WRITING 110 SYLLABUS
Online

Required Text:
*Steps to Writing Well with Additional Readings* (9th edition) by Jean Wyrick
(students who receive the textbook late because they ordered it someplace other than ULV Bookstore will not receive a grace period on assignments)

A good desk dictionary

Office Hours:
If you need an immediate message or e-mail response, I will be on my computer the following hours:

- 7:30 A.M. to 8:00 A.M. Monday
- 8:00 P.M. to 8:30 P.M. Friday

I am on the computer at various other times throughout the day, but the above are guaranteed availability times unless otherwise notified (please note, though, that if I have several e-mails to answer, I might respond a little past these times).

Course Description
This course will aid students in becoming stronger, more confident college writers through the frequent writing of expository essays. A variety of writing strategies (process analysis, compare/contrast, causal analysis, argumentation, etc.) will be studied and practiced, and the rules of English grammar, mechanics, and punctuation will also be addressed through readings in the text, exercises, and application in the assigned essays. The goal of this course is to increase awareness of writing Standard English for the academic setting and provide students with the skills needed to produce clear, developed, unified, and original college-level essays.

Course Objectives:
By the end of the term, each student should be able to successfully do the following:
- Understand and negotiate all stages of the writing process: choosing a topic, finding a purpose, considering audience, prewriting, organizing, drafting, providing support, revising, and editing/proofreading
- Identify and use appropriately a variety rhetorical strategies (cause/effect, compare/contrast, process analysis, argumentation, etc.)
- Evaluate, analyze, and synthesize information from others; integrate with the student’s own experiences, opinions, and body of knowledge; and express this in writing
- Recognize and use the appropriate level of language (i.e. academic language) in college essays
- Critically assess (summarize, analyze, evaluate) the written work of others (both professional writers and fellow student writers.)
Essays:
Students will write four 1,200-1,800 word essays (see “Course Assignments” in “Content”), not including the final exam. As noted above, all essays will deal with issues relevant to our information age. Every essay (as well as all work in the course) must be the student’s own new and original work (essays/writings/assignments the student has submitted for other classes--or papers previously submitted for this class--are not considered “new” works and will not receive credit in this class). All final drafts of essays should be carefully revised, edited, and proofread before being submitted for a grade. On the Blackboard there are specific, separate areas within “Content” to submit rough drafts and final drafts.

Papers are to be based on each student’s own knowledge, experiences, opinions, any information considered common knowledge, and, if specified on the assignment, any assigned articles posted in “Course Documents.” This is not a class that teaches how to incorporate information from research/outside sources; use of research/outside sources in college essays is the basis of the next writing course, Writing 111 (College Writing B). Therefore, no research/outside sources beyond specified readings on each assignment are allowed in these essays. **Essays which use any information from outside sources other than those specified on the assignment will not receive a passing grade.**

All essays must follow a specific format. Instructions regarding this required format are in the document titled “Format Formula” (which can be found in the “Course Documents” folder in “Content “). All papers should be saved and sent as Word documents (when essays are saved and sent in programs such as Works, Word Perfect, WordPad, Adobe, etc., the instructor may not be able to access them in a format that allows for grading). The deadline (time and date) for each essay assignment (both rough drafts and final drafts) is 8:00 A.M. on the due date indicated on the assignment document. Essays must be submitted by the deadline (both time and date) to avoid a late paper penalty—see “Late Work.”

A Word About . . .

**Word Count:**
Each assignment will specify a minimum to maximum word count. **Final drafts which fall outside of the specified range (either on the low side or on the high side) will receive a reduction in grade;** the reduction in grade corresponds with how far outside the word count parameters the essay falls (that is, if the essay is 5% lower than the minimum or 5% higher than the maximum word count, the score on the essay will be reduced by 5%; if the essay is 8 % lower than the minimum or 8% higher than the maximum word count, the score on the essay will be reduced by 8%; etc.).
Late work:

Rough drafts:
For timely management of the peer review process we will be using, it is imperative that all rough drafts are turned in on time. Therefore, rough drafts submitted late will not receive credit or feedback.

Final drafts:
Of the final drafts for the first three essay assignments, only one late paper is allowed, but it must be received no later than one week after the original due date and time. If it is received later than that, it will receive only half credit. Any additional late assignments will receive half credit. The fourth assignment will not be accepted late. Because the Writing Department requires each Writing 110 student to write a minimum number of words per term via assigned essays, a passing grade for the course cannot be given unless all essay assignments (and this includes the final exam which is an essay exam) have been submitted, regardless of the total amount of points earned during the term. All work must be submitted by the last day of the term.

Essay scores below 105:
If a student receives a score below 105 (which amounts to a grade below a C-) on an essay, the student must make an appointment with a Learning Enhancement Center (LEC) tutor to work on the next assignment to make sure the problems with the previous essay do not continue into the next essay. These are online tutoring sessions, and they must be scheduled at least three (3) days in advance, so students should be sure to make the appointment well before the paper’s due date. Verification of that tutoring session must be submitted to the instructor with the final draft of the next essay assignment. If the next essay is submitted without this verification, the student will receive only half credit on the essay. (See LEC below for additional information about what is needed for a tutoring session.)

Revising an essay:
Only one of the first three essays is eligible for revision. However, the student must have a tutoring session with an LEC tutor (see below) to work on the revision, and verification of this session must be provided when the revision is submitted; without this verification, the revised essay will not be accepted/graded. This revision option applies only to the first three essays, and essays originally turned in late are not eligible for this revision option.

LEC:
The Learning Enhancement Center (LEC) at ULV provides tutoring in a variety of subjects, including writing. Tutoring is done on the main campus, but for students who are taking online courses, online tutoring is also available. Tutoring appointments must
be made at least three (3) days in advance. It is important to supply the tutor with a copy of the essay prompt as well as the rough draft being worked on or, in the case of a revision, the original graded essay along with the revised version the student is getting feedback on. When making a tutoring appointment, it is very important to let the receptionist know that the appointment is for an online student—the LEC will not schedule appointments for online tutoring unless the student is enrolled in an online course. For additional information about online tutoring, go to the home page for ULV, click “Site Directory” at the top of the page, scroll down to and click “Learning Enhancement Center.”

**Quizzes and Final Exam:**
Four quizzes and a final exam will be given; all will be taken online. A practice quiz, which is not worth any points, will be given during the first two weeks of class so that students can familiarize themselves with taking exams online. Since students sometimes have problems using the online test site, there will also be a make-up quiz at the end of the term for any one missed quiz. Students who have taken and received scores for the first four quizzes are not eligible to take the make-up quiz.

**Class Discussions:**
All students are expected to take part in weekly class discussions on the Blackboard “Discussion Board”; these are the online counterpart to the discussions that would take place in the traditional classroom. Discussion forums will cover the following areas: analysis of rhetorical strategies; review of grammar, punctuation, and mechanics rules; review of essay basics; and discussions of the current assignment. Every week there will be multiple discussion forums in which to participate. There is no “meeting” time for these discussions, but once forums are posted, students are expected to respond to them by the specified deadline. New discussions are posted at the beginning of each week (usually at noon each Sunday). Late responses will not receive credit since not participating in a discussion forum by its deadline date is equivalent to not being in class that week. Participating in each discussion labeled “Required” earns points toward the final grade in the course (see “Grading” below).

The instructor will read and assess all responses to all forums. As a rule of thumb, the instructor will respond to forums which contain exercises in grammar, punctuation, and mechanics. On other forums which “discuss” essays, concepts, etc., the instructor will respond if a student submits a response that is off track. Also, the instructor may respond to a post if she feels additional information might be helpful. The instructor will respond to many postings but not all of them.

**Discussion Forum Points:** Points earned for each discussion forum depend on how accurate and/or thorough the answer is (depending upon what type of response is required) as well as accuracy of grammar, punctuation, mechanics, and spelling in the response. A response which strays from what students are asked to reply to in a forum (if one is specified for the forum) will not receive credit. If a forum
specifies that a response should be a minimum word length, responses that fall below that minimum will receive reduced points.

**Rough Drafts, Peer Evaluations, and Self Evaluations:**
A portion of the final grade in the course is for rough drafts and peer evaluations:

**Rough Drafts:** Students are required to submit rough drafts of each essay one week before the final draft of that essay is due. These must be full, well thought out rough drafts; rough drafts must be at least 85 percent of the minimum word requirement for the assignment.

- Drafts that are 70 to 85 percent of the minimum word requirement for the assignment will receive only partial credit
- Drafts that are less than 70 percent of the minimum word requirement will not receive credit.

Rough drafts must also be submitted on time (due dates for these drafts are given on each essay assignment as well as in course announcements). **Rough drafts that are submitted late will not receive credit and are not eligible for feedback from the instructor/fellow students.** Rough drafts received by the deadline will be read by and receive feedback from the instructor on the first essay assignment and from fellow classmates (peer evaluations) on essays 2, 3, and 4. Because peer evaluations must be returned to students at least two days before the due date of the final draft, it is important that each student turn in his or her rough draft on time so that evaluators have enough time to give feedback. Therefore, as stated earlier in the syllabus, rough drafts will not receive credit or feedback if received late.

**Peer Evaluations:** Beginning with essay 2, students will be required to read and respond to two classmates’ rough drafts. These will be guided responses; that is, specific guidelines will be given explaining what to look at and comment on when evaluating fellow students’ drafts (the instructor will model this process with her feedback on the rough draft of the first essay). It is important that these evaluations are returned in enough time for students to make use of the feedback to improve the final draft, so peer evaluations must be returned no later than the Friday evening before the final draft is due. Please note that the instructor will review all peer evaluations, and points received for these evaluations will depend upon how thorough and well thought out the responses are.

**Self Evaluations:** Students may be asked to submit self evaluations for some or all of the four essays in this class. Specific questions will be given for these evaluations, and points will be earned by providing clear, thorough answers to these questions.

**Plagiarism:**
As mentioned above, outside sources/research must not be used in the essays for this class (meaning any readings not required and/or specified by the instructor). This means that plagiarism should not be an issue, but for clarification/reference, the following is the University’s policy on academic honesty and will apply to all work in this class:
Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a quotation format.

c. Deliberately supplying material to a student for purposes of plagiarism is also culpable” (ULV Catalog 67).

**Grading:**
All essays are graded on the basis of organization, coherence, supporting detail, grammar/punctuation/mechanics, and creativity/originality of thought. A’s are given to work superior in all areas. B’s are given to work that is above average but shows some room for improvement in one or more areas. C’s are given to work that is average but needs improvement in several areas or substantial improvement in one or two areas. D’s are given to work that is below average, requires substantial improvement, and/or does not follow the assignment. F’s indicate work that is clearly not college level or work that is plagiarized.

Essays are worth 150 points each (except for the final exam); the following gives the grade range for these points:

- 135-150 “A” range
- 120-134 “B” range
- 105-119 “C” range
- 90-104 “D” range
- Less than 90 “F”

*Keep a copy (hard copy and/or save on the computer and an additional drive) of all papers before submitting.*

*If any essay assignments or exams are not completed by the last day of the term, a passing grade for the course will not be given.*

Final grades will be determined as follows:
- Essays 1-4 (150 points each) 600
- Quizzes (25 points each) 100
- Final exam 100
- Discussion board participation 100
- Rough drafts, self, and peer evaluations 100
Incompletes:
The Writing Department does not allow incompletes for Writing 110. Therefore, if a student starts to fall behind, it is his or her responsibility to contact the instructor immediately to discuss whether it is possible to catch up and/or withdraw from the course. Please contact the registrar’s office for information about dropping/withdrawing from classes and fees.

Extra Credit:
No extra credit work will be given in this course.

Course Grades:
It is possible to earn 1000 points by the end of the term. Course grades will be assigned as follows (assuming all assignments have been completed):

925-1000=A
900-924=A-
875-899=B+
825-874=B
775-799=C+
725-774=C
675-699=D+
600-674=D
Below 600=F

NOTE: Syllabus subject to change at the discretion of the instructor.