EN 05201 and EN 05202: Introductory College Writing  
Credits 4  Summer, 2013

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Office Hours:  Mondays 5:30-6:30; Tuesdays 11:30-12:30  
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Schedule (class times and day(s):  EN 05201: June 24-July 31, M W, 6:15-9:15 p.m.  
        EN 05202: June 25-Aug 1, T TH, 8:30-11:30 a.m.

Room:  TBA

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. Opportunities for revisions heighten self-confidence.

Course Objectives

1. Students will learn the fundamental principles of expository writing, including purpose, audience, structure, argumentation, coherence, clarity, and tone.
2. Students will develop research skills and learn the proper use and documentation of source materials.
3. Students will hone critical reading and thinking skills through exposure to professional essays and analysis of arguments.
4. Students will learn to assess and substantively revise their own work and to correct recurring problems in grammar and punctuation.
Course Work Requirements

Students will write four papers:
1. Autobiographical essay, 3-5 pages
2. “How to” essay, 3-5 pages
3. Letter to the editor (with sources), 3-5 pages
4. Argument essay (with sources), 4-6 pages

All essays may be revised at any time during the term, provided the student consults with the professor before revising and the revision is substantive.

Additional work will include the following: reading professional essays, short homework assignments on particular topics, exercises in a basic skills workbook, and a final test.

The basic skills section of the course consists mostly of independent study. Students will complete a series of exercises in a workbook. Before students do the exercises, they should carefully read the corresponding section in the handbook and review the examples provided. Some material will be reviewed in class.

Grading

The autobiographical and argument essays will each be worth 25% of the grade. The “how-to” essay and letter to the editor will each be worth 15%. Class participation and the final test will each be worth 10%.

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; F (.00), course dropped without notifying office; 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 Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)


(The last two books will be sold together as a package at the BC bookstore. The ISBN number for the package is 0-312-56428-7. The books may also be bought at Amazon.)
Students may substitute the sixth edition of *A Writer’s Reference* if they prefer, but they must purchase the precise exercise book that appears above.

**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.

**Disability Statement**
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. 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.

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

This is a four-credit course that meets for three hours twice a week. It is expected that students will spend twelve hours a week outside of class completing readings, assignments, essays, and revisions. Please note that some weeks will require more time and some weeks less time, but the average is approximately twelve hours per week.

Students are expected to complete the following out-of-class assignments:

1. **M, June 24/T, June 25**
   - Introduction to course; seven questions; essay #1 assigned; pre-writing

2. **W, June 26/Th, June 27**
   - **Homework**: read assigned autobiographical essays
   - **Homework**: do coherence exercise
   - In class: discussion of sample essay; narration/description; paragraph coherence (time, space); sentences (structure, predication)

3. **M, July 1/T, July 2**
   - **Due**: essay #1
   - **Homework**: read assigned process essays
   - In class: essay #2 assigned (“how-to” essay); discussion of sample essay; in-class presentations; purpose/audience; strategies of argumentation; sentences (grammar)

*No class W, July 3/Th, July 4.*
4. M, July 8/T, July 9

**Homework:** read “Letter from Birmingham Jail”

**Homework:** do purpose/audience exercise

**Homework:** do strategies of argumentation exercise

In class: purpose/audience; strategies of argumentation; sentences (punctuation)

5. W, July 10/Th, July 11

**Due:** essay #2

**Homework:** read assigned essays on current social issue

**Homework:** do for-and-against summary

In class: essay #3 assigned (letter to the editor); discussion of topic; structure; thesis/topic sentences; paragraph coherence (transition words)

6. M, July 15/T, July 16

**Due:** first draft of essay #3 (bring 3 copies)

**Homework:** read assigned essays on complex social issue

In class: peer review; sentences (style)

Individual conferences

7. W, July 17/Th, July 18

**Due:** essay #3

**Homework:** read more assigned articles on complex social issue

[*all basic skills exercises to be completed by today]*

In class: essay #4 assigned; discussion of topic; evaluating sources; review of basic skills

8. M, July 22/T, July 23

**Homework:** answer assigned research questions, include sources

**Homework:** do fair/unfair argument exercise

In class: discussion of topic; logos/pathos/ethos; introductions

9. W, July 24/Th, July 25

**Homework:** do logos/pathos/ethos exercise

In class: logical fallacies; MLA documentation

10. M, July 29/T July 30

**Due:** first draft of essay #4

In class: review for test

Individual conferences

11. W, July 31/Th, Aug 1

**Homework:** review for test

In class: test on basic skills, argumentation, and MLA documentation

Individual conferences

*Friday, August 2 -- Final draft of essay #4 and complete portfolio due by 3:00 in McGuinn 100.*