

**ENGL 080\*03: Writing Skills**  
**Fall 2014 – Tu/Th 1:00-2:20 pm**  
**Tu: SE 223 / Th: SE 206**

**Professor:** Dr. Kim Lacey (please, call me Kim!)  
**In-person office hours:** M/W 12-2 pm  
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**Course hashtag:** #080F14

Welcome to ENGL 080!

We'll be doing a lot of work together this semester, and I hope you'll find our time useful, enjoyable, and educational. By the end of the semester, you should feel confident knowing you've gained the following skills:

*Reading*

- Use effective reading strategies, such as annotation, to explain, paraphrase, and summarize college-level material.
- Analyze or break down college-level reading material in order to identify key ideas, passages, or details that support broader claims.

*Writing*

- Plan and compose a well-organized thesis-driven text that responds to college-level material and is supported by relevant and sufficient evidence.
- Use a revision process that incorporates feedback to rewrite drafts of a text for clarity of argument, organization, support, and rhetorical situation (audience, context, and purpose).
- Use an editing process that appropriately applies conventions of language use, including standard academic English, to create prose relatively free of errors that interfere with meaning (e.g. errors in sentence structure, grammar, punctuation, citation style, etc.)

*Reflection*

- Use reflective writing to evaluate the writing process and drafts of a text in order to make appropriate revisions.
- Use reflective writing to provide feedback to other students' writing

*Technology Use*

- Navigate institutional web-based interfaces, such as library databases and Canvas, to find and access college-level material.
- Use computer-based composition technologies, including word processing software (e.g. Microsoft Word) to compose well-formatted texts.
- Use editing software to read and annotate published college-level material and texts.

**Course Texts:**

Elizabeth Penfield, *Short Takes: Model Essays for Composition*, 11<sup>th</sup> Edition (ISBN: 978-0-205-17137-8)

Ann Raimes, *Keys for Writers* (ISBN: 978-1111841751)

**Course Requirements:**

Personal essays: 5% each (20%)

Responses to essays: 6% each (24%)

Research essays: 9% each (36%)

Professional in-class work ethic (full credit requires that you show thorough preparation and focused participation in all required activities, arrive to class prepared with your work completed, and with no more than 2 absences): 11%

Reflective Peer Letters: 3% each (9%)

Reading Questions and Notes: For all assigned readings, you will be required to answer some reading questions related to the texts. These will be assigned in class. For some readings, you will be required to turn in a copy of notes that you take while reading the text. It's good practice to start taking notes on all your reading. Always bring your notes to class. You can take notes online or by hand.

**English 080 Rubric:** All essays in the course will be graded based on the English 080 Program rubric. A copy of the rubric is on Canvas and is also the last page of this syllabus.

**Grading:** ENGL 080 is a Pass/Fail course. Your final grade will either be a "P" (pass) or "F" (fail). To receive a final grade of "P" (pass) you must earn a C or better based on the following grading scale:

↑95%: A

↑90%: A-

↑87%: B+

↑83%: B

↑80%: B-

↑77%: C+

↑73%: C

↑60%: D

0%: F

**Course Policies:** The decision to take this course is yours, but once you make that decision, you have responsibilities to everyone else in this community of learners. It is your responsibility to abide by the following course policies in order to contribute to our classroom's productivity.

**Attendance:** It is in your best interest to attend class regularly. Attendance means much more than simply showing up to class. Attendance in ENGL 080 means being present in class through active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Attendance will be taken during each class meeting. You are allowed two free absences. On your third absence, 2% will be deducted from your final grade. On your fourth absence, and additional 4% will be deducted from your final grade. If you miss more than four classes, you will be asked to drop and/or fail this course. 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.

*Situations that count as absences:* Arriving more than 10 minutes late or leaving more than 10 minutes early; coming to class unprepared to participate (this includes having all the reading completed, required out-of-class, peer-reviews, etc.); missing a required Writing Center visit

**E-mail:** Check your e-mail daily. It’s the university’s official mode of communication, and there is no excuse why you shouldn’t check it often. You need to have internet access for this course. Our campus is wireless and many other locations off campus also have free Wi-Fi, so be sure to take advantage. If you are having difficulty connecting, make sure you call my office (989-964-2016). Not having access is not an excuse.

**Grade Postings:** All grades will be posted on Canvas.

**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 and not for homework for your other classes. 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. I understand the need to feel connected, so cell phones are not banned in our class. However, you are required to be an active member of our learning community. If you feel that you can multi-task effectively and participate in class discussions, then feel free to do so. You are highly encouraged to Tweet during class with our course hashtag: #080F14. Just be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted, this may affect your final professionalism grade.

**Late Work: Late work is unacceptable.** Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 8 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

*Special note about in-class work:* Because a lot of our writing will take place in class, you are expected to participate. I will only allow you to make up work for extenuating circumstances and only if you provide sufficient documentation by the next class meeting.

**Disability and 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 and will be reported to the Academic Conduct Board for further sanctions.**

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.

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**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.

Writing Center Hours: M-R 9am-7pm; F 10am-2pm

Location: Zahnow 308 (3<sup>rd</sup> floor of the library)

Phone: 989-964-6061

Website: [www.svsu.edu/writingcenter](http://www.svsu.edu/writingcenter)

To provide you additional help with developing your writing skills, an ENGL 080 tutor from the Writing Center will be a part of this course. This tutor will attend class one day a week, and help with writing workshops and other class activities.

In addition to working with the ENGL 080 tutor in the classroom, you will be required to schedule two appointments with a Writing Center tutor during the semester: one before October 18 and one before December 5. You will sign up for your first Writing Center tutorial session during the Writing Center Presentation on Tuesday, September 9.

To provide you additional help with developing your writing skills, an English 080 tutor from the Writing Center will be a part of this course. This tutor will attend class one day a week, and help with writing workshop, peer review, and other class activities. Your tutor's name is \_\_\_\_\_, and they will be in our classroom on \_\_\_\_\_(day) beginning the fourth week of the class.

In addition to working with the English 080 tutor in the classroom, you will be required \* to schedule **two appointments** with a Writing Center tutor during the semester: **one before October 17**, and **one before December 5**. You sign up using the "Schedule Tutoring" button on your VSpace homepage OR by visiting [svsu/mywconline.com](http://svsu/mywconline.com). You will sign up for your first WC tutorial session during the Writing Center Presentation in a few weeks.

The Writing Center English 080 tutors are available by appointment on Tuesdays, Wednesdays, and Thursdays from 4-6 pm. Your tutor, \_\_\_\_\_ (name), is in the Writing Center on \_\_\_\_\_ (day/time). Since the English 080 tutors are trained to work with English 080 students, you are encouraged to schedule an appointment with these tutors.

However, if you are unable to meet with an English 080 tutor during these days/times, you may work with any Writing Center tutor without an appointment by visiting the Writing Center on Mondays through Thursdays from 9 am – 7 pm, and Fridays from 10 am – 2 pm."

### Course Schedule

#### Due dates:

By the end of class = assignments we will be completing in class. You must finish these by 11:20 am.

On Canvas by 11:59 pm = assignments that are due outside of class. You must submit these online no later than 11:59 pm to be considered for a grade.

**Readings:**

All readings are from *Short Takes* unless noted.

All readings must be completed before class. If you do not have the readings completed, do not come to class. If you do attend class and do not have the readings completed, you will be asked to leave and will be marked absent.

Key to the Readings:

- Page numbers: Author "Title" (genre)

This schedule might change. I will notify you in class and in writing of any changes.

Part I: Popular Culture and the Media August 26-September 18	
Date	Due dates, assignments, reading, etc.
Tu, 8/26	Intro to class Writing diagnostic
Th, 8/28	Reviewing our textbooks: Bring both to class Reviewing the semester Reviewing Canvas Reviewing Part I Reading: <ul style="list-style-type: none"> <li>• 1-12: Freeze Frame</li> </ul>
Tu, 9/2 (no class)	University Closed: no class
Th, 9/4	Readings: <ul style="list-style-type: none"> <li>• 38-40: Mark Abadi: "What Is So Close, Yet So Far, Alex?" (describe and narrate)</li> <li>• 58-63: Give examples</li> <li>• 64-66: Lena Williams: "A Black Fan of Country Music Finally Tells All" (give examples)</li> <li>• 68-70: Gina Barreca: "Why English Professors Love Country Music" (give examples)</li> <li>• 89-91: Diane Ackerman: "Chocolate Equals Love" (define)</li> <li>• 118-119: Frank Deford: "Who's Watching? Reality TV and Sports" (compare and contrast)</li> <li>• 136-137: Frank Deford: "Watching the Clock: A Sport All Its Own" (divide and classify)</li> <li>• 209-211: Barbara Ehrenreich: "Dance, Dance Revolution" (argue)</li> </ul>

Tu, 9/9	Meet in Library
Th, 9/11	Assignment Due (by the end of class): Personal Essay Please note, we will be completing the “Personal Essay” in class. You should come to class with reading notes and a topic.
Tu, 9/16	Reading: <ul style="list-style-type: none"> <li>• 13-22: Describe and Narrate</li> </ul> Assignment Due (on Canvas by 11:59 pm): Response to Essays
Th, 9/18	Paraphrasing Tables: In-class activity Assignment Due (on Canvas by 11:59 pm): Research Essay
<b>Part II: Language and Education September 23-October 16</b>	
<b>Date</b>	<b>Dues dates, assignments, reading, etc.</b>
Tu, 9/23	Reviewing Part II In-class brainstorming
9/25	Readings: <ul style="list-style-type: none"> <li>• 41: Ellen Laird: “Internet Plagiarism: We All Pay the Price” (describe and narrate)</li> <li>• 72: Samantha Magana: “A Bleak Future” (give examples)</li> <li>• 97: William Raspberry: “The Handicap Definition” (define)</li> </ul>
Tu, 9/30	Readings: <ul style="list-style-type: none"> <li>• 130 (cartoon): Steve Kelley and Jeff Parker: “Dustin” (compare and contrast)</li> <li>• 252: Ursula Le Guin: “Whose Lathe?” (multiple modes: on freedom, censorship, and education)</li> </ul> Paraphrasing Tables: In-class activity
Th, 10/2	Assignment Due (by the end of class): Personal Essay Please note, we will be completing the “Personal Essay” in class. You should come to class with reading notes and a topic.
Tu, 10/7	In-class activity: practice mid-semester assessment Assignment Due (on Canvas by 11:59 pm): Response to Essays
Th, 10/9	Mid-semester assessment
Tu, 10/14	Readings:

	<ul style="list-style-type: none"> <li>• 254: Anna Quindlen “With a No. 2 Pencil, Delete” (multiple modes: on freedom, censorship, and education)</li> <li>• 257: Michael Chabon: “Solitude and Fortresses of Youth” (multiple modes: on freedom, censorship, and education)</li> </ul> <p>Assignment Due (on Canvas by 11:59 pm): Reflective Peer-Letter #1</p>
Th, 10/16	<p>In-class: Work on Research Essay (anything you need to help you write—notes, research, etc.)</p> <p>In-class: Writing consultations (be prepared to meet with Kim and tutor)</p> <p>Assignment Due (on Canvas by 11:59 pm): Research Essay</p>
<b>Part III: Science and Technology October 21-November 13</b>	
<b>Date</b>	<b>Assignments, readings, etc.</b>
Tu, 10/21	<p>Reviewing Part III</p> <p>In-class brainstorming</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• 33-36: Mary Roach: “A Terrible Thing to Waste” (describe and narrate)</li> <li>• 125-128: John C. Abell: “5 Reasons Why eBooks Aren’t There Yet” (compare and contrast)</li> <li>• 142-144: Russell Baker: “The Plot Against People” (divide and classify)</li> </ul>
Th, 10/23	<p>Readings:</p> <ul style="list-style-type: none"> <li>• 184: Mary A. Carskadon: “Forget A’s, B’s, and C’s--What Students Need Is more Zzzz’s” (analyze cause and effect)</li> <li>• 188-191: Oliver Sacks: “When Music Heals Body and Soul” (analyze cause and effect)</li> <li>• 193-196: Andrew Sullivan: “Retreat into iWorld” (analyze cause and effect)</li> <li>• 213-216: Patricia J. Williams: “Freshmen Specimen” (argue)</li> </ul>
Tu, 10/28	<p>Readings:</p> <ul style="list-style-type: none"> <li>• 227-230: Sandra Steingraber: “When Cowboys Cry” (argue)</li> <li>• 232-234: Pennsylvania Independent Oil and Gas Association: protecting the environment (argue)</li> <li>• 236-238: Mindy Lubber: “Drilling Down Deep” (argue)</li> <li>• 240-241 (cartoon): Signe Wilkinson: “Would Madam Care for Water?” (argue)</li> </ul>
Th, 10/30	<p>Assignment Due (by the end of class): Personal Essay</p> <p>Please note, we will be completing the “Personal Essay” in class. You should</p>



	come to class with reading notes and a topic.
Tu, 11/4	Readings (from <i>Keys for Writers</i> ): <ul style="list-style-type: none"> <li>• 391-418: The Five Cs</li> </ul> In-class activity: Exercises on Style: The Five Cs
Th, 11/6	Readings: <ul style="list-style-type: none"> <li>• 200-208: Argue</li> </ul> Assignment Due: Response to Essays
Tu, 11/11	In-class activity: Paraphrasing Tables (bring your two sources for research essay) Assignment Due (on Canvas by 11:59 pm): Reflective Peer-Letter #2
Th, 11/13	In-class: Work on Research Essay (anything you need to help you write—notes, research, etc.) In-class: Writing Consultations (be prepared to meet with Kim and tutor) Assignment Due: Research Essay
<b>Part IV: Society November 18-December 9</b>	
<b>Date</b>	<b>Assignments, readings, etc.</b>
Tu, 11/18	Intro to Part IV In-class brainstorm Readings: <ul style="list-style-type: none"> <li>• 80: Richard O'Mara: "Baltimore Tales" (give examples)</li> <li>• 101: Derrick Jensen: "High on Progress" (define)</li> <li>• 106: Rick Kirkman: "Baby Blues" (define)</li> <li>• 115: Lynnika Butler: "Living on Tokyo Time" (compare and contrast)</li> <li>• 139: Wise Geek: "What Are the Different Types of Social Network Applications? (divide and classify)</li> <li>• 146: Richard Rodriguez: "Desert Religions" (divide and classify)</li> </ul>
Th, 11/20	Readings: <ul style="list-style-type: none"> <li>• 150 (cartoon): Mike Twohy "That's Life" (divide and classify)</li> <li>• 165: Dave Barry: "Independence Day" (explain a process)</li> <li>• 198 (cartoon): Darrin Bell: Candorville (analyze cause and effect)</li> <li>• 217: Jay Bookman: Guest Workers and the US Heritage (argue)</li> <li>• 221: Robert J. Samuelson: "We Don't Need 'Guest Workers'" (argue)</li> <li>• 225 (cartoon): Darrin Bell: "All These Illegals" (argue)</li> </ul>
Tu, 11/25	Assignment Due (by the end of class): Personal Essay

	Please note, we will be completing the “Personal Essay” in class. You should come to class with reading notes and a topic.
Th, 11/27 (no class)	University Closed: Thanksgiving Break
Tu, 12/2	In-class: Writing consultations (be prepared to meet with Kim) Assignment Due: Response to Essays
Th, 12/4 (last day of class)	Course Evaluations Assignment Due (by the end of class): Reflective Peer-Letter #3
Tu, 12/9	Assignment Due (on Canvas by 11:59 pm): Research Essay

## ENGL 080 Course Rubric

080 Rubric	Content	Organization	Style	Conventions
"A" Essays	<ul style="list-style-type: none"> <li>• Grasps reader's attention</li> <li>• Always stays on a specific, single topic</li> <li>• Is clearly and thoughtfully written</li> <li>• Main idea is clearly and correctly supported with relevant ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organized appropriately for audience and purpose</li> <li>• Paragraphs are developed and in the proper order</li> <li>• Introduction connects reader to the essay's purpose</li> <li>• Has an effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Strong transition words or phrases skillfully connect ideas and paragraphs</li> <li>• Clear sentences flow smoothly and make sense</li> <li>• Strong sentence variety</li> <li>• Creative and thoughtful word choice supports tone and purpose</li> <li>• Strong voice skillfully matches tone and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Correct format</li> <li>• Few to no errors</li> <li>• Correct grammar</li> <li>• Correct spelling</li> <li>• Correct punctuation</li> </ul>
"B" Essays	<ul style="list-style-type: none"> <li>• May grasp reader's attention</li> <li>• Almost always stays on topic</li> <li>• Is focused and well written</li> <li>• Supporting ideas are relevant to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Organized appropriately for audience and purpose.</li> <li>• Paragraphs are developed, but may not be in the right order or contain enough support</li> <li>• Introduction connects reader to the essay's purpose</li> <li>• Has a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Transition words or phrases connect ideas and paragraphs</li> <li>• Clear sentences flow and make sense</li> <li>• Evident sentence variety</li> <li>• Word choice supports tone and purpose</li> <li>• Voice matches tone and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Correct format</li> <li>• Not too many errors</li> <li>• Minimal errors in grammar</li> <li>• Minimal errors in spelling</li> <li>• Minimal errors in punctuation</li> </ul>

<p>“C” Essays</p>	<ul style="list-style-type: none"> <li>• May not catch the reader’s attention</li> <li>• Has some development, but may lose focus</li> <li>• Not always on topic</li> <li>• Supporting ideas may not be relevant to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is generally easy to follow</li> <li>• Paragraphs not always developed, not in the right order or do not contain enough support</li> <li>• Introduction and/or conclusion may be unclear and difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Transition words or phrases sometimes connect ideas and paragraphs</li> <li>• Sentences may be basic, choppy, or lack clarity</li> <li>• Some sentence variety</li> <li>• Word choice sometimes supports tone and purpose</li> <li>• Voice occasionally matches tone and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Format generally correct</li> <li>• Errors interfere with reading</li> <li>• Some errors in grammar</li> <li>• Some errors in spelling</li> <li>• Some errors in punctuation</li> </ul>
<p>“D” Essays</p>	<ul style="list-style-type: none"> <li>• Doesn’t draw the reader into the essay</li> <li>• Does not stay on topic</li> <li>• Lacks purpose or focus</li> <li>• No supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is not easy to follow</li> <li>• Paragraphs are unrelated or poorly written with little or no support.</li> <li>• The introduction and/or conclusion is weak, or missing</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking transition words or phrases that connect ideas and paragraphs</li> <li>• Sentences are often incomplete, basic, repetitive, choppy, or lack clarity</li> <li>• Little or no sentence variety</li> <li>• Word choice does not support tone and purpose</li> <li>• Voice detracts from tone and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Format is incorrect</li> <li>• Text is generally not readable</li> <li>• Many errors in grammar</li> <li>• Many errors in spelling</li> <li>• Many errors in punctuation</li> </ul>