Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

Course presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression and is designed to develop and foster writing skills for college writing assignments, professional communication, and personal expression. The focus of the course is on writing in a variety of forms: Narration, Description, Comparison/Contrast, Cause-and-Effect Analysis, Definition, and Argumentation. Assignments include reading essays or longer pieces, creating and keeping a homework blog, writing paragraphs, short essays and an MLA style research paper. Attention is given to mechanics, syntax, grammar and the MLA format. Opportunities for revisions heighten self-confidence.

Course Objectives

♦ Students will learn to express themselves more clearly, forcefully and grammatically in their written work.
♦ Students will learn to use the different modes of academic writing: narration, description, comparison/contrast, cause-and-effect analysis, definition, argumentation, and research paper writing.
♦ Students will work at developing a distinctive voice in their writing.
♦ Students will become more aware of the continuity between reading and writing.
♦ Students will become acquainted with key library research skills.
♦ Students will learn the MLA format for essays and research papers.
The student will demonstrate [knowledge, skill and/or competency, as appropriate for the course] across cultural settings and will learn the impact of culture, gender, and age in English Composition as demonstrated by their reading, research, and writing assignments.

The student will demonstrate ethical knowledge, as appropriate for the course, pertaining to English Composition as demonstrated by their reading, research, and writing assignments.

**Course Requirements**

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Five short analytical papers 3-4 pages each</td>
<td>(40%)</td>
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<tr>
<td>One 5 – 7 page MLA style research paper and oral presentation</td>
<td>(30%)</td>
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<tr>
<td>Class Participation</td>
<td>(10%)</td>
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<tr>
<td>Homework Journal (Assignments from our textbook <em>Making Sense</em>)</td>
<td>(20%)</td>
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<td>100%</td>
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**Grading**

Your grade will depend upon these assignments in the percentages above. Weekly attendance of the course is essential, and I take roll at every class. **IF YOU ACCRUE THREE OR MORE ABSENCES DURING THE SEMESTER, YOUR GRADE WILL BE DROPPED AN ENTIRE GRADE. IF YOU ACCRUE FIVE OR MORE, YOU WILL FAIL THE COURSE.**

**Lateness**

Please be on time for class. If you are 30 minutes late or more, that counts as missing half the class. Two “lates” equal one absence. See the above policy on grading and attendance for grade penalties.

**Deadlines for work on Research Papers**

*If two or more of these research paper assignments are handed in late, the grade for the research paper will be dropped by one-half grade.*

**Tuesday 10/17** - One paragraph describing your research paper.

**Tuesday 11/24** - Annotated bibliography of three sources to be used in your research paper.

**Tuesday 12/15** - Draft of your research paper.

**FINAL EXAM DATE** - Final version of your research paper.

**Email Communication**

This is the best way to ask questions or clarify assignments between class meetings. I will respond within 24 hours.

**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.
**Text(s)/Readings (Required)**
   Boston, New York: Bedford St. Martin’s, 2010. Print

**Important Policies**
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

**Written Work**
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructor’s decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

**Request for Accommodations**
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

**Attendance**
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies.
specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.
Dr. Robert Waukonen’s Grading Rubric for Essays

A grade
Essay has a clear thesis and well-developed introduction, body, and conclusion. Paragraphs are well organized (clear topic sentences) and cohere well. Sentences are expressive and clear, and free of grammatical errors and punctuation mistakes. Textual support material, including quotes, is seamlessly integrated into the essay and effectively supports analytical claims. For research-based essays, in-text citations are smoothly integrated into the text; entries in the Works Cited are properly constructed.

B grade
Essay has a clear thesis; introduction, body, and conclusion are strong, but can be improved. Most paragraphs are well organized and cohere well. Sentences are mostly clear and expressive, with few grammatical errors and punctuation mistakes. Textual references are used effectively to support analysis, but could be integrated more smoothly into the essay. For research-based essays, almost all in-text citations are well integrated into the text; most entries in the Works Cited are properly constructed.

C grade
Essay has a vague thesis; introduction, body, and conclusion need stronger development. Some paragraphs need better organization and development. Some sentences are lacking in clarity and conciseness, with some grammatical errors and punctuation mistakes. Textual references are used to support analysis, but in a perfunctory way, and could be integrated more smoothly into the essay. For research-based essays, in-text citations need to be better integrated into the text; many of the Works Cited entries are improperly constructed.

D grade
Essay lacks a clear thesis; introduction, body, and conclusion need substantial development. Many paragraphs need better organization and development. Many sentences lack clarity and conciseness. There may be many grammatical errors and punctuation mistakes. Textual references are used inadequately to support analytical claims. For research-based essays, in-text citations are poorly integrated into the text; most of the Works Cited entries are improperly constructed.

F grade
Essay has no thesis; introduction, body, and conclusion have minimal development. Most paragraphs are poorly organized and developed. There may be many grammatical errors and punctuation mistakes. Analytical claims lack textual support. For research-based essays, in-text citations are poorly integrated or lacking altogether; Works Cited, if it exists, has many improperly constructed entries.
**Course Assignments** (readings, exercises and/or experiences)

Our class meets once a week from 6:15 – 9:15 PM. There will also be 4 class meetings at the library with senior research librarian Nina Bogdanovsky. They are listed in the schedule below. During our class time we will examine the nine rhetorical modes, learn the steps to outlining and writing papers in those modes, discuss the readings assigned for class, work on drafts of papers alone and in peer critique groups. All of the work this semester is cumulative and leads to research on a paper topic of your choice and writing a well researched, well crafted, and well documented MLA research paper and annotated bibliography. It is expected that 8 hours of your study time will be spend on out of class assignments and exercises. They are listed below. Some weeks will require more time and some weeks less time, but the average is approximately 8 hours per week over the semester.

*This schedule is subject to change of the needs of the instructor and class.*

As you read the essays in *Making Sense*, go over the questions at the end of each essay for class discussion. All written homework is to be done on-line in your homework journal. **All work is due on the date assigned.**  
*Always bring both textbooks to class. We will spontaneously use the Hacker Handbook to target and review specific grammar issues that come up.*

**Tuesday Sept. 1**

*Introductions.*  
**Prior to our first class meeting you will have already:**  
Read in *Making Sense*  
Chapter 1 – Introduction – The Reading and Writing Connection  
Review  
pp. 5 - 44  
Set up your **Homework Journal on Canvas.**  
Answer questions 1-5 on page 44 of *Making Sense.*  
(1) What does it mean to be a writer?  
(2) Do you think of yourself as a writer (or a particular kind of writer?) If so, when did you first begin to think of yourself that way?  
(3) Have you ever described yourself to others as a writer (or a particular kind of writer)? Can you remember the first time you did so?  
(4) Do you think of yourself as part of a community (or multiple communities) of writers? Who makes up your community or communities?  
(5) Does your writing include visuals?

**Tuesday Sept. 8**

Read in *Making Sense*  
Chapter 2 – Narration  
pp. 45-80  
pp. 81-117  
**Written Homework – to be done on your Homework Journal**  
Planning and Writing Narratives  
pp. 66-67 1,2,3,4,5  
Pick only one.
Tuesday Sept. 15th
Chapter 3 - Description
Read in Making Sense
pp. 120 – 160 Chapter 3 - pp. 161 – 201
Homework Journal Question #1 p. 159
The topics for your first essay will be given out in class– work on first drafts in class – feedback groups.

Tuesday September 22nd
Narrative/Description Essay #1 Due
Chapter 4 - Exemplification
Read in Making Sense
pp. 204 – 240
pp. 241- 265
Homework Journal
Question 1 or 3 on p. 229

Tuesday Sept. 29th
Library Class Meeting #1

Tuesday Oct. 6th
Grammar Review
Assignment for Essay #2 will be handed out
Group work on drafts of Essay #2
Discussion on research paper topics and research papers.

Tuesday October 13th
NO CLASS MEETING

Tuesday Oct. 20th
Research Paper Paragraph Due
Chapter 5 - Classification
Read in Making Sense
pp. 268 – 3338
Peer Group Work in Class on draft of essay #2
Homework Journal Assignment
“Try your Hand” pp. 273 – 275

Tuesday Oct. 27th
Library Class Meeting #2

Tuesday November 3rd
Essay #2 Due
Chapter 6 - Comparison/Contrast
Read in Making Sense pp. 340 – 401
Paper Topics for Comparison/Contrast Essay #3
p. 365 #1
p. 381 #2 or #8
p. 391 #2
Homework Journal
“Try Your Hand” p. 345 or “Try Your Hand” pp. 347 - 349
Tuesday November 10th
Comparison Contrast Essay #3 Due (post on Canvas)
Library Visit #3

Tuesday Nov. 17th
Library Visit #4
Homework
Chapter 7 - Process Analysis
Read in Making Sense
pp. 404 – 462
Homework Journal
p. 431 Guide for Dates

Tuesday November 24th
Chapter 8 – Cause-and-Effect Analysis
Read in Making Sense
pp. 464 – 524
Paper Topics for Cause and Effect Essay
p. 494 # 1 or #2
p. 504 # 1 or #2
p. 524 # 1 or #2
p. 550 # 2
In class work on drafts/peer group

Tuesday Dec. 1st
Annotated Bibliography Due
Cause and Effect Essay # 4 Due
Chapter 9 - Definition
Read in Making Sense
pp. 564-632
Topics for Definition Essay # 5 handed out in class
Peer work on Definition Essay

Tuesday Dec. 8th
Definition Essay # 5 Due
Chapter 10 Argumentation
Read in Making Sense
pp. 634 – 725
Oral presentation workshop.

Tuesday Dec. 15th
Draft of research paper due.
One to One research paper clinics.

Your research papers are due on the date of the scheduled final exam when you will all give a oral presentation of your research paper.