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

This course, which introduces flexible strategies for approaching each stage of the writing process, prepares students to succeed in their college-level writing. Students learn from readings that illustrate conventions and techniques of composition and from their own regular practice in drafting, revising, and editing.

Course Objectives

1. Course Objective 1: The student will learn (or have reinforced) rules of grammar, punctuation, and style.

2. Course Objective 2: By the end of the semester, the student will be completely confident and skilled at writing, revising, and producing an excellent finished product.

3. Course Objective 3: The student will demonstrate competency in writing across cultural settings and will learn the impact of culture, gender, and age via composition as demonstrated by their writing assignments and the editing help they give other students in class.

4. Course Objective 4: The student will demonstrate ethical skills pertaining to writing original work, giving other students careful assistance and advice demonstrated by their written work and behavior in class.

Grading

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- (0.67), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), official withdrawal from course

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)

Call # PE1417.W668 2012

The above text is available for 2hr. checkout at the main circulation desk in O’Neill Library. O’Neill Library is open 24/5 as well as shorter weekend hours.

The textbook can also be readily purchased from the Boston College bookstore, www.amazon.com or http://www.bigwords.com/bigwords/

The Writer’s Presence is a good book full of excellent essays. If you like to read that kind of thing, then purchase it, but for most of you I recommend using the library’s copy, renting it from Big Words (via the above website), or buying it used.

Text(s)/Readings (Recommended)

Other readings will be made available either through Course Reserves or handed out in class as the semester goes on.

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 instructors 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
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 in print form. Late assignments will be graded accordingly. I will not accept papers submitted via email unless there is an extreme mitigating circumstance.

The final paper is due either on Dec. 9th in class or handed to me in O’Neill Library by Dec. 14th. If the paper is not handed in by the 14th, your grade will go down by 5 points for every day it’s late.

Here’s how I grade: Each assignment is worth a set number of points (shown below). They total 80 pts. Classroom participation makes up the other 20 so you’re aiming for 100 pts. So if you get an A on every assignment and come to class, you will get an A for your final grade. If you get less than an A on a paper and would like to revise it using my suggestions, you can resubmit it for the chance to get an A. There will also be numerous other opportunities to earn points as the semester progresses but these are the main assignments.
**Grading:**

Social networking assignment 5  
Memoir: 10  
Essay: 15  
Short paper: 20  
Final research paper: 30  
Classroom/Online participation: 20

Total: 100=A

**Course Assignments** (readings, exercises and/or experiences)

During our 3 hours of classroom time each week, we will talk about different aspects of the writing process, beginning with grammar, punctuation, and form. There will be a combination of lecture, brief quizzes, and group exercises in class. We will start with practical, realistic writing assignments such as Yelp reviews, Facebook posts, and emails. In class, students will work on brief quizzes that show incorrect usage and decide how to fix the errors. Then, while trying their own writing examples, the instructor and other students will offer suggestions on improvement (always in a positive, non-judgmental atmosphere) There will also be (hopefully) fun and interesting in-class writing practice. Our work will lead up to more complex writing assignments like brief memoirs, essays, short papers, and a final research paper. The assignments will be graded on effort and improvement in the written work following class discussion and editing. The only way to receive full credit for the assignments is to turn them in when due.

In between classes, I will post additional readings via Course Reserve or Canvas. Students will post comments and the professor will join the discussion.

Weekly classes will start out with a discussion of what students have read in the book *The Writer’s Presence* and will cover any questions students may have. In addition, students will periodically be required to choose essays from and report briefly in class on what was read: style, content, etc. Reading quality essays written by well-known authors is an important way to learn what good writing is. It is expected that students will spend 4-5 hours outside class per week on reading, writing, and editing.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
<th>Due Date</th>
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</thead>
</table>
| 9/2/15    | Introduction         | overview of class  
brief in-class grammar/punctuation quiz                                                        |           |
| 9/9/15    | Practical/social     | Facebook posts, Yelp reviews, Craigslist ads, letters of complaint, etc.                       | 9/16/15   |
|           | writing              |                                                                                                 |           |
| 9/16/15   | Grammar              | Quiz and an in-class activity                                                                    |           |
| 9/23/15   | Composition          | discussion of Strunk & White composition chapter  
In-class writing and editing, plus take-home                                                |           |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
<th>Date</th>
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<tbody>
<tr>
<td>9/30/15</td>
<td>The Memoir</td>
<td>Tentative guest speaker</td>
<td></td>
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<tr>
<td>10/7/15</td>
<td>The Memoir</td>
<td>In-class discussion, writing, editing, take-home assignment</td>
<td>10/14/15</td>
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<tr>
<td>10/14/15</td>
<td>The Article</td>
<td>In-class discussion, writing, editing</td>
<td>10/21/15</td>
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<tr>
<td>10/21/15</td>
<td>The Essay</td>
<td>In-class discussion, writing, editing</td>
<td>10/28/15</td>
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<tr>
<td>10/28/15</td>
<td>Halloween Activity</td>
<td>Fun in-class writing assignment</td>
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<tr>
<td>11/4/15</td>
<td>Short paper</td>
<td>In-class discussion, writing, editing, take-home assignment</td>
<td>11/18/15</td>
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<tr>
<td>11/11/15</td>
<td>Short paper</td>
<td>In-class writing assignment/partner work</td>
<td>11/18/15</td>
</tr>
<tr>
<td>11/18/15</td>
<td>Research paper</td>
<td>topics, formats, work with partner</td>
<td>12/14/15</td>
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<tr>
<td>11/25/15</td>
<td></td>
<td>No class-Happy Thanksgiving!</td>
<td></td>
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<tr>
<td>12/2/15</td>
<td>Research paper</td>
<td>footnotes, final revisions</td>
<td>12/14/15</td>
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<tr>
<td>12/9/15</td>
<td>Resumes/cover letters</td>
<td>In-class discussion, writing, editing, take-home assignment</td>
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<tr>
<td>12/14/15</td>
<td></td>
<td>Research paper due by 5pm</td>
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