

Syllabus  
ENG 170K: Writing Seminar  
Fall 2011  
MTRF 12:00-12:50  
Maxon 305  
(subject to change)

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Office: MacAllister 310  
Hours: TF 1-2 in the Library Learning  
Commons and by appointment.

Greetings and welcome to ENG 170: Writing Seminar. The goal of this class is to teach you both the critical thinking and writing skills that you will need for your academic and professional careers. One of the best ways to develop critical thinking skills is by writing down your ideas, thinking about what you've written, and then revising so that your writing clearly communicates your ideas. To give you plenty of ideas about which to think and write, this Seminar uses a theme-based approach in which we will focus on a body of readings on the same theme—animals and society. By reading multiple texts about animals and our relationship to them, we can examine the many roles that animals play in human societies. The common theme will help you develop your reading skills as we analyze subtle differences between our authors' arguments. Writing about closely related ideas will also help you develop your ability to make sophisticated, nuanced, and comprehensive arguments. Because adaptability and flexibility are so important for both students and professionals, we will write in multiple forms: short answer reading responses, wiki posts, and a multi-source analysis paper.

**Required Texts and Materials:**

All materials are available at the Carroll University Bookstore

Graff and Birkenstein, *They Say I Say*

Kalof and Fitzgerald, *The Animals Reader*

Sewell, *Black Beauty*

London, *The Call of the Wild*

*Grizzly Man* this film can be borrowed from both the Carroll and Waukesha libraries, and may be easily rented from online sources, or from video stores.

Ring binder notebook with dividers

All students are required to take **two** trips to the Milwaukee County Zoo for the Wiki assignment. While one of those trips coincides with the zoo's Free Day, you will need to budget for the other visit.

**ENG170 Course Goals:**

1. To help students understand writing as a process and to develop an effective process of their own through work in planning, drafting, revising, and editing their work.
2. To help students develop effective skills for interpreting and evaluating a variety of texts and to use those texts to create, develop, and support ideas in their own writing.

**ENG170 Learning Outcomes:**

By the end of ENG170, students should be able to:

1. Demonstrate proficiency in using writing as a process as evidenced in their course portfolio.
2. Demonstrate the ability to create final essays that effectively develop and communicate their position within the context of other points of view and demonstrate proficiency in employing appropriate conventions including structure, grammar, mechanics and documentation.

**Assignments and Grading:**

**Percent of Total Grade**

**Short Answer Reading Responses:**

20%

You are required to answer a formal reading response assignment for paired readings. These readings will help you analyze the readings and develop the ideas that you will need for the formal essays.

Individual reading responses will be graded on a scale of 1-10. Once we have completed the semester's reading assignments, the individual scores will be converted to a single grade that will count as 20% of your total semester grade.

**Wiki**

15%

In small groups (4-5 people), create a wiki that responds to the following question: What kind of relationship do zoos create between animals and society?

Since we will use class time to develop the wiki, you should make sure that you've scheduled your first visit to the zoo before we meet as a class.

**Essay #1 (5-7 pages)**

15%

Academic Argument responding to a prompt

**Essay #2 (10-12 pages)**

25%

Multi-source analysis paper and presentation

**Final Portfolio**

25%

The final portfolio demonstrates your developing mastery of the writing process.

**Policies:**

*Attendance:*

You are expected in class every day that we meet. If you have more than four absences, your grade will be lowered by as much as a full point. If you have more than eight absences, you may fail the class. There are no excused absences.

*Communication and Office Hours:*

The transition from high school expectations to college expectations is often more challenging than students anticipate. If you have concerns about the course, I encourage you to talk to me. I hold office hours in the Learning Commons and can be found there. If you're not available during my office hours, we can arrange a separate time.

*Deadlines*

Due dates are posted with the assignments.

*Grammar and Editing Expectations:*

ENG 170 is a writing class. Content, style, ideas and arguments are all affected by poor grammar and sloppy editing. Common grammatical errors will be addressed during the semester. Writing assignments whose quality is undermined by grammar and punctuation errors, including citations, may have their grades lowered by as much as two full points.

*Plagiarism and Academic Integrity:*

The Carroll University policy on Academic Honesty, printed in the course catalog states: "Cheating on examinations, plagiarism, improper acknowledgment of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action from the college."

Students who plagiarize in ENG170 will fail the course and be reported to Academic Affairs. Students may also be subject to further disciplinary action from the college.

*Conferences:*

If there is anything you would like to discuss with me, please feel free to come to my office hours, or make an appointment. We will also have two *required* conferences during the semester.

*Email:*

During the week, I will respond to emails within twenty-four hours. I respond to weekend emails on the Monday that we return to class. I respond to emails over holidays on the day we return to class. If you email me with a question that can be answered easily in another way (by looking at the syllabus, looking at the assignment, by a student in your editing group, etc...) I may not respond to your email at all.

*Writing Center:*

The Carroll University Writing Center is open Monday – Thursday, from 10 -6, and on Sundays from 4-8. Writing Assistants are available either by appointment or on a drop in basis. Assistants are available to help you with all stages of the writing process, from brainstorming, to editing, to final revision.

*Conventions:*

All written work must use the following conventions:

1. Twelve-point, serif font (e.g. Times, Times New York, Courier, etc.)
2. Double-space
3. Standard margins.
4. Heading in one of the top corners as follows: (do not create a separate cover page)
  - a. Name
  - b. Course Title
  - c. Draft # or Final
  - d. Date
5. All papers must have a title. It should be original and introduce the reader to your work. (Please do not underline, italicize, or increase the font size of your title)..
6. **number all pages**
7. MLA standard for all citations.
8. Submit all essays as Word attachments, or if that’s not possible, submit as RTF.
9. **WHEN YOU SUBMIT YOUR ESSAYS ELECTRONICALLY, YOU MUST USE THE FOLLOWING NAMING CONVENTION:**

Last name, title, version. i.e. nussersummary1final.doc  
 nusseranimalvisiondraft.doc

**If your essay does not use this naming convention, I may not accept it.**

**Grading Standards**

|          |  |
|----------|--|
| <b>A</b> | Sophisticated and exceptional work. Superlative analysis, argumentation, language, style, and subject matter.  |
| <b>B</b> | Good to excellent work. Essay is thoughtful, well-argued, language is precise and style is appropriate for an academic audience.                         |
| <b>C</b> | Adequate. Essay meets expectation. Thoughtful, accurate and reasonably free of error.  |
| <b>D</b> | Inadequate. Essay falls short of expectation. Superficial interpretation, language inappropriate for academic audience, inaccurate and/or full of errors |
| <b>F</b> | Essay completely fails to meet expectation. Full of errors, no analysis, inappropriate language, has not been prepared for submission.                   |

| Class             | Material Due   | Activity                |
|-------------------|--|-------------------------|
| <b>Week One</b>   |  |                         |
| R 9/1             | Introduction: Course goals   |                         |
| F 9/2             | <b>Reading Due:</b> TAR: Introduction, pgs. 3-4; Aristotle, pgs 5-7; Descartes, pgs. 59-62   | Discussion              |
| <b>Week Two</b>   |  |                         |
| M 9/5             | <b>Reading Due:</b> TSIS Chapter One and Two “They Say”<br><b>Writing Due:</b> Reader Response #1 Draft  | Workshop                |
| T 9/6             | <b>Writing Due: Reader Response #1 Final</b><br><b>Reading Due:</b> Bentham, pgs 8-9; and Spiegel, pgs 10-13.  | Discussion              |
| R 9/8             | <b>Reading Due:</b> TAR: Regan, pgs 23-29  | Discussion              |
| F 9/9             | <b>Reading Due:</b> TAR Nussbaum, pgs 30-36  | Discussion              |
| <b>Week Three</b> |  |                         |
| M 9/12            | <b>Reading Due:</b> TSIS “Her Point Is” The Art of Summarizing<br><b>Writing Due: Reader Response #2 draft – bring enough copies for your group.</b> | Discussion and workshop |
| T 9/13            | <b>Reading Due:</b> TSIS “The Art of Quoting”<br><b>Writing Due: Reading Response #2 Final</b>   | Workshop                |
| R 9/15            | Group work: Reading themes. Writing Criteria   | Discussion and workshop |
| F 9/16            | <b>Reading Due:</b> TSIS. “I Say,” “Yes, No, Okay, But” “And Yet”  | Discussion and workshop |
| <b>Week Four</b>  |  |                         |
| M 9/19            | <b>Reading Due:</b> Sewell, <i>Black Beauty</i> Part I   | Discussion              |
| T 9/20            | <b>Reading Due:</b> Sewell, <i>Black Beauty</i> Part II  | Discussion              |
| R 9/22            | <b>Reading Due:</b> Sewell, <i>Black Beauty</i> , Part III and IV<br><b>Writing Due: Reading Response #3</b>   | Discussion              |
| F 9/23            | <b>Reading Due:</b> TAR: Levi-Strauss, pgs 262-269   | Discussion              |
| <b>Week Six</b>   |  |                         |
| M 9/26            | <b>Reading Due:</b> TAR: Levi-Strauss, pgs 262-269   | Discussion              |
| T 9/27            | <b>Reading Due:</b> TAR: Berger, pgs. 251-261  | Discussion              |
| R 9/29            | <b>Reading Due:</b> TAR: Berger  | Discussion              |
| F 9/30            | <b>Reading Response #4: Draft</b><br>TSIS “Planting A Naysayer in Your Text,” “Saying Why It Matters”  | Discussion and workshop |
| <b>Week Seven</b> |  |                         |
| M 10/3            | <b>Reading Due:</b> London <i>Call of the Wild</i><br><b>Writing Due: Reading Response #4 final</b>  | Discussion              |
| T 10/4            | <b>Reading Due:</b> London, <i>Call of the Wild</i>  | Discussion              |
| R 10/6            | <b>Reading Due:</b> Herzog, <i>Grizzly Man</i>   | Discussion              |
| F 10/7            | <b>Writing Due: Reading Response #5 draft</b>  | Discussion and workshop |
| <b>Week Eight</b> |  |                         |

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|----------------------|---|--|
| M 10/10              | <b>Writing Due: Reading Response #5 final</b><br><b>Workshop:</b> essay #1 brainstorming and prewriting.<br>Multiple entry journal    | Discussion and workshop                        |
| T 10/11              | <b>Writing Due:</b> Multiple Entry Journal<br>Essay #1 prewriting and brainstorming   | workshop                                       |
| R 10/13              | <b>Writing Due:</b> Essay #1 Introduction and Thesis  | workshop                                       |
| F 10/14              | <b>Writing Due:</b> Revised Introductions   | workshop                                       |
| <b>Week Nine</b>     |   |  |
| M 10/17              | FALL BREAK  |  |
| T 10/18              | FALL BREAK  |  |
| R 10/20              | <b>Writing Due:</b> Essay # 1 Draft 1 Due<br><b>CONFERENCES</b>   | Class cancelled                                |
| F 10/21              | <b>CONFERENCES</b>  | Class cancelled                                |
| <b>Week Ten</b>      |   |  |
| M 10/24              | <b>Essay #1, Draft #1 Due with reverse outline</b><br><b>Transition workshop</b><br>TSIS: Tying It All Together, Connecting the Parts | Workshop<br>(bring scissors and tape to class) |
| T 10/25              | <b>Reading Due:</b> Malamud, pgs 219-236  | Discussion                                     |
| W 10/26              | <b>ESSAY #1 Final Due</b>   |  |
| R 10/27              | <b>Reading Due:</b> TAR Evans, Kalich, and Forsyth. Pgs. 209-218  | Discussion. Preparing for the zoo visit        |
| F 10/28              | <b>Zoo Trip—no class</b>  |  |
| <b>Week Eleven</b>   |   |  |
| M 10/31              | <b>Reading Due:</b> Sample wikis<br>Meet in NH TC 13  | Workshop                                       |
| T 11/1               | <b>Writing Due:</b> Wiki criteria<br>Meet in NH TC 13   | Workshop                                       |
| R 11/3               | <b>Writing Due:</b> Draft wiki article<br>Meet in NH TC 13  | Workshop                                       |
| F 11/4               | <b>Writing Due:</b> Draft wiki article<br>Meet in NH TC 13  | Workshop                                       |
| Sa 11/5              | <b>Family Free Day at the zoo.</b>  |  |
| <b>Week Twelve</b>   |   |  |
| M 11/7               | <b>Writing Due:</b> Final Wiki Article<br>Library Class: Meet in Library classroom  | Library Instruction                            |
| T 11/8               | Forming Research Questions<br>Prewriting and Brainstorming  | Workshop                                       |
| R 11/10              | Prewriting and Brainstorming<br><b>Writing Due:</b> Annotated Bibliography and  | Workshop                                       |
| F 11/11              | <b>Essay #2 Draft 1 due</b><br>TSIS: “Ain’t So. Is Not” and “The Art of Metacommentary”   | Workshop                                       |
| <b>Week Thirteen</b> |   |  |
| M 11/14              | <b>Conferences</b>  | Class cancelled                                |
| T 11/15              | <b>Conferences</b>  | Class cancelled                                |
| R 11/17              | <b>Essay #2 Draft 2</b><br>Revised Thesis and Introduction  | Workshop                                       |

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|----------------------|---|--------------|
| F 11/18              | Transitions/Development                             | Workshop     |
| <b>Week Fourteen</b> |   |              |
| M 11/21              | Use of Evidence                                     | Workshop     |
| T 11/22              | <b>Essay #2 Draft 3 due with reverse outline</b>    | Workshop     |
| R 11/24              | <b>THANKSGIVING BREAK</b>                           |              |
| F 11/25              | <b>THANKSGIVING BREAK</b>                           |              |
| <b>Week Fifteen</b>  |   |              |
| M 11/28              | <b>Presentations</b>                                | presentation |
| T 11/29              | <b>Presentations</b>                                | presentation |
| R 12/1               | <b>Presentations</b>                                | presentation |
| F 12/2               | <b>Presentations</b>                                | presentation |
|                      |   |              |
| M 12/5               | Open Workshop                                       | workshop     |
| T 12/6               | Open Workshop                                       | workshop     |
| F 12/9               | Final Portfolio due at 310 MacAllister by 1:00 p.m. |              |