

Introduction to Writing

Laying a Strong Foundation: The Basis of Confidence and Competence

Students who succeed in their college classes are generally those who can clearly communicate their ideas in speaking and writing. Mastering sentence structure, punctuation, mechanics, organization, and development of paragraphs and essays is absolutely essential to insure your confidence and ability in writing--and to achieve success.

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Course Objectives Help to Keep You Focused on Your Goal

Writing 115 is designed to help you become proficient in basic writing skills. Upon completion of the course, a successful student should have accomplished skills in the following areas:

- Paragraph and essay development with use of specific details.
- Paragraph and essay organization including topic sentence, main and sub points, and conclusion.
- Paragraph and essay writing process: prewriting, writing, revision.
- Writing a summaries and analytical responses.
- Review of key grammar and punctuation proficiencies.
- Be familiar with various writing strategies (narration, summary, description, contrast, cause/effect, exemplification).

Text: *Models for Writers*

Rosa and Escholz
Bedford/St. Martin

2 Exam Blue Books

“ If
you build
castles
in the air,
your work
need not
be lost.
That is
where
they
should be.
Now
put the
foundations
under them.”

Henry David
Thoreau

**MAKING THE GRADE
COURSE REQUIREMENTS
AND GRADING POLICY**

Your final grade in Writing 115 is based on two parts. Seventy percent of the course grade is from your classroom work. Thirty percent of your final grade is based on the English Department final exam given to all Writing 115 students at LBCC.

As students, you will have an opportunity to become actively engaged in the writing process. Each day you will freewrite on a focused topic. You will also write paragraphs and essays in and outside of class. Each week after we cover sentence structure and punctuation concepts in class, you will take a proficiency test. (Writing Center personnel can help with remediation and administer proficiency test retakes in the Writing Center). In class work includes group and individual exercises, as well as peer editing.

Grade Descriptions for Writings

- A** An outstanding grade. This student's work shows a clear central idea, is well developed, logically organized and is free of any serious syntax or grammatical errors. (90-100)
- B** Above average. This student's writing would include all the above criteria with only minimal errors. (80-89)
- C** The average grade. This student's writing would include all of the above criteria with occasional deviations from grammatical conventions. (70-79)
- R/R** Revise and resubmit. The work is in process. All work must be revised and resubmitted to receive one of the above grades by the term's end. (60 and below)

* Plus, minus, or split grades may also be given.

<p>A ?????? C ?? ??? B ?</p>								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Paragraphs & essays</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>2. Proficiency tests & summary responses/free-writes/edits</td> <td style="text-align: right;">20%</td> </tr> <tr> <td colspan="2" style="text-align: center;">_____</td> </tr> <tr> <td>3. Final Exam</td> <td style="text-align: right;">30%</td> </tr> </table>	1. Paragraphs & essays	50%	2. Proficiency tests & summary responses/free-writes/edits	20%	_____		3. Final Exam	30%
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In evaluation of student's writing the following are used as criteria:

- 1. Well developed paragraph(s), detailed with specifics.
- 2. A well-focused topic sentence.
- 3. Organized main points, sub points, and conclusion.
- 4. Competence in grammar and mechanics (sentence structure, punctuation, spelling, etc.)

<p>Proficiency Tests</p> <ul style="list-style-type: none"> 1. Sentence Fragments 2. Run-ons/Fused Sentences 3. Commas 4. Subject-Verb Agreement 5. Apostrophes 6. Commonly Confused Words

The Revision Procedure – A Window of Opportunity

1. Revisions are designed to be self-paced. Some students may submit a revision by the next class. Others may need to return revisions within 2 weeks of the original work. You may receive a grade and have the opportunity to revise for a designated number of additional points.
2. Word-process any revisions.
3. Submit the first copy with the revision.
4. Remember: The sooner you revise and resubmit, the sooner you can see how your grade is forming.

LBCC prohibits discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable under applicable federal, state, or local laws.

**Students who may need accommodations due to a documented disability who have medical information which the instructor should know or who need special arrangements in an emergency should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services at 917-4789.*

In class Free-writes:

We will free write during the first 5-10 most classes. Some will be focused, on given topics; some may be on the topic of your choice. Free writing is not graded on spelling, punctuation, grammar, etc., in order to have an arena to encourage and stimulate ideas to surface without being inhibited by conventions. (In other written assignments conventions are observed and graded.) A second purpose is to “warm up and stretch” for writing. Free writing is also terrific practice—writing by hands-on doing.

You must be in class participating in the free write to receive credit for this activity. You will accumulate points for significant, one-page free writes. (10 pts.@)

Out of class Summary-Responses

Each week, select an essay of your choice from the textbook. Read the essay and then write a complete summary-response to the essay. Each summary-response should be comprised of a complete, two-paragraph (10-12 sentences per paragraph) written piece. The first paragraph will be the summary, including the essay’s title and author’s name and what the essay was about, including key points. The second paragraph may be an analytical response, including your opinion, evaluation, and/or personal connection. The two paragraphs should be then combined as a single piece.

Summary-responses will be submitted periodically throughout the term. Discipline yourself to write one summary-response per week. (Total of 6 for the term—20 pts.@)

**Course Outline
(Subject to Change)**

- Week 1** Introduction to course; diagnostic
Topics and topic sentences
Sentence fragments
Writing summaries
Begin Reading Responses from Models for Writers.
- Week 2** **Summary paragraph due (Writing Assignment #1)**
Writing description
Sentence Fragment proficiency quiz
Run-on/fused sentences
Main and sub points/organization and development
Writing a process essay.
- Week 3** **Run-on/fused sentences proficiency quiz**
Exemplification (writing with examples)
Commas
Paragraph Assignment due (Peer Edit)(Writing Assignment #2)
Begin Summary-Responses submission (due in rotations)
- Week 4** **Comma proficiency quiz**
Transition to essay writing
Writing a comparison/contrast essay
Subject – verb agreement
- Week 5** **Subject-verb agreement proficiency test**
Apostrophes
Comparison/contrast essay due (Peer Edit) (Writing Assignment #3)
- Week 6** **Apostrophe proficiency quiz**
Writing the cause-effect essay
Comparison/contrast essay due
- Week 7** **Cause-effect essay written in class (Peer Edit) (Writing Assignment #4)**
How to write the narrative essay
- Week 8** **Narrative essay due (written in class) (Writing Assignment #5)**
Revised cause-effect essay due
- Week 9** **Cause-effect Revision due**
- Week 10** **Commonly confused Word proficiency quiz**
Review Summary-Responses
- Week 11** **Final Exam: Monday noon-12:50 and Tuesday 11:30-12:20**

