

SYLLABUS

UCWR 110, WRITING RESPONSIBLY

2019-20 Academic Year

Instructor: Suzanne Eleanor McMillen

E-mail: smcmillen@luc.edu

Mobile: (+39) 320.2696996

Class time schedule: Mondays and Wednesdays, 3:30-4:45 and 5:00 - 6:15 TBA, Classroom: TBA

Student reception hours: Mondays and Wednesdays, one hour before class

(Common faculty room - ground floor)

Required Materials:

- *Writing Responsibly: Communities in Conversation* by Victoria Anderson - available in PDF on the Loyola University of Chicago Library resources website. (Note: This will be sent to all students enrolled for the course.)
- *What's language got to do with it?* Keith Walters and Michal Brody
- Various other readings will be published on Sakai and/or sent to your luc.edu email.

Recommended Materials

Your laptop

An English-only dictionary: Webster's, Collins, Longman, etc.

The Writing Center: www.luc.edu/writing

It is said that in order to write, one must read....

**Well, we will read, read, read and write, write, write fervidly in order to respect this convention...
and apply it during the semester!!!**

Course Description and Objectives:

The primary aims of this course are to improve invention, organization skills, drafting and revising competencies, critiquing skills and thesis formulation and support while using the English language correctly to develop academic writing, style and theme. This course has overall, important goal - understanding the necessary requirements for writing in order to be effective communicators. Throughout the semester, particular attention will be dedicated to: identifying and assessing revision; acquiring synthesizing and honing skills for efficacious final editing: vocabulary acquisition, sensitivity and accurate usage; library and research skills and guidelines for all writing. A variety of writing assignments, readings, activities and discussions will provide the framework for improvement, inquiry, discovery, problem solving and effectively reaching the aims of the course. Students are obliged to keep a personal journal. In addition to keeping a journal, writing three essays and a final research paper, there will be a mid-term and final exam.

Learning Objectives

As a facet of effective communication, writing is also a practical art, one that society respects and regards as necessary for success in all careers and professions. At the end of this course, students should be able to identify, tailor and write for their audience, brainstorm to develop and arrange ideas clearly, read texts carefully and critically, paraphrase and summarize the same, generate effective writing and research and cite sources correctly. They should have begun to understand the ways that effective language and communication approaches shape experience, construct meaning, and foster community. They should have understood the importance of the use of original ideas to achieve a specific rhetorical goal, for the application of an appropriate style and for revision and editing. Furthermore, they should have understood the key role research plays in all writing by judiciously using field research, library resources, and sources retrieved from electronic media. Having acquired the skills to be effective communicators, able to use the English language appropriately, the students who have successfully completed UCWR 110 will have achieved better authorship and style.

Evaluation

Grades will be based upon the following:

20%	Personal Journals
20%	Essay writing assignments
10%	Reading assignments and class participation
10%	Research Paper
20 %	Midterm Exam
20%	Final Exam

Grading:

Grades are based upon the following scale:

94-100% A	80-83% B-	67-69% D+
90-93% A-	77-79% C+	64-66% D
87-89% B+	74-76% C	59% or lower F
84-86% B	70-73% C-	

Academic Honesty and Source Citing

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and Loyola University Chicago and will be dealt with in accordance with Loyola University Chicago guidelines. Please familiarize yourself with Loyola standards on the LUC website. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook. In all your Academic Writing for Loyola University of Chicago, the MLA format for bibliography and annotated bibliography source citing are required. **NOTE: Wikipedia is NOT considered a valid source for a bibliography as it is not an acceptable academic resource.**

Disabilities

Students with documented disabilities who wish to discuss academic accommodations should contact me the first week of class, as well as the Senior Academic Services Advisor @ JFRC.

Attendance and Late Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, our course adheres to the following absence policy; This course meets twice a week, thus a total of two-unexcused absences will be permitted. Unexcused absences beyond these will result in 1% lowering of your final course grade, for every absence after the “approved” limit. Prompt attendance, preparation and active participation in course discussions are expected from every student in order to facilitate class discussion, active participation and respect for all. Be on time for class. If you are more than 15 minutes late, you will be marked absent.

Assignments and Readings

Assignments and readings are part of the syllabus. Lectures are based on the readings, and all readings share a theme and relate to each other. These are required reading each week before class, they are not suggested reading. You should come to class with 2 questions/observations about the readings to hand into me on a piece of paper with your name on it which will begin our class discussion - each class, at the beginning of class.

Each writing assignment is due the day they are due in hard copy, printed out, double spaced, with your name on each page and pages numbered. (I do not accept electronic submissions.) You must also document all bibliography and research citations with a proper bibliography according to the MLA format. Any assignment handed in late will be docked one full letter grade for each day after the due date. Class discussions and in-class assignments cannot be made up. If for any reason beyond your control, you are prevented from completing an assignment or the course requirements, they will be deferred at my discretion. Do not hesitate to contact me if something unexpected arises. This only applies to students who have attended most of the course and completed most of the assignments. Emergency situations will be dealt with directly through the Dean’s office.



COURSE ASSIGNMENTS WEEK BY WEEK*

(All readings are to be found in the texts and are indicated by * and **.

Other supplemental readings will be on Sakai and/or sent to you directly to your LUC.EDU email.)

<p>Week 1</p> <p>Sept. 2 and 4, 2019</p>	<p>Course Introduction - Communication and Why we write Kinds of writing, Styles of writing, The Five Senses, What about Englishes? The power of ideas, the importance of English, legalese, Intro to personal journal writing/summary-response, etc. Note taking in class.</p> <p>Readings: WHY A GLOBAL LANGUAGE? By David Crystal * ALWAYS LIVING IN SPANISH by Marjorie Agosin* NOTES ON PUNCTUATION by Lewis Thomas (in both volumes) Excerpt from: ON SEEING ENGLAND FOR THE FIRST TIME by Jamaica Kincaid ** A WAY OF WRITING by William Stafford ** GUIDELINES TO REDUCE BIAS IN LANGUAGE* (from the American Psychological Association’s Publication Manual)</p>
<p>Week 2</p> <p>Sept. 9 and 11, 2019</p>	<p>Self-editing/Peer editing MLA INTRODUCTION MLA/APA Correctly Citing Sources Meeting with the Librarian, Anne Wittrick -accessing university databases</p> <p>Readings: REVISION STRATEGIES OF STUDENT WRITERS AND EXPERIENCED ADULT WRITERS by Nancy Sommer ** SHITTY FIRST DRAFTS by Anne Lamott ** A WAY OF WRITING By William Stafford **</p>
<p>Week 3</p> <p>Sept. 15 and 20, 2019</p> <p>NOTE: NO CLASS ON WED. FRIDAY MAKE UP</p>	<p>Timeless writings and speeches: What makes certain literature timeless? Confucius, Aristotle, Euripides, Homer, Aesop, Aquinas, Erasmus, St Augustine, The Founding Fathers, Shakespeare, Marco Aurelio, Euclid, Sophocles, Herodotus, Archimedes, Seneca, Plutarch, Ovid, Livy, Cicero, Cato, Proust, Dante, Dumas, Boccaccio, Woolf, Dickens, Hemingway, Faulkner, Austen, Shelly, Bronte, Stowe, Angelou, Plath, Alcott, Dickinson, Morrison, Lessing, Michener, Atwood, Heller, etc.</p> <p>Vocabulary use Translation Pre-class assignment: choose and bring a quote, reading, poem or impressive statement by someone famous whose words still delve into today’s society and can be applied to modern times.</p> <p>Readings: The Declaration of Independence by Thomas Jefferson et al. ** First Inaugural Address of Abraham Lincoln to be found at: https://www.bartleby.com/124/pres31.html Second Inaugural Address of Abraham Lincoln ** Common Sense by Thomas Paine (can be read at: http://totallyhistory.com/common-sense-pamphlet/) The Eruption of Vesuvius, (Letters) by Pliny the Younger</p> <p>Personal Journals Due Monday (will be returned to you with comments on Wednesday)</p>



<p>Week 4</p> <p>Sept. 23 and 25, 2019</p>	<p>Literary analysis techniques In-depth reading, annotating and explicating Constructing a complex thesis statement (Although...,nevertheless... because...even though) Literary Analysis Essay—draft #1 due Wednesday</p> <p>Readings: <i>HOW IT FEELS TO BE COLORED ME</i> by Zora Neale Hurston ** <i>GRADUATION</i> by Maya Angelou ** <i>TALKING WRONG</i> by Patricia Smith * page 275 <i>SUITE FOR EBONY AND PHONICS</i> by John Rickford * page 278 <i>NOBODY MEAN MORE TO ME THAN YOU, and the future Life of Willie Jordan</i> by June Jordan * page 314</p>
<p>Week 5</p> <p>Sept. 30, and Oct. 2, 2019</p>	<p>Grammar self-study Self-editing and Peer review In-text citations/Using Quotations Literary Analysis Essay— Final version due Wednesday</p> <p>Readings: <i>PERIOD STYLES: A PUNCTUATED HISTORY</i> by Lupton and Miller page 101 * <i>CELL PHONES</i> by Dennis Baron page 145 *</p>
<p>Week 6</p> <p>Oct. 7 and 9, 2019</p>	<p>Review of weeks 1-6 Language and Gender (stereotyping in writing) Mid-term: Wednesday, Oct. 9, 2019</p> <p>Readings: <i>Welcome to Your World Baby</i> by Lynda R. Willer * <i>Immigration as Dangerous Waters; The Power of Metaphor</i> by Otto Santa Ana* <i>A Welcome Mat for Lesbian and Gay Customers</i> by Cliff Rothman * <i>Native American Images as Team Icons; The Squabbling Illini</i> by Mike Wise* <i>Women are from earth, men are from earth</i> * (introduction to Chapter 6) pages 334-335</p>
<p>Week 7</p> <p>Oct 21 and 23, 2019</p>	<p>Credible persuading and debate: video The Scent of a Woman Language and the Law, Rule of Law v Rule by Law, the same in debate and literature Paraphrasing in legal language Language in the EU Being on the “same page” “Mistake”</p> <p>Readings: <i>ENGLISH IS BROKEN</i> by John Miller * page <i>QUEBEC “TONGUE TROOPERS” DEFEND FRENCH*</i> by Deenen Brown page 451 <i>WHY NOT EVERYONE LIKES POWER POWERPOINT*</i> page 168</p>
<p>Week 8</p> <p>Oct. 28 and 30, 2019</p>	<p>Review: MLA/APA Citations & Works Cited – Correctly Citing Sources Service Learning Preparation – “Giving Back” Service Learning Essay Draft #1 Due-Wednesday</p> <p>Reading list for Week 8 is on the next page.</p>



	<p>Readings:</p> <p><i>THE ETHIC OF COMPASSION</i> by The Dalai Lama** Readings by Nelson Mandela Questions and Answers from Deaf Life by Moore and Levitan * page 409 JFK speech “Ask not what your country can do for you; ask what you can do for your country.”</p>
<p>Week 9 Nov. 4 and 6, 2019</p>	<p>Service Learning Essay Draft #2 Due Peer Review</p> <p>Readings: Three short stories TBA Personal Journals Due Wednesday</p>
<p>Week 10 Nov. 11 and 13, 2019</p>	<p>Passive vs Narrative vs First Person Voice Service Learning Essay Final version Due-Monday Research Papers—choosing a topic – brainstorming outline - Due Wednesday</p> <p>Readings: <i>Politics and the English Language</i> by George Orwell ** page 114</p>
<p>Week 11 Nov. 18 and 20, 2019</p>	<p>Research Papers— Outlining in detail Research Papers with annotated bibliography Research Paper--draft #1 due: Monday Flows of information and other writings: legal, scientific, blogs, news, pr, advertising, etc. Readings: <i>THE METHOD OF SCIENTIFIC INVESTIGATION, 1863</i>, by Thomas Henry Huxley** <i>Scientific Writing 101 Essay (handout)</i></p>
<p>Week 12 Nov. 25 and 27, 2019</p>	<p>Humor in writing and public speaking Research Paper – draft #2 due Monday Final Version of Research Paper Due Wednesday</p> <p>Readings: <i>Don’t You Think it’s Time to Start Thinking?</i> by Northop Frye * Four essays by Mark Twain: <i>My First Literary Venture, How to tell a Story, Italian Without a Master, and The Killing of Julius Caesar “Localized”</i> All four essays can be found at: https://americanliterature.com/author/mark-twain/short-story/</p> <p>Video: TED talk, “Schools Kill Creativity“ by Sir Ken Robinson</p> <p>Journals Due Wednesday (to be returned to you at the Final Exam)</p>
<p>Week 13 Dec. 7-12, 2019</p>	<p>Final Exam Date, Time and Classroom: TBA</p>

* Readings to be found in *What’s language got to do with it?*

** Readings to be found in *Writing Responsibly: Communities in Conversation*