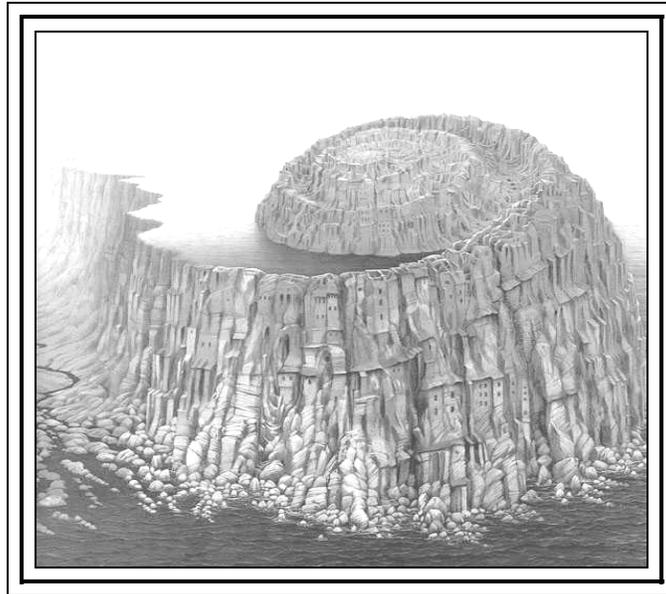


# ENG 106: Composition I



**Immaculata University**  
**Fall 2006**

**Instructor:** Stacy Tartar Esch

**Email** [stacy@brainstorm-services.com](mailto:stacy@brainstorm-services.com)

**Web** Look for our course materials on the Internet at  
<http://stacyesch.googlepages.com>

## **Required Text**

*The Bedford Guide for College Writers*, 7th ed., by E.J. Kennedy, et.al., Bedford/St. Martin's Press, 2005.

## **Course Description**

**The purpose of this course** is to deliver writing instruction and provide opportunities for writing practice. One central assumption of the course is that writing is a skill to be acquired through practice and feedback more so than lecture. Reading critically and thinking critically are two essential prerequisites for successful writing; consequently, the materials we read and discussions that ensue are very close to the heart of the course. The textbook, the instructor, as well as supplementary readings and other materials are designed to help you understand and master three kinds of writing: expressive, objective, and persuasive (there is one major paper associated with each of these types). You will learn the goals for each kind of writing and attempt to master each one through careful drafting, collaboration, revision, workshopping, and peer review. One very hopeful learning outcome of this course is for each student to view writing as a process—particularly as a process that involves discovery. You gradually discover what it is you want to say, and you gradually decide how best to say it. During workshops, students will be offered both written and verbal feedback to guide the process of revision.

**The method of this course** is primarily participatory and collaborative, with lecture used as infrequently as possible. Typically my role will be to coordinate practice exercises and exploratory discussions, as well as to guide editorial relationships among you and your peers. I consider myself a writing “coach” and prefer to function in a facilitative rather than dictatorial role. Many of our classes will involve reading and discussing the writing that you and your fellow classmates generate. We’ll observe professional writing less as a “model” for the writing that you do, and more for the provocative ideas it offers or the inspiration it provides.

## **Course Components: Reading, Discussing, Writing**

**The reading assignments** will involve reading instructional chapters in **The Bedford Guide** as well as supplementary materials I’ll provide as handouts (paper or digital). Paper handouts will be distributed in class, but you may also be asked to go online to access and print your own copy of a digital handout. I’ll make these digital handouts available on the Internet at the course website (<http://stacyesch.googlepages.com>). Specific instructions will be provided any time a digital handout is assigned.

**Discussion** is a term that refers to several different class activities to extend or enhance your thinking on assigned material: class-wide, large group discussions; collaborative, small group discussions; and individual response papers. Students are expected to attend each class prepared to engage in any of these discussion activities when materials are assigned.

The **writing assignments** for this course reflect an intention to practice both informal and formal writing projects and also an intention to explore three broad types of formal essay writing: expressive, objective, and persuasive. **The expressive writing** you do will ask you to draw on your personal experience, your personal observations and perspectives on the world that surrounds you, as well as your personal response to texts we explore. For this unit we'll practice writing effective description and narrative. **The objective writing** you do will ask you to closely observe a subject in order to write about it critically and analytically; you'll acquire and/or develop critical thinking skills such as analysis, interpretation, and synthesis. **The persuasive writing** you do will challenge you to successfully take a convincing stand on an issue by constructing a rational argument, an ethical form of persuasion which is highly valued in the culture of academia.

The reading, discussion, and informal writing you do this the semester will combine to form your **PARTICIPATION** grade at the end of the semester. Absence or lack of preparation for any of the assigned classwork or homework will affect your participation grade. The formal writing assignments you do will combine to form your **ESSAY** grade. If you fail hand in one of your formal essays you cannot receive more than a "D" for your final course grade, regardless of your other scores. If you fail to hand in more than one of your formal essays, you will receive an "F." Your final course grade is calculated by compiling your PARTICIPATION and ESSAY scores.

<b>20%</b>	Paper #1: Expressive Essay
<b>20%</b>	Paper #2: Objective Essay (1)
<b>20%</b>	Paper #3: Objective Essay (2)
<b>20%</b>	Paper #4: Persuasive Essay
<b>20%</b>	Informal Writing, Preparation, Oral Participation

## **Class Policies**

**Late Work.** All essays and other assignments are due on the date assigned. If a serious injury, illness, or other emergency prevents you or seems likely to prevent you from meeting a deadline, make arrangements with me before the assignment is due, or the day it is due. If no specific arrangement has been made, late penalties will ensue. Late papers will be assessed a penalty of one letter grade for every two days late (in our age of email, weekends count). You cannot turn in an assignment for full credit more than one week after its due date. After one week, your work can only earn a "D" (numerically 65) or lower.

**Attendance.** I keep attendance records for each class period. Students are expected to attend every class having read assigned material or prepared assigned homework. Students who miss more than three classes may receive a lowered grade according to the severity of your absenteeism and my own discretion considering the circumstances. Students with extended medical problems or personal emergencies should notify the appropriate officials at the University. Penalties may be waived only in the case of extreme extenuating circumstances. It is up to the student to provide official verification from the appropriate office of explaining extenuating circumstances. I also would expect you to discuss such issues with me directly via email ([stacy@brainstorm-services.com](mailto:stacy@brainstorm-services.com)).

**Individual conferences** are an important part of the course, and you will have the opportunity to meet with me several times during the semester. Some conferences will take place in lieu of class and some will be conducted during writing workshops. If you need further conferencing, you can either make an appointment with me before or after class, or send me your questions by email ([stacy@brainstorm-services.com](mailto:stacy@brainstorm-services.com)). Each conference is an opportunity for personalized editorial discussion and evaluation of your work's progress.

**Writing Center.** If you are having trouble with a writing assignment, do not hesitate to bring your problem to my attention or to bring your work to the campus Writing Center (located on the ground floor of Loyola Hall).

**Diversity and Fair Language.** You are required to use nondiscriminatory language and to treat all issues of diversity respectfully (including, but not limited to, race, sex/gender, ethnicity, disability, and sexual orientation).

**Academic Honesty.** Plagiarism of any type is a serious academic offense that can result in a failing grade on an assignment, failure of the course, or referral to academic judicial affairs, depending upon the instructor's judgment. You are plagiarizing if you lift either ideas or word-for-word passages from a published book, article, or website without giving credit to the author; pass off another student's work as your own; or allow a "helper" to actually write parts of your paper for you.

# Writing Assignment Sequence

Three formal writing assignments and a several informal ones will punctuate the course. There are no major exams. Your writing, your active engagement with the materials we explore, and your participation in class activities are the sole determinants of your course grade. You are advised to keep all completed homework and classwork in case of a discrepancy between my records and yours.

All **informal writing** is scored according to a point system, with most class activities and homework worth 3, 6, or 10 points. Formal writing is scored by use of a rubric (to be distributed) which reflects my belief in a holistic approach to evaluation, and attempts to provide students with a clear, objective understanding of how their grade is derived. Five equal criteria are applied to determine the quality of your essay: focus, development, organization, style, and correctness. For each of these criteria, students can score “High Pass” (100), “Pass” (75), or “In Progress” (60). For papers that may be severely inadequate in one or more categories, the instructor reserves the right to assign an overall failing grade (55). Your first three formal essays may be revised and resubmitted for re-evaluation as long as the revision is accompanied by the original and by a written statement explaining what you attempted to improve in your revision.

## **Brief Description of Major Writing Assignments**

### **Paper #1: Expressive Essay: Recalling an Experience**

Readings: *Bedford Guide*: chapter 1 (8-17), chapter 4 (47-62), and chapter 15 (252-268) and handouts

Students will study “Chapter 4: Recalling an Experience” as well as other chapters in *The Bedford Guide* and discuss materials, literary and non-fiction, related to the broad topic of identity. You will write about some significant aspect of your identity in a descriptive memoir essay.

### **Paper #2: Objective Essay: Critical Analysis**

Readings: *Bedford Guide*: chapter 21 (370-385) and handouts

Students will study “Chapter 21: Strategies for Understanding Visual Representations” in *The Bedford Guide*, which will provide the foundation for writing an extended objective analysis of a commercial or artistic visual image such as an advertisement or a painting.

### **Paper #3: Objective Essay: Synthesis**

Readings: *Bedford Guide*: chapter 7 (95-112) and handouts

Students will study “Chapter 7: Comparing and Contrasting” in *The Bedford Guide*, which will provide the foundation for writing an objective synthesis essay using the rhetorical strategy of compare/contrast.

### **Paper #4: Persuasive Essay: Taking a Stand**

Readings: *Bedford Guide*: chapters 9 (131-151) and handouts

Students will study “Chapter 9: Taking a Stand” in *The Bedford Guide* in order to learn the rhetorical strategy of argumentation: making a claim, supporting that claim with logical reasoning and evidence, and refuting opposing views. You will be asked to select a debatable topic and write a persuasive argument to make your claim convincing to readers who might disagree with your position.