Semester: SUMMER 2015
Course: DEVE F104-Section: F61
Title: College Preparatory Writing II
CRN: 51634 - (3) Three credits
Time(s): 12:00PM-1:50PM – Mon., Tues., Wed., and Thurs.
Location: Gruening – Room 413
Instructor: D. Simons / E-Mail: drsimons@alaska.edu
Office Hours: Tuesdays, 10:45A to 11:45A
Office: GRU Bldg., 5th Fl - Rm. 512

TEXT(S):
Title: Exploring Writing Paragraphs to Essays
Author: John Langan / Edition: 3rd

Assignments point distribution: Possible Points
Homework, Quizzes, & In-class Assignments and Journal Entries 200
Essay #1 100
Essay #2 100
Essay #3 200
Revisions 100 (4 X 25)
Attendance/Participation 300

1000 points

EVALUATION and GRADING POLICY:
Grading standards will follow UAF guidelines, http://www.uaf.edu/files/uafgov/Info-to-
Publicize-C_Grading-Policy-UPDATED-May-2013.pdf The plus/minus grading system will be
used within the following ranges based on final point totals for this course:

* A+ = 990-1000   A = 940-989   A - = 900-939
B+ = 870-899   B = 840-869   B - = 800-839
C+ = 770-799   C = 740-769   C - = 700-739   D = 600-699   F=599-0

A = An honor grade, indicates originality and independent work, a thorough mastery of
the subject, and the satisfactory completion of more work than is regularly required
B = Indicates outstanding ability above the average level of performance
C = Indicates a satisfactory or average level of performance
D = The lowest passing grade, indicates work of below average quality and performance

* Note: A+ grade is given only to students who have received 990-1000 points and missed no classes.
COURSE DESCRIPTION, GOALS AND OUTCOMES
This course is designed to introduce and prepare you for the rigors of academic writing throughout your college career and beyond, by developing your critical reading and writing skills. You will have a variety of opportunities to hone your skills and to learn and apply different strategies and techniques that will help express your ideas and writing style clearly to an audience. Included in this course will be a review the basic processes of writing, including pre-writing, developing effective paragraphs, revision, proofreading and reflecting. Reading assignments will support these endeavors, as well as provide context for our work.

SUPPORT SERVICES
- The Writing Center is located on the 8th floor of Gruening (474-5314). During its hours of operation, students may seek tutorial assistance, use available computers and print a limited amount of paper.
- The Advising Center is currently located on the 5th floor of Gruening. Various workshops are offered on time management, note-taking, test-taking, career choices, etc. For more information, visit them on the web at www.uaf.edu/advising/.
- Rural Student Services (RSS) -- http://www.uaf.edu/ruralss/ helps students to transition from rural areas of Alaska to the more urban environment at UAF. They are located in the Brooks Building.

DISABILITIES SERVICES
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. If you believe you are eligible, please visit them at http://www.uaf.edu/disability/ on the web via the Student Health and Counseling Center at http://www.uaf.edu/chc/ or call the office (907-474-5655) or e-mail them at fyds@uaf.edu. Eligible students will receive reasonable accommodations and have the cooperation of this office and the course instructor.

Disabilities SERVICES FOR DISTANCE STUDENTS
UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF’s Center for Distance Education (CDE). Disability Services, a part of UAF’s Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services.
INSTRUCTIONAL METHODS

PAPERS

You will write and revise several papers in varying lengths.

* Writing process:
  1. Read related essays and other materials
  2. Write a rough draft
  3. Conference with me, meet with your assigned group, or partner to revise and work on various parts of the writing process
  4. Turn in your rough draft for comments
  5. REVISE your essay, using feedback to guide your decisions.

Do not skip any steps in this process. A rough draft must be seen for every paper in order for you to receive a grade on your final paper.

* ALL FINAL PAPERS must be submitted electronically. They should be saved as a Google document and “shared” through Google Drive.

JOURNALS

Keeping a journal is an important part of the writing process. It should be a separate notebook that you bring with you to class, used specifically for this course. We will be writing in it for almost every class, and it will be checked periodically. Use it for in-class writing, notes for your papers, and responses to the readings. We will discuss the use of our journals throughout the semester. Again, you will need to keep it updated as I give you feedback on your writing responses. Please do not neglect it!

WRITING ASSIGNMENTS (Technique & Style)

We will read many essays from various sources related to our writing assignments. You will be required to respond in writing to questions related to our readings in class, or as a homework (Blackboard) assignment. Written responses will be marked with a “check plus/minus” (√). Be sure to thoroughly respond to questions with full sentences and complete thoughts (not fragments). Also remember to support your responses by correctly “citing” material quoted by the author, material discussed in class (by date) and/or material taken from your textbook, handouts, or the Internet.

ALL assignments given outside the class MUST be TYPED (Arial 12, titled, 1-inch margins on all sides and double-spaced), printed out and handed in prior to the start of class. You may e-mail your work to me two (2) hours before class if you do not have access to a printer. If you e-mail your work, be sure it is an MS Word or Google document and is saved as an “attachment.” I will not accept work written into the body of an e-mail.

Important: E-mail your completed homework assignments and essays to me AND yourself at your university address, so that you have a record of them and can retrieve them easily. Save them in an electronic folder for review at the end of the semester.
PLAGIARISM

Plagiarism is stealing. It occurs when one copies the language, phrasing, structure, or specific ideas of others and presents them as his/her own. It includes citing sources improperly, purchasing papers, using internet essays, cutting and pasting the work of others into your own without the use of citations, and also having someone else write your papers. The link below will take you to UAF’s Conduct and Safety page. It has more detailed information on the university’s policies on this and many other related matters.

http://www.uaf.edu/usa/student-resources/conduct/#condu

COURSE POLICIES

ATTENDANCE AND PARTICIPATION
Attending class and participating, both individually and in groups, is essential to the functioning of our classroom community and to your progress. Because much of the written work revolves around class discussion and in-class activities, your presence is very important. This class is designed to address your needs as a growing writer, so ASK QUESTIONS. You may find that your questions and participation help not only you, but the whole class.

Personal Technology (i.e. cell/smart phones, or any other electronic devices) is not to be used during class unless otherwise instructed.

Unrelated course work: Please do not work on unrelated material during our class.

Note: Work done in class must be handed in at the end of class. All writing assignments given for homework and/or posted on Blackboard must be TYPED (Arial 12, proper headings, 1-inch margins on all sides and double-spaced), printed out, and handed in prior to the start of class.

ABSENCES and LATENESS
You are allowed two (2) “excused” absences (absences that are planned). Any more than (3) three unexcused absences may result in a review of your status in the course. Every two (2) tardies (late arrivals of 10 minutes or more) will equal one (1) unexcused absence. Students who leave early, without advanced warning, will also have one half of an absence noted in the grade book. Be aware that a pattern of absences and tardiness can quickly add up.

LATE ASSIGNMENTS
Assignments turned in later than the start of class on the day they are due, MUST be e-mailed and are subject to a deduction of up to ten (10) points. Writing assignments more than seven (7) days late (without a waiver) will be accepted, but NO points will count toward your final grade.

Students may request an assignment waiver in cases of emergency with no grade penalty.

E-MAIL COMMUNICATION and BLACKBOARD

You will need to have Internet access and an alaska.edu university e-mail account for this course. If you do not know your e-mail address, please see me immediately. Your university account and Blackboard should be checked daily, as important class announcements will ONLY be generated via Blackboard. For instance, if class is moved or cancelled, it will be posted on Blackboard. This will trigger an e-mail to your university e-mail address ONLY, and not to any personal account, even if you provided it to the Registrar.
Please save any correspondence for our course in a special folder called DEVE 104. It is advised that you set this up in Google Drive, so that you can have access to your work from any computer. Google Drive automatically saves your work as you type; however, you MUST remember to “rename” it. Try to get into the habit of e-mailing your assignments to yourself (at your university account) and to me at drsimons@alaska.edu when completed.

Note: I will NOT communicate with you through a personal e-mail account.

**CONFERENCES**

Together, we will schedule two (2) individual conferences this session during the allotted time as noted in the syllabus (subject to change). These conferences will be used to discuss current writing progress. Regular class time will be modified to accommodate meetings.

**COURSE CALENDAR**

All class dates are approximate and subject to change. You should check Blackboard EVERYDAY for changes, ranging from due dates on assignments to changes in class location. You never know!

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**Class #0 – Tues., May 26**

- Introduction, Blackboard, Diagnostic

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**NO CLASSES ON MONDAY, Jan. 19 – Alaska Civil Rights Day**

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**Week #1: (May 27, 28)**

- Syllabus and text
- Course expectations – Expectations for work
- Journal writing
- Using the Writing Labs/Library
- Brainstorming, using observation, details, etc.
- *Description & Narration*-Chpt. 7 & 8
- Chpt. 8-Description-using five senses
- Chpt. 7-Narration-telling a purposeful story
- How to operate in Peer Review
- Importance of punctuation (in academic writing)
- Chpt. 15-Introduction to Essay Development
- Descriptive/Narrative- In-Class draft

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**Learning Objectives (LO’s):**

- Writing process and organizational techniques
- Explanations of effective essay writing
- Journaling
- Visualizing subjects and using the five senses

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**Week #2: (June 1, 2, 3, 4)**

- Descriptive/Narrative Paper– rough draft due 6/1
- Using dialogue – “quotation marks” (Chpt. 36)
- Parts of speech (review)
- Commonly confused words, word use, spelling, And other punctuation marks
- Chpt. 17-Introductions, Conclusions, and Titles
- Chpt. 21-Subjects and Verbs
- Chpt. 23-Fragments
- Chpt. 24-Run-Ons
- Peer Review (Narrative)
- Descriptive/Narrative-FINAL PAPER-due 6/4

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**LO’s:**

- Audience awareness
- Purpose
- Point of view (POV)
- Developing your voice and using it consistently
Note: Mon., June 1 - Deadline for adding classes, late registration and fee payment, 5PM in person.

Week #3: (June 8, 9, 10, 11)
- Exemplification-Chpt. 6 – using relevant examples to support a thesis
- “OWL-Revision, Editing, Proofing”
- Pgs. 100-102: Parallelism
- Exemplification- In-Class draft
- Chpt. 26-Subject-Verb Agreement
- Citations – MLA format
- Using in-text citations
- Writing like other writers
- Exemplification Paper– rough draft due 6/11
- CONFERENCES

Week #4: (June 15, 16, 17, 18)
- Chpt. 28 – Pronoun Agreement and Reference
- Chpt. 29 – Pronoun Types
- Chpt. 00-Who, Which, That (Handout)
- Peer Review (Exemplification)
- Chpt. 31-Misplaced and Dangling Modifiers
- Exemplification-FINAL PAPER-due 6/17
- Persuasion and Argumentation-Chpt. 14
- Using in-text citations - CONTINUED
- Ethos, Pathos, Logos
- Argumentation Paper- In-Class draft
- Grade Expectations

Note: Wed., June 17 - Deadline for student-initiated and faculty-initiated withdrawals (a “W” grade appears on academic transcript)

Week #5: (June 22, 23, 24, 25)
- Parallelism-Review (pgs. 100-102 & 286-287)
- Chpt. 22-Sentence Sense
- Chpt. 27-Additional Information about Verbs
- Peer Review (Argumentation)
- Argumentation Paper– rough draft due 6/23
- Expanding and Elaboration (Handout)
- Adjective and noun phrases
- How to write a response paper
- Analyzing and synthesizing VS. summarizing

Week #6: (June 29, 30, 31)
- Argumentation-FINAL PAPER-due 6/29
- Review - textbook material
- Writing a Reflective essay
- Writing across disciplines
- Literature and book reviews
- Review of LO’s,

END
Practice Writing a Five-Paragraph Essay. Students can use the following steps to write a standard essay on any given topic. First, choose a topic, or ask your students to choose their topic, then allow them to form a basic five-paragraph by following these steps: Decide on your basic thesis, your idea of a topic to discuss. Decide on three pieces of supporting evidence you will use to prove your thesis. Write an introductory paragraph, including your thesis and evidence (in order of strength). Write your first body paragraph, starting with restating your thesis and focusing on your first piece.