-solving and active listening with others.

CITIZENSHIP is using one's understanding of the social, cultural, political and economic factors that influence the world to improve one's interactions with others from diverse backgrounds and to act in a socially responsible manner.

INTEGRATED AND APPLIED LEARNING involves making connections among ideas and experiences, and synthesizing and transferring learning to new situations across one's courses and in one's intellectual, professional and community lives.

In this course students will develop these competencies in the following ways:

Course Goals

- To create a community of writers, readers and listeners
- To develop and understanding of the importance of accuracy in written language
- To develop your understanding of writing as a process
- To read texts closely for analysis
- To write, incorporating grammar contextually
- To develop critical thinking skills that can be applied to your writing

Program Goals

All sections of College Composition work toward the following:

- Students will share in a community of writers, readers, and listeners
- Students will demonstrate an understanding of tone, purpose, and audience
- Students will identify and paraphrase main points and abstract ideas from reading
- Students will develop an understanding of writing as a process that involves brainstorming, free-writing, planning, drafting, revision, and editing
- Students will evaluate the strengths and weaknesses of their own writing
- Students will write clear sentences, using correct grammar and mechanics, and language that is appropriate for the audience and occasion

Assessment:

COMMUNICATION: EN103 will develop each student's ability to communicate, share knowledge, and promote understanding. Students will work toward producing grammatically correct writing in a variety of formats, with attention to the meaning conveyed by different grammar structures, and the importance of editing for grammatical errors. Students will also participate in discussions, conferences with the professor, and engage in a survey project to develop and practice oral communication skills. Students' written work, discussions, and survey project will be used to assess their communication competency.

CRITICAL THINKING: EN103 will develop each student's ability to think critically. Through a series of written reflections, students will investigate and analyze text and ideas, including how grammar affects meaning and impression on readers. They will consider issues from various perspectives to develop their own opinions and conclusions. Each student's ability to think critically will be assessed based on their contributions to class discussion and the development of their ideas in their written and oral work.

COLLABORATION: EN103 will develop each student's ability to collaborate with others. Students will engage in peer review exercises to help others advance their understanding of a topic and to develop their written work. Students will also receive and respond to the feedback of their peers. Further, students will participate in class discussion. Each student's ability to collaborate will be evaluated through their participation in peer review exercises and class discussion.

CITIZENSHIP: EN103 will promote positive citizenship. Through class discussion and participation, written assignments, and an oral presentation each student will consider complex ideas in the world around them. Students will improve their interactions with others from diverse backgrounds and learn to act in a socially responsible manner while giving feedback. Each student's citizenship will be evaluated based on the development of their ideas in their written work and their participation and behavior in class.

INTEGRATED AND APPLIED LEARNING: EN103 will ask students to integrate the ideas of others as they develop their own opinions. They will also be asked to reflect upon the opinions of their peers. Each student's ability to integrate and apply their learning will be evaluated through class discussion and written work.

Required Books/Readings

All materials for this class will be provided throughout the semester. It is the student's responsibility to keep all materials received, and to consult with the professor in the case of lost materials. A folder to keep all work in is required.

Grading/Course Requirements

Success in this course depends on the effort you are willing to put into your studies. Approximately four hours of outside work will be assigned each week, in addition to conferences with me. It is expected that you come to conferences prepared for discussions, reviewing homework, and revising your writing. The “Grade Breakdown” chart below describes the values given to each part of your final grade.

Grade Breakdown

Assignment:	Value:
Weekly Meetings	25%
Survey project	10%
Collocations Mini Research project	5%
Prepositions Mini Research project	5%
Biography	5%
Business email	10%
Directed Grammar Exercises, Short Writings, and Revision Tasks	30%
Error Log and Editing Journal	5%
Reflection on Improvement	5%
Total	100%

Attendance, Lateness, and Absences Policy

1. **If you are more than 15 minutes late to a meeting, you will be marked absent.**
2. Two absences will result in a written warning, and will result in your final participation grade being lowered. **Students with three missed meetings will be asked to withdraw from the course.**
3. It is your responsibility to keep up with the assignments and contact me with any questions.

Major Assignments & Responsibilities:

Weekly Meetings (25%)

You will be responsible for meeting with me twice each week for approximately one hour each time. During these meetings, we will discuss concepts in grammar, review practice exercises, practice methods for revising your writing, and determine the next area or assignment you should focus on.

Directed Grammar Exercises, Short Writings, and Revision Tasks (35%)

Each time we meet, we will review your writing and determine an appropriate grammar point for you to focus on from a set list (listed at the end of this syllabus). You will be directed to grammar practice exercises in a series of textbooks (copies will be provided), or online learning modules. After completing the exercises, you will be assigned either a short writing prompt or a revision task to practice the grammar you have learned.

Professional Email (5%) – due 4/11

In preparation for this assignment, we will examine several business emails and identify the subtle ways that changes in grammar affect meaning and the reader's impression. You will then explore organizations that you would like to send professional emails to, and draft, revise, and finally send these emails.

Biography (5%) – due 4/2

This assignment is designed to help you practice using a variety of verb tenses (especially past tenses) in writing. You will write a biography of yourself, someone you know, or a celebrity, incorporating correct verb tenses.

Prepositions Mini Research project (5%) – due 4/18

Similar to the collocations project above, for this project you will examine the prepositions that go together with a set of words, then produce a piece of writing that incorporates these words and the appropriate prepositions. You will also make a reference handout for other students to help them correctly use the prepositions that you chose.

Collocations Mini Research project (5%) – due 4/23

Collocations are groups of words that often go together in a language. Using collocations is the key to making your writing sound "natural." For this project, you will choose 5 words on a single topic, and research collocations with these words by finding example sentences and searching in an online "corpus" (a collection of written language). You will produce a short piece of writing that incorporates these collocations effectively.

Survey project (10%) – due 4/27

For this project, you will develop a survey to measure (1) the severity of different types of grammatical errors in writing, and (2) the impressions of people who read sentences written using different grammar structures. The purpose of this assignment is to explore how subtle choices in grammar affect the "feeling" of sentences and the interpretations of readers. You will choose a set of grammar points to study, develop/gather a series of texts, and give your survey to members of the PMC community. Finally, you will write a reflection to report on the results.

Error Log and Editing Journal (5%) – Completed version due 5/7

You will keep a log containing the grammatical errors we discover in your writing, so you can notice any patterns. You will also be required to write occasional reflections in this log on how your grammar has improved, and what you feel you should work on.

Reflection on Improvement (5%) – due 5/7

At the end of the semester, you will be required to write a reflection on what you have learned and how your grammar has improved. It should be approximately 2-3 pages.

Submitting Assignments

- **All assignments must be typed, printed, and brought to our meetings, unless otherwise specified.** If you do not have your assignment ready on the due date, it will be considered late. Emails are not an acceptable way to submit an assignment, and I cannot print your assignment for you. One exception: If you are absent/sick, please email me your missing assignments.
- Late assignments will get -10% points for each class they are late, unless you receive permission for an extension at least 2 days in advance.
- No assignments will be accepted later than one week after the due date.

Course Schedule

(This schedule is a guideline. It will change throughout the semester, depending on the students' individual needs in terms of grammar. Replacement or additional work may be assigned throughout the semester based on students' needs.

***Always check Moodle for the most updated materials and assignments! (online.pmc.edu)**

Date	Skill Focus	Class Work & Homework
Week 2 3/26	Important Verb Tenses: Simple Past vs. Present Perfect vs. Past Perfect	<ul style="list-style-type: none">• Verb tense review: Identify verb tenses in your article and other readings• Review results of grammar diagnostic test (online), and determine grammar plan• Review simple past, present perfect, past perfect (<i>FoG</i>)• Verb tense exercises from <i>FoG</i> <p>HW - Reading from The Language Instinct and answer Qs HW – Biography project (person or music group) HW - Exercises on verb tenses</p>
3/28	Important Verb Tenses, continued.	<ul style="list-style-type: none">• Discuss reading from The Language Instinct• Review verb tense exercises• Review present progressive, past progressive, present perfect progressive, draw timelines, exercises from <i>FoG</i> <p>HW – Poem or story about a picture with progressive tenses HW – Reading on Reactions to Grammar Errors in Emails & Most Common Errors, answer Qs</p>
Week 3 4/2	Common types of errors Basic editing skills Start Error Log Start Survey Project	<ul style="list-style-type: none">• Present/revise your poem/story & biography, refine individual grammar plan• Reflect: Why are verb tenses important? What can they be used to express?

		<ul style="list-style-type: none"> • Discuss reading on reactions to grammar errors • Go over the common error types • Review error codes, start error logs • Plan first steps for Survey Project – Determine area of study based on individual needs (i.e. article errors, tone, etc.). Create timeline to complete project by 4/25. <p>HW – Work on Survey Project, based on timeline HW – Individual Grammar Assignment based on needs</p>
4/4	Continue Survey Project Tone	<ul style="list-style-type: none"> • Check-in on Survey project, determine next steps • Review Individual Grammar Assignment • Examine tone in email examples, exercise to change the tone of emails • Start professional email project – find an organization to email <p>HW – Professional Email Assignment due 4/11 HW – Continue work on Survey Project HW – Individual Grammar Assignment based on needs</p>
Week 4 4/9	Connecting Sentences: Advanced Conjunctions & Conjunctive Adverbs I	<ul style="list-style-type: none"> • FANBOYS and dropping the subject • Conjunctions vs. Conjunctive Adverbs • Revising for comma splices <p>HW – Argumentative paper about an issue on which you are passionate, using variety of Cs and CAs</p>
4/11	Advanced Conjunctions & Conjunctive Adverbs II (subtle differences in use)	<ul style="list-style-type: none"> • Review/revise argumentative papers • Advanced subtleties of Cs and CAs (nevertheless, etc.) – introduce with example sentences <p>HW – Paper using advanced Cs and CAs HW – Reading about importance of collocations</p>
Week 5 4/16	Prepositions & Collocations I	<ul style="list-style-type: none"> • Review common academic preposition usage & collocations (poem) • Introduce Prepositions Mini-project (Skell) <p>HW – Prepositions Mini-project due 4/18</p>
4/18	Prepositions & Collocations II Gerunds and Infinitives	<p>Introduce Collocations Mini-project (Skell)</p> <p>Optional: Introduce Gerunds and Infinitives, Sorting/cloze activities</p>

	(optional)	<p>Written speech project with Gerunds/Infinitives Business email role play with gerunds/infinitives</p> <p>HW - Collocations Mini-project due 4/23</p>
Week 6 4/23	Nouns and Noun Clauses	<p>Converting sentences to nouns</p> <p>Survey Project Due 4/25</p> <p>HW – Noun clauses worksheets / assignments</p>
4/25	Conjunctive Prepositions	<p>Using prepositions to connect sentences (despite, etc.)</p> <p>HW – Conjunctive Prepositions worksheets / assignments</p>
Week 7 4/30	Defining/Non-defining Adjective (Relative) clauses	<ul style="list-style-type: none"> • Adding more information to a sentence with adjective clauses • Exercises from FoG / G&B <p>HW – Story or explanation that defines unfamiliar terms using defining adj. clauses HW – News report with non-defining adj. clauses</p>
5/2	Appositives	<p>Review HW from 4/30 Adding more information to a sentence with appositives</p> <p>HW – Describe a process using appositives to define unfamiliar terms HW – Completed error log, editing journal, and reflection due 5/7</p>
Week 8 5/7	Reflection	<p>Completed error log, editing journal, and reflection due Review HW from 5/2</p> <p>Final in-class reflection: What have you learned and how have you changed by taking this course? What will you remember from this course? What did you learn about yourself and your own writing?</p>