

**English 080: Writing Skills**  
Saginaw Valley State University  
Fall 2011

<b>Instructor</b>	Dr. Kim Lacey
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<b>In-Person Office Hours</b>	MW 1:15p-2:15p TR 10:15a-12:30p Also available by appointment
<b>Online Office Hours</b>	F 10a-2p I prefer that you make an appointment for an online office hour meeting, but if you see me online, please feel free to chat with me. Skype: kim.lacey5 Google Chat: krlacey Zimbra Chat (through SVSU's e-mail): krlacey

<b>Course Meeting Days</b>	MW 2:30p-3:50p
<b>Locations</b>	M: Brown Hall 205 W: Brown Hall 213

**Required Texts (both texts are available in SVSU's bookstore in Curtiss Hall):**

*Backpack Writing, 2<sup>nd</sup> edition*, by Lester Faigley. Pearson/Longman: 2010. ISBN: 978-0-2-0574349

*Keys for Writers, 6<sup>th</sup> edition*, by Ann Raimés and Maria Jerskey. Wadsworth/Cengage: 2011. Custom edition for Saginaw Valley State University.

**\*\*Special note about *Keys for Writers*: you must purchase this edition at the SVSU bookstore. You will receive a special code for the online edition—we will be using the online “extras” in class.**

**Course Description:** Practice in the generation of short essays and in the recognition and elimination of errors in style, usage, and sentence structure. Attention to individual needs. Pass/no credit.

**Course Outcomes:** The student who successfully completes English 080 will be able to:

1. Use writing processes that develop exploratory drafts into revised prose for specific audiences, including the ability to:

a. Generate, select and focus writing topics

- b. Plan, organize, and structure writing to develop a focus and purpose
  - c. Support positions in a manner convincing to targeted audiences
  - d. Review, critique, revise
  - e. Edit writing to conform to the general conventions of Standard English.
2. Produce formal college level essays that exhibit the requisite skills to attain a C level or better on the course rubric, which signals that a student is prepared to enter English 111 and engage in academic discourse at the university level.
  3. Read critically and analyze material written for multiple audiences.
  4. Effectively participate in interactive/collaborative reading and writing activities.

**Course Practices:**

1. Students will write approximately 5000 words in the course, at least half of which will come from four formal essays.
2. Students will be provided with opportunities for in-class writing, with some attention to instruction in essay exam strategies.
3. Instructors will take product and process (journals, drafts, portfolios and conferences) into account when assessing student performance in the course.
4. Instructors will assess students using clearly defined criteria, including course rubric, sample papers, and other materials provided by the instructor.
5. Instructors will base at least 75% of a student’s final course grade on the evaluation of formal essays.
6. Instructors can only give the grade of “C” or higher to a student who earns 70% of total points possible in the course, and demonstrates significant competency in all course outcomes.
7. Instructors will actively engage in strategies that work toward student retention and student success.

**Course Assignments:** *Detailed essay descriptions are located on VSpace and will be discussed at length in-class. All essays will be run through TurnItIn.com to ensure authenticity.*

*Essays*

Essay 1	Reflection (BW Ch. 7)	My relationship with technology	2 pages	100 points
Essay 2	Informative (BW Ch. 8)	Personality profile	3 pages	150 points
Essay 3	Causal Claim (BW Ch. 10)	Trend analysis	3 pages	150 points
Essay 4	Evaluation (BW Ch. 11)	How is _____ art?	4 pages	200 points

I will only accept Word Documents (“.doc” or “.docx”) or PDFs. Please, no “.wpd” or “.wps” All essays must use the MLA format for all in-text citations and works cited pages. All essays must be double-spaced, use 12 point Times New Roman or Calibri font, with no larger than 1” margins. If you do not format your essay correctly, you will receive a 5% deduction for that essay.

*Other assignments*

Peer Review	For each essay assignment, you will review three other essays in class using InSite's PeerMark	20 points each/80 points total
Weekly Reading and Class Discussion Learning Log	150-200 word summary and response posted on VSpace. Responses will be evaluated on a scale of 0-3. 0=not completed, 1=weak, 2=okay, 3=good	45 points
Mid-Semester Assessment	In-class summary and response essay	30 points
End of Semester Assessment	In-class written evaluation	30 points
Active Attendance	Active attendance includes being prepared for 'pop' in-class writing assignments, having the assigned reading completed, and being prepared to participate in class and small group discussions.	55 points

**Total Overall Points in the Course:  
840 points**

*Grading Scale*

↑93%: A	840-781
↑90%: A-	756-732
↑87%: B+	731-698
↑83%: B	697-673
↑80%: B-	672-648
↑77%: C+	647-589
↑70%: C	588-505
↑60%: D	504-419
↓50%: F	420-0

**English 080 Rubric:** All essays in the course will be graded based on the English 080 Program rubric, attached to this syllabus. The rubric will be adapted by the instructor to more closely fit each of the different assignment goals. The ENGL 080 Rubric is located in *Keys for Writers* and after the course calendar on this syllabus.

**Attendance:** It is in your best interest to attend class regularly. Please take note of the "active attendance" section of the course assignments. Attendance means much more than simply showing up

to class. Attendance in ENGL 080 means active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Attendance will be taken during each class meeting. **If you are more than 10 minutes late, you will be marked absent.** Please find a classmate and exchange e-mail addresses. In case you miss class, it is your responsibility to contact a classmate to find out what you missed. My office hours will not be used as a “make-up” class period.

*Attendance bonus:* At the end of the semester if you have near perfect attendance (no more than one absence) you will receive 10 points of extra credit.

**Technology Policy:** I encourage you to use whatever note taking system you prefer. If, however, you choose to use a personal computing device, you are asked that it be used for class work only. Phones must be turned to silent during class time. If you are expecting an important phone call during class, please sit near the door so you can leave the room without disrupting others. No texting.

**Late Work:** Late work is unacceptable. Please ensure that your work is submitted on time. I will send a confirmation e-mail once I receive your essay. If you do not receive a confirmation e-mail, I did not receive your essay.

**Disability / Non-Discrimination Clause:** Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services, Curtis Hall, Room C-112, Phone: 989-964-4168.

SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

**Academic Integrity Policy:** According to the *SVSU Student Handbook*, “Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process.

“**Cheating** occurs whenever one attempts to gain an advantage through a violation of rules regarding the relevant behavior. It should be assumed that collaboration is cheating unless explicitly authorized” (16).

“**Plagiarism** involves intentionally or unintentionally presenting another person’s expressions – ideas, opinions, illustrations, data, style – as one’s own expression” (16).

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution.

**In ENGL 080, deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.**

“**Undermining the Educational Process**’ occurs whenever one attempts to prevent another’s learning or subverts the recognized means by which learning occurs” (16).

The goal of SVSU faculty is to help each student achieve success through learning the concepts and skills

for which the course was designed. In a university classroom, the learning that takes place is determined by the quality of the interactions of all members of the class.

Specifically the *SVSU Student Handbook* states, "No student shall engage in conduct that disrupts or interferes with the educational activities in classrooms . . . computer laboratories . . . or any other place where education and teaching activities take place. This includes, but is not limited to, such behaviors as talking at inappropriate times, drawing unwarranted attention to him or herself, engaging in loud and distracting behaviors, displaying defiance or disrespect to peers or threatening any University employee or student. No student shall engage in conduct that is disruptive or interferes with the rights of others on University property . . . nor shall a student obstruct, disrupt, interfere, or attempt to interfere with another students right to learn or complete academic requirements" (34).

In ENGL 080, any student who engages in any of these behaviors that undermine the educational process will be asked to leave the class immediately, and lose any possible credit for that class period. To return to the class, the student will be required to schedule a meeting with the instructor to discuss his or her plans for modifying their behavior in question.

Important Note: In any case of cheating, plagiarism, or engaging in behavior that undermines the educational process in addition to the consequences outlined above, the instructor may choose to report the behavior to the Office of Student Conduct, following the protocols outlined on pages 32-37 in the *SVSU Student Handbook*.

**Writing Center Information:** One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

<b>Writing Center Hours</b>	M-R 8:30a-7p F 10a-2p
<b>Location</b>	Zahnow 308 (3 <sup>rd</sup> floor of the library)
<b>Phone</b>	989-964-6061
<b>Website</b>	<a href="http://www.svsu.edu/writingcenter">www.svsu.edu/writingcenter</a>

**Classroom Student Tutor:** Our tutor will be in our classroom each Wednesday. Veronica Landin Delgado ([vnlandin@svsu.edu](mailto:vnlandin@svsu.edu))

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### Course Calendar

It is possible that this schedule will change. If it does, I will notify you in class, on our VSpace Wiki, and in writing via e-mail.

BW = Backpack Writing  
KFW = Keys for Writers

<b>M 8/29</b> What is this class?	<b>Read before class: X</b> <b>In-class discussion:</b> Introductions <b>In-class writing:</b> Diagnostic; Permission to use student writing <b>Look ahead:</b> Post syllabus response on VSpace
<b>W 8/31</b> What is college writing?	<b>Read before class:</b> BW p. 2-17 and p. 40-51 <b>In-Class Discussion:</b> Discuss Reflection essay Beginning to think of ourselves as college writers Some tips to plan to read and write effectively <b>Look ahead:</b> No class on Monday Check VSpace for "Your Outboard Brain Knows All" by Clive Thompson (e-mail me if you cannot find it)
<b>M 9/5</b>	<b>No class: University closed for Labor Day</b>
<b>W 9/7</b> How can reading help me write better?	<b>Read before class:</b> BW 74-91; Thompson, "Your Outboard Brain Knows All" <b>In-Class Discussion:</b> Becoming a critical reader: techniques for reading and writing <b>Look ahead:</b> Meet in 303 Zahn Library on Monday
<b>M 9/12</b> How can the Writing Center help me?	<b>Reading Due: X</b> <b>In-Class:</b> Writing Center Demonstration <b>Look Ahead:</b> Reading due Wednesday
<b>W 9/14</b> How do I actually write a reflection?	<b>Read before class:</b> Writing reflections BW 54-73 <b>In-class:</b> Prewriting activities <b>Look ahead:</b> Look for essays on VSpace
<b>M 9/19</b> Is it okay to use "I" to reflect on my own experiences?	<b>Read before class:</b> "The Personal Essay and the First Person Character"; "First Person Singular: Sometimes, It Is about You" (distributed on VSpace) <b>In-Class Activity:</b> Practicing using the first person <b>Look Ahead:</b> Submit rough draft of Reflection essay to Insite by class on Wednesday
<b>W 9/21</b> How can I help a classmate write more clearly?	<b>Read before class:</b> BW 24-29 <b>In-class:</b> Peer-review (we will take time to talk about how this should work) <b>In-class discussion:</b> What now? How to use comments to revise your essay <b>Look ahead:</b> Reflection essay due on Monday
<b>M 9/26</b> How do I write to inform?  <i>*Reflection Essay Due by 9 pm*</i>	<b>Read before class:</b> BW 124-149 <b>In-class discussion:</b> Informative paper <b>In-class activity:</b> BW 96 (Explain a concept or activity) <b>Look ahead:</b> Don't forget to submit essay <i>tonight!</i>
<b>W 9/28</b> How do I become an informed reader?	<b>Read before class:</b> BW 93-121 <b>**Use guide on pg. 103 to help you take notes on the essays**</b> <b>In-class discussion:</b> How to gather information for one argument from two sources <b>In-class discussion:</b> Wikihow <b>Look ahead:</b> Reading and in-class writing for next class
<b>M 10/3</b>	<b>Read before class:</b> BW 124-149

How do I become an informed <i>writer</i> ?	<p><b>In-class discussion:</b> Review mid-semester assessment: what it is, how to prepare, etc.; How can “writing to inform” help us become more prepared to write for the mid-semester assessment?</p> <p><b>In-class writing:</b> Hand-out sample reading, ask question about the reading, and give everyone 45 minutes to respond (I’ll give feed back)</p> <p><b>Look ahead:</b> Conferences on Wednesday</p>
W 10/5	<b>No class: Conferences in my office (Brown Hall 358)</b>
M 10/10 How do I prepare for an essay exam?	<p><b>Read before class:</b> KFW: Part 1, 1a-1c (pg. 3-8); Part 1, 4a-4e (pg. 50-51); Part 1, 5a (pg. 81-82)</p> <p><b>In-class discussion:</b> sample reading and writing</p> <p><b>Look ahead:</b> Mid-semester assessment</p>
W 10/12  <i>*Mid-Semester Assessment*</i>	<p><b>Read before class:</b> X</p> <p><b>In-class writing:</b> <b>**Mid-Semester Assessment**</b></p> <p><b>Look ahead:</b> Submit rough draft of Informative essay to Insite by class on Wednesday</p>
M 10/17 How can I provide appropriate feedback?	<p><b>Read before class:</b> KFW: Part 1, Ch. 3: revising, editing, and proofreading (pg. 40-50)</p> <p><b>In-class discussion:</b> Peer-review</p> <p><b>Look ahead:</b> Informative essay due on Wednesday</p>
W 10/19 What is Causal Claim?  <i>*Informative Essay Due by 9 pm*</i>	<p><b>Read before class:</b> BW 193-202</p> <p><b>In-class discussion:</b> Introduce Causal Claim paper</p> <p><b>In-class writing:</b> Prewriting about cause and effect; asking questions—how does X lead to Y? (see pg. 197)</p> <p><b>Look ahead:</b> Try to narrow down your topic over the weekend</p>
M 10/24 How do I narrow/broaden my topic?	<p><b>Read before class:</b> KFW 10-36; “Symptoms and Cures for Writers Block” (link on VSpace)</p> <p><b>In-class writing:</b> Narrowing down a topic</p> <p><b>In-class activity:</b> Multimedia Interactives (Cause and Effect)</p> <p><b>Look ahead:</b> Reading about and practicing documentation</p>
W 10/26 How do I give credit where it’s due?	<p><b>Read before class:</b> BW 203-219</p> <p><b>In-class activities:</b> Documenting sources</p> <p><b>Look ahead:</b> Bring in one source you’re using in your paper</p>
M 10/31 What’s the difference between plagiarizing, citing, and paraphrasing?	<p><b>Read before class:</b> BW 220-241</p> <p><b>In-class activity:</b> Bring in one source you are using for your paper for in-class analysis</p> <p><b>In-class discussion:</b> about plagiarism, citation, and paraphrasing</p> <p><b>Look ahead:</b> Check VSpace for reading</p>
W 11/2 How can we avoid faulty logic?	<p><b>Read before class:</b> <i>Thank You for Arguing</i> (138-154) [distributed on VSpace]</p> <p><b>In-class discussion:</b> Making sure we’re not falling into faulty logic</p> <p><b>Look ahead:</b> E-mail grammar questions to Dr. Lacey by Friday 11/4</p>
M 11/7 How do I...?	<p><b>Read before class:</b> X</p> <p><b>In-class discussion:</b> Grammar amnesty day! (Questions must be received by Friday, 11/4)</p> <p><b>Look ahead:</b> Submit rough draft of Causal Claim essay to Insite by Wednesday before class</p>
W 11/9	<b>Read before class:</b> X

How can I help my peers?	<b>In-class activity:</b> Peer Review <b>Look ahead:</b> Causal Claim essay due on Monday
<b>M 11/14</b> What is Evaluation?  <i>*Causal Claim Essay Due by 9pm*</i>	<b>Read before class:</b> BW 243-252 <b>In-class discussion:</b> Discuss evaluation paper; <b>In-class writing:</b> Prewriting activities for evaluation <b>Look ahead:</b> Bring in sample of “art”
<b>W 11/16</b> How do I write an effective evaluation?	<b>Read before class:</b> BW 253-261 <b>In-class activity:</b> BW 246 <b>Look ahead:</b> Reading
<b>M 11/21</b> How can I select the best source?	<b>Read before class:</b> BW 262-283 <b>In-class writing:</b> BW pg. 265: Finding a subject to evaluate <b>Look ahead:</b> No class until 11/30; conferences on 11/28
<b>W 11/23</b>	<b>No class: University closed for Thanksgiving break</b>
<b>M 11/28</b>	<b>No class: Scheduled Conferences</b>
<b>W 11/30</b> What if I need one more source?	<b>Read before class/Bring to class:</b> copies of/access to your research <b>In-class activity:</b> find two additional sources and summarize their position, argument, and how it can help/hinder your research project <b>In-class writing:</b> summaries of research <b>Look ahead:</b> Use the weekend to reflect on your experience in this course
<b>M 12/5</b> How can I help future students?	<b>Read before class: X</b> <b>In-class writing:</b> write a short letter to future students (evaluate, inform, reflect) <b>Look ahead:</b> Submit rough draft of Evaluation essay to Insite by Wednesday before class
<b>W 12/7</b> What am I going to do with all this free time!?	<b>Read before class: X</b> <b>In-class activity:</b> Peer review <b>Look ahead:</b> Evaluation essay due on Monday
<b>M 12/12</b> <b>2:30-4:20</b> Is the semester over already!?  <i>*Evaluation essay due by 9 pm*</i>	<b>Read before class: X</b> <b>In-class:</b> End of semester assessment <b>Look ahead:</b> Enjoy your break!