COURSE SYLLABUS

Course Prefix, Number, and Section: ENG 202 MT
Title: Strategies for College Writing
Semester/Year: Spring A, 2017
Class Day/Time: Mondays 6:00-10:00
First Day – Last Day of Class: January 9 – March 6, 2017
Classroom, Site: PBG – Room #2
Faculty: Susan Mulligan
Phone: 561-951-2515
E-mail: smulligan@barry.edu
Submissions: susan.mulligan@palmbeachschools.org
Office Hours: By arrangement
Office Location: TBD

Academic Information

Course Description: This course solidifies students’ understanding and application of strategies for producing expository prose that is revised and edited to be suitable for an academic audience. It emphasizes that writing is a process rather than merely an act of recording and that writing is a tool of learning, the disciplined means of both gauging our own thinking and creating meaning. ENG 202 prepares students to enroll in ENG 302. Placement is by the School’s assessment instrument or by successful completion of ENG 102. A minimum grade of C is required. Two attempts maximum.

Required Texts:


Link to bookstore: http://www.barry.edu/bookstore/

PACE Philosophy: The School of Professional and Career Education supports the Barry Mission by addressing the unique needs of adult learners. PACE recognizes the rich experience adult learners bring to the classroom by incorporating that experience into the curriculum. PACE provides adult learners with research tools and analytical strategies with which to connect their experience to a broader body of knowledge and truth. Finally, PACE encourages adult learners to apply what they learn in the classroom to real-world solutions in their careers, their families, and their communities.

Relationship of Course to University Mission: ENG 302 supports the core commitment to a global, inclusive community through an emphasis on heuristics that promote multiple perspectives in both reading and discussion of contemporary issues. This commitment is reinforced by the self-assessment and peer review process, which presents a non-
hierarchical and collective approach to teaching and learning. Read the Barry University mission statement at [http://www.barry.edu/about/history/](http://www.barry.edu/about/history/)

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<tr>
<th>Course Outcome</th>
<th>Assignment</th>
<th>Weight, Assessment Tool</th>
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<tr>
<td>Students employ the rhetorical conventions of expository writing.</td>
<td>Three 3-4 page expository research papers</td>
<td>Expository Paper #1 15%</td>
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<td>Expository Paper #2 20%</td>
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<td>Expository Paper #3 20%</td>
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<td>One 5-7 page literary research paper</td>
<td>Literary Research Paper 35%</td>
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<td>Students integrate and properly cite popular and scholarly sources.</td>
<td>Three 3-4 page expository research papers</td>
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<td>Students organize ideas in a coherent and logical structure.</td>
<td>Three 3-4 page expository research papers</td>
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<td>Students apply Standard English at an intermediate level.</td>
<td>Three 3-4 page expository research papers</td>
<td>Class discussions and in-class writings including attendance and participation 10%</td>
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<tr>
<td>Students conduct guided self-assessment and peer reviews of essays,</td>
<td>Three 3-4 page expository research papers</td>
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<td>evaluating the use of syntax, style, structure, sources, and analysis.</td>
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<td>One 5-7 page literary research paper</td>
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**Learning methods:** Lecture, small group interaction, large group discussion, in-class exercises, a series of essays, and guided self-assessment and peer review.

**Grading:**
- **A** 95-100
- **A-** 90-94
- **B** 84-86
- **B-** 80-83
- **B+** 85-79
- **C** 70-73
- **C+** 76-79
- **D** 60-69
- **D-** 56-59
- **F** <60

**General Information**
**Learning Environment Policy:** All students are expected to support the university’s commitment to provide an effective learning environment. Any behaviors and/or events determined to the detrimental to success in any Barry University related academic pursuit, at a location where the Barry University learning process takes place, are prohibited. This includes, but is not limited to, bringing unauthorized visitors, e.g., children, friends, or other family members to classrooms; and usage of cell phones, pagers, radios or radio headsets, especially in campus libraries, classroom, laboratories, computer labs or any location where the Barry University learning process takes place.

**Attendance Policy:** Students are expected to attend all classes. Each missed class will result in 10% loss of participation grade.

**Withdrawals:** To withdraw from a course after the first week of classes, students must complete a withdrawal form or notify, in writing, their academic advisor before February 10, 2017. Not doing so will result in a final grade of "F". There is no refund after withdrawing from a course.

**Incompletes:** An incomplete grade may be given only to a student who has been attending classes on a regular basis and submitting assignments and tests promptly. The request must be agreed to by the faculty member. An incomplete grade must be made up within the session following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements.

**Make-ups and Late Work:** All work is expected to be submitted on time. Late work will be penalized one full letter grade for each day late.

**Class Cancellation Policy:** Students will be notified of any cancellations.

**Academic Dishonesty Policy:** Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker, including information found through the Internet. Typical penalties include: resubmitting the assignment or taking a new examination; a failing grade on the assignment or examination; or a failing grade for the course.

**Inclusive Community:** Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

**Disability Statement:** The Office of Disability Services provides information, advocacy, and academic accommodations to students with documented disabilities. To register, call 305-899-3488.
**PACE Writing Tutoring:** As part of PACE’s commitment to ensuring student success, we offer individualized Writing Tutoring at assigned sites. Our Writing Tutors assist students with writing assignments and writing skills related to both PACE coursework and the written portions of the Experiential Learning Portfolio. Tutors meet with both undergraduate and graduate students and make recommendations toward improving the overall quality of both the current and future assignments. We highly encourage students to take full advantage of the benefits of personalized attention by scheduling an appointment. **Attendance at tutoring sessions is chronicled and vouchers are issued.**

**Class Schedule**

Please be aware that this class schedule may be modified depending on time delays or unforeseen circumstances which may occur during the eight-week period. If you must miss a class due to an emergency, please contact me to find out what you missed and to determine what will be due for the next class. All readings must be completed in advance of the class – the listed date is the due for each reading. In-class discussions, quizzes, or assignments may be based on the readings assigned.

**Week I: January 9, 2017**
1. Review of syllabus, introduction to the course
2. Discussion of the Expository Writing Process (pp. 313-318)
3. Stages of the Writing Process and introduction to narrative descriptive
4. Initial In-class Writing Exercise: Description essay

*There will be no class on January 16th in observance of Dr. Martin Luther King’s birthday.*

**Week II: January 23, 2017**
1. Turn in initial In-class Writing Exercise - Description
2. Discussion of the reading assignments – review peer and class
3. **Writing Assignment:** Assign Essay #1
4. **Reading Assignment:** Brian Doyle: Writing Portfolio (pp. 387-399) and *Everything You Need to Know About Writing Successfully in Ten Minutes* by King (pp. 447-453)

**Week III: January 30, 2017**
1. Essay #1 due – Description final paper
2. Discussion of the reading assignments
3. Topics, theses, transitions, support group comparisons.
4. Online tour of the library research systems
6. Reading Assignments:
Week IV: February 6, 2017
1. Essay #2 due
2. Discussion of reading assignments
3. Introduction to APA documentation, choosing quotes, support in the essay.
4. Assign Essay #3 – Definition
5. Introduction to the literary analysis.
6. Reading Assignment: The Ugly Truth About Beauty by Brooks (pp. 341-344), Believe Me, It’s Torture by Hitchens (pp. 616-622) and The Trouble with Self Esteem by Slater (pp. 743-750)

Week V: February 13, 2017
1. Essay #3 due – Definition paper
2. Reading Assignment: Where Are You Going, Where Have You Been? By Oates (pp. 834-851) Take notes as you read.
3. In-class group review of Oates; discussion of literary criticism and the literary analysis as argumentation
4. Assign final essay – literary analysis topic proposal

Week VI: February 20, 2017
1. Topic proposal due – in-class review of sources and quotes
2. Discussion of sources, support, and analysis
3. Writing Assignment: Initial draft of 5-7 page Literary Research paper
4. Reading Assignment: Why McDonald’s Fries Taste So Good by Schlosser (pp. 547-558) and Analyze, Don’t Summarize by Berube (344-348)

Week VII: February 27, 2017
1. In-class review of final paper draft – presentation and Q&A
2. Compete course evaluations
3. Writing Assignment: Revise drafts of the Literary Research Paper to be submitted at final course meeting
4. Reading Assignment: Once More to the Lake by White (pp. 293-298) and Shooting an Elephant by Orwell (pp. 216-221)

Week VIII: March 6, 2017
1. Submission and presentation of final research papers. (Bring 2 Copies)
2. In-class exam – writing exercise.
**DISTRIBUTION ASSESSMENT CHART**

**ENG 202 Academic Writing and Research**

| Written Communication Learning Goals | All courses which satisfy the University Distribution/General Education requirement in written communication meet the following learning goals:  
1. To demonstrate effective critical thinking skills and clear, precise, well-organized writing which demonstrates Standard English usage.  
2. To demonstrate competence in the research process by differentiating between primary and secondary sources and appropriately evaluating and incorporating source materials into written assignments. |
|---|---|
| Outcome(s)/Assignment | To assess these goals, students will write three 3-4 page expository research papers and one 5-7 page literary analysis. The final work includes 3 scholarly sources, properly documented. The paper is based on a topic students chose from an approved list.  
Satisfactory demonstration of this outcome will be indicated by a score of 3 or higher on the assignment grading rubric. |

**Distribution/General Education Assessment Rubric for Research Paper**

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<th>Score</th>
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<tr>
<td>Analysis</td>
<td>Essay employs the rhetorical conventions of expository writing including building common ground, addressing and conceding to opposing points of view, and inductive and deductive logic.</td>
<td>Essay employs only 3 of the rhetorical conventions characteristic of an excellent expository essay.</td>
<td>Essay employs 1 or no rhetorical conventions.</td>
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<td>Research</td>
<td>Essay integrates at least 3 sources using signal phrases, paraphrase, basic summary, and citation in either the APA or MLA formats.</td>
<td>Essay includes 3 sources, but only partially integrates sources, occasionally using signal phrases, paraphrase, or using inconsistent citation format.</td>
<td>Essay does not integrate source or does so without using signal phrases, paraphrase, summary, or citation format.</td>
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<td>Structure</td>
<td>Essay develops ideas in a logical and coherent hierarchy that follows patterns of induction and deduction and supports an evolving thesis with ample development of claims.</td>
<td>Essay develops ideas in a logical pattern with some lapses; thesis does not evolve; most but not all claims are supported by evidence.</td>
<td>Essay does not follow logical pattern; there is a weak or missing thesis; few claims are supported by evidence.</td>
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<td>Standard English Style and Syntax</td>
<td>Essay demonstrates excellent Standard English usage with correct syntax, sentence variety, diction control, and nuance of usage.</td>
<td>Essay demonstrates acceptable Standard English usage with minor syntax errors, limited sentence variety, inconsistent diction, and lapses in nuance of usage.</td>
<td>Essay demonstrates poor Standard English usage with major syntax errors, no sentence variety, inconsistent diction, and major lapses in nuance of usage.</td>
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<td>Process</td>
<td>Essay incorporates substantial changes prompted by self-assessment, peer review, and faculty feedback on prior drafts.</td>
<td>Essay incorporates some changes prompted by self-assessment, peer review, and faculty feedback on prior drafts.</td>
<td>Essay does not incorporate changes prompted by self-assessment, peer review, and faculty feedback on prior drafts.</td>
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| Average Score | | | |