Doane College Online Course Description

Course Number: ENG 101

Course Title: Writing Seminar

Credits: 3 Hours

Instructor Name: Christine Starr Davis

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Catalog Description:

A writing intensive course designed to enhance the quality of critical thinking and the knowledge of writing. A variety of texts are interpreted, and critical responses are written using one or more of the literary forms. The student increased breadth and depth of critical thinking and knowledge of writing.

Required Texts:


Course Goals and Objectives:

The student will…

1. gain aptitude in “reading like a writer,” which is to say less for content, more for speaker motivation, voice, audience, argumentation strategy and use of evidence.

2. demonstrate knowledge of above by writing critical responses to texts that go beyond content summary and instead provide evidence of analysis and synthesis

3. experiment with producing his/her own well-supported arguments in response to prompts and other provocations and thus develop basic rhetorical knowledge/competencies in multiple genres

4. develop skill in inferring the audience for a piece of writing and practice writing with a particular audience in mind, including appropriate use of tone, pathos, logos, and other rhetorical strategies that meet the needs of that audience.

5. master substantive revision skills to strengthen their written work
6. gain competency with on-line learning tools/skills including discussion boards, Skype, electronic submission and revision through BB, accessing/analyzing web resources such as TedTalks, YouTube and New Yorker magazine.

**Learning Strategies:**

A seminar happens when a teacher and a small group of students join forces to learn through the conception and exchange of ideas. In this dynamic model of learning YOU are a fully engaged partner. Why? Writing is a *team sport* even for the pros. No joke. Nobody writes well alone. If you read, participate actively, and work hard, your writing will exhibit better focus, organization, development, and style. Your proofreading, editing, and revising skills will improve. You will gain a basic understanding of rhetoric, audience and style and the *power* of the written word. Stay plugged in and great things will happen for you.

This course consists of a blend of reading and writing, my occasional video presentation of concepts as they support the work we produce together, electronic question and answer spaces and constructive critique that I will model for you. Your input, whether in the form of opinions, ideas, questions, confusions, is not only encouraged, but ESSENTIAL. In addition, you will access numerous web resources to augment your exploration.

**Methods of Assessment:**

Your course grade is based on a combination of critical question responses based on New Yorker articles, discussion notes (particularly the extent to which they demonstrate your engagement with the Palmer text), reflective responses that challenge you to put into action the various diction and rhetorical techniques covered in Palmer), participation in discussion boards (particularly the extent to which they provide evidence of your thoughtful consideration of topics raised and others’ posts), a final portfolio of 12 pages of your best revised work during the semester.

Please note that *revisions do not automatically warrant higher grades*. Revisions MUST demonstrate your engagement with my feedback. Over the course of the semester, you will come to see that revision involves more than correcting spelling and/or grammar errors.

*Submissions* (please observe the following conventions):

12-point, New Times Roman font, double-spaced, all paragraph spacing set to zero name and contact information on the first page, ALL ON ONE LINE 1-inch margins naming convention for posted assignments: ASSIGNMENTABBREVIATIONLastName.doc (Ex. RR1StarrDavis.doc or NY3StarrDavis.doc)
Grading:

Assigned readings and writing assignments appear later in this syllabus, but are subject to change as progress dictates. The more thorough your response to my feedback on each written assignment, the better your scores and the better prepared you will be to submit your successfully revised final portfolio on exam day.

Scoring (total of 300 points are possible):

90 points possible for New Yorker critical responses (6 worth 15 points each)
60 points possible for reflective responses (6 worth 10 points each)
60 points possible for discussion notes (12 worth 5 points each)
30 points possible for discussion board submissions (6 worth 5 points each)
60 points possible on final portfolio (12 pages of finalized work)

Late Work:

Assignments are noted in the syllabus and links for their submission are provided on Blackboard (BB). All assignments must be submitted on BB on or before the date due for full credit. To keep grading manageable and returned work in synch with our progress, all work for the week must be submitted no later than Friday to receive credit.

Technical problems like down hard drives and lost disks, will not be accepted as excuses for late work. Make sure you have backup procedures to cover unfortunate situations like these.

If an assignment isn't clear to you, be sure you ask for clarification BEFORE it is due. Complete assigned work ON TIME, whether reading or writing, and be ready to participate in the give-and-take of online discussion. You lose 10% off your score for every day an assignment is late. Those can add up so stay in gear. Most weeks, plan on 7-10 hours of writing, revision, and review of materials on the web. Some weeks may require less than that, some will demand more. Plan ahead.

Academic Integrity Policy Statement:

Plagiarism is the use of someone else’s original work or the unattributed paraphrase of someone else’s original idea and is in strict violation of Doane College policy. Plagiarism, depending on the magnitude of the offense, will result in a fail for the assignment or a fail for the course, and be reported to the Dean of Undergraduate Studies.

Course Weekly/Daily Schedule (TBA):

The general schedule of work will include the following:

a New Yorker article for each of 6 weeks with accompanying critical questions
a discussion board topic for each of 6 weeks
readings in the Palmer text for each of 6 weeks
a reflective response employing prescribed strategies for each of 6 weeks