

## WR 115: Intro to College Writing (ALP)

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**Course Text/Materials:** Texts will be provided in class or online as needed. **All students require access to a computer with a word processor and internet access.**

**Course Description:**

Introduces college level critical inquiry in academic and professional reading and writing. WR 115 students critically read, summarize, and respond in paragraph format. Students develop expository essay writing skills, review conventions, and use individual and collaborative processes. Note: This course does not satisfy institutional writing requirements for the degree seeking or transfer student.

**Outcomes:**

Upon successful completion of this course, students will be able to:

Write thoughtful, clear, and focused paragraphs and essays for a variety of purposes. Illustrate critical reading by clearly summarizing, paraphrasing, and directly quoting. Distinguish your ideas from others' ideas in your writing. Focus a main point and develop this main point clearly and logically using examples and illustrations in a well-organized essay. Revise writing using standard college editing and proofreading conventions (grammar, syntax, spelling, punctuation).

**Grading Policies:**

<b>Assignment</b>	<b>Percent of grade</b>
Overall Attendance	20%
Journal	10%
Read & Summarize	5%
Narrative Essay	10%
Analysis Essay	10%
Evaluation Essay	10%
Meet with Adam (X2)	5%
Class Final	30%

**Overall Grade Basis:**

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=Less than 60%

**\*Extra Credit (+2%—up to three times):** Completing a session with a draft at the writing center will earn you extra credit. You will need to provide evidence of your writing center usage. Obtain a record of your consultation visit (the secretary should give you a copy at the end of your visit).

**Time expectations:** students will spend approximately **three hours** in weekly, on-campus classes. In addition, a three-credit course will demand between **6 and 9 hours** of studying outside of class each week. (This includes assigned readings, research, papers, and other assignments.)

**No show policy:** Students who do not attend **in the first week** will be dropped from the course.

**Incompletes:** Only students who have completed **80%** of the course and who are experiencing **unique circumstances** will be considered for an incomplete grade. Any incomplete grade that is granted must be followed up the next term with additional course work.

**Attendance:** Your class attendance is important, especially in this ALP class. Plan to attend every session. If I don't see you, I'll be contacting you to see how you're doing. **Missing more than two classes during the term will hurt your grade.**

**Participation:** Because your active participation is crucial for your learning and assessment, **part of the class grade is based on participation.** Make a point of talking in class at least once each week. If you find it difficult to participate, try coming to class with a couple of questions based on your assignments. *Using smartphones, laptops, or other devices during class for non-related activities will likely hurt your grade.*

**Deadlines and late work:** Refer to the schedule for specific weekly and term deadlines. You are expected to turn in your work on time. Start early. Communicate with me if you are struggling with an assignment.

**Rewrites:** You are encouraged to resubmit an essay if you believe you could do better work. I will gladly change the grade if I believe the rewrite is a *significant improvement*. **Any rewrites must be submitted by 3/16.**

**Computers:** Please have a contingency plan in case your computer stops working. Be prepared to use a different computer, such as one belonging to a family member, friend, library, or campus computer lab. **Save your work often and in more than one place.** For example, consider saving to a hard drive and to the internet (Dropbox, Google Drive, etc.).

**Writing format:** **All written assignments (both drafts and finished essays) must be submitted electronically on our Canvas course.** (If Canvas isn't working, send via email to confirm that you are done on time. Upload the assignment to Canvas ASAP.)

**Recurrent activities:**

- **Peer workshops**—Within these groups, you will share incomplete writing to offer and receive friendly encouragement and criticism. (You will be trained how to do this.) **Come to class prepared to cooperate with your group.** Your interaction will have a significant impact on your participation grade. Group members will have the opportunity to review the contributions of their fellow members, which will also influence the final participation grade.
- **Journals**—Write in your journal at least three times per week. (Topics will be shared in class and on Canvas.) Fill at least a full page in a notebook for each session. (If you're writing electronically, write at least 250 words.)
- **Meet with Adam**—On two dates during the term, you will meet with me for a one-on-one coaching session on campus or via computer. We'll arrange the time and date in class.

**Weekly Schedule:**

<b>Tuesdays</b>	<b>Tuesdays or Thursdays</b>
<ul style="list-style-type: none"> <li>• Bring journals to class or share electronically before class.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring four copies of drafts on designated days and submit on Canvas.</li> <li>• Submit finished essays writing on Canvas on designated days.</li> </ul>

**Term Schedule:**

<b>Week</b>	<b><u>Read</u></b>	<b><u>Write</u></b>
	<ul style="list-style-type: none"> <li>• <i>Complete weekly reading and Canvas quiz prior to first class (Tuesday).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Submissions due on Canvas on designated date.</i></li> <li>• <b><i>Bring 4 copies of rough drafts on workshop days.</i></b></li> </ul>
<b>1</b> <hr/> 1/6 - 1/12		
<b>2</b> <hr/> 1/13- 1/19	<b>Tues. 1/15</b> <ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Review Canvas site</li> </ul>	

<b>Week</b>	<b><u>Read</u></b>	<b><u>Write</u></b>
<b>3</b> <hr/> 1/20- 1/26	<b>Tues. 1/22</b> <ul style="list-style-type: none"> <li>• Complete weekly reading and Canvas quiz prior to first class (Tuesday).</li> <li>• Reading 1</li> </ul>	<b>Tues. 1/22</b> <ul style="list-style-type: none"> <li>• Submissions due on Canvas on designated date.</li> <li>• <b>Bring 4 copies of rough drafts on workshop days.</b></li> </ul> <ul style="list-style-type: none"> <li>• Share Journals (writing experience)</li> <li>• Read and Summarize Draft (<b>bring copies</b>)</li> </ul> <b>Thurs. 1/24</b> <ul style="list-style-type: none"> <li>• Finished Finished Read and Summarize</li> </ul>
<b>4</b> <hr/> 1/27- 2/2	<b>Tues. 1/29</b> <ul style="list-style-type: none"> <li>• Reading 2</li> </ul>	<b>Thurs. 1/31</b> <ul style="list-style-type: none"> <li>• Share Journal (strongest sense memories)</li> <li>• Narrative Draft (<b>bring copies</b>)</li> </ul>
<b>5</b> <hr/> 2/3- 2/9	<b>Tues. 2/5</b> <ul style="list-style-type: none"> <li>• Reading 3</li> </ul>	<b>Thurs. 2/5</b> <ul style="list-style-type: none"> <li>• Share Journal (favorite people)</li> <li>• Finished Narrative</li> </ul>
<b>6</b> <hr/> 2/10- 2/16	<b>Tues. 2/12</b> <ul style="list-style-type: none"> <li>• Reading 4</li> </ul>	<b>Thurs. 2/14</b> <ul style="list-style-type: none"> <li>• Share Journal (best vacations/ trips)</li> <li>• Analysis Draft (<b>bring copies</b>)</li> </ul>

<b>Week</b>	<b><u>Read</u></b>	<b><u>Write</u></b>
	<ul style="list-style-type: none"> <li>• Complete weekly reading and Canvas quiz prior to first class (Tuesday).</li> </ul>	<ul style="list-style-type: none"> <li>• Submissions due on Canvas on designated date.</li> <li>• <b>Bring 4 copies of rough drafts on workshop days.</b></li> </ul>
<b><u>7</u></b> 2/17- 2/23	<b>Tues. 2/19</b> • Reading 5	<b>Thurs. 2/21</b> • Share Journal (favorite activities/hobbies) • Finished Analysis
<b><u>8</u></b> 2/24- 3/2	<b>Tues. 2/26</b> • Reading 6	<b>Thurs. 2/28</b> • Share Journal (pet peeves) • Evaluation Draft ( <b>bring copies</b> )
<b><u>9</u></b> 3/3- 3/9	<b>Tues. 3/5</b> • Reading 7	<b>Thurs. 3/7</b> • Share Journal (academic/career goals) • Finished Evaluation
<b><u>10</u></b> 3/10- 3/16	• Reading 8	
<b><u>11</u></b> 3/17- 3/23	<b><u>Finals week</u></b>	<b><u>Finals week</u></b>

**The instructor reserves the right to make changes to the schedule. Any changes made will not result in assignments being due sooner than listed in the original syllabus.**