ADEN 1052.01 Introductory College Writing 4 Credits

Woods College of Advancing Studies

Fall 2017 Semester – August 29, 2017 – December 12, 2017

Tuesdays 6:15 – 9:15 PM

Room – TBA

Dr. Anne Pluto

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Office: Stokes Hall – Peet’s Coffee Shop

Office Hours: Tuesday 5:00 – 6:15 PM

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 worldview 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 presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression. Opportunities for revision heighten self confidence.

Launching in Fall 2017, the Woods College Manresa Experience is a Common Formation Experience for Woods College students, encouraging them to engage in and foster their professional, personal, and spiritual discernment. bc.edu/WoodsManresaExperience
Our class is one of seven Woods College courses, which will be integrating the content and message of the nonfiction book, *The Red Bandanna: A Life, a Choice, a Legacy*. *The Red Bandanna* details the life and death of Welles Remy Crowther, a 1999 graduate of Boston College. A varsity lacrosse player during his time on the Heights, Crowther grew up in New York witnessing his father’s commitment as a volunteer fire-fighter. Upon graduation, Crowther secured a position at Sandler O’Neill, an investment banking firm in the World Trade Center. Crowther flourished in his work there, advancing from research to trading while being recognized by his team player approach.

On September 11, 2001, Welles died a hero, saving the lives of others and becoming known as “the Man in the Red Bandanna.”

As part of the Woods College Manresa Experience, you will have the opportunity for reflection and discernment – in your classes, in co-curricular offerings, through service and social justice programs, and in liturgies, prayer services, retreats, and faith-sharing opportunities on campus. This ongoing invitation to formation is an essential component of a Jesuit education. Student Formation at Boston College emphasizes three particular dimensions – intellectual, social, and spiritual. The prominence of formation in Jesuit education can be traced back to the values that St. Ignatius Loyola and his companions embraced in founding the first Jesuit schools to educate men and women for and with others.

**Text(s)/Readings (Required)**


**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

In the case of any technical difficulties or concerns, please contact canvas@bc.edu or 617-552-HELP (4357) for immediate assistance.

**NOTE:** Canvas requires particular computer specifications and wifi access. It is important that you plan accordingly, particularly for courses that have online components.

**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

Five short analytical papers 3-4 pages each (40%)
One 5 – 7 page MLA style research paper and oral presentation (30%)
Class Participation (10%)
Ten Written Homework Journal Assignments (20%)

Total 100%

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.
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.
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 11/7 - Annotated bibliography of three sources to be used in your research paper.

Tuesday 11/28 - Draft of your research paper.

Tuesday 12/12 - 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; F (.00),
course dropped without notifying office; W (.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.

Important Policies

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html (Links to an
external site.)
Course Assignments (readings, exercises and/or experiences)

Our class meets once a week from 6:15 – 9:15 PM. 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 textbooks to class. Be prepared.

Tuesday August 29th

Introductions.

Our writing, ourselves. The Manressa Experience

Read: Part One – The Compact Reader

Chapters 1 - 4 pp. 1 – 56

Written Homework #1 – Post On CANVAS

- What does it mean to be a writer?
- 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?
- 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?
- Do you think of yourself as part of a community (or multiple communities) of writers? Who makes up your community or communities?
- Does your writing include visuals?

Tuesday September 5th

Read: Chapter 5 – Narration - The Compact Reader

pp. 61 – 90
Read: The Red Bandanna pp. 1 - 57

Written Homework #2 - Post on CANVAS.

As you read The Red Bandanna, the author includes many questions for reflection about Welles' life. We also invite you to consider these questions about your own life as you read:

One Sunday morning before Church, Welles' father gave him a red bandanna which he carried with him throughout his life.

“…[he] folded the red handkerchief neatly and placed it in the back right pocket of his son's pants. 'You can always keep this back there,' Jeff told him. 'You'll always have it if you need it.' 'Thank you, Daddy,' Welles said beaming. 'That's great.' In the simple course of getting dressed, the boy had received this unexpected gift” (p. 21).

What have you received - both tangible and intangible - that you carry with you? How will these gifts assist you in your studies at Boston College?

Wednesday September 5th

@ 5:00 pm - Last day to Drop/Add courses with100% refund of tuition -

Last date to drop a class with 100% refund of tuition.

Friday September 8th

Last date to withdraw from a class with 80% refund of tuition.

Tuesday September 12th

Read in Compact Reader

Chapter 5 – Description pp. 91 – 117

Read: The Red Bandanna pp. 58 - 132

Written Homework #3 – post on CANVAS.

The author notes that the firehouse was Welles’ first team – of many. As an aspiring Captain of his high school hockey team, Welles' learned a valuable lesson from his coach about leadership, “It's not what you're doing wrong,” Moreno said. “It's just... there's more. You're a leader by example, but you can do much more” (p. 37).

The Jesuit tradition sums up this ideal of “more” with the Latin word magis, a life lived in response to the question: How can I be more, do more, give more? (from A Pocket Guide to Jesuit Education)

Where are you being called to live the magis – to be more, do more, give more?
**Friday September 15th**

*Last date to withdraw from a class with 60% refund of tuition.*

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**Tuesday September 19th**

Narrative/Description Essay #1 Due

Chapter 7 – Example

Read in *The Compact Reader* pp. 118 – 146

Read: *The Red Bandanna* pp. 136 - 168

**Written Homework #4 – post on CANVAS.**

While Welles was successful in his career at Sandler O'Neill, he continued to feel called to life as a different vocation, to life as a fire fighter.

“‘I think I want to be a New York City firefighter.’ There it was. He said it. Aloud. To his father. For so many of us, change first begins by giving it voice. Say it so that it might become real. Welles had done just that” (p. 81)

**How does passion fit in with success? What vocation are you being called to? What dreams do you have that you hope your Woods College education will help you give voice to?**

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**Friday September 22nd**

*Last date to withdraw from a class with 40% refund of tuition.*

**Tuesday September 26th**

Chapter 8 – Division or Analysis

Read in *The Compact Reader* pp. 147 – 177

Read: *The Red Bandanna* pp. 168 - 216

**Written Homework #5 – post on CANVAS.**

Pope Francis recently tweeted, “We are called to live not as one without others, above or against others, but with and for others” (@pontifex May 22, 2017)

**Who are the people who have helped you along the way? In what ways are you called to the Jesuit ideal of "Men and women for others?"**
**Friday September 29th**

*Last date to withdraw from a class with 20% refund of tuition.*

**Tuesday October 3rd**

Chapter 9 - Classification

Read in *The Compact Reader* pp. 178 – 205

**Written Homework # 6 – post on CANVAS.**

p. 204 Pick one any of these.

**Assignment for Essay #2**

p. 205 1, 2, or 3

**Group work on drafts of Essay #2**

**Discussion on research paper topics and research papers.**

**Tuesday October 10th – NO CLASS**

**Tuesday October 17th**

Research Paper Paragraph Due

**Essay #2 Due**

Chapter 10 – Process Analysis

Read in *The Concise Reader* pp. 206 - 235

**Paper Topics for Process Analysis Essay #3**

p. 253 1,2, or 3

**Written Homework # 7 – post on CANVAS.**

As he describes Welles’ courageous actions and last moments in the World Trade Center, the author invites us to consider a series of questions –

What would you do in the last hour of your life?
Where would you be?
What would it look like?
Who would remember it?

(p. 95)
How would you answer these questions? How have your answers changed as you have matured?

Tuesday October 24th
Process Analysis Essay #3 Due
Research Paper groups
Homework
Chapter 7 – Comparison Contrast
Read in The Concise Reader pp. 236 – 266
Paper Topics for Comparison Contrast Essay #4
p. 266 #1, 2, or 3
Written Homework #8 – post on CANVAS.
p. 265 – PICK ANY TOPIC

Tuesday October 31st
Comparison Contrast Essay #4 Due
Chapter 12 – Definition
Read in The Concise Reader pp. 267 - 294
Written Homework # 9 – post on CANVAS.
p. 293 – PICK ANY TOPIC
In class work on drafts/peer group

Tuesday November 7th
Annotated Bibliography Due
Chapter 13 - Cause and Effect Analysis
Read in The Concise Reader pp. 295 – 325
Topics for Cause and Effect Essay #5
p. 325 #1, 2, or 3
Written Homework #10 – post on CANVAS.
p. 324 – Pick any one of them.
Tuesday November 14th
TALK WITH WRITER TOM RINALDI

Cause and Effect Essay # 5 Due
Chapter 14 – Argument and Persuasion
Read in *The Concise Reader* pp. 326 – 383

Tuesday November 21st
Continue Argument and Persuasion

*Wednesday November 22 – Saturday November 25th – Thanksgiving Holiday*

*Monday November 27th*
*Last Date to withdraw from a course or from Boston College.*

Tuesday November 28th
Research Paper Groups
Draft of Research Paper Due

Tuesday December 5th
Draft of Research paper due

Tuesday December 12th
Research Paper Due
Oral Presentation of Research papers.
Your research papers are due on the date of the scheduled final exam when you will all give an oral presentation of your research paper.

Written Work
Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of 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 their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.
Scholarship and Academic Integrity

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information.

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