Welcome to English 110! This course is a writing workshop where together we will work through the process of drafting, revising, and crafting clear and interesting essays. We will also engage in forum-like discussions where everyone has a say. My goal is to help you strengthen your voice as a writer, as well as to help you develop your writing process. Whether or not you like writing, whether or not you consider yourself to be a good writer, or whether or not the very idea of writing just terrifies you, I ask that you look at this class as an opportunity. Yes, most literally, it is a chance for you to develop a very important skill, perhaps one of the most important skills you will ever need to develop, but it is also a chance to challenge yourself, to explore thoughts and ideas that run counter to everything you have thought and believed up to this very moment. In short, I want you to see it as an invitation to take intellectual risks, to challenge what you think you know. Try this: whatever you think is right, imagine how someone who disagrees with you might see it. Try harder! Really get into that person’s point of view. Then ask yourself, “Am I still right?” The fact that you are sitting in this classroom shows that you are willing to take risks, perhaps of this kind. Keep it up. This class is not easy, but few things worth doing really are.

Logistically, if you do all of the assignments in this class, you will become a better writer: the more you write, the better you become at it. But you do not need to be a great writer to pass this class. If you turn everything in, complete and on time, you will do well in this class. The key is to write at a steady pace, a little bit here and a little bit there. If you write a little every day, you will produce good writing, on time. Since even ten solid minutes per day of writing will help you get your thoughts on paper more easily, and since I recognize how busy you are, we will be using much of our class time to write and revise essays. It is up to you to make the most of this time. If you do not use the class time allotted, you will have to finish your work on your own time; this, as you may already know, can be difficult. In sum, my best advice to you is to keep on top of the work. You do not want to fall behind in this class.

Location and Times:

MWFRI: 11:40-12:50
PBY 005

Contact: You can email me anytime with questions, concerns, or comments at cmartinez@wheelock.edu. You can also request to set up a conference outside of class. I am available before and after class by appt.

Class Materials and Preparedness:
Please bring your laptops to every class. You should also bring a pen or pencil, your own paper and binder, and your syllabus to class with you every day. Come to every class ready to discuss the readings and lessons. All other materials for the class are available online.

Homework:
You will have homework due in almost every class. Your homework should always be completed as professionally as possible. Written assignments should always be grammatical, clear, organized, and properly formatted (12 pt. font, 1 inch margins, and in a file I can open with Microsoft Word). All homework due dates are posted on the syllabus and will be announced in class. It is your responsibility to know what is due and to complete it on time.

Grades: Weighted average.
Homework and Quizzes: 15% Developmental English Component (Eng 098-1-2): 10%
Essays (3): 50% Developmental English Component (Eng 098-3): 10%
Presentations: (3) 10%
Participation: 5%
Course Objectives:
Writing Goals: Students should review and practice every area of essay composition (development, presentation, and usage) so that by the end of the semester, they are able to

- develop a clear, substantive, and arguable thesis that responds directly to an assignment.
- construct an introduction that engages the attention of the readers and prepares them for the focus of the following discussion.
- develop and organize paragraphs that coherently support a thesis.
- provide transitions between paragraphs that help the overall focus of the essay and establish the order of paragraphs.
- report accurately the result of their research in summaries, paraphrases, and quotations.
- incorporate their primary texts and research into their essays appropriately and document correctly through use of one or more style sheets.
- use language that is appropriate for the audience and topic.
- construct sentences that are grammatically and mechanically correct.
- use the principles of subordination and coordination to achieve clarity, conciseness, variety, and correct emphasis.
- give clear and engaging informal oral presentations on their work.

Processes:
Effective writing is almost never produced in one sitting; instead writing is a flexible and multi-staged process. To strengthen and refine their writing processes, students will practice a number of skills:

- Developing multiple strategies for generating ideas, drafting, revising, and editing
- Developing effective research strategies, including use of the library, databases, internet resources, and primary research methods
- Using the collaborative and social aspects of the writing process, including the ability to critique effectively the work of others and apply critiques received from other writers
- Using technology effectively to support these strategies

Instructor Expectations:
Just as you are expected to meet expectations this semester, I will also hold myself to the following standards. I promise to:

- treat everyone in the class with the respect due to human beings.
- know your name and treat you as an individual.
- not discriminate against you on the basis of your identity.
- not discriminate against you on the basis of your well-informed viewpoints.
- manage the class in a professional manner.
- prepare carefully for every class and begin and end class on time.
- teach only in areas of my expertise; if I do not know something, I will say so.
- return assignments quickly with detailed feedback.
- keep careful records of your attendance, performance, and progress.
- pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.

Laptop Requirement:
You must bring your laptops to every class. Please make sure to charge the laptop before you come. Limited electricity may be available, but you should not count on it.

- Always save your work to at least three places: your hard drive, your email, a flash drive, a net space, etc. Your hard drive will crash, and, unless you are prepared, you will permanently lose all of your work. Computer failure is not an excuse for missing work.

Microsoft Word Software Requirement:
I only accept documents I can open with Microsoft Word. I do not accept Pages or Google Word, etc. Please get Word immediately if you do not have it.
Grading Standards for Class Participation:
Students who receive an A for participation have completed all of the reading assignments on time and have questions to ask and issues to raise in discussion. A students take risks in discussion, which means that they may share thoughts or positions they are not 100% sure about. Moreover, A students listen and respond thoughtfully to issues raised by other students.

Students who receive a B for participation have completed all the reading assignments on time. They listen intently to what others have to say, but they do not always put forth their own questions. Overall, B students do not fully take initiative. B students wait for someone else to take the lead. They participate, but only occasionally.

Students who receive a C for participation attend class and listen attentively to the discussion, but they rarely participate unless directly asked a question. C students seem somewhat disinterested in their own development as writers. It is also unclear whether or not C students have done the reading.

Students who receive a D for participation have clearly not done the readings. They do not have their readings in class and are unwilling to participate or answer questions when called upon. D students frequently look like they are asleep or doing work for other classes.

Note: A few quiet days in class are normal. Everybody has off days or struggles with some of the material sometimes. I will use this grade to communicate to you your overall in-class performance throughout the semester.

Grading Standards for Assignments (A#s):
Note – All homework is turned in electronically and is due when indicated on the schedule below. All homework assignments will receive a numerical grade from 0 – 100 based on completeness and merit. Each grade weighs somewhere between 1-2 percent of the 20% total.

<table>
<thead>
<tr>
<th>Grade Falls Between:</th>
<th>Solid</th>
<th>Exceeded in Responding to the Assignment</th>
<th>91-100</th>
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<tbody>
<tr>
<td></td>
<td>Strong</td>
<td>Amply Met the Requirements of the Assignment</td>
<td>81-90</td>
</tr>
<tr>
<td></td>
<td>Safe</td>
<td>Addressed the Assignment Correctly and Satisfactorily</td>
<td>71-80</td>
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<tr>
<td></td>
<td>Under</td>
<td>Did Not Address the Assignment Correctly or Enough</td>
<td>61-70</td>
</tr>
<tr>
<td></td>
<td>Late or Inc</td>
<td>Correctly Addressed Assignment but Came in Late/Unfinished</td>
<td>51-60</td>
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<td></td>
<td>Inco</td>
<td>Incorrectly Addressed Assignment and Came in Late/Unfinished</td>
<td>1-50</td>
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<tr>
<td></td>
<td>Zero</td>
<td>Did not Complete/Turn in Assignment</td>
<td>0</td>
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Grading Standards for Drafts:
All drafts will receive a number grade that will count as a homework grade. The draft grade is not a direct indication of what the final essay will receive. A good post-draft revision will ensure a strong final essay grade, but a poor revision, or the failure to revise, will almost always ensure the opposite. All drafts should go through the revision process. **Note: I will either not accept final essays or lower the final essay score one letter grade if I do not first receive a completed draft. Late drafts, of course, will also be graded, commented on, and returned later than drafts received on time, depending on how soon I receive them and how fast I can turn them around.**

Grading Standards for Final Versions of Essays:
All final essays will receive a letter grade from A-F. See the grading rubric on Blackboard for specific details about my essay grading criteria.

Late Policy for Assignments and Final Essays:
In the interest of fairness, I lower final grades 1/3 of a grade point (e.g. from an A- to a B+) per day (including weekends) that the work is late. I will not grant a passing grade to any work that comes in more than five days after it is due. You will still need to turn in the work, but the highest grade you will be able to get will be a 55. I only excuse late work if you have official documentation from the OCB Office explaining why it is late.
Requesting Extensions for Final Essays:
I will grant a one day extension (24 hours) if you show me that you have gone for a Writing Consultation (http://www.wheelock.edu/academics/academic-support-services/writing-program/writing-consultations) for help and could use the extra day to get the work done. You will need to request your extension 24 hours in advance of when it is due. Note: You must request a consultation with enough time to be assured to get one, so you should try to schedule an appointment far in advance of the due date if you know that you will need help with an essay. When grading the essays, I verify that you have gone for a WC. They email me a list of students who have gone to them for help. If I cannot verify your visit, the standard late policy applies.

Plagiarism Policy for All Essays and Assignments:
- Drafts or Final Essays containing instances of non-attribution and patchwriting will need to be revised before receiving a grade. Unrevised essays will be granted a zero.
- Essays containing cheating receive an immediate and un-revisable zero.

Academic Honesty Policy:
In this class I will teach you how to recognize plagiarism and how to avoid it. You are expected to understand what academic honesty means. Review the Wheelock Student Handbook if you have any questions. You can download the handbook by searching the web for Wheelock Plagiarism Policy.

Wheelock College Honor Code (from the Wheelock Website)
It is the expectation of the College that all Wheelock College students will conduct themselves as good and respectful citizens, in accordance with the policies governing the College community. Any and all forms of dishonesty, including, but not limited to plagiarism, cheating, furnishing false information, forgery and altering or misusing documents are unacceptable. All students must comply with the Academic Honor Code at all times while they are enrolled at the College in order to create a fair academic environment for all. In disciplinary matters, students are expected to be honest and fully disclosing of the whole truth. Any attempt to deceive, withhold information, or obstruct the investigation or process of justice will be regarded as a violation of the Student Code of Conduct (For details, see the Student Handbook).

Email Etiquette:
- Always use your Wheelock email account.
- Always include a subject line such as "Question about Essay 1" in each email.
- Write in the email address last to avoid accidentally sending an unfinished email.
- Include a greeting like "Dear Dr. Martinez" or "Good Morning Professor" at the beginning.
- Identify who you are by including your full name and class in your email signature.
- Double check spelling and grammar.
- Do not include emoticons, slang, or text speak.
- DO NOT WRITE IN ALL CAPITAL LETTERS.
- Allow 2-3 business days (Monday-Friday) for a response.

Absences Policy:
Unexcused absences are those for which you do not provide any official documentation. I will grant three unexcused absences without penalizing your grade. Although you are not being penalized, you should send me an email to let me know you will not be able to make it to class.

For each unexcused absence after the third, I deduct one-third of a letter grade (e.g. from a B+ to a B) from your final average at the end of the semester. Remember that each time you are absent you may also be missing a workshop or classroom exercise. It is your responsibility to contact someone in the class to find out what you missed and what work you still need to complete.
Excused Absences:  
If you provide the proper documentation, I will grant an excused absence. In order to receive an excused absence, you must go through the OCB office and provide official documentation regarding your absence. Overall, I do not allow more than six absences. If you are absent more than six times, I will not grant a passing grade for the course. Attendance is a very big part of this class and could be a very big part of your grade. It is important for you to try to make it to all the classes.

Perfect Attendance:  
I reward perfect attendance at the end of the semester with two full points to your overall average. This could mean the difference between a B- and a B (from an 81 → 83, for example).

Late Policy:  
My policy for late arrivals to class is as follows. I take attendance at the start of class. If you are not there when I am done taking attendance, you will be marked absent. If you come in after I have taken attendance, you will need to email me after class to let me know that you joined the class late and need to have the absence modified into a late arrival. As with absences, you are granted three late arrivals that do not affect your grade. The fourth late arrival will result in an unexcused absence. The sixth late arrival will result in another unexcused absence and so on (the evens). Please come to class even if you do not have an assignment to turn in or are running late. Overall, it will be better for you to show up late to class or without an assignment than for you to miss class entirely.

Common Courtesy:  
If you have a media gadget out during class (cell phones, Ipods, Iphones, Blackberrys, etc.), you should only be doing class-related work on it. Similarly, you should not be emailing, shopping, or IMing (in any form, including Facebook) on your laptops during class. If I see you on a social network, IMing, texting, or gaming during class, I will ask you to stay after class and let you know that I am marking the infraction as an unexcused absence, since you are essentially taking time away from the class. If the problem persists, I will call you on it immediately and ask you to leave that class. The idea here is that I want you to treat this class professionally. You are here for less than two hours, and in that time I need you to be concentrating on your work and on the class.

Please visit the Students and Alumni section of Wheelock’s website to see a full roster of on-site services, online resources, outside resources, and resume, cover letter, networking, and interview tools. They encourage students and alumni to drop in at the center and use the many services available there, to access our online resources, or to meet in person with one of our staff members in an individual appointment.

Emergency Closing Procedure:

- Do not call the Wheelock switchboard to ask if classes are canceled.
- An e-mail will be sent to the community.
- The College main website will be updated with closing information.
- For those individuals who have activated their RaveAlert emergency contact information, a voice and text message will be sent to your primary number.
<table>
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<th>Schedule</th>
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| 1. Wednesday, 1/23: Week 1  
| 1. Introductions; discuss syllabus; write in-class essay | 12. Wednesday, 2/20: Week 5  
| 1. Essay 1, E1A5 due  
| Submit Essays Online | 1. Discuss E2/Cultural Analysis  
| 2. Reading strategies | 2. Review strategies  
| HW: Begin reading article |  
| 13. Friday, 2/22:  
| 1. Analyze article | 14. Monday, 2/25:  
| 1. Discuss film and readings | 1. Discuss films and readings  
| 2. View film | 2. Review film  
| HW: Begin article and film analysis | HW: Begin writing article and film analysis  
| 15. Wednesday, 2/27: Week 6  
| 1. Film analysis workshop | 16. Friday, 3/1:  
| HW: Finish article and film analysis | 1. E2A1 due  
| 1. Discuss introductory paragraph | 1. Review introductory paragraph  
| HW: Draft intro | HW: Begin drafting  
| 17. Monday, 3/4:  
| 1. E2A2 due | 2. Discuss Body Paragraphs  
| 1. Introduction Workshop | 2. Review Body Paragraphs  
| HW: Continue drafting | HW: Continue drafting  
| 18. Wednesday, 3/6: Week 7  
| 2. Discuss Conclusion | 19. Friday, 3/8:  
| HW: Continue drafting | 1. Discuss presentations |  
| 1. E1A1 due | HW: Complete drafts/presentation  
| 1. Workshop Introduction  
| 2. Debate Workshop |   
| HW: Complete E1A2  
| 8. Friday, 2/8:  
| 1. Debate Workshop  
| 2. Revision Workshop |   
| HW: Continue drafting | HW: Complete drafts/presentation  
| 9. Monday, 2/11:  
| 1. E1A2 due | 10. Wednesday, 2/13: Week 4  
| 1. Group Review Paragraphs | 1. E1A3 due  
| 2. Citation Workshop | 1. Peer Review Workshop  
| HW: Complete drafts | 2. Conclusion Workshop | 2. Review workshop  
| HW: Finish peer review | HW: Finish peer review  
| 11. Friday, 2/15:  
| 1. E1A4 due | 22. Friday, 3/22:  
| 1. Discuss Revision Cover Letter | 1. E2A4 due  
| HW: Complete Essay 1 | 1. Revision Workshop |  
| Monday, 2/18:  
| No Classes | 23. Monday, 3/25:  
| Exam and Class Continuation | 1. Group Review Paragraphs |  
| Deadline | 2. Review paragraphs | HW: Continue revising |  
|   
| HW: Review paragraphs  
| HW: Complete drafts | HW: Review paragraphs |  
| HW: Continue revising | HW: Review paragraphs  
| 24. Wednesday, 3/27: Week 9  
| 1. Discuss Revision Cover Letter | 25. Friday, 3/29:  
| HW: Complete Essay 2 | 1. Discuss E3/Policy Analysis  
| 2. Reading strategies | 2. Review strategies  
| HW: Read articles | HW: Read articles  
| 26. Monday, 4/1:  
| 1. Discussion readings | 26. Wednesday, 4/3: Week 10  
| HW: Finish articles | 1. Discuss policy and readings |  
| HW: Prepare debate | HW: Review articles  
| 27. Wednesday, 4/8:  
| 1. Motive and Thesis Workshop | 28. Friday, 4/5:  
| HW: Revise Introduction | 1. Debate  
| HW: Draft introduction | HW: Draft introduction  
| 29. Monday, 4/15:  
| HW: Complete body paragraphs  
| HW: Complete body paragraphs  
| 32. Monday, 4/15:  
| No Classes | 33. Wednesday, 4/17: Week 12  
| 3. E3A2 due | 1. Title and Thesis Workshop  
| 1. Body Paragraphs Workshop | 2. Review workshop  
| HW: Start peer review | HW: Review workshops  
| 34. Friday, 4/19:  
| 1. Discuss Conclusions | HW: Complete drafts/presentation  
| 2. Workshop Presentations | HW: Complete drafts/presentation  
| HW: Complete drafts/presentation  
| 35. Monday, 4/22:  
| 1. Peer Review Workshop | 1. Presentations  
| 2. Presentations | HW: Finish peer review |  
| HW: Begin peer review | HW: Finish peer review  
| 36. Friday, 4/26:  
| 1. E3A4 due | 38. Monday, 4/29:  
| 1. Quotation and Citation Workshop | 1. Revision Workshop |  
| HW: Start revising | HW: Continue revising |  
| HW: Start revising  
| HW: Continue revising  
| HW: Continue revising | HW: Continue revising |  
| 39. Wednesday, 5/1: Week 14  
| 1. Revision Workshop | 40. Friday, 5/3:  
| HW: Continue revising | 1. Revision Workshop |  
| HW: Continue revising |  
| 41. Monday, 5/6:  
| Essay 3, E3A5 due | Congratulations!  
| 1. Evaluations |  
| HW: Complete Essay 3 | Congratulations! |  
|  

*Congratulations!*