

INTRODUCTORY COLLEGE WRITING

EN052.02—M 6:30 p.m. to 9:00 p.m., 204 Carney

with Dustin Lee Rutledge

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COURSE DESCRIPTION

EN052 is modeled off of BC's First-Year Writing Seminar, a parallel course offered in the College of Arts & Sciences. From the FWS homepage and the English Department:

“[EN052] is a required course designed to help students develop effective processes for composing and revising nonfiction prose for a variety of writing situations—including but not limited to academic writing situations.... [S]tudents in the seminar write both from their own interest, commitment, and passions and to the demands and specifications of teachers, readers and editors;...revise their essays before they are submitted for evaluation;...learn to give and receive productive feedback;...[and] present and “publish” their work within various classroom, campus, or internet settings.

“The goal of [EN052] is to give first-year students strategies and practice in a variety of writing situations and genres, which will help them understand and plan for the new writing challenges that lie ahead in their academic, professional, and personal lives. The goal...is [also] to give students the tools and the incentive to keep writing after the course has ended: in other courses, in their community, and for themselves.”¹

“Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts.... The class meets two and a half hours per week [in addition to regular conferences] to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and [the] evolving drafts of class members.”²

¹ www.bc.edu/content/bc/schools/cas/english/fws.html

² www.bc.edu/offices/stserv/academic/courses.html

REQUIRED TEXT

Rosenwasser, David, and Jill Stephen. *Writing Analytically*, 6th Edition. Boston: Wadsworth, 2012. Print.

GRADING

Grading Scale: BC's grading system consists of the following grades—A- or A (for *excellent* work); B-, B, or B+ (for *good* work); C-, C, or C+ (for *satisfactory* work); D-, D, D+ (for *passing, but unsatisfactory* work); and F (for *failure*).

Grading Breakdown: Here's how your work in the class will be weighted.

Papers (Second Drafts): 30%

Each of your three major papers—due on 2/13, 3/19, and 4/23—will be worth 10% of your course grade.

Final Portfolio: 35%

At the end of the semester, all of your writing from class (from reading responses and in-class writing to drafts and revisions, everything) goes into your portfolio. You will choose a selection of your writing to count for 35% of your course grade.

Quizzes: 10%

Quizzes, not necessarily announced, and given periodically throughout the semester, will make up 10% of your course grade.

Participation: 25%

Participation encompasses your preparedness for class and conference meetings; your contributions to class discussion, activities, and group work; your effort on all of your written assignments and drafts; etc. It will be worth 25% of your course grade.

COURSE POLICIES

Academic Integrity: “Plagiarism,” according to BC’s policy on academic integrity, “is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one’s own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original

author, speaker, illustrator, or source of the material used is clearly acknowledged.”³ See the university’s complete statement on academic integrity by following the link below.

Attendance: For all class meetings and conferences, attendance is required. Unexcused absences will reduce your participation grade.

Conferences: Below, the course schedule for the semester lists which weeks we will meet for conferences.

Class Discussion: Everyone in class benefits from your participation. During class discussions, however, I ask that you wait to be acknowledged first before you speak. To contribute, please raise your hand.

Late Work: With respect to the standards of the class, and in fairness to students who turn in their assignments on time, late work will not receive full credit.

COURSE SCHEDULE

M January 23: Welcome to EN052

M January 30: “We Are the One Per Cent”—John Kenney, “Kiljoy Is Here”—Randall B. Smith

M February 6: *Writing Analytically* (pages 407-411), **Paper #1 (Rough Draft) due**

M February 13: **Paper #1 (Second Draft) due**, CONFERENCES

M February 20: *Writing Analytically* (pages 70-71, 111-112, 26-28, 382-385, 13-14, 330-332, “Class Matters. Why Won’t We Admit It?”—Helen F. Ladd and Edward B. Fiske

M February 27: *Writing Analytically* (pages 53-56, 59-63, 65-66, 82, 91-97, 99-100), “Let’s All Feel Superior”—David Brooks, Readers’ Comments from *The New York Times*, “Statuette Often Goes Unnoticed”—Tessa Trainor

M March 5: Spring Vacation—NO CLASS

M March 12: *Writing Analytically* (pages 391-396, 398-406, 333, 336, 296-298, 306-309, 165-172, 326, 327-328), **Paper #2 (Rough Draft) due**

M March 19: **Paper #2 (Second Draft) due**, CONFERENCES

³ www.bc.edu/offices/stserv/academic/integrity.html

M March 26: *Writing Analytically* (pages 319-320, 323-325, 333-334, 336-342, 349-352, 356-359, 360-363, 364-366), “What Jesus Did”—Garry Wills, “Personal Best”—Atul Gawande

M April 2: “We’re Going To Stop Here”—Jonathan Starke, “Lucie And Me”—Heather Treseler, Essay(s) from FWS

M April 9: **Paper #3 (Rough Draft) due**

M April 16: Patriots’ Day—NO CLASS

M April 23: **Paper #3 (Second Draft) due**, CONFERENCES

M April 30: Preparing your Final Portfolio

M May 7: **Final Portfolio due**