

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A2: Written Communication

See GE Handbook for information on each section of this form

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:

Phone

Email:

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• AREA A2: Written Communication

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Part A: A2 Written Communication General Education Learning Outcomes (GELOs) related to course content.
[Please type responses into the tables.]

Written Communication GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex thesis (e.g., provide a focus).	multiple thesis-focused, in-class workshops, lectures, and peer-review sessions	Thesis-driven ancillary essays. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.2: Use substantial and varied evidence to effectively support the thesis.	in-class work evaluating and working with multiple forms of evidence from primary, secondary, examples, illustrations, logic, and personal sources Required library instructions further supports evidence based arguments.	Thesis-driven ancillary essays. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.3: Compose a clear and compelling introduction and conclusion.	peer-review workshops, in-class activities, lectures, model essays, and assigned textbook reading	Ancillary assignments, in-class writing assignments with attention to introductions and conclusions. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.4: Compose and organize paragraphs with smooth and logical transitions between them.	peer-review workshops; lectures detailing and outlining the importance of transitions (inter and intra-paragraph); assigned readings from textbook; exemplary essays, demonstrating the importance of smooth and logical transition	Ancillary assignments, in-class writing assignments with attention to transitions. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that the work is concise, fluid and engaging.	grammar instruction and worksheets, when needed to address patterns of errors; editing/proofreading peer-review workshops and whole-class workshops	Ancillary assignments, in-class writing. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.6: Construct written work to be effectively tailored to a particular audience and purpose.	class discussions, lectures, and readings on rhetorical appeals, elements, and strategies relating to both purpose and audience	Ancillary assignments, in-class writing. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students read and respond to intellectually sophisticated essays on diverse subjects through class discussions, group work, in-class writing, ancillary and major essays.	Midterm and final exam questions that ask students to read and rhetorically analyze and respond to a piece of writing.

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	<p>They analyze, evaluate, and synthesize information, ideas, and/or arguments on current issues or problems and argue a position that acknowledges diverse perspectives.</p>	<p>Ancillary and major essays that include argument, analysis, evaluation, and synthesis of information and diverse perspectives.</p> <p>All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays (critical thinking is a category on this rubric).</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Required library/research session with humanities librarian, specific to Major Essay #2 introduces students to the process of finding and evaluating secondary sources.</p> <p>Annotated bibliography assignment asks students to cite, summarize and evaluate secondary sources.</p> <p>Paper proposal asks students to present and outline research and topic for Major Essay #2.</p> <p>Lectures and group work detailing appropriate secondary source material.</p>	<p>Major essays, ancillary essays, annotated bibliography, research proposals.</p> <p>All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.</p>

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The reading, written by authors from diverse backgrounds and from diverse perspectives, in this class exposes students to issues of race, class, nationality, gender, sexuality, disability. Several assignments require students to consider the social practices and cultural values expressed in the media and/or texts of dominant/hegemonic cultures. Students identify and analyze these preferred reading of images and/or texts, and drawing on the course material dealing with issues of diversity, marginalization, and inclusion, they explain the implications of their analysis. Finally, students develop their own positions in relations to these new ideas and perspectives.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. A minimum of six essays, totaling a minimum of 8000 words, is required.	Students participate in in-class writing activities involving freewriting, invention, and composing as well as participating in required peer-response workshops. In addition to the required ancillary assignments, the two major essays have an additional component—that students turn in the drafts that have been through the peer-response process.
Reading for the course will be extensive and intensive and will be linked to the division or College offering the course. It shall include useful models of writing for	Students read a variety of exemplary essays, representing various genres, which demonstrate modes of organization,

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<p>academic, general, and special audiences.</p>	<p>development, style, tone, argument, and rhetorical conventions. Readings are from a variety sources and cover a range of subjects in order to demonstrate audience awareness. In addition, to the assigned texts, the final research project requires students to read complex academic material.</p>
<p>The course will include a substantial written product, such as a long essay, a portfolio of written work, or a final essay exam, as the course's culminating activity. The culminating activity will incorporate revision (multiple drafts).</p>	<p>Major essay #2 is a substantial research paper 10-12 pages, with 3 drafts required before students turn in the final paper</p>
<p>At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.</p>	<p>Two required visits to the Writing Center</p>
<p>Courses approved for Written Communication shall include an assessable Information and Computer Literacy component that will require students to develop an understanding of the core information sources and literature of the discipline.</p>	<p>A library session with the humanities librarian is a requirement of all GEW courses; this visit is generally scheduled in preparation for major essay #2 and followed by an in-class follow-up quiz, activity, or assignment.</p>
<p>Student learning shall be measured by formative (process-oriented, such as comments and grades on writing) and summative (through the culminating activity) methods.</p>	<p>Formative methods include oral and written feedback throughout the scaffolded drafting process of the major essay sequences and written comments on reading response and ancillary assignments.</p> <p>Summative assessment techniques include reading and grammar quizzes, mid-term and final in-class essays, final essays evaluation based on GEW rubric; end of course grade</p>

Catherine Cucinella

From: Salah Moukhlis
Sent: Monday, February 17, 2014 2:02 PM
To: Catherine Cucinella
Subject: GE recertification forms
Attachments: GEW 050.docx; GEW 101.docx; LTWR 100.docx; LTWR 208B.docx; LTWR 211.docx

Hi Catherine,

Please find attached the GE recertification forms (GEW 50, GEW 101, LTWR 100, LTWR 208B, and LTWR 211) with my signatures on them. I do approve all of them.

Best,
Salah

Salah M. Moukhlis, Ph.D.
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California State University San Marcos
Course Syllabus Spring 2014
General Education Writing 50

Cultivation to the mind is as necessary as food to the body ~ Cicero

Course Description: “Instruction and supervised practice in the fundamentals of writing. Intended primarily for students who receive a RP in GEW 101 and who need more practice in basic composition.”

Note: GEW 050 does not count toward any graduation requirement to be completed at CSUSM. It is counted in determining financial aid and VA benefits. This course is not applicable to the requirements of a baccalaureate degree. All students enrolling in GEW 050 must have taken the CSU English Placement Test. May not be taken for credit by students who have received credit for LTWR 050. Enrollment Requirement: GEW 101 with final grade of RP. (from CSUSM catalogue)

General Education Writing (GEW) focuses on writing as critical inquiry through readings of cultural texts. This course is designed to strengthen your understanding of the writing process and to develop your strategies as a close, critical reader of media and culture. To achieve this, you will develop methods of analysis and argument, synthesis, and research to understand how all texts are linked to certain power structures (such as those surrounding gender, race, nationality, class, disability, and sexuality) with the purpose of questioning how these texts may be critiqued, challenged, and further changed. As a writer, you will be expected to reflect on your process to develop revision strategies that ensure the form you employ satisfies the needs of various audience and the tasks of complex prompts rhetorical situations. Throughout the semester you will become familiar with certain strategies in organization, theses, rhetoric, grammar, preparation, and ***especially research and revision***, which will allow you to interrogate texts radically but present arguments with coherence and unity. Having developed an effective writing process, you will be better prepared to engage the arguments, questions, written assignments, and conventions of your own academic major. This course will look at various types of the food industry from production to distribution to consumption along with accompanying environmental issues. According to the diverse essays, texts, films, and current events, we learn how food literally defines us! Food connects us with the environment and sets up our relation with others calling upon important questions of sustainability and production, of ethics, ethnicity, gender issues and responsibility. Ultimately, through critical reading and rhetorical analysis of these essays, films, and texts, the food culture, ecology, and environmental issues will eventually help you to identify and define your place in society/life.

A writer doesn't solve problems. He allows them to emerge ~ Friedrich Dürrenmatt

Course Objective: GEW focuses on principles of analysis and reasoned argumentation. As thinking and writing are inextricably entwined, clear thinking and effective writing are at the heart of a university education. By understanding various techniques for close reading, analyzing texts, and writing effectively, you will achieve the goals of academic writing along with the methods to achieve these goals. Through close reading of texts, you will learn to identify underlying issues, assumptions, and values, and to identify the rhetorical strategies communicated. By analyzing, discussing, and

researching a variety of texts and genres, you will formulate a deeper awareness of what it means to be both reader and writer. Since writing is an ongoing process, you will have the opportunity to revise, rethink, and challenge yourself in the creative act of writing. I encourage you to think for yourself as you enjoy the essays, films and short stories from some of our most prestigious modern writers. Your papers should reflect your opinions and analyses of these texts supported by textual evidence/examples. You will devote a great deal of time developing your skills in evaluation and revision through peer discussion sessions, individual scheduled conferences with me, and **at least two visits to the Writing Center. When visiting the Writing Center you will need to provide an Agenda (CC) and a copy of your prompt. Keep a “log” of what you accomplished, stamped and initialed by your tutor.** I encourage you to make an appointment ASAP and to visit the Writing Center frequently. As a result of your Writing Center experience, you will learn how to become responsible for evaluating and improving your own work, as opposed to merely relying on my comments.

Writing is thinking on paper ~ William Zinsser

GE Student Learning Outcomes*

At the completion of this course, students will do the following:

- Construct a readily identifiable, specific, arguable, and complex thesis;
- Use substantial and varied evidence to effectively support the thesis;
- Compose clear and compelling introductions and conclusions;
- Compose and organize paragraphs with smooth and logical transitions between them;
- Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that work is concise, fluid, and engaging;
- Construct work to be effectively tailored to a particular audience and purpose

GEW Program Student Learning Outcomes

- Students will be able to demonstrate the following in their writing:
 - an appropriate response to a rhetorical situation/context
 - clearly identifiable methods of analysis and argument
 - awareness of the needs of various audiences
 - MLA documentation
- Students will be able to explain the writing as a process and to employ all aspects of that process (i.e., inquiry, invention, organization, drafting, editing, and revising).
- Students will be able to carry out research, explain the ethical use of source material, and use that material into their writing.
- Students will be able to use strategies of critical to identify the values, assumptions, arguments in a text and recognizing an author’s use of rhetorical strategies.
- Students will be able to demonstrate, in their major essays, the connection among analytical reading, critical thinking, and writing.

*GE Outcomes are also GEW Program Outcomes.

Required Texts:

Food, Edited by Rollins and Bauknight
Praxis, A Brief Rhetoric, 2nd edition, CL Clark
In Defense of Food, Michael Pollan
A Pocket Style Manual, 6th edition, Diana Hacker

Additional Materials:

Collegiate/American Heritage Dictionary
GEW Binder & Composition Notebook
Markers, pens & pencils for annotating
CD/Flash drive (GEW document backup)

Course Requirements:

The majority of coursework will focus on two major essays of increasing length, assigned over the course of the semester. The first essay will lead to discovery and development of the final research project. Smaller class exercises, discussions, and written assignments will be used to develop each essay and your overall abilities. ***Both essays require a hard copy (HC) and CC Turnitin posting. Both are due before class time—I do not accept late papers. Even if you are absent from class on the due date you still need to post your work on CC and turn in a hard copy next class—no exceptions.*** Failure to post on time will result in a **zero (F)** for your essay grade. ***Workshops*** for both Major Essays are mandatory—no excuses—you must bring a ***draft and two copies (3 total)*** and be prepared to critique your peers' essays. ***Missing a Workshop can result in a 10% final grade reduction for your essay.***

Ancillary Assignments (5): These secondary (two to three pages) writing assignments will arise from your critical reading/thinking skills and inform your Major Essay assignments. The purpose of these reading and writing assignments are to strengthen your critical reading, thinking, and writing skills focusing on your ability to analyze text. ***All Ancillary Assignments are due by class time and need to be posted along with a print out (HC)*** of your response for class/group discussions and/or in-class writing assignments. Take advantage of these assignments to further articulate your writing voice and to continue threads of class discussions and posts. **Quizzes:** Most Quizzes are “virtual” (online) and factor into your grammatical ability to write academically.

GEW Portfolio due 5/8

Your electronic portfolio (Flash Drive/CD) must include ***at least two stamped Writing Center Agenda forms.*** You will assemble your portfolio throughout the entire semester and include ***all final drafts of essays/ancillaries with instructor's comments on them, quizzes, and two in-class writings.*** ***Your portfolios must be submitted electronically on the last day of class.***

Participation is not just attending class—you must be prepared to ***actively*** participate. You should be prepared to write and speak in ***every*** class session. Writing is a social act, and this course is designed around a workshop format. Participation consists of all class activities, ***including all Major Essay Workshops,*** small group work, peer conferences, class discussions, weekly CC posts, and the ongoing process of writing and revising assigned essays. Many classroom activities will focus on developing your reading and writing processes from a number of vantages. We will practice how to generate ideas through an expansive range of writing exercises that require you to contemplate arguments from a number of critical perspectives. Through these exercises you will be shaping and reshaping what you write and think.

Scheduled Conferences: The week following the submission of your Major Essay drafts will be reserved for individual conferences and take place during my posted office hours. I will calendar this time for one-on-one discussion of your work and revision strategies. This allows me to get to know you as a writer, and allows you to voice specific concerns or receive help with areas of particular difficulty. You will be required to bring a specific ***agenda*** to each conference. These meetings will be approximately 15-20 minutes each and are mandatory. ***Failure to attend your conference counts as two absences and will reduce your final grade by 10%.***

Attendance: It is extremely important that you attend ***every class session.*** Attendance is critical to your success and the success of the entire class. If you arrive late or leave early, I will mark you absent. I will also mark you absent if you are not prepared for class. If emergencies require you to

miss more than three class meetings, you may want to consider dropping the course—given all the work you will miss, you will not pass the course. **Notice: I will take roll at the beginning of every class; if you are more than 10 minutes late, you will need to sign in as “tardy.” Three tardies count as an absence.**

Late Papers: Again, being absent does not extend your due dates. Since all course materials are available on CC, if you are absent it is your responsibility to retrieve and complete assignments in a timely manner. I do not accept “late” papers and absences do not change the due dates for papers. To receive credit, papers must be posted (CC) on or before the due date.

Grading:

Essay One Rhetorical/Textual Analysis (8 pages) 15%
Essay Two Research Argument/Analysis (12 pages) 35%
Ancillary Assignments 20%

Participation 10%
Portfolio/Final Exam 10%
Quizzes 10%

CSUSM Grade Scale:	
A 100-94	C 76-74
A- 93-90	C- 73-70
B+ 89-87	D+ 69-67
B 86-84	D 66-64
B- 83-80	D- 63-60
C+ 79-77	F 59-0

Note: All students enrolling in GEW 050 must have taken the CSU English Placement Test. May not be taken for credit by students who have received credit for LTWR 050.

Enrollment Requirement: GEW 101 with final grade of RP.

The Two “Deadly” Ps of College Writing:

(1) Plagiarism: Plagiarism (the direct quotation or paraphrase of another’s ideas or words without proper acknowledgment) is a violation of Title 5, California Administrative Code, Part 5, §4130(a). Plagiarism will cause you to receive an “F” for the course, to be referred to the Office of the Dean of Students, and may lead to your suspension from the CSUSM. Be sure to take the plagiarism quiz at the end of the **Library tutorial** <http://library.csusm.edu/plagiarism/> **as soon as possible**, print out a copy for your portfolio, and email me **all three** of your results.

(2) Procrastination: Last-minute inspiration may have served you in the past, but college-level standards and the increasing difficulty of our essay assignments require more time and consideration than is possible at the last minute. I hope this process will show you that you can write much stronger papers when you devote some quality time to your work.

Disability Issues: Please let me know if you require academic accommodations based on a documented disability. For additional information, contact Disabled Student Services at 760 750-4905 or 760 750-4909 (TDD).

Student Conduct/Electronic Devices: You are expected to arrive on time for class meetings and to avoid creating unnecessary disturbances during class. While we all love our electronic devices—cell phones, pagers, ipods/ipads, and anything else that makes noise or distracts from the class must be silenced (not set to vibrate) or turned off during class, and *put away*. **There is NO text messaging allowed during class.** Students with wireless laptop connections are to use their

computers in the service of this course only; however, I really discourage you from bringing a laptop to class.

Welcome to GEW! I hope you enjoy the class.

GEW 50 Tentative Schedule Spring 2014

Week One: Course Intro

Intro to GEW, discuss Syllabus (Questionnaire/Student Info), CC, WC, GEW Notebook

Diagnostic “Big Box” by Betsy Taylor

Plagiarism Tutorial <http://library.csusm.edu/plagiarism/> (email *all three results*)

Exchange contact information with at least one student in class

Discuss **Praxis, Food, In Defense of Food, Handbook** Q&A—Peer Workshops (10%)—

Ancillaries (5)—Quizzes—Final Exam—Extra Credit—Uploading Portfolio (CC)

Reading due: Praxis Chapter 1(1-20)

Handout: AZ/Sleepover Questions HC/Critical Reading Strategies/Annotating & Questioning (CC-Course Resources)

Student Info/Questionnaires due

Week Two: Praxis/Food & Identity

Reading due: Praxis Chapter 2 (33-49)

AZ/Sleepover Questions (2) due

In Class writing/Discussion

Reading due: Food “Introduction of Recipe Writing” (1-5)

EC Recipe/Traditions/Experience see “Assignments” due 5/1

In-Class Discussion

Handout: Rhetorical Strategies/ Using Quotes/AXES (CC)

Week Three: Rhetoric, Argument, and Analysis

Reading due: Praxis Chapter 3 (73-92)

Notice & Focus/American Skin/My Papa’s Waltz

Reading due: Praxis Chapter 4 (112-117)

Ancillary 1 due (HC/CC)

Plagiarism tutorial due (online)

In-Class Quiz/Discussion

PPT Purdue Discuss the writing process; diagram (Introduction to Conclusion)

Handout: What is a Paragraph?/Textual Analysis/Guidelines (CC)

Week Four: Rhetorical Argument & Analysis of Food Issues

Reading due: Food “The Carnivore’s Dilemma” (169-173) and “Declare Your Independence” (175-188)

In-Class Writing exercise/Discussion

EC My Papa’s Waltz (CC Post for Extra Credit)

Ancillary 1 Revision

Handouts: Diagram of Essay/Tips for Writing/Elements

Ancillary 2 due (HC/CC)

Reading due: *Food* “The Pleasures of Eating” (21-28) and “Fear Factories: The Case for Compassionate Conservatism For Animals” (151-159)

Week Five: Rhetoric, Argument, and Analysis

Reading due: *Food* “A Healthy Constitution” (109-111)

Rethinkers The Great Cafeteria Takeover/Group Discussions re Research/Quotes

Virtual *Quiz* CC (“Assignments”)

Proposal & Annotated Bibliography (Rsch) Handout:Waters/EE

Ancillary 3 due (Exploratory Essay (1) (HC/CC)

Food, Inc./Take Home

Week Six: Writing Rhetorical Analysis

Reading due: *Food* “Suburban Foraging (117-123)

Story of Stuff

Food, Inc. Take Home due

Reading due: *Food* “Attention Whole Food Shoppers” (141-149)

Mini-Workshop Ancillary 4 (CC, HC)

Assign Essay One (Synthesis) due 3/25

Week Seven: Research and Argument

Ancillary 4 (Exploratory Essay (2) Revision (HC/CC)

See *Hacker Handbook* (117)/*EC Edible Education*

Thesis Workshop

Handouts: Thesis Statements/Making a Thesis Evolve (CC)/SB Machine

Reading due: *Praxis* Chapter 5 (145-160) and *Food* “Beyond Organic” (113-116)

Notice & Focus Grocery bag Exercise/Stasis/Check-in

Complete online “Paperless” Midterm Evaluation (CC “Assignments”)

Week Eight: Peer Editing

Silent Peer Critique-HC/CC “Working” draft (4-5 pages) /Evidence Workshop

Stasis Handout due

Peer Review Workshop Essay One: CC & 6-7 page draft (3 copies) & Evidence

Workshop, Review Critique(s), do a PDO, Revise //Reminder Writing Center Agendas

(1)

Week Nine: E1 Conferences See Schedule (CC)

Bring completed Conference Agenda Form/Peer Critiques/PDO Revision

Return “Paperless” Midterm Evaluation (CC “Assignments”)

- *Bio Poem Extra Credit*
- “Getting Real” & “True Cost” (CC/download & printout)
- **Reading due:** *In Defense of Food* (Intro, Part I (Chapters 1-10) (1-78) (Critically read, annotate, & highlight)

Week Ten: Food Specifics

Essay One & Partial Annotated Bib (8-10 sources) due (HC/CC-Turnitin)

Reading due: *In Defense of Food* (Part II (Chapters 1-3) (85-136)

Bring Annotated “Getting Real/True Cost” for In Class exercise/Discuss E2 & Research

In Class Research topics/Annotated Bibliography & Proposal (*Praxis* 220)

Handout: *Essay Two, Rubric, E2 Idea Generating, Prep Handout for Library Research*

Kellogg 3400 Library Research Internet “Scholarly” sources—Bring E2 prompt, questions & completed handout/email research to CC.

Week Eleven: Conducting Research/Presentations & Field Research

A Place at the Table (CC)/Titans at the Table

Final Defense of Food discussion/handout

E2 Idea Generating due/Return E1

Draft your Annotated Bibliographies (20) & Topic Proposal due Tuesday, 4/15

Reading due: *Praxis* Chapter 6 (Revising) (169-188) & Research Chapter 7 (197-223)

Ancillary 5 due (HC/CC)

Presentations (See Schedule CC)

Final Reminder Writing Center Agendas(2)(CC)

No WC appointments during last week of classes—Make appointment now!

Handout: Active/Passive Voice

Week Twelve: Research Presentations & Field Research

Topic Proposal & Annotated Bibliography (20 sources) for Essay Two due (HC/CC)

Presentations (See Schedule CC)

Quiz-Passive Voice Exercise (online only)

Presentations (See Schedule CC)

Field Research due

Week Thirteen: Presentations/Research/Peer Editing

Presentations (See Schedule CC)

Return Proposals & AB

Peer Review Workshop Essay Two: Bring 10 page typed draft and two copies (3)

Type up Peer Critique(s), PDO, Revise

Review *Praxis* Chapter 6 (169) and Safire’s Rules for Writing (171)

Week Fourteen: Major Essay 2 Conferences *See Schedule(CC)*

Bring completed Conference Agenda / Peer Critiques/PDO Revision

Writing Center Agenda forms are in CC (Handouts) module

EC Recipe/Traditions/Experience due

Handout: Portfolio-Synopsis, Questionnaires, Mid Semester Evals

Week Fifteen: Wrap Up

Final Essay Two due (HC/CC Turnitin) – attach all drafts, P/AB & Peer Critiques

Final Exam

Electronic Portfolio/Synopsis/Writing Center Agendas (2)/Evaluations

Food Faire (Bring something edible to share with Peers)

Student Information Sheet

Please print legibly, date and sign all of the information requested below:

Name: _____
Phone number: _____

Email address: _____
Major: _____

Is English your first language? Yes _____ No _____
If not, what is your first language? _____

WORK EXPECTED

As in most any entry-level course, you will essentially be expected to learn critical thinking and writing focusing on principles of analysis and reasoned argumentation. You should plan to spend at least three hours studying for each one hour of in-class time (if writing “isn't your subject” and your reading skills are weak; this class will take more time and effort). In other words, **you will spend three (3) hours per week attending class plus approximately 8-9 hours per week of “quality study time” devoted to preparing for this class each and every week!** (Do not expect to “cram” at the last minute before an essay is due, trust me, this will not work for GEW 101!) You should achieve a basic understanding of academic writing and learn how to become responsible for evaluating and improving your own work.

For each Major Essay you are required to bring a draft and 2 copies (3 total) to all Peer Review Workshops. Missing a workshop can reduce your final essay grade by 10%. After workshops you will conference with me and bring a completed Agenda form before posting your revision on CC (Turnitin). CCs and HCs are due before class. ***Your “Tentative” Schedule (CC) is subject to change depending upon class participation and/or progress. Be sure to check this schedule weekly as keeping up with the readings is crucial as you will need to discuss readings and participate in each class.*** Discussion/Journals, Quizzes and Ancillary Assignments (HC/CC) are due by class time. Peer Review Workshops for major essays are mandatory and your final grade will be reduced by 10% for non-attendance. You will need a ***draft and two copies*** of your essay for each Peer Review Workshop.

I have received, read, and understand the guidelines for this class and I am aware of the Syllabus Policies and Requirements needed to pass this course. In particular, I am aware and agree to the Attendance, Work Expectations, Participation, and Grading requirements.

Signature: _____

Dated: _____

Questionnaire

1. Based on the description of the course, what ideas about reading and writing stand out? How do these concepts differ from other writing instruction you have received or writing you have done in the past?

2. What percentage of your grade is represented by your efforts on your Major Essays? __%, AAs __%, Portfolio/Final Exam __, Participation __% Quizzes __%

4. How many absences are you allowed before your course grade is lowered? _____

5. How do conference weeks work and what are the penalties for missing a conference?

6. What questions do you have about the requirements of this course?

7. What do I need for each Major Essay Workshop and what happens if I am not prepared or miss it?

8. Aside from passing, *what are your goals as a writer* and what do you hope to achieve in this class? What do you see as your strengths and weaknesses?

Goals: _____

Strengths: _____

Need to work on: _____

9. What is your *favorite* book or film and who is your favorite writer/actor?

10. I have successfully logged on to CC. _____ Yes _____ No