

FIRST YEAR WRITING 150 SYLLABUS

Judith (Anne) Wilson, Instructor

FYW150 Section 16: MWF 2:30-3:25 pm in LC104

FYW150 Section 17: MWF 3:35-4:30 pm in LC104

Office Hours: Founders' Hall Rm. 171D, MW 12:00-1:30, and other times by appointment. Please feel free to email me any time for advice and help; I check my school email several times a day. I am usually not on campus on Tues/Thurs, but I can still be reached by email. **I do not use Blackboard**, but if we go remote, we will hold Zoom classes and students will be emailed the invitation. If you are absent, please email me for homework assignments and any handouts given in class that you may have missed.

Successful completion of this course satisfies the Core requirement for Competence in First Year Writing (CFYW).

Why Writing Skills Are Important: Aside from its implications for skill in communicating with others, writing allows us to see patterns in ourselves, to discover how we think, and to examine feelings we may have that we may not even have been aware of. It involves being willing to contemplate our ideas and concerns in order that we may come to know in what way(s) we can best fulfill whatever future we are especially equipped to fulfill. It has been said that writing is an act of hope, a fundamental belief that through various types of discourse, we can make a difference. In order to write or speak effectively, however, one must know what strategies writers use to shape reader response across a wide variety of genres. One must understand contextual values, rhetorical appeals, implicit/explicit claims, and underlying assumptions. Discerning truthfulness in articles and arguments involves knowing what logical fallacies show dishonest or careless intent. A writer's purpose can be to entertain, inform, explain, or persuade, but without skillful application of techniques, writers may fail to reach their goals. Therefore, we will explore how literature of various types addresses critical values that concern personal, community, and global needs in the world today. We will consider how various authors accomplish their goals, and what empowers or impedes responsible communication in our increasingly complex society.

Learning Outcomes

Students will be able to:

Write in or about multiple discourses, as well as to distinguish between styles of discourse and rhetorical contexts; apply relevant and compelling content based on writing effectively about assigned subjects; use credible sources to develop ideas and arguments, and write clearly and fluently using the processes of pre-writing, multiple drafts, revisions, and editing.

Required Texts

The Chosen, a novel by Chaim Potok set in New York City during WWII, explores the lives of two male students and their dilemmas regarding their families' expectations, their college careers, and the larger world in which they will be required to take part. This inexpensive paperback novel is available at the

USD bookstore or online. Students will also be required to read or view a variety of handouts, essays, videos, narratives and research material, some chosen by the student and some selected by the instructor, much of which will be available during class. Please come to class with a pen and standard-sized ruled paper for various in-class exercises. You must be present for in-class “quick-writes” and homework must be turned in when due, except in cases of quarantine or emergency which must be verified by the Dean of Students, the health center, Disabilities Office, etc.

General Arrangement of the Class

Each of these three sections will culminate in the writing of a formal essay which should be 4-1/2 to 5 pages minimum before the Works Cited page, must be typed on only one side of the paper, have only one double-space between paragraphs, and follow the basic MLA format which will be given to you in a one-page MLA handout which the instructor will provide.

Section#1: Writing Reflection and Description With a Purpose: From approximately , August 31 to Oct. 14, we will read Chaim Potok’s novel, *The Chosen*, and discuss how the roles of personal characteristics, family expectations, and global concerns influence one’s choices in life. We will identify a variety of techniques authors use to shape reader response, and we will practice critical thinking and reflective writing. This section will culminate in writing a minimum five page reflective essay (prompt and format will be given) to which you will attach a Works Cited sheet using MLA format. This particular essay will not be workshopped in class since it may contain highly personal information that a student may not wish to share; students who do wish to share examples of their writing with others may do so. Much of your in-class “quick-write” exercises can serve as rough draft material for your formal essay, so it is important that you turn in all writing assignments. Class time will be given for most of these exercises. Quick-writes will be collected at the end of class (or emailed after the Zoom session if remote). Quick-writes will not be graded on spelling/grammar, but on depth of thought, originality, and coherence.

Section#2: Writing Rhetorical Analysis: From approximately Oct. 14 to Nov. 11, we will explore rhetorical methods of influencing different audiences Handouts will be provided of short essays and poems from various disciplines, and we will also view various videos, cartoons, and performances. We will learn how to do a rhetorical analysis and work toward writing a full comparative rhetorical analysis essay examining works on the same subject but from two very different vantage points and styles. This essay will be workshopped in class before turning in a final draft. Homework and in-class quick-writes will be on practicing various types of rhetorical analysis which may be applicable to your full rhetorical essay.

Section#3: Writing for Research: From approximately Nov. 11 through Dec. 9, we will study writing for research. Students will learn how to find and evaluate source material, and how to choose subjects of interest. Students will work in groups to help individuals determine subjects that may lead them to possible majors, minors, and careers they may not have previously considered. Students will also learn how to assist each other in finding materials and doing library searches. A librarian will be available to assist with this. Research-style writing will be implemented, and the section will culminate with a five-

page formal research essay which will be due during the week of Finals and will serve as your Final Exam.

Thanksgiving break will be from Wed. Nov. 23 through the weekend. Classes will resume on Mon. Nov. 28. The last day of class will be on Dec. 9. Study days will be on Dec. 10-11 so that you can prepare for Finals. Your Final for either section of our FYW 150 is to turn in your completed Final Essay along with your Revision Worksheet signed by your workshop reviewer. Make sure that you have followed all rules for length, format, and Works Cited.

The Final Exam for Section 16 is on Mon. Dec. 12 from 2:00-4:00 pm.

The Final Exam for Section 17 is on Wed. Dec. 14 from 5:00-7:00 pm.

General Information and Grading Policies

Each of the following categories makes up a percentage of your overall course grade:

First Formal Essay	20%
Second Formal Essay	20%
Third Formal Essay	20%
Class Participation	40% (Quick-writes, homework, attendance, discussions, groups, attitude, professionalism, depth of development, professional courtesy, willingness to help other students, enthusiasm, etc.)

Extra Credit

Any student who completes a total of three hours over the entire semester at The Writing Center for ANY help with writing, whether for FYW150 or some other class, will have their entire course grade in FYW150 elevated by one increment (for example, from B+ to A- or C to C+). You must make an appointment with the Writing Center and bring your instructor the signed proof that you were there.

Absenteeism/Disabilities

If you have a verified disability, you must register with our Disabilities Office (Saints, Room 300) so that they can give you the extra time or equipment that you need. Also, if a family emergency, sudden crisis or illness will cause absence, the Dean of Students should be notified so that all of your instructors can be advised at the same time.

Plagiarism

Use of another's work without proper documentation will not be tolerated, whether accidental or intentional. You must include in-text parenthetical references, as well as a Works Cited page in **MLA format** for all formal essays. You can obtain this information free from our library or from *Purdue Owl* online or from the USD Writing Center.

The Chosen Reading Schedule for Fall 2022

These are the reading assignments for the novel, *The Chosen*, but there may be additional homework (written) assignments, as well. Please be sure to take note of them in class. Absentees, be sure to ask your instructor to email any additional homework information.

Wed. Aug. 31, First Day of School: Homework due Friday is to read the 1st Chapter of *The Chosen* (29 pages). This chapter is light reading, despite the number of pages. Don't worry about the occasional foreign language phrases you probably won't understand, as these will be explained in class. Concentrate on the interrelationships and attitudes of the players.

Fri. Sept. 2: Homework due Wed., Sept. 7 is to read Chapter 2 (21 pages). Pay close attention to the diction (style of speaking) that the different characters have. (What does their style of speech tell you about each of the different characters?) Be prepared to be called on in class.

Monday, Sept. 5: Labor Day Holiday/No class

Wed. Sept. 7: Homework due Friday, Sept. 9 is to read Chapter 3 (19 pages). Be prepared to talk or write in class about plot developments in this chapter as well as the characters' personalities.

Fri. Sept. 9: Homework due Monday Sept. 12 is to read Chapter 4 (19 pages). Be prepared to answer questions in class concerning what you think about the various developments in this chapter.

Mon. Sept. 12: Homework due Wed. Sept. 14 is to read both Chapters 5 and 6 (16 pages). Pay close attention to clues given in the book about things not completely explained in the text.

Wed. Sept. 14: Homework due Fri. Sept. 16 is to read the first 18 pages of Chapter 7 and make a brief outline of the developments of this section of the chapter, such as what are the 6-10 most significant things that are happening?

Fri. Sept. 16: Homework due Mon., Sept. 19 is to finish reading and outlining the last half of Chapter 7 (17 pages).

Mon. Sept. 19: Homework due Wed. Sept. 21 is to read Chapter 8 (20 pages) and be prepared to discuss in class.

Wed. Sept. 21: Homework due Fri. Sept. 23 is to read both Chapters 9 and 10 (13 pages). You may be asked to write about them during class.

Fri. Sept. 23: Homework due Mon. Sept. 26 is to read both Chapter 11 and 12 (21 pages). Again, be prepared to write or discuss in class. Always check in class for possible written assignment.

Mon. Sept. 26: Homework due Wed. Sept. 28 is to read the 1st 15 pages of Chapter 13 and be able to discuss in class. Check in class for additional assignment.

Wed. Sept. 28: Homework due Fri. Sept. 30 is to finish Chapter 13. Check in class for additional assignment.

Fri. Sept. 30: Homework due Mon. Oct. 3 is to read Chapter 14 (20 pages). Always check in class for additional assigned work.

Mon. Oct. 3: Homework due on Wed. Oct. 5 is to read Chapters 15 and 16 (11 pages). Always check in class for possible assigned work.

Wed. Oct. 5: Homework due on Fri. Oct. 7 is to read Chapter 17, (12 pages). Check during class for possible added assignment.

Fri. Oct. 7: Homework due Monday, Oct. 10 is to read the final chapter (Chapter 18, 13 pages).