ENGLISH 110-03
COLLEGE WRITING
COURSE SYLLABUS

Spring 2011
MWF 9:00am-9:50am
Pardee 102A
1 Unit

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Office hours: MWF 2-4pm & by appt.

COURSE TEXTS


Other readings are provided on the course’s Moodle site.

COURSE GOALS

By the end of this course, you should be able to:

1. Demonstrate progress in pursuing personally defined goals for your writing;
2. Purposefully plan, draft, and revise writing in a range of genres and technological contexts;
3. Demonstrate both practical and theoretical knowledge of the ethics and logistics of working with other people’s writing; and
4. Practice writing to learn within formal and informal situations.
**SCHEDULE**

WEEKS 1-3: Key Moves in College Writing and Reading  
Main texts: Kelly, Harris  
Portfolio 1 due February 18

WEEKS 4-7: Research and College Writing  
Main texts: student writing  
Portfolio 2 due March 11

WEEK 8  
NO CLASS—SPRING BREAK

WEEKS 9-10: Reading Books, Writing Lectures  
Main text: McEntyre  
Portfolio 3 due April 4

WEEKS 11-14: Revision and Integrity  
Main texts: Readings on Moodle  
Portfolio 4 due April 29

WEEK 15  
CONFERENCE WEEK—NO CLASS (signups on Moodle)

PORTFOLIO #5 DUE WEDNESDAY, MAY 11

N.B.—See our course Moodle site for information on daily readings and assignments.

**NOTE ON THE STRUCTURE OF THIS COURSE**

While we will study the topic of college writing together, the main focus of this course is on your writing, reading, and editing skills. With that in mind, much of the assigned reading for this class will actually be written by you and your fellow students; you will have many due dates for written work, because we will work through several revisions of each major piece of writing in this course. You will receive feedback from peers and from me at various times, but you will only receive grades on the five portfolios that you submit. You will have opportunities to revise work from the first four portfolios in preparation for submitting the fifth portfolio as your final assignment; there is no final exam in this course.
ASSIGNMENTS

Blog (10% of course grade): throughout the semester, you will write at least weekly on the course’s WordPress site about your experiences and reflections in pursuing your personal writing goals. While I will occasionally give prompts for posts, these are for the most part open to whatever you would like to write about, and in whatever way you would like to write. In addition to weekly posts, you are to comment each week on at least two different people’s posts—it’s good to comment on different people each week, because you should have commented at least once on each classmate’s writing by May. This writing (both posts and comments) will be graded in terms of the quality of thought and ability to communicate well with other bloggers, rather than on formal or technical aspects of writing.

Portfolio 1 (10%) will include the following:
• 3 brief “coming-to-terms” analyses of essays from the Seagull Reader
• a “forwarding” response to another Seagull essay
• a “countering” response to still another Seagull essay
• a literacy narrative, in which you write an account of your own development as a reader and writer

Portfolio 2 (15%) will include the following:
• a research-based essay on a topic related to your personal writing goals
• a narrative of your work as a writer at Lafayette, both in and out of class

Portfolio 3 (15%) will include the following:
• a brief lecture (both written and orally recorded) inspired by our reading of Marilyn McEntyre’s Caring for Words
• a reading journal in which you chronicle and reflect on your experience in reading McEntyre’s book

Portfolio 4 (20%) will include the following:
• a substantially revised version of your research-based essay in Portfolio 2
• a proposal for revising the college’s policies regarding plagiarism

Portfolio 5 (30%) will consist of revised versions of selected writing from the four earlier portfolios; details TBA. This assignment will be in lieu of a final examination, and will be due during finals week.

Each portfolio will include final drafts for at least two projects, drafts and comments from developing your writing pieces, and a reflection on your writing process. You will submit each portfolio electronically on Moodle as a single document by 5pm of the due date.

Participation/Conferences
This course consists mainly of work that you and your classmates generate, which means that you need to come to class on time, prepared, and ready to engage with what you and the other students are doing. Your participation in this class includes actively engaging in class
discussions and groupwork, doing and responding to peer review (in and out of class), preparing exercises that will help guide our work in class, and attending the following class events:

- Roethke Festival Lecture by Anthony Grafton: February 28
- Jones Lecture/Interview by Stephen Sondheim and Frank Rich: March 8
- Earth Week Lecture by Marilyn McEntyre: April 18

You will also attend at least two one-on-one conferences with me; the weeks for conferencing are indicated on the syllabus schedule. Conferences will be 15-20 min. long each time, and you will decide how best to use our time in those meetings. Trust me, it will be worth it; for many students, one-on-one meetings are their favorite aspect of their English 110 class. I also ask that you come to my office during the first week of class so we can have a few minutes of conversation. You can either come by my office hours or sign up for a time on Moodle.

A few words about grading policy:

• I don’t keep an attendance roster, but I notice when people are absent or frequently late. More than one unexcused absence will affect your participation grade; every two absences beyond the “free one” will result in a reduction of one letter grade from your participation grade. Class events count as a class meeting. An absence can be excused for a personal medical emergency, a family emergency, or a dean’s excuse; in all cases, you must notify me before class that you will not be able to attend that day.

• Late portfolios will be penalized one letter grade for every day beyond the due date. The first day past the due date starts one hour after assignments are due.

• I calculate grades based on the point system used for GPA on your Lafayette transcript. Thus, an A=4, an A-=3.7, B+=3.3, and so on. F counts as a 0.

• If you wish to contest a grade, you must do the following: 1.) wait 24 hours after you have received the graded assignment, 2.) write and send me a brief argument as to why I should reconsider your grade, and 3.) come see me in person to discuss what you wrote. Keep in mind that if I decide to reconsider the grade, you may wind up with a lower grade than you had before.

A word about Academic Honesty: All students must read and follow the guidelines of academic honesty as outlined in the section entitled “Principles of Intellectual Honesty” in the Student Handbook of Lafayette College. Any infraction of these principles will be referred immediately to the Office of the Dean of Studies for adjudication.

In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of the College for disability verification and for determination of reasonable academic accommodations.