



# Albertus Magnus College

## Course Syllabus

**Course Code and Title:**

EN 109 Elements of Effective Writing (for Asynchronous Online Students)

**Course Description:**

This course is designed to teach you how to write formal, expository essays using the Modern Language Association (MLA) conventions for documenting sources. We will begin the writing process through writing our own memoirs and then switch to a focus on academic prose.

Through this class, you will not only learn the thought processes, organization, practice, and revision that is crucial to becoming successful writers but also discover the special attributes found in your writing that show your own unique personality. Through reading, writing, self-reflection, and individual conferences and feedback, we will explore the fundamentals of academic writing together and increase our confidence as writers.

**Rationale:**

This course may benefit any student who would like a review in writing, grammar, and citing sources. It is taken most often by first year students whom need this course as a prerequisite to EN 101 College Writing; however, students of all different class levels are welcome to take it for their own practice and professional development in writing.

**Course Objectives:**

- To review the twenty most common surface errors college students make
- To practice brainstorming and other techniques for expanding our creativity
- To read current articles and reflect on their importance in today's society
- To practice citing sources using MLA format
- To learn how to format papers in Microsoft Word
- To promote confidence in writing through thoughtful planning, organization, and revision

**Learning Outcomes:**

By completion of this course, each student will be able to...

- Write a memoir in the first person using descriptive imagery, detail, and dialog.
- Apply "close reading" to stories and articles to show reading comprehension.
- Identify twelve of the twenty most common surface errors that college students make.
- Write a summary paper using MLA standards for correct quoting, paraphrasing, and summarizing.

- Demonstrate effective use of MLA format in paper presentation and documentation of sources.
- Write a comparison and contrast paper.
- Write a synthesis by using MLA standards to document multiple readings in one paper.

### **COURSE OFFERING INFORMATION**

**Session:** Mod

**Delivery:** Online

3

**Credits:**

**Textbook:** 

*Pocket Style Manual with 2016 MLA, 8<sup>th</sup> Edition, by Hacker*

**ISBN: 9781319057404**

### **INSTRUCTOR INFORMATION**

**Name:** Annette Bosley-Boyce

**College Email & Phone:** [abosleyboyce@albertus.edu](mailto:abosleyboyce@albertus.edu) / 203-672-6685

**Office Hours:** By appointment.

## **EXPECTATIONS OF STUDENTS & AVAILABLE RESOURCES**

### **Tradition of Honor:**

*As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination **AND** written assignment: “I declare the Honor Pledge.”*

**Intellectual Honesty:** Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use APA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. If it has been determined that a student plagiarized a written assignment, the student may be dismissed from the program. The instructor will report instances of plagiarism to the college administration.

**Writing Guidelines:** The writing guidelines for this course will follow Modern Language Association’s (MLA) style format standards. Work cited pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the MLA style format rules. Please use the documentation guidelines found in your MLA citation manual or through the online Purdue Online Writing Lab (OWL).

Follow MLA paper guidelines on placing name, course, my name, date, and assignment in upper left hand corner on first page and centering title on first page; on double spacing; on margin width; on placing last name and page number in upper right hand corner of subsequent pages. Use Times New Roman with a 12 point font. Use the tab key to indent paragraphs.

*Essays must be written using Microsoft Word, saved as a Word Document, and then sent via eLearning. (If you are not sure how to upload your attachments, please ask me.)*

*Forum/Message Board and Journal Entries must be written formally. This means that even when they are composed in eLearning, they should adhere to all Standard English guidelines—this includes proper punctuation, spelling, paragraph structure, etc.*

**Appropriate Classroom Conduct:** Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views,

and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

**Special Needs and Accommodations:**

Please advise me of any special needs at the beginning of the mod. Any students seeking accommodations based on disabilities should provide a Faculty Contact Sheet obtained from the Director of Academic and Student Disability Services (Room 114) in Aquinas Hall, (203) 672-1050 or asejdic@albertus.edu.

**Blended and Online Course Etiquette:** This course involves use of the Albertus eLearning system online. It is important to maintain appropriate professional interactions with your classmates and Instructor in the online environment. Please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Link to Albertus' Netiquette Guide](#)

**Administrative Withdrawal from a Course:** It is the responsibility of the student to officially drop or withdraw from a course. However, failure to attend a course for 14 calendar days may result in an administrative withdrawal from the course. The policies on course withdrawals and administrative withdrawals may be found online at <http://www.albertus.edu/policy-reports/academic-policies-regulations-eug#apgr>

**Albertus Magnus College Definition of a Credit Hour:** Albertus Magnus College adheres to the definition of a credit hour as defined by Federal Regulation 34CFR600.2 as passed by the U.S. Department of Education, Office of Postsecondary Education. The College's definition of a credit hour is as follows:

- A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than –
  - (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
  - (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. *[from: eLearning site, "Faculty Resources."]*

**Use of Online Format:**

This course is being offered in an online format through eLearning. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty while in the online course. Students are expected to participate in all online discussions and to complete all online assignments. The online format works well with this class because students do independent reading, writing, and revising. The Message Board/Forum, in particular, requires that all students write their thoughts in such a way that they can compare their writing and close reading to others in the class and learn from each other.

**Academic Honesty:**

Plagiarism falls into two categories: unintentional and intentional. Both forms use other people's ideas, words, and work without acknowledging the source. Examples of plagiarism are paraphrasing too close to the original wording or sentence structure of a source, handing in an essay written by a friend, and cutting and pasting passages directly from source materials without marking them with quotations and acknowledging the source. We will be using the Modern Language Association's (MLA) conventions for documenting sources (parenthetical citation and Works Cited list). Please note that instructors, friends, classmates, and others also need to be acknowledged if they have helped you with your papers.

**Paper Drafts and Revision:**

Each paper should follow the required page length and be typed, double-spaced, and in MLA format. Students, on occasion, may be required to meet with an eTutor or a tutor from the Writing Center to revise their paper before receiving a grade.

**The Writing Center/Academic Success Center:**

The Writing Center is located in Rosary Hall (the library), 2<sup>nd</sup> Floor, Room 34 and has evening hours on M – TH until 7 p.m. Making an appointment is required at (203) 773-8590 or [asc@albertus.edu](mailto:asc@albertus.edu). Etutoring is also available via a link inside your course. Both services are **free**!

**Conferences and Online Assistance:**

Please feel free to contact me (email is best: [abosleyboyce@albertus.edu](mailto:abosleyboyce@albertus.edu)) to set up an individual meeting time for extra help on assignments. Appointments may be made to discuss readings, to provide clarification on formal paper assignments, or to copyedit and revise.

Please allow at least 24 hours for me to respond back to any questions. Once all of your online activities/assignments have been completed by Sunday at 11 p.m., I should have responses to your assignments within a week unless other arrangements are made.

## **COURSE GRADING & ATTENDANCE POLICIES**

**Online Attendance Policy:**

Attendance is taken twice per week in this course (Monday and Thursday).

If this class were to meet two days a week over a module, we would have four hours and forty minutes of class time every week. I ask that you put in the equivalent amount of effort into the work you do for this class. Gauge your time and be disciplined about when you submit work. If you spread out your assignments during the week, it will be much easier than waiting until the last moment. If you do not have all the required online work submitted by **Sunday at 11 p.m.**, and I see that you have no online activity for that previous week, you will be marked absent for Monday and Thursday. The required work for a given week is explained in the course outline below.

I am keenly aware of all the responsibilities you have as an adult student here. Therefore, on occasion, I am willing to extend assignments for you IF you make me aware of your situation

before the deadline. If you do not make me aware of your inability to submit an assignment by the deadline, I will be less apt to grant an extension.

### **Online Grading Policy:**

Each weekly online assignment or assignments will be due no later than Sunday at 11 p.m. There will be three grades issued for your online work.

- 1) Message Board Entries 10% (of total grade)
- 2) Journal Entries 10% (of total grade)
- 3) Grammar Exercises 10% (of total grade)

The Message Board Entries, Journal Entries, and Grammar Exercises will be graded according to the following:

- \* An excellent assignment will receive a score of 5. This implies that the student did the necessary research and / or provided a thoughtful response to the questions mentioned
- \* A score of 4 means that the student did what was required but did not place any extra effort
- \* A score of 3 means the assignment was done satisfactorily but did not show much thought, originality, or effort
- \* A score of 2 means that the assignment is lacking by not answering the questions according to the guidelines
- \* A score of 1 and 0 is equivalent. It means that the assignment was either not answered in full or not turned in

*If a student replies to any posting in an insulting, humiliating, or condescending manner, that student will automatically be issued a grade of 0 for that particular assignment.*

By the last week of class, students' online assignments (Message Board Entries, Journal Entries, and Grammar Exercises) will be averaged and calculated as 30% of the final grade. Students who average a 5 will receive an A, students who average a 4 will receive a B, students who average a 3 will receive a C, students who average a 2 will receive a D, and students who receive a 1 or a 0 will have failed the online portion of the class.

### **Withdrawing from the Course: ⚠**

Assignments have been created to build on concepts learned from previous assignments. Students who do not submit assignments for more than two weeks in a row may be advised to withdraw from the course as it becomes increasingly difficult to keep up with the pace of this class.

### **Grades:**

Your grades will be based on **three** formal essays, Journal entries, Forum/Message Board assignments, Grammar Exercises & Quizzes, and Classroom Participation/Attendance. (There will be a final exam included with the third essay.)

Essay # 1: (Memoir)	20%
Essay # 2: (Summary Paper)	20%

Forum/Message Board Entries	10%
Journal Entries	10%
Grammar Exercises	10%
Final Exam w/ Essay # 3: (Comparison & Contrast Paper)	20%
Participation/Attendance	10%
	= 100%

\*Please note that all assignments are due as scheduled. Formal essays should be handed in on their assigned due date regardless of whether you plan to be absent. Students who wish to hand in a formal essay a week after the due date must have a genuine reason and receive my permission in advance; otherwise, it will not be accepted.

**The following schedule may be revised if necessary.**

## Weekly Schedule

### Week One: Writing Reflection

#### **Learning Objectives:**

This week is about writing reflection. It's a time to think about the writing skills you've acquired through school so far and the writing goals you want to set for yourself this module.

This week, we'll do the following:

- Review requirements and expectations of the course
- Meet each other through online introductions
- Assess our current writing ability
- Set writing goals
- Review nouns and verbs

#### **Purdue OWL Reading:**

Please see the links and reading info in eLearning.

#### Assignment

#### Learning Outcomes

<i><b>Journal</b></i>	
<p>Write a Self-Assessment Statement using the <b>Journal</b> in eLearning.</p> <p>Your Self-Assessment Statement should consist of <b>four</b> solid paragraphs.</p> <p>(Remember that paragraphs should contain four or more sentences of writing.) You can use the following questions as guidelines:</p> <ul style="list-style-type: none"><li>○ Do you like to write?</li><li>○ Do you like grammar?</li><li>○ Do you believe knowing grammar is essential to being a good writer?</li><li>○ How did you do in high school English classes and/or college English classes?</li><li>○ Did you have teachers who were supportive of your writing, or did you have teachers who criticized your writing?</li><li>○ Do you get writer's block? What do you do to avoid it?</li><li>○ Do you have trouble organizing your paper? What techniques do you use to help you organize your thoughts?</li></ul>	<p>This exercise is meant to help students reflect on their own experiences with writing. Many times when students do not like to write it is because they have lost their self-confidence either from former classes or from not knowing grammar/English conventions. The goal of this class is to restore confidence in writing.</p>



### ***Forum/Message Board***

**Class Introduction.** In three paragraphs or more, please introduce yourself to the class. Tell us the following:

- Your name, possible major, and class year (freshman, sophomore, junior, senior). If you haven't chosen a major, you can say that you're undecided at this time.
- Choice of format. Are you taking this course as a fully online student or as a “blended” student? How will this format benefit you?
- An interesting fact about yourself. (This can be a talent, hobby, your place of birth, or a place you that you traveled. Maybe your interesting fact is that you will be getting married or having a baby this year.)
- The reason why you're pursuing your degree. (Where do you see yourself in the next five years? Will you need to know how to write? Will you be writing papers or writing memos at work?)
- Expectations. (What do you hope to have learned by the end of this class? What do you think you can accomplish in eight weeks?)

(Remember that paragraphs should contain four or more sentences of writing.) **Due Thurs.**

This exercise provides the opportunity for both online and blended students to meet each other. Students learn interesting facts about each other and find commonalities.

### **Online Students: Due Sun.**

Please review the online presentations about your syllabus for EN 109.

Please review video links about Nouns and Verbs.

Please complete eLearning Quiz about Nouns and Verbs.

## Weekly Schedule

### Week Two: Writing the Memoir

#### **Learning Objectives:**

This week, we'll do the following:

- Review how to brainstorm
- Practice writing a creative memoir with dialog and description
- Read a sample memoir and analyze its effectiveness
- Identify nouns, verbs, adjectives, adverbs, and prepositions

#### **Required Reading:**

Please review the three attachments on writing memoirs. The first talks about characteristics necessary for creating an interesting and well-written piece. The second gives you grammar tips for writing dialog. The third is an example of a student memoir. (Please watch MLA formatting.)

#### Assignment

#### Learning Outcomes

<p><b><i>Forum/Message Board</i></b></p> <p>Please read Gary Soto's "Looking for Work" and answer the following questions in an essay-like format.</p> <ol style="list-style-type: none"><li>1. Did you like this memoir?</li><li>2. What characteristics did it use?</li><li>3. What was the dialogue like?</li><li>4. What was the mood of the memoir—somber, lighthearted, etc.?</li><li>5. What kind of detail or imagery did the author use—what was your favorite descriptive passage? (Place this in quotes.)</li><li>6. Will you be incorporating any of the memoir's characteristics into your own writing? college English classes?</li></ol>	<p><i>This assignment provides students an example of a memoir. Students should focus on the dialog, description, emotion, background information, and the memorable conclusion—all elements of a well-written memoir.</i></p>
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<p><b>Memoir (First Essay)</b></p> <p>Please choose one event in your life (it can be serious or funny) and write about it using the Memoir Guidelines under Shared Files. This is a 3 page paper that must use dialog, description (the five senses), emotion, and supply enough background information. Remember a title, and please use the formatting guidelines as shown in the Sample Memoir or sample paper on p. 350.</p> <p>* For more information on Brainstorming, please consult Chapter 3 Exploring, Planning, and Drafting pp. 44-71.</p> <p>* For more information on paper presentation/formatting, please consult Chapter 16 MLA Style p. 308-309, 350.</p>	<p><i>This assignment helps students learn the basics of writing narrative and descriptive pieces. Students learn the brainstorming, exploring, and drafting process, become familiar with MLA paper presentation, and practice writing.</i></p>
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### **Online Students:**

Please review the video links on how to write a memoir.

Please review the video links about Adjectives, Adverbs, and Prepositions.

## Weekly Schedule

### Week Three: Thesis Statement, Topic Sentence, & Paragraph Development

#### **Learning Objectives:**

This week, we'll do the following:

- Read and think critically
- Highlight important text
- Practice writing an introduction and thesis statement
- Learn how to integrate in-text citations into our writing
- Discuss rules for comma usage including compound sentences, items in a series, and after introductory elements.

#### ***Pocket Style Manual* and *Purdue OWL* Reading:**

Please see the links and reading info in eLearning.

<i>Assignment</i>	<i>Learning Outcomes</i>
<p><b><i>Forum/Message Board</i></b></p> <p>Please read “What No One Ever Tells You about Tiny Homes” by Gene Tempest and highlight important quotes/facts in the reading. Then...</p> <p>* Pretend you are writing a summary paper and write an introduction. Introduce the author and the title of this reading to your audience and make sure to include a thesis statement. (What is this article about?)</p> <p>* Now write two paragraphs for the "body" of this summary. Each paragraph should focus on one of the problems of tiny houses and should begin with its own topic sentence. (Paragraphs should have four sentences or more...) Here is an example...One problem with tiny houses, according to Tempest, is that functional items that are boring or downright ugly can easily become the focus of the whole house. She states, "The most striking feature of our small lives is the unavoidable, domineering presence of the plastic laundry hamper originally bought from Target in 2007." She states that whereas her laundry hamper might be hidden in a closet of a larger home, in a small home, this item becomes front and center. While she would enjoy focusing on "prettier" or more decorative objects, the size of her house doesn't allow for this. Thus, she is stuck staring at the hamper along with other items of less appeal.</p>	<p><i>This assignment is designed to help students think critically about what they read and practice using MLA format for in-text citations.</i></p> <p><i>Students will also practice how to write a comprehensive introduction.</i></p>

<p>* Finally, end with a concluding paragraph. What is the "take-away" from this article? What words of wisdom does this author share? Try to state the importance of this article while staying away from comments or thoughts that were made earlier in this essay.</p>	
<p><b><i>Exercise Central</i></b></p> <p>Please review readings on commas and complete eLearning exercise on commas.</p> <ol style="list-style-type: none"> <li>Introductory sentences</li> <li>Compound sentences</li> <li>Commas to separate items in a series</li> </ol>	<p><i>Students learn how to identify the following surface errors in their writing:</i></p> <ul style="list-style-type: none"> <li><i>* Commas after introductory elements</i></li> <li><i>* Commas in compound sentences</i></li> <li><i>* Commas to separate items in a series</i></li> </ul>

### **Online Students:**

Please review the video links about Comma Usage for Introductory Elements, Compound Sentences, and Items in a Series.

### ***Write a Summary***

Watch the six minute video called "Meet the Freegans: Dumpster Diving in Portland" at <https://www.youtube.com/watch?v=n-NUdbSL2n4>. While watching the video, please take notes on the following:

- 1) **Who** is a "freegan"? Who are the people in this film? What do they do for a living?
- 2) **What** is the freegan movement? What do freegans do?
- 3) **When and where** was this film made? Does this movement still exist today? When and where do freegans get their food?
- 4) **Why** do people become freegans? Why do they choose to get some of their food this way? What political statement are they trying to make?
- 5) **How** do they get their food? Do they go alone or with a group? How do they make use of all the food they get?

You may start to see that some of these questions overlap each other; that's okay. The point being conveyed is that when you watch a film or read an article, you should be taking notes, so you can answer the very important questions of Who, What, When, Where, Why, and How. This will help you summarize the main points.

Once you finish taking notes for yourself, please write a two to three paragraph summary that defines and explains the Freegan Movement. What is the larger message from this movement? Why do people join? Your first paragraph should contain a thesis statement, and each additional paragraph should have a topic sentence, which indicates that each paragraph, too, is focusing on a particular "mini topic."

## Weekly Schedule

### Week Four: Citing Sources

#### **Learning Objectives:**

This week, we'll do the following:

- Read and think critically
- Highlight important text
- Review how to integrate in-text citations within our writing
- Practice writing a Works Cited page (using the KnightCite)
- Introduce APA formatting as an alternative to MLA
- Practice our writing structure by posting a blog entry

#### ***Pocket Style Manual* and Purdue OWL Reading:**

Read about how to form a Works Cited list. Please see the links and reading info in eLearning.

#### **Other Assigned Reading:**

Read the following handouts: “Trung Dung” by Dan Rather and “From *End the Struggle and Dance with Life*” by Susan Jeffers.

Please highlight the main points of both readings.

<i>Assignment</i>	<i>Learning Outcomes</i>
<p><b><i>Forum/Message Board</i></b></p> <p>Please choose from one of the following:</p> <ul style="list-style-type: none"><li>* Find an article from a newsworthy magazine that discusses an important topic for you.</li><li>* Pick a book that you read recently.</li><li>* Pick a movie that you saw recently.</li><li>* Pick a vacation spot that you visited recently.</li><li>* Pick a product that you bought recently.</li></ul> <p>Once you have chosen your topic, please write a <b>four</b> paragraph blog that gives your opinion. Would you encourage your fellow classmates to watch that movie or would you say that it's a waste of their time, etc. etc.?</p>	<p><i>This assignment helps students learn about blogging while practicing how to get their thoughts on paper.</i></p>

#### **Online Students:**

#### ***Practice Using the KnightCite or the Citation Machine***

This week, you will be practicing how to create a Works Cited page (MLA) and a References page (APA). Here are the directions:

1. Please find two print books that you own. (Hint: A basic novel like Maya Angelou's *I Know Why the Caged Bird Sings* is easier than choosing a textbook.)

2. Look for the title, author, publishing company, publishing city, copyright, etc. etc.
3. Use the [KnightCite](#) or the [Citation Machine](#) to plug in your information. Make sure you choose MLA format! Then copy and paste your formatted information.
4. Create a page with the words "Works Cited" centered at the top. Then, paste the formatted information about your two books underneath. (Remember to use the MLA information in your textbook as a guideline. Authors of books should be listed in alphabetical order. Everything in a Works Cited page should be double spaced.)
5. Repeat the same directions using APA format. This time, you will create a page that says, "References" at the top. Below, please insert your APA formatted information. (Remember to use the APA information in your textbook as a guideline. Authors of books should be listed in alphabetical order. Everything on a References page should be double spaced too.)



## Weekly Schedule

### Week Five: The Summary Paper

#### **Learning Objectives:**

This week, we'll do the following:

- Read, write, and think critically
- Practice writing a summary paper with an appropriate introduction, body, and conclusion
- Review how to write a specific thesis statement
- Integrate in-text citations within our writing
- Practice writing a Works Cited page (using the KnightCite)
- Learn how to avoid sentence fragments, comma splices, and fused sentences in our writing

#### ***Pocket Style Manual* and Purdue OWL Reading:**

Please review info about Comma Splices, Fused Sentences, and Sentence Fragments using the assigned links and reading in eLearning.

<i>Assignment</i>	<i>Learning Outcomes</i>
<p><b><i>The Summary Paper</i></b></p> <p>Please write a two page paper summarizing Trung Dung's or Susan Jeffers's Definition of Success. (Follow the Guidelines for Writing a Summary in the Shared Files Folder.) You must have...</p> <ul style="list-style-type: none"><li>• a clearly defined thesis statement</li><li>• an introduction</li><li>• a body consisting of 3 or more paragraphs, each about three characteristics that are needed for success</li><li>• a conclusion that mirrors the introduction and the thesis statement</li><li>• in-text citations to support your explanations</li><li>• a Works Cited page</li></ul>	<p><i>This assignment helps students learn the basics of writing a summary paper. Students practice using in-text citations and learn how to create a Works Cited page. Students also learn the importance of using citations to prove a point and offer examples /exemplification.</i></p> <p><i>(This paper will be done using a computer in class...)</i></p>
<p><b><i>Exercise Central</i></b></p> <p>eLearning exercises for Comma Splices, Fused Sentences, and Sentence Fragments.</p>	<p><i>Students learn how to identify the following surface errors in their writing:</i></p> <ul style="list-style-type: none"><li>* <i>Comma Splice</i></li><li>* <i>Fused Sentence</i></li></ul>

	* <i>Sentence Fragment</i>
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**Online Students:**

Please review the online video link about Comma Splices, Fused Sentences, and Sentence Fragments.

## Weekly Schedule

### Week Six: Comparison/Contrast

#### **Learning Objectives:**

- Read, write, and think critically
- Practice writing a synthesis paper, which includes multiple sources
- Learn how to compare and contrast
- Review how to write a compare and contrast thesis statement
- Integrate in-text citations within our writing
- Practice writing a Works Cited page (using the KnightCite)
- Learn about subject/verb and pronoun/antecedent agreement
- Learn when to use commas for non-restrictive elements

#### ***Pocket Style Manual* and Purdue OWL Reading:**

Please review info about Subject-Verb and Pronoun-Antecedent agreement using the assigned links and reading in eLearning.

#### **Other Assigned Reading:**

Read the following handouts: Amy Chua's "Why Chinese Mothers are Superior" and Hanna Rosin's "Mother Inferior." (Make sure to highlight important text in the readings.)

<i>Assignment</i>	<i>Learning Outcomes</i>
<b><i>Exercise Central</i></b>  eLearning exercises on Subject-Verb Agreement and Pronoun-Antecedent Agreement.	<i>Students learn how to identify the following surface errors in their writing:</i>  * <i>Lack of Subject-Verb Agreement</i> * <i>Lack of Agreement between Pronoun and Antecedent</i>

#### **Online Students:**

Please review the online presentations about Subject-Verb Agreement, Pronoun-Antecedent Agreement, and Using Commas for Non-restrictive Information.

#### ***Forum/Message Board***

It is easy to read Amy Chua's "Why Chinese Mothers are Superior" article and naturally get defensive about her mothering style; after all, it is quite different from Western Culture. Still, it is our job to open our minds and find at least two reasons why Amy Chua chooses to parent this way. What, in her mind, is the benefit of raising her daughter this way? What does she hope to achieve?

## Weekly Schedule

### Week Seven: Compare & Contrast (Final Exam Review)

#### **Learning Objectives:**

- Identify surface errors through final exam practice
- Read, write, and think critically
- Practice writing a synthesis paper, which includes multiple sources
- Learn how to compare and contrast
- Integrate in-text citations within our writing
- Review how to write a Works Cited page

#### **Assignment**

#### **Learning Outcomes**

<p><b><i>Explanatory Synthesis Paper Draft</i></b></p> <p>Please write a 3-4 page draft comparing Chua's and Rosin's parenting style. (Follow the Guidelines for Writing an Explanatory Synthesis as explained during Week 6.) You must have...</p> <ul style="list-style-type: none"><li>• a clearly defined thesis statement</li><li>• an introduction</li><li>• a body consisting of 6 or more paragraphs comparing the topics of lifestyle, education, and positives and negative realities of each group</li><li>• a conclusion that mirrors the introduction and the thesis statement</li><li>• in-text citations—you must use quotes from your two readings to provide examples</li><li>• a Works Cited page</li></ul>	<p><i>This assignment helps students learn the basics of writing a comparison contrast paper. Students practice using in-text citations and learn how to create a Works Cited page. Students also learn the importance of using outside resources to prove a point and offer examples /exemplification.</i></p>
<p><b><i>Vote—Email</i></b></p> <p>After reading all blogs, please email me your vote for the top two best blogs. (You can vote for yourself.) Once all votes have been tabulated, I will declare a winner who will receive 5 extra points on their final paper.</p>	

#### **Online Students:**

Please review the video link on apostrophes.

Please review surface errors and take the Final Exam Practice Quiz.

## Weekly Schedule

### Week Eight: Writing Reflection II

#### **Learning Objectives:**

- Read, write, and think critically
- Practice writing a synthesis paper, which includes multiple sources
- Learn how to compare and contrast
- Integrate in-text citations within our writing
- Write a Works Cited page
- Demonstrate surface error knowledge (through Final Exam)

#### **Assignment**

#### **Learning Outcomes**

<p><b><i>Explanatory Synthesis Paper</i></b></p> <p>Please review and revise your 3-4 page paper comparing Chua's and Rosin's parenting style. (Follow the Guidelines for Writing an Explanatory Synthesis as explained during Week 6.) You must have...</p> <ul style="list-style-type: none"><li>• a clearly defined thesis statement</li><li>• an introduction</li><li>• a body consisting of 6 or more paragraphs comparing the topics of lifestyle, education, and positives and negative realities of each group</li><li>• a conclusion that mirrors the introduction and the thesis statement</li><li>• in-text citations—you must use quotes from your two readings to provide examples</li><li>• a Works Cited page</li></ul>	<p><i>This assignment helps students learn the basics of writing a comparison contrast paper. Students practice using in-text citations and learn how to create a Works Cited page. Students also learn the importance of using outside resources to prove a point and offer examples /exemplification.</i></p>
<p><b><i>Journal</i></b></p> <p>Please write a Final Self-Assessment Statement using the Journal. Your Self-Assessment Statement should consist of four solid paragraphs. (Remember that paragraphs should contain four or more sentences of writing.) You can use the following questions as guidelines:</p> <ol style="list-style-type: none"><li>1. How do you feel about yourself as a writer now?</li><li>2. What areas do you need to focus on? What are your surface error goals?</li><li>3. Are you going to make specific goals for yourself? What are they?</li></ol>	<p><i>This assignment helps students set concrete writing goals for themselves in the future. Remember: Practice makes perfect.</i></p>

<p>4. Will being a good writer benefit you in the future? How?</p> <p>5. How do you plan to help yourself become a better writer?</p>	
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**Online Students:**

Take Final Exam by Thursday, at 11 p.m. (Online) **End of Course**