



Instructor:	Brendon Albertson, M.S.
Office:	Haldan 121
Class Days/Time:	Mon/Wed 10:20-12:00
Class Location:	Dane 101
Course Credits:	4
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Required Textbook:

Mangelsdorf, Kate, and Evelyn Posey. *Choices: A Writing Guide with Readings. 6th ed.* Boston: Bedford/St. Martin's, 2015. Print.

Useful Websites:

Student Portal Access: <http://portal.pmc.edu/estudent> (midterm & final grades)

Moodleroom Access: <http://online.pmc.edu> (course page, schedule, assignments, and documents)

Useful websites: sites.google.com (your portfolio) grammarly.com (grammar checker)

Quill: www.quill.org

NoRedInk: www.noredink.com

COURSE DESCRIPTION:

Writing in the Contemporary World is a foundational course that focuses on critical reading and writing skills, the building blocks of academic success. Additionally, students will read and write effective short pieces such as reflections and academic essays, and use online learning platforms (Quill and NoRedInk) to supplement their development of grammatical accuracy and writing skills learned in class.

COURSE GOALS:

- Students will develop their reading proficiency through active reading, including pre-reading, questioning, annotating, and post reading (communication, critical thinking)
- Students will recognize patterns of organization (critical thinking)
- Students will use supporting details and patterns of organization to find stated and implied main ideas (communication, critical thinking)
- Students will learn to analyze (alone and in groups) the topic, purpose, thesis, and intended audience of a text, as well as the author's writing methods (communication, critical thinking, collaboration, and integrated and applied learning)
- Students will learn how to paraphrase and summarize a text (communication, critical thinking)
- Students will use patterns of organization to create effective paragraphs that are appropriate to any given rhetorical situation (communication, critical thinking)
- Students will develop vocabulary skills by understanding how to use contextual cues, recognize the structure of words, and use resources (communication, critical thinking)

- Students will be able to identify parts of speech (communication, critical thinking)
- Students will be able to build grammar skills, recognize and repair common errors (communication, critical thinking)
- Students will use electronic environments for drafting, reviewing, revising, editing, and sharing texts (communication, critical thinking, integrated and applied learning)
- Students will engage in peer review of each other's writing (communication, critical thinking, collaboration, integrated and applied learning)
- Students will participate in class discussion, offering critical analysis of both content and structure of a text (communication, critical thinking, collaboration, citizenship, integrated and applied learning)
- Students will collaborate in groups to develop a multi-media analysis of a text (communication, critical thinking, collaboration, citizenship, integrated and applied learning)

DEVELOPMENT & ASSESSMENT OF COLLEGE COMPETENCIES:

All students work towards a common set of Pine Manor College General Education Competencies: Communication, Critical Thinking, Collaboration, Citizenship, and Integrated and Applied Learning. In this course, students will develop these competencies and be assessed on them in the following ways:

COMMUNICATION: In EN099 each student will develop the foundational skills necessary to convey ideas and information through writing, speaking, and visual display in academic and professional environments. They will bolster their fundamental reading and grammar skills in an on-line learning platform to advance their understanding of the English language. They will learn the basics of essay structure and organization so that they can better share knowledge and explore new ideas in writing. Class discussion will promote an understanding of effective oral communication, active listening, and confidence in public speaking. A final oral presentation will require students to integrate both speaking and writing with visual display. Each student's on-line learning, written essays, class participation, and oral presentation will be used to assess their communication competency.

CRITICAL THINKING: EN099 will advance each student's abilities to investigate and analyze complex ideas and develop their own opinions or conclusions. Critical reading exercises will ask students to analyze a text and make connections between texts. They will further explore these concepts through written essays and classroom discussion. Skills gained in an on-line learning environment will be interpreted and applied to alternate environments, such as written assignments. Each student's critical thinking competency will be evaluated through their written work and class participation.

COLLABORATION: EN099 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. Students will help others explore their ideas and opinions orally as they explore their own. A final group presentation will require students to work together to analyze a text and present their findings to the class. Each student's ability to collaborate will be evaluated through their participation in peer review exercises, class discussion, and the final group presentation.

CITIZENSHIP: EN099 will promote positive citizenship. Through class discussion, peer review, and a group project students will learn how to interact with others from diverse backgrounds and learn to act in a socially responsible manner. Each student's citizenship will be evaluated based upon their participation and behavior in class.

INTEGRATED AND APPLIED LEARNING: EN099 will ask students to integrate the critical reading and grammar skills they learn in an on-line learning platform to their written work. Class participation and peer review will require students to exercise and apply their greater critical thinking skills, knowledge of essay writing, and understanding of academic protocol in differing formats and environments. This understanding should transfer across courses and influence their intellectual, professional and community lives. Each student's ability to integrate and apply their learning will be evaluated through class discussion, written essays, peer review and the final group presentation.

CLASS POLICIES:

Attendance & Lateness

1. It is a program wide policy that students with five (5) absences from class and/or conferences will be asked to withdraw from the class.
2. Three absences will result in a written warning, and will result in your final participation grade being lowered.
3. **If you arrive after attendance is taken, you will be marked "late". Three "lates" equal one "absent".**
4. If you are unable to attend a class, it is your responsibility to keep up with the material and contact me with any questions regarding assignments. In-class quizzes and some in-class writing assignments cannot be made up without prior approval from the instructor.
5. Please come on time and bring your *Choices* textbook. Prepare any assignments to turn in at the start of class.

Assignments

1. Reading homework: students should prepare for class by reading the appropriate material ***before*** class and be prepared to engage in discussion about the reading.
2. All writing assignments and papers to be turned in for grading should be typed, double-spaced, size 12 font, and follow the "Format Guidelines" handed out, including your name on each page and in accordance with MLA format. Work that does not follow these guidelines will lose 5 points off the final grade.
3. If you are having a problem meeting a deadline for an assignment, you must communicate with me at least 24 hours in advance of the due date. Late assignments will not receive credit unless an extension has been arranged 24 hours ahead.
4. Papers must also meet minimum college writing standards as described in "Standards of Grading Essays" developed by the College Composition Faculty to be accepted in this course.
5. Students will be expected to be familiar with and abide by the Pine Manor College Ethics Code. Any violation of academic honesty or plagiarism will result in a failing grade. If you consult sources, such as websites, empirical articles, etc, for information with any assignment you turn in, you need to list the source in the "references" section of your paper in order to comply with the College plagiarism policy. If you do not list any outside sources that you use, including websites, you will fail the assignment.

Submitting Assignments

- **All assignments must be submitted on Moodle.** Some assignments will also require you to print your paper and bring it to class for sharing or revising. Printing and bringing a hard copy to class is part of the grade for the assignment.
- All homework (including essays and drafts of essays) are due at the BEGINNING of each class.
- Late assignments will be penalized ½ a grade for each class they are late, unless an extension has been arranged 2 days in advance.
- No assignments will be accepted after two weeks from the due date.
- Unfortunately, I am unable to accept computer, disk/thumb drive, and printer problems as excuses for a late assignment. I am also not able to print your paper for you.
- No essays will be accepted via email (unless you are absent from class, in which case I will accept the work, but you must still send it by the due date. Any lateness still applies to emailed assignments).

Technology

Please turn off or silence all cell phones or other electronic devices ***before*** class begins, and ***do not use phones, headphones, or laptops in the classroom***, *except during specified time when the instructor gives permission.* Unauthorized use of a phone during class will result in a lower participation grade.

Students who cannot follow these policies may be dismissed from the classroom.

Class Preparedness

1. Bring your *Choices* textbook to every class.
2. Prepare any assignments that are due to turn in at the start of class.
3. Students are expected to come to class with the same professional attitude, attire, and demeanor as that of a workplace. Students who do not meet this requirement will be given a warning and may be dismissed from class if expectations cannot be met in this regard.

Conferences

Conferences with the instructor are required and will occasionally replace class time. If you need to reschedule a conference, please contact me in advance. Absence from a conference is equivalent to an absence from class. It is expected that you come to your conference prepared with questions and ideas about your essay and about writing in general.

Academic Dishonesty & Plagiarism

It is assumed that all written work turned in for this class is your own. Although you may work with an LRC writing tutor, it is important that the language and ideas in your essays are your own. Collaboratively written essays are not appropriate in college composition. You are responsible for understanding and following the Academic Ethics Code as described in the Student Handbook.

Extra Help

Students with disabilities are encouraged to speak with me as early in the semester as possible about their needs for accommodation of classroom materials or evaluation methods. They should also speak with the Director of the Learning Resource Center about their needs. If you are experiencing any difficulties in the course or if English is not your native language, please don't hesitate to see me.

In-class Expectations, Diversity & Inclusion

In this course, students and faculty are expected to maintain a cooperative and respectful attitude toward one another. Behavior that interferes with anyone’s learning cannot be tolerated. Students who cannot follow these expectations may be dismissed from the classroom. Pine Manor College embraces the idea that our community gains strength and is enhanced by diversity. We are a campus where people come from around the world to inspire the notion of an Education with Purpose. Here, we believe that our differences (ranging from race and gender identity to sexuality and religious practice, among others) are an opportunity to foster greater understanding, and bring us closer together. It is our intent that students from a variety of backgrounds and perspectives perceive these differences as a resource and as a benefit to all campus experiences. We value all voices, regardless of background, experience, or opinion, and encourage our community to share in the sometimes difficult, but always powerful, conversations that facilitate a better understanding of multiple perspectives.

Grading

Success in this course depends on the effort you are willing to put into your studies. For each hour of class time, approximately two hours of outside work is assigned. These assignments cover the reading and writing components of the class. It is expected that you come to class prepared for discussions and in-class assignments.

Grading breakdown:

Attendance & Participation	20%
Homework	20%
Essays (3)	30%
Mini Writing Projects (3)	15%
Group Research Project & Presentation	5%
Quill / NoRedInk / Individual Grammar Assignments	5%
Writing Portfolio	5%

Total: 100%

PLEASE NOTE: A student must earn a grade of C or better to move through the EN sequence. A student earning a grade of C- or lower will receive NC and must retake the course.

Writing Portfolio:

Part of your grade for this course (5%) includes an online writing portfolio, to be completed by the end of the semester. This portfolio will include a sample of your writing throughout the semester, designed to highlight your growth in writing skills. It will also include a “writing improvement log”, in which you document your grammatical corrections. We will discuss portfolio requirements in more detail during class.

Essays / Mini Writing Projects:

In addition to writing three essays, a major assignment in this course is a series of three small writing projects, that include a contribution to a Wikipedia article, a summary of a news or magazine article, and a post on an online forum. These project themes may be changed during the semester if an exciting writing opportunity comes up, such as an interesting news topic or an opportunity for collaboration within the PMC community.

Quill / NoRedInk / Individual Grammar Assignments:

Quill and NoRedInk are online tools designed to help students improve grammar in their writing. Certain units from these websites will be assigned individually based on what each student needs help with. All students must register for an account with these sites (we will go over how to do this in class). In addition, grammar exercises from the textbook (Units 13-21) and other resources will be assigned based on each student's individual learning needs. These are designed to help everyone improve their writing in the area they need help with most, will differ between students, and will be assigned individually during our conferences throughout the semester.

Participation:

You are expected to participate in our class meetings by sharing your ideas in discussions and peer writing reviews, working together with classmates, and engaging in activities designed to help you learn. These will all be part of your participation grade. More than three absences will result in your final participation grade being lowered.

FAQ:

1) Q: What if there's simply no way I'll be able to turn in an assignment on time?

A: Ask me for a possible deadline extension at least 24 hours in advance. Depending on the circumstances, an extension may be given.

2) Q: How do I know if something is plagiarism or not?

A: Did you copy something word-for-word? Then you must put it in quotes and cite the source. Did you paraphrase or summarize something you read? Then you must cite the source. Did you use an idea that you learned by reading something else? Then you must cite the source. Did you write down multiple sentences that someone told you to write, word-for-word? That's plagiarism. It is the your responsibility to know these things, so please be careful.

3) Q: What if I want to use my phone during class to look up words or translate something?

A: Please ask me first outside of class, and we can arrange something.

4) Q: I'm having technology trouble, or I don't know how to use my computer to format my paper correctly.

A: No problem! Please see me for assistance during office hours, and I'd be happy to help.

5) Q: What if my absences are excused? For example, court dates, a death in the family, or serious illness?

A: Unfortunately, excused absences do not affect this policy, because these absences will affect your understanding of course material. Due to the difficulty of your situation, it may be best to withdraw

from the course and take it at a different time.

Daily Outline & Assignments

(This schedule is only a guideline. It will change a little throughout the semester, and additional grammar work will be assigned throughout the semester based on students' needs.)

***Always check Moodle for the most up-to-date homework assignments!**

WEEK 1	
Monday 8/27	<ul style="list-style-type: none">• Class Introductions/Icebreakers• Free write about your experiences with writing• Review syllabus – jigsaw activity• Introduce Online Portfolio – we will set it up on 9/5
Homework Due:	Order books (if you have not already) Self-introduction email Please attend convocation on Wednesday 8/29 at 1pm
Wednesday 8/29	<ul style="list-style-type: none">• The Writing Process• Audience & Purpose• Choosing a Topic/Thesis Statements• Free write – interview a partner and develop a thesis statement about them, write a paragraph about them for homework• Writing Format Guidelines (MLA)
Homework Due:	Read Chapter 1, pp. 1-9, 23-24 (Handout)

WEEK 2	
Monday 9/3	LABOR DAY – NO CLASSES
Wednesday 9/5	Meet in Dane 101 (Computer lab) MLA Format Intro to writing tools (Grammarly.com, Google Sites, Quill, NoRedInk) Mechanics/Punctuation Crafting paragraphs – topic sentences Share partner paragraphs, visit the LRC to revise for homework
Homework Due:	Typed paragraph about your partner in MLA format – print & put in your online portfolio Complete the NoRedInk Diagnostic Test

WEEK 3	
Monday 9/10	<p>Topic Sentence, Support sentences, transition or concluding sentence Paragraph Unity/Irrelevant Sentences Share paragraphs in groups, identify strong topics sentences and irrelevant sentences Start grammar improvement logs (add to online portfolio)</p>
Homework Due:	<p>Read: Choices, pages 49-54 (DO NOT do assignment on page 50) Write a paragraph about an object that represents you, bring object to class if possible Printed, revised draft of your partner paragraph, after you visit the LRC</p>
Wednesday 9/12	<p>Analyze paragraphs with various organization styles: General-to-specific, Topic-Illustration-Explanation, Question-and-Answer Group paragraph writing based on given topics Introduce Wikipedia assignment (Mini-project #1) – brainstorm something you're an expert on</p>
Homework Due:	<p>Read pp. 55-57, Write <u>two</u> paragraphs, using two of the different patterns of organization</p>

WEEK 4	
Monday 9/17	<p>Description, Narration, Classification, & Definition development techniques Adding details group writing activity Active Reading, pages 35-37 Revise Wikipedia drafts</p>
Homework Due	<p>Read: Choices, Chap 4 - Patterns of Development, pages 72-75, 78-79 Write draft of Wikipedia entry, print and bring to class</p>
Wednesday 9/19	<p>Discuss "My Favorite Teacher," Thomas L Friedman Identify thesis, topic sentences, supporting details Reading strategy – guessing unknown words</p>
Homework Due:	<p>Read: Choices, Chap 5 - Remembering: Chapter Introduction page 95, and "My Favorite Teacher," by Thomas L. Friedman, pages 99-101. Complete Writing Activity 2 - Share Your Ideas, page 101 Final draft of Wikipedia entry due</p>

WEEK 5	
Monday 9/24	Discuss “A Doctor’s Dilemma” Identify thesis, topic sentences, supporting ideas Peer review of homework for topic sentence/irrelevant sentences/details
Homework Due:	Read “A Doctor’s Dilemma”, pp. 101 – 103 and fill out the outline; Complete “Writing Activity 3: Share Your Ideas” on p. 104 - email me your response
Wednesday 9/26	“Writing Your Essay: A Step-by-Step Guide,” pp. 107 – 113 1. Brainstorming About a Significant Person 2. Relating a Memorable Event 3. Clustering an Important Experience
Homework Due:	Read pp.108-109, complete Writing Activity 5 on p. 109 - email me your response

WEEK 6	
Monday 10/1	Revising drafts with description & narration (pp. 115-117) Revise discovery drafts
Homework Due:	Read “Step 2: Write Your Discovery Draft,” pp. 113 – 115; Write your Discovery Draft, print and bring to class
Wednesday 10/3	Defend your details! How do they relate to the thesis? (Pair activity p. 118-119) Revise thesis statements and Irrelevant sentences pp. 120-121
Homework Due:	1st Revision of discovery draft due (description & narration) Read about thesis statements, pp. 16-19 TBD

WEEK 7	
Monday 10/8	COLUMBUS DAY BREAK - NO CLASSES
Wednesday 10/10	Grammar workshop: Improving sentences – p. 125-128, Unit 16 Revise grammar of your discovery draft Summarizing & paraphrasing
Homework Due:	Read pp. 125-128, do “Editing Activities” 1 & 2 2nd Revision of discovery draft due (details & sentences) TBD

WEEK 8	
Monday 10/15	Revise Introductions, Conclusions of discovery draft Summarizing & Paraphrasing (continued) Introduce article summary (Mini-project #2), choose articles
Homework Due:	3rd Revision of discovery draft due (grammar) Read about introductions & conclusions on pp. 59-64
Wednesday 10/17	Share article summaries – match to the articles Revise article summaries
Homework Due:	Final draft of essay #1 due First draft of article summary due.

WEEK 9	
Monday 10/22	No class meeting - Individual Conferences / Work on Quill / NoRedInk
Homework Due:	Final draft of article summary due
Wednesday 10/24	Library visit Introduce group research project (Mini Project #3)
Homework Due:	TBD

WEEK 10	
Monday 10/29	<p>Explanatory Essays (Chapter 6) p. 138 group activity 1 - discussion Discuss painting a vivid picture with words in "My Mother's Food" (like some rap songs do – play Nas example, bring in some Kimchee) Read out loud Brainstorm ideas for p. 139 Writing Activity 1</p>
Homework Due:	<p>Read, "My Mother's Food," pp. 135-138, and fill out the outline. Answer p. 138-139 "Discuss the reading" questions 1, 2, 5 Read "Explaining", pp. 133-135</p>
Wednesday 10/31	<p>Discussion of "Latinas Make Sweet 16-ish Their Own," (p. 144 activities) In-class stations to brainstorm ideas for Essay #2 (pp. 149-153 Writing Activities 5, 6, 7; p. 154 activity 5)</p>
Homework Due:	<p>p. 139 Writing Activity 1 Read, "Latinas Make Sweet 16-ish Their Own," pp.141-144, & fill out the outline</p>

WEEK 11	
Monday 11/5	<p>Share draft of Essay #2 with classmates Revise with examples & process explanation Revise grammar, thesis, topic sentence, details, and paragraph unity</p>
Homework Due:	<p>Write draft of Essay #2 (p. 156, Writing Activity 9) – Bring in <u>3 copies</u></p>
Wednesday 11/7	<p>Revise introductions & conclusions of Essay #2</p>
Homework Due:	<p>Bring printed revised draft of Essay #2 Read pp. 160-163 – Introductions & Conclusions</p>

WEEK 12	
Monday 11/12	<p>Transition words & sentence combining activities Pass around drafts and revise with transition words Reading skill – Skimming – pp. 271-272</p>
Homework Due:	<p>Revise the introduction & conclusion of your draft of Essay #2 Read pp. 164-166 (Transitions) and p. 171 (Conjunctive adverbs)</p>
Wednesday 11/14	<p>Quiz on pp. 269-272 Discuss "The Ugly Toll of Technology" – p. 273 Qs #2-3 Reading from "You Are Not a Gadget" Discuss use of reasoning and pro/con points to make an argument</p>

	Introduce Essay #3 – Argumentative Essay Forum Post pp. 282-283 – Brainstorm ideas for essay
Homework Due:	Final draft of Essay #2 due Read “Arguing a Position”, pp. 269-272 (There will be a quiz) Read “Building Your Essay”, pp. 291-297

WEEK 13	
Monday 11/19	Revise essays using claims & cause/effect reasoning Revise essays using experiences, observation & research Revise essays using pro points, con points, & refutation Group activity – refute your classmate’s claim p. 304-306 – combining sentences
Homework Due:	First draft of Essay #3 due
Wednesday 11/21	THANKSGIVING BREAK – NO CLASSES

WEEK 14	
Monday 11/26	introduce reflection assignment for portfolio
Homework Due:	Individual Grammar Assignments due Final draft of Essay #3 due
Wednesday 11/28	No class meeting - Individual Conferences / Work on portfolios

WEEK 15	
Monday 12/3	Presentations
Homework Due:	FINAL PORTFOLIO DUE with reflection
Wednesday 12/5	Final CONFERENCES Pick up portfolio and grade
Homework Due:	This class period will work similar to conferences, where you can sign up for a time to come get your portfolio and grade from me. This is both designed for your privacy when receiving your final grade, and to give you a chance to respond and ask me questions, should you have them.