**Fall 2014 FRST 1101, College Writing**

**Instructor: Pam Cross**  Course blog: <https://blogs.stockton.edu/write14>

Office: Tutoring Center, J-105i Office hours: MWF 11:20 – 12:30; lots of other times too—just ask

Office phone: 609-652-4899 cell phone: 609-442-2293—text messages welcome!

E-mail: [pam.cross@stockton.edu](mailto:pam.cross@stockton.edu)

**Course Description:**

This is a freshman-level writing course designed to help you gain experience and confidence with writing at the collegiate level. Emphasis will be on content and presentation, as you will be evaluated on what you are thinking and learning, and how well you communicate your ideas to a reader. I understand this is your first college-level writing course, so I will be both kind and detailed in my instruction while also holding you to high standards. My goal is to get you ready to write for any professor you may face after me.

**Essential Learning Outcomes**

The College has established 10 Essential Learning Outcomes (ELOs) that identify a diverse set of learning experiences that students will encounter during their time at Stockton. The 10 ELOs are as follows:

1. Adapting to Change
2. **Communication Skills**
3. Creativity and Innovation
4. **Critical Thinking**
5. Ethical Reasoning
6. Global Awareness
7. **Info. Literacy/Research**
8. Program Competence
9. Quantitative Reasoning
10. Teamwork and Collaboration.

In this course, students will have the opportunity to begin work on the ELOs that are bolded above.

|  |  |  |
| --- | --- | --- |
| **Essential Learning Outcome** | **Description of Ability** | **Assignment(s)** |
| **Communication Skills** | The ability to create and share ideas effectively through speech or in writing with diverse audiences and in various formats. | You will write in and for every class. The assignments for the course are all geared toward achieving the learning objectives of College Writing (see below) and strengthening your communication skills. We will talk a lot about voice, audience, and purpose in writing. |
| **Critical Thinking** | The ability to formulate ideas that are clear, rational, open-minded, and informed by evidence. | All of our class discussions and written assignments will work on developing your critical thinking skills, as I will pester you to support your views with evidence and logical examples. |
| **Information Literacy/Research** | The ability to conduct research and recognize important information, identify how to find and evaluate it, and demonstrate how to present the information in a legal and ethical manner (avoid plagiarism). | There will be a formal research project in this class on a divisive political or social issue (in the US or elsewhere in the world). You will need to find and evaluate sources, develop a thesis, and present your findings in such a way that demonstrates an awareness of academic honesty (avoids plagiarism). Your job as researcher will be to find common ground between the divergent views. |

**Specific Learning Objectives for *College Writing***

The Writing Program has established the following learning objectives for students enrolled in FRST 1101, *College Writing*. There are a lot of them. Ready?

By the completion of this course, students should be able to:

* Incorporate assigned reading into writing samples;
* Address an audience beyond the instructor and classmates;
* Use multiple rhetorical strategies (e.g., description, narration, exposition, cause and effect, classification and division, definition, argumentation, exemplification, process analysis);
* Write for multiple purposes (e.g., to persuade, to inform, to entertain, to move emotionally);
* Find electronic (e.g., websites or articles in online periodicals) sources beyond dictionary.com and Wikipedia and/or find traditional sources (e.g., books, personal correspondence, surveys, art, music, journal, magazine, or newspaper articles);
* Evaluate the credibility of sources;
* Compose debatable, non-obvious thesis statements;
* Sustain support for their thesis statements;
* Begin an essay with an introduction that engages readers and logically anticipates the topic of the essay;
* End an essay with a conclusion other than summary;
* Join most body paragraphs cohesively with logical transitions;
* Organizes their papers so that they indicate a logical relationship of ideas without diversions or repetitions;
* Unify paragraphs;
* Follow the conventions of standard English grammar and punctuation so that an average reader would not be distracted by errors in spelling, grammar, word choice, and/or punctuation;
* Introduce and punctuate direct quotations properly;
* Use in-text citations in APA or MLA format with quotations and when paraphrasing;
* Use a reference page in APA or MLA format; and
* Use a balance of quotations and paraphrases.

## Yikes! I’m tired already.

**Attendance policy**

In order to do well in this course, you should plan to attend every class session. We will have quizzes or ways to earn in-class points nearly every class session. You may not make up in-class work**, so missing even one class will affect your grade**. While in class you should make an effort to stay engaged. I understand we may have shy people here, but please do your best to participate.

At the end of every class session, I will present the assignment for the next class. If you miss class, you need do any or all of the following to get the assignment and find out what you missed:

* Check the course blog https://blogs.stockton.edu/write14
* E-mail, text, or call me
* Stop by my office in J-105; come by my house
* As you can see, I leave you little excuse to come to class unprepared. Sneaky me.

**Punctuality**

We will usually start class with a participation exercise or quiz that should take about 15 minutes to complete. If you come to class ten minutes late, I won't scold you, but you'll have only 5 minutes left to complete the quiz. And if you're 15 minutes late, sorry, but missed out on those points. *This is for your own good, by the way. Can you name one profession where it’s OK to be habitually late?*

## Texts

*A Writer’s Reference*, Diana Hacker (7th edition with tabs)ISBN: 978-0-213-64795-7

*The Sound of Wings: A WWII Navy Nurse in the Pacific*, by Josephine Plummer Lopatto

#### *New York Times* (online edition)

**Workload**

Here’s a quick summary of assignments:

In class work: Quizzes, drafts, research prep 150 points

Think pieces (short essays) 300

Annotated bibliography 100 \*

Research essay 150 \*

Formal letter 100

Interview 100

Final narrative 100

Total 1000

\* The research components of the course—annotated bibliography and research paper—are central to the learning objectives of *College Writing* and add up to 25% of your grade.

#### Evaluation

Here’s how I will assign your grade:

92 to 100% of points = A

90 to 91 = A-

87 to 89% = B+

82 to 86 = B

80 to 81 = B-

78 to 79= C+

72 to 77 = C\*

70 to 71 =C-

68 to 69 = D+

62 to 67 = D

60 to 61 = D-

Below 60 = F

\* You need an average of at least 72% or a grade of C to pass this course, and you must demonstrate proficiency on the learning objectives of the course. Students get two tries to pass *College Writing* with a C or face dismissal from the College. If you earn a grade lower than a C for this course, you have one more chance to fulfill the College's first-year competency requirement in writing by enrolling in FRST 1101 next term. If you fail to earn at least a C on this second attempt you are subject to dismissal from the College. If you wish to withdraw from this course, you will need to obtain written permission from the FRST Program Coordinator, Dr. Frank Cerreto, and the course faculty member (that would be me). A withdrawal (W) counts as an official attempt, and you would have one more chance (in your next active semester) to take and pass the course or face dismissal from the College. Yes, we're for real.

**Communicating with me (and all your professors)**

The best way to contact me (or your other professors at Stockton) is through email. Got a question? Shoot me an email. An email is not the same as a text message. Follow these rules of etiquette when emailing your professors. We’ll go over these in class, but here are a few pointers.

* Your email is a written record and it will belong to your professor as soon as you hit send. She can forward it; show it to her colleagues; it’s hers. Never write an angry email to anyone, certainly not your professors.
* Start with Dear \_\_\_\_\_\_\_\_\_\_\_. What does your professor like to be called? Not sure? Go with Professor and then last name. Spell the name correctly. Me? You may call me Pam. I’m informal with my students.
* But don’t get informal confused with unprofessional. In your emails to me you should be brief and clear, mindful of my busy time. Say why you are writing in the first sentence. Use real English words (no ***ur*** or ***i*** for ***your*** or ***I***); capitalize, and punctuate correctly. Close politely with your first and last name at the end.
* Proofread and check spelling before you hit send. Show pride in presentation.

**How to work with tutors in the Writing Center**

As I am Coordinator of the Writing Center, my students are our VIP guests—always welcome and always noticed. Here’s how the Writing Center works: we are open in J-105 Monday – Thursday from 9:00 a.m. – 6:00 p.m. and on Fridays until 4:00 p.m. We also have evening hours Sundays through Thursdays, from 7:00 – 9:00 at the TRLC near the dorms.

In addition, there will be a tutor in the Learning Commons area of the Library Monday, Tuesday, Wednesday, and Thursday evenings from 6:00 – 9:00 p.m.

I want you to work with a tutor in this class. I’ll help you find a tutor who suits you and whose schedule fits yours, so you can work as a team. Come early and often, and come ready to work. A tutor can help in all phases of the writing process, understanding the assignment, brainstorming and forming ideas, organizing, editing, and proofreading. The tutor will not edit for you. Our goal is to help you become more independent, not to foster a dependency. If you email the tutor and expect him or her to edit your paper and return it to you, I may hit you. Are we clear? And are we clear why?

**Note on accommodations for students with disabilities**

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with documented disabilities who seek accommodations should make their request by contacting the Learning Access Program located in J204 or by calling 609-652-4988. In order to make sure that there is enough time to arrange accommodations, I suggest you give me the paperwork by the end of the second week of the semester or as early as possible to arrange services in this class.

Concerned that you have a disability that will affect your learning in this class, but don't know where to start? Please contact Robert Ross or Carol Quinn in the Learning Access Program (J204; 609-652-4988) to learn about your options and the available resources for having your disability assessed. Additional information on the program may be obtained from Stockton website:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=61&pageID=5>

**A word or two on plagiarism and cheating**

I, along with every faculty member at Stockton, take plagiarism and acts of academic dishonesty seriously. Since the beginning of time, students have been coming up with ingenious ways to cheat, and faculty members have been trying to catch them. Your generation has more ways to cheat than ever imagined, but alas, your teachers also have more ways to catch you. Here’s what will happen in my class if you cheat: If I catch you, you will get a zero for that assignment and you’ll get a charge of academic dishonesty lodged with the Provost’s Office. I am the nicest teacher you will ever have—until I catch you cheating.

**No whining; no excuses**

Some of you may be whiners. You know who you are. Stop it. It’s bad for you and everyone around you. I plan to nudge you all toward taking responsibility when you mess up. If you mess up (miss class, forget an assignment, turn in a weak effort), avoid externalizing the problem and man up (or Pam up, as I say). Avoid blaming technology or tutors or flu symptoms or an unfounded belief that I dislike you. If I have one piece of advice for you young people, it’s this: Wag more; bark less. I will try to do the same, and you should call me on it, if I get too bitchy or negative with you.



**Fall 2014 Calendar (Subject to minor changes as needed)**

###### Week 1 September 4 Welcome to the course. You already know how to do a lot of this.

Week 2 September 9 Rhetorical stance of the Declaration of Independence

September 11 Gettysburg

Week 3 September 16 Newtown

September 18 First think piece due

Week 4 September 23 Intro to research

September 25 Second think piece due; freshman convocation!

Week 5 September 30 Mixed class: Football and finding common ground;

October 2 Intro to annotated bibliography

###### 

###### Week 6 October 7 Third think piece due

###### October 9 research class

Week 7 October 14 research class

October 16 Annotated bibliography due

###### Week 8 October 21 research

October 23 research

Week 9 October 28 No class. Advising Day, Research essay due

###### October 30 intro to the narrative; *The Sound of Wings*

###### Week 10 November 4 *The Sound of Wings*

November 6 writing with another audience in mind: letter due

###### Week 11 November 11 StoryCorps

###### November 13 Art of the interview

Week 12 November 18 workshop

November 20 workshop

Week 13 November 25 Interview due

November 27 Thanksgiving

###### Week 14 December 2 narrative

###### December 4 narrative due

Week 15 December 9 **Final read-around**