

Effective Writing

WR100.03S

Spring 2017

MWF 9:00-9:50 EH O'Connor 230

MWF 10:00-10:50 Class O'Connor 230

Professor: Allen Brizee, PhD

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Office Hours: M: 2:30-3:30; T: 2-4; W: 4-5

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When you email me, please write our course number in the subject line.

Please note that this syllabus is subject to change. I will notify you of changes in class and through the course website. By remaining in this class, you agree to the requirements included in this syllabus.

Required Texts and Course Materials

- *Read, Reason, Write: An Argument Text and Reader*, 11th edition, Dorothy U. Seyler
- *Easy Writer*, 6th edition, Andrea A. Lunsford
- Course websites: allenbrizee.com

Please bring *Read, Reason, Write* and *Easy Writer* to class each day.

Course Description

From the Loyola University Maryland Catalog: WR100 Effective Writing introduces students to the discipline of writing in the university through the critical and creative study of the contemporary essay within a rhetorical framework. Students learn to conceive an original idea, develop implications of thought, use language effectively, and conduct inquiry (including basic library research). Students develop a full writing process—planning, drafting, revising—based on critical feedback from peers and instructor, and editing. This course provides a foundation for both faculty and students to build upon as students move across the curriculum.

Specifically, this section of WR100 prepares you to think and write critically in academic, civic, and professional settings. To this end, we will develop strategies to help you analyze, understand, and participate (read, reason, write) in different types of communication from different types of media, such as the Internet, social networking technologies, mobile devices, and print documents. We will also examine the ancient roots of rhetoric and then move to more contemporary theories of communication. In doing so, we will learn more about important issues facing the Baltimore area. Studying the theories behind our discourse will help you identify and respond to the rhetorical situations you will face in other courses and help you succeed once you graduate and become a productive participant in our society.

Course Aims

Over the course of the semester, students in Effective Writing will

- Use writing and reading for inquiry, learning, critical thinking, and communicating
- Explore how genre shapes reading and writing as they write different types of contemporary American essays and communication
- Analyze and respond to different rhetorical situations by adopting appropriate voice, tone, and level of formality

- Formulate an original thesis, focus, or controlling idea and support it by using a variety of strategies, including analyzing and integrating ideas and information gathered through research
- Use flexible strategies for generating ideas, drafting, revising, editing, and proofreading
 - Critique their own and others' work (balancing the advantages of working with others with the responsibility of doing their part)
 - Develop an effective writing process that encourages later invention and rethinking to revise their work
 - Use multiple drafts to create and complete an effective text, and
 - Generate texts that conform to conventions of edited American English.

After successfully completing the course, students will be able to use rhetorically informed research and writing to collaborate with others and compose documents appropriate for college-level work.

Course Policies

Attendance and Tardiness

If you miss four days, your class participation grade will drop, and if you miss six days (**including Enhancement Hours**), expect to fail. Arriving late to class four times is considered one absence. This being said, please do not come to class if you think you have something contagious. Medical excuses allow you to make up missed work but will not excuse absences. If you are absent, contact me or another student to stay current. **Please note Loyola's semester breaks and make arrangements now.** You are required by the university to be in class on the days before and after these breaks. You are also required to take the tests and quizzes scheduled for those days **in class**.

Submitting Assignments

Deadlines are important in academia. This semester, each assignment will have a specified due date, and unless stated otherwise, will be due in class on that date. If you must turn in late work, contact me, and I may grant an extension. Unless you have an extension, late assignments will be reduced by one letter grade each day they are late (this includes weekends). You will submit formal papers to me in a large envelope, so please obtain one now. We will use the same envelope all term.

Academic Honesty/Plagiarism

Academic dishonesty—cheating, lying, plagiarism, etc.—will result in failure of the assignment in question and may result in failure of the course. At the top of your papers, type this statement: "I understand and will uphold the ideals of academic honesty as stated in the Honor Code." The Honor Code states that all students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments and tests. Loyola students have a collective and individual responsibility for the ethical welfare of their academic community.

All outside resources or information used should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted.

Also, please note that the writing you produce in this course should be new and original work that has not been submitted for other courses. In addition, when you submit the final draft of your work, you are responsible for ensuring that your work is complete and fulfills the requirements of the assignment. You may not use revision options as extensions. Lastly, receiving peer feedback is encouraged, but this feedback should be limited to the peers in this course. **Help from roommates, siblings, parents, online tutoring, or non-Loyola instruction is not permitted.**

Please refer to the Honor Code for more information and further clarification of the standards, types of violations, adjudication process, and sanctions that may be imposed for violations:
<http://www.loyola.edu/academic/honorcode.aspx>.

Class Preparation and Participation

Come to class having read and thought about the assignments. We will begin each class with either a reading quiz or discussion. Your preparation for the quizzes and participation in the discussions affects your grade. Complete the end-of-chapter exercises and questions in *Read, Reason, Write* as prompts for class discussion.

Cell Phone and Laptop Etiquette

Turn off your phone ringers at the door and use cell phones for medical or family emergencies only. If you use a laptop to take notes in class, please do not use IM, Facebook, etc., and please do not surf the Internet. When we are in class, I expect your full attention. I will ask you to leave the class, and you will receive an absence, if you do not follow these guidelines.

Course Requirements

Informal Writing

Informal writing includes in-class reflections, quizzes, and homework.

In-class reflection will allow you to think back on and write about class reading and your experiences. Reflections follow the What? So what? What now? model.

Quizzes (4) and the Test (1) are short, and they are easy, if you have read the assignments. The grammar/mechanics test matches with the Big Seven handout available on the course website.

For homework, you will complete the chapter exercises for assigned readings and submit these typed up on their due dates listed on the course website.

Formal Writing

Formal papers must follow proper MLA, APA, or CMS style to pass, and you must complete all papers to pass the class.

The three major assignments are as follows:

1. Project 1: Summary Paper – read and summarize a non-fiction article
2. Project 2: Analysis Paper – analyze and evaluate an argumentative article
3. Project 3: Proposal or Information Report – explore a local problem and propose solutions – or – conduct detailed research on a local not-for-profit organization and write a report. As part of Project 3, you will create and deliver a five-minute PowerPoint presentation

For Project 1, you will write 500 words. For Project 2, you will write 2,000 words. For Project 3, you will write 2,000 words, which does *not* include the required Annotated Bibliography and Work Log. Your PowerPoint presentation will be five minutes long. For Projects 1 and 2, you may choose one to revise and submit at the end of the term. I grade papers based on this system:

Concept	Structure	Design	Style & G/M
High-level concerns: purpose, audience, effective research, knowledge of topic	Strong thesis, logical and detailed argument or exploration, effective paragraph organization	Document design, adherence to HATS, professional pages, accurate visuals	Sentence-level organization, prose, grammar, punctuation, mechanics, citation

The rough draft for Project 1 is worth 2 points, and the rough drafts for Projects 2 and 3 are worth 4 points. The grading scales (in points) for the formal writing assignments are as follows:

Project 1 (10 points)

10-9.3 A	7.6-7.3 C
9.2-9 A-	7.2-7 C-
8.9-8.7 B+	6.9-6.7 D+
8.6-8.3 B	6.6 D
8.2-8 B-	6.5-0 F
7.9-7.7 C+	

Projects 2 & 3 (20 points)

20-18.6 A	15.2-14.6 C
18.4-18 A-	14.39-14 C-
17.8-17.4 B+	13.79-13.4 D+
17.2-16.59 B	13.20 D
16.4-16 B-	13-0 F
15.8-15.4 C+	

Final Exam

Rather than take a final exam, you will submit Project 3 to me by exam time **on our scheduled test day** and present a five-minute slide show on your project. You may also submit a revision of Projects 1 or 2 if you choose to do one. **Attendance at your scheduled final exam time is required to pass. Please obtain university permission and let me know in advance if you need to reschedule your exam due to exam scheduling conflict.**

Rough Drafts

You are required to bring rough drafts to our writing workshops. Failure to bring rough drafts to the writing workshops will automatically deduct the rough draft points from your final draft grade.

Conferences

During the semester, we will meet individually to discuss your work. Failure to attend our scheduled conference day equals an absence.

Extra Credit

Extra credit assignments are available throughout the semester.

Assignment and Course Grading

The tables below detail assignment grade weight and the course grading scale. You may track your grades by filling in the grades you receive in the far right column. I also encourage you to meet with me to discuss your progress in this class.

Assignment Grade Weight

Assignments	Titles	Point Value (%)	Your Grade
Four Formal Papers	Project 1: Summary	10	
	Project 2: Analysis	20	
	Project 3: Proposal or report with presentation	30 points total (20 points for paper, 10 points for presentation)	
Quizzes, Tests, & Homework	Reading quizzes 1 – 4	10 (2.5 points each)	
	G/M test	10	
	Citation quiz	5	
	Homework exercises	5	
Class Participation	In-class discussion, in-class reflection	10	
		100 Points Total (%)	

Course Grading Scale

Course Points (%)	Grade	Loyola Grade Points
100-93	A	4.00
92-90	A-	3.67
89-87	B+	3.33
86-83	B	3.00
82-80	B-	2.67
79-77	C+	2.33
76-73	C	2.00
72-70	C-	1.67
69-67	D+	1.33
66	D	1.00
65-0	F	0.00

Students with Disabilities

To request academic accommodations due to a disability, please contact Disability Support Services (DSS), Newman Towers West 107, at DSS@loyola.edu or call (410) 617-2750/2062. If you have registered with DSS and have requested an accommodations letter (and DSS has sent the letter to your professors via email), please schedule a meeting to discuss your accommodations.

Student Athletes

If you are a student athlete, please provide me with your travel and game schedule indicating when you will need to miss class to participate in athletic events. While travel for athletics is an excused absence, you will need to make up any missed work.

The Loyola Writing Center

The Writing Center is located in Maryland Hall 057. To make an appointment, call 410-617-5415 or email lwc@loyola.edu. You may also visit their website for more information:
<http://www.loyola.edu/department/writingcenter.aspx>.

Class Schedule

Reading and writing assignments and exercises are due on the day they appear on the schedule on the course website. **Please make arrangements now for the semester breaks.**