LIB 105
College Writing
Sec. 03
MWF 9-9:50
Keane 011
Fall 2017

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Required Textbooks and Materials

Writing implements (including a highlighter)
Access to a computer/word-processing software (all out-of-class essays must be typed)
Flash drive (save always and often)
College dictionary of your choice (online ones are okay, too)

Purpose of the course: LIB 105 is intended as an introduction to academic writing such as you will encounter throughout your college careers (and possibly beyond). Of particular importance is your ability to read and understand academic-style texts, and to respond to those texts in organized, coherent, and thoughtful essays using personal experience/observation as well as facts and expert opinions to support your claims. In addition, you’ll become intimately acquainted with the writing process—composition, revision, and editing—as well as honing your grammatical and mechanical ability.

In order to make this more interesting and approachable for you, I’ve chosen readings on American popular culture as springboards for your responses. Some of these are hotbutton issues in our culture, and may on occasion ruffle your feathers (whether you are liberal, conservative, or moderate). I remind you that you are invited and expected to engage these sources.

Learning Outcomes: Students in Lib 105 will be able to demonstrate their ability to:
- Support ideas in writing with evidence and detail;
- Demonstrate critical thinking in argumentative writing;
- Organize writing effectively;
- Present external research with a consistent authorial voice;
- Use standard English for spelling, grammar, and punctuation;
- Write clear, concise, and varied prose;
- Demonstrate information literacy by showing they can:
  - Acknowledge source information ethically and correctly through proper use of paraphrase, quotation, and citation;
  - Cite sources using MLA parenthetical format.
  - Evaluate the credibility of sources and choose sources that appropriately satisfy the research needs.
Means to Achieve Learning Outcomes: Student will progress toward achieving the Learning Outcomes by…

- Employing a variety of rhetorical aims (informative, argumentative, analytical, expressive) in various writings throughout the semester.
- Reading, examining, and discussing assigned readings for content and writing strategies.
- Using prewriting strategies to generate ideas for drafts;
- Working collaboratively with peers and instructors to revise/edit prose for rhetorical, stylistic, and mechanical competence;
- Identifying major and appropriate information resources and constructing a research strategy.

Values: As free people, our society depends on our ability to review facts objectively, formulate reasonable arguments on important issues, and make sound judgments. Also crucial (particularly in the pluralistic society in which we live) is the need to consider other perspectives beyond our own, and (when applicable) to engage, incorporate, and understand those perspectives.

Grammar/editing expectations: As this is a course in developing clear and effective writing skills, I’ll be working with you (in class and independently) on various grammar and syntax issues. However, a recent nationwide survey of college faculty indicated that both students and instructors should be mindful of the following common errors:
1. Run-ons and fragments
2. Use of apostrophe, including its/it’s and they’re/there/their
3. Agreement, including subject-verb and pronoun-noun
4. Tense consistency, both throughout essay and within sentences
5. “Connective” punctuation-- including comma splices, usage, and semi-colons
6. Modifiers-- including misplaced, dangling, adverbs, etc…

*Note: Though we’ll work on these errors in class, I will be expecting you to pay some attention to these issues in initial drafts, and to make every effort to eliminate them as the semester progresses. Egregious errors will negatively impact your grade, depending on their severity, and may prevent you from passing the course—though I’ll certainly work with you individually if you’re having difficulty.

Assignments/grading: In this course you’ll be asked to complete four primary essays of various lengths, which you’ll revise at least once before they’re graded.

I’ll also expect full and meaningful participation. This means taking part in class discussions having completed the daily readings, and taking an active and useful role in peer-review and editing sessions. To this end, I’ve made participation 10% of your course grade. Also, because writing is a process, in your final portfolio you’ll be allowed to revise one of the primary essays—your choice—for a new grade. (However, this will not erase any deductions made for late or missing work—I’ll still take those off the top of the new grade.)

Here’s the grade breakdown (assignments include preliminary work):

| Essay #1: Summary-Response | 20% |
| Essay #2: Visual rhetoric | 20% |
| Essay #3: Multi-source Argumentative Essay | 25% |
| Essay #4: Toulmin research essay | 35% |

Portfolio: Replaces old grade
Loras College’s grading system is as follows:

A
A-
B+
B
B-
C+
C
C-
D
D-
F

*Note: A grade of “Incomplete” is extremely rare, and used only in the most extraordinary circumstances. Should you suddenly become unable to complete the course requirements due to serious illness, injury, death in the family, etc., please contact me as soon as possible BEFORE the semester’s end. If the situation warrants it, you will then have to meet with me to make arrangements to complete your coursework. I may also advise a medical (or non-medical) withdrawal from the course should circumstances be too severe.

Learning Disabilities: In accordance with federal law, if you have a diagnosed disability or believe that you have a disability that might require reasonable accommodations, please discuss your needs with me at your earliest convenience. Documentation of your disability must be on file with the Lynch Office of Disability Services (LODS), 120 Academic Resource Center, (563-588-7134) for you to receive accommodations.

POLICIES AND PROCEDURES:

Assignment format: All essays (including shorter prewriting exercises) done outside of class should be typed/word-processed, stapled (no paperclips, please), in an acceptable font—Times New Roman 12-point is fine, Tengwar Quenya 18-point is not (I don’t read Elvish). The default margin settings in MS-Word, Works, etc. are acceptable. All major essays should also employ full and appropriate MLA citation, the format for which you’ll find in your Hacker handbook. Also, while I will accept assignments as e-mail attachments as “good faith” submissions, I expect to promptly receive them in hard-copy soon after. I am not a printing service.

Attendance: As this is an important skill-building course, your attendance is essential. (Missing class might also mean missing important announcements, changes in deadlines, etc.) To that end, in this class you’re allowed up to six absences without penalty. Upon exceeding six absences, (barring extraordinary circumstances, which you’ll need to discuss with me), each absence will mean the loss of a half-letter grade from your final grade. Should you exceed eight absences, barring those extraordinary and well-documented circumstances, you can no longer pass the course. There is no distinction between an excused and unexcused absence (except for college-sponsored events in which you are a direct participant, i.e. sports or other official activities, or medical emergency, death in the family, etc.)

Also, let me explain my view on lateness. If I’m late it means something bad has happened to me on the way; I expect the same commitment from you. Therefore, an incident of five minutes’ lateness will result in half an absence; more than ten minutes will count as a full absence. So do show up.
**Participation:** Your active, informed participation is essential as well, and you’ll get far more out of this course if you’re actually prepared for it. This means doing the required reading on time and participating meaningfully in group work, peer review, and regular class discussions.

**Decorum:** I fully expect all students to treat me and their classmates with appropriate dignity and respect, including those who may espouse views different from your own. Should such issues occur, you and I will talk. If they persist, you and the dean will talk. Of course, as we’re all adults here, there’s no reason to suspect any problems.

**LAPTOP ADDENDUM:** Your laptops are a privilege, one which, if abused, can and will be revoked. When you came here you signed an “Acceptable Use” policy statement, and thus are bound by it. Laptops should be closed when class is in session unless we are doing in-class drafting or research. **And under no circumstances should you be browsing, shopping online, checking your e-mail, or logging onto Facebook/Skype/whatever while class is in session.** Period. If we have a problem, we will talk. If we have a second, I will talk and you will listen. If there’s a third, ITS and I will talk about confiscating your laptop. I will do this.

**Late work:** Assignments are due on the deadlines stated on your “Schedule of Classes” handout (which I’ll also place on eLearn, should you misplace your copy). If necessary (for instance, if you can’t get to campus) you may make other arrangements with me to turn them in, i.e. as an e-mail attachment. You will have one, and only one, opportunity to turn in late work after the posted deadlines, which you must do by the next class period, with a full letter-grade penalty. I will not comment on any first draft submitted late.

Of course, extraordinary circumstances do merit exceptions, so in such cases please contact me as soon as you’re able. I will be the final arbiter of what constitutes a reasonable excuse.

**Academic Honesty Policy:** This course adheres to the Loras College Academic Honesty Policy, which can be found in the Undergraduate Bulletin, on the Loras Portal’s A-Z index, and on the E-Learn site for this class. The consequences can be quite serious, so it’s best not to commit academic dishonesty at all. If you are caught demonstrably plagiarizing, YOU WILL FAIL THIS COURSE.

**Writing Center:** I strongly encourage you to make use of the Writing Center for revising your portfolios, as it is staffed with highly-trained tutors who can help you whatever your level of ability. It’s located in Headwaters, and has a convenient online appointment calendar. (I’ll also make sure the director has all of the assignments on-hand—but in case you do use them, I recommend bringing it anyway.)

**For those in need of assistance:** College-level reading and writing does not always come easily. However, as your instructor, I’m certainly willing to assist you with any difficulties you may encounter in this course, so by all means, if you have questions, ask them. My office hours are there for you to drop in at any time, and I’ll be happy to schedule an appointment with you if those aren’t convenient. You may also view me as a point-person to refer you to important campus services, i.e. counseling, should the need arise. In other words, if you need help, you’ll get it.

**Have a great semester!**
Class & Assignment Schedule, Fall 2017

*Note: Assignment deadlines are subject to change as time and necessity dictate; however, should there be a need to change a deadline, you will be informed in plenty of time.

Readings are to be completed by the day they are listed.

All readings, unless otherwise indicated, can be found in our Everything’s An Argument textbook.

Other abbreviation: TSIS = They Say, I Say

August: 28 Intro to course
   Critical Reading and Writing: what does it mean?
   Elements of argument

30 Essay #1 (summary-response) introduced
   The art of summary

September: 1 Tannen, cont.
   Constructing a response
   Pathos, Ethos 28-50
   TSIS 19-29
   Audience

4 LABOR DAY—NO CLASS

6 Solove, “The Nothing To Hide Argument,” 734-743
   Logos, 51-70

8 Brooks, “It’s Not About You,” 105-107
   Kolb response, 109-111

11 Brooks and Kolb, cont.
   TSIS 42-51 (using quotations vs. paraphrasing)

13 MLA and responding to/citing sources
   In-class worksheet: putting it all together

15 1st Draft, Essay #1 due
   Workshopping

18 Workshopping, cont.

20 Open conferences
22 Final Draft, Essay #1 due
   Essay #2 introduced
   Visual Rhetoric, 330-343
   Cartoons, 517-520

25 Cartoon analysis, cont.
   Other forms of visual rhetoric
   Sample ad(s)—Amazon, Coca-Cola, Wells Fargo
   Lebanon Daily News, “Coca-Cola’s Multilingual America Ad…” 570-572

27 Other forms of visual rhetoric
   Superman anti-bigotry ad
   Extrapolating the message

29 Putting the paper together
   In-class worksheet

October 2 1st Draft, Essay #2 due
   In-class workshopping (include ad/PSA/link to video with your draft)

4 Workshopping, Essay #2 cont.

6 Writing Proposals
   “Writing A Proposal,” 288-293
   Deshpande, “A Call To Improve Campus Accessibility,” 295-302

9 Deshpande, cont.
   Postrel, “Let’s Charge Politicians For Wasting Our Time,” 303-306

11 Final Draft, Essay #2 due
   Postrel, cont.
   Identifying a Problem/need for action

13 Doing your own research/footwork
   Using and identifying non-textual sources

16 NO CLASS—FALL FREE DAYS

18 Putting the paper together
   In-class worksheet/writing guide

20 1st Draft, Essay #3 due
   Workshopping

23 Workshopping, cont. (in-class)

25 Open conferences

27 Academic Argument, 379-395, 412-426
   Argumentative strategies

30 Arguments of Fact, 151-166
   Pearson, “Why You Should Fear Your Toaster More Than Nuclear Power,” 174-
November: 1 Final Draft, Essay #3 due
   Causal Arguments, 240-256
   Tierney, “Can A Playground Be Too Safe?” 268-271

3 Tierney, cont. (if necessary)
   Arguing value, 210-224
   Breiner, “Where The Wild Things Should Be…” 396-405

6 Breiner, cont.
   Finding Evidence, 412-418
   TSIS 68-77 (Distinguishing your voice from the source’s)

8 Evaluating sources, 427-435
   Using sources, 436-450
   Source evaluation

10 Library instruction (class meets in library)

13 Research Day (class meets in library)

15 Annotated bibliography/essay assembly worksheet (in class)

17 1st Draft, Essay #4 due
   Workshopping

20 In-class workshopping, cont.

22-24 NO CLASS—THANKSGIVING BREAK

27 Revision strategies
   Making and strengthening claims

29 Conferences

December: 1 Conferences, cont.

4 Revision portfolio due
   Last-minute questions, challenges, forms, etc.

8 Last-minute questions, panic, paper help

12 8 a.m. FINAL EXAM PERIOD
   Turn in final draft of Essay #4
   Post to Turnitin
   Note: No work may be accepted after this time.