

## Basic Writing Course – Writing an Academic Paper Fall 2019-2020

Mons and Thurs 10-12

Mons and Thurs 12-2

Coming to this course, you are not giving up a dream of writing poetry or fiction; you just learn to master a different discourse, with a set of rules that determine and enable our success in discursive communication.

In this 4-hour weekly tutorial, we learn to situate ourselves **rhetorically**, becoming increasingly aware of how a text we read, write, hear or utter depends on its writer or speaker, on its reader or audience, on its context and on its purpose. We learn how crucial it is to define your concern clearly, and how much this concern will depend on distinguishing between the context you may assume you share with your audience and the context you do not share, and thus need to supply to your audience so it can follow your argument. In fiction, we expect and tolerate a withholding of context. In nonfiction, we expect context to be up front. We will realize, through experiment and practice, that our audience's understanding, let alone acceptance, of our point of view is not to be taken for granted; we have to work hard in order to gain it.

Our syllabus includes **two short stories and two critical articles**. Reading these texts and writing about them will provide an opportunity for you to explore issues of your choice and verbalize them, as well as expand your repertoires of linguistic and rhetorical strategies.

**This is an intensive course that will lay a serious claim on your time.**

### Course Objectives

- Write academic papers clearly and coherently using standard English.
- Formulate thesis statements and support them using textual evidence.
- Read primary sources closely and critically.
- Read secondary sources closely and critically, including identifying main claims and textual evidence.
- Demonstrate research skills, including gathering, evaluating, and synthesizing secondary sources.
- Employ correct MLA style citation.

### Course Material

All course materials will be available on Moodle.

#### Primary Sources:

Bohannon, Laura. "Shakespeare in the Bush." *Natural History* vol.75, 1966. Pp. 28–33.  
[http://www.naturalhistorymag.com/editors\\_pick/1966\\_08-09\\_pick.html](http://www.naturalhistorymag.com/editors_pick/1966_08-09_pick.html). Accessed October 24, 2019.

Hemingway, Ernest. "Hills Like White Elephants." *The Short Stories of Ernest Hemingway*. New York: Scribner, 1953. Rpt. In *The Story and its Writer: An*

*Introduction to Short Fiction*. Ed. Ann Charters. 6th ed. Boston: Bedford/St. Martin's, 2003. Pp. 475-478.

### Secondary Sources:

Hashmi, Nilofer. "‘Hills Like White Elephants’: The Jilting of Jig." *The Hemingway Review*, vol.23, no.1, Fall 2003, pp.72-83. <https://muse.jhu.edu/article/52914/pdf>, accessed October 26, 2019.

Renner, Stanley. "Moving to the Girl's Side of ‘Hills Like White Elephants.’" *The Hemingway Review*, vol. 15, no.1, Fall 1995, pp. 27-41. *Literature Resource Center*, Accessed 26 Oct. 2019.

### Grading:

**\*You must receive a grade of at least 70** in the Writing Tutorial before you can register for Writing Proseminar.

At the end of the course you will submit a **portfolio** including final revised drafts of your two papers, all your preliminary written work leading up to the two papers - all intermediary assignments, graded and ungraded, and all drafts and revisions (with my comments) - and a final assignment, which is a **self-assessment** of your progress this semester.

Your final grade will be based on a review of your cumulative portfolio of work, but also take into account your participation in class and in conferences and your work with a partner.

### Grading Breakdown:

- Final Paper 30% (5-6 pages). (n.b.: you must receive a grade of 70 on this assignment in order to move on to Proseminar. This requirement is in addition to that of receiving a course grade of 70).
- Midterm essay 20% (3-4 pages)
- Critical article summary 10%
- 2 Grammar proficiency quizzes: 10% each (one quiz during the semester and one at the end)
- Final portfolio assignment 10%

(This assignment is a short paper on the subject: "What I believe I learned in this course," about one page long. It should have an issue and a claim and present a brief and clear argument, documented by evidence. You hand it in with your portfolio and do not get to revise it.)

- Library/MLA citation assignment 5% (n.b.: regardless of the grade point, you cannot pass the course without fulfilling this requirement).
- Attendance, preparedness, participation 5%

**\*While many small assignments during the semester will not be graded, they are all crucial for the progress and attainment of the course goals and are mandatory for all students. Failure to complete *any* of the ungraded assignments in the course will lead to a 5-point penalty in the final grade.**

### **Attendance and Participation**

Success in this class depends on regular, punctual attendance. More than three absences can be grounds for dismissal from the course. Written assignments are accepted only when a student has been attending class consistently. Students are responsible for making up all missed work. If circumstances arise where you know you will have to miss class, please let me know in advance. In addition to attendance, students are expected to participate in class discussion and in all in-class exercises, such as weekly presentations and the peer review workshops.

### **Assignments**

Because each assignment depends on previous assignments, work must be completed on time to receive credit. If you miss a class, you are responsible for finding out what is due and coming prepared. It is your responsibility to check the Moodle Site regularly. 1) Download the texts for the next meeting as soon as they are available, rather than at the last moment. 2) Check the site again the evening before the meeting, in case there is an update. When submitting a **revised** paper (or part of paper), you must include a **memo** listing the specific tasks to which you have attended. Always submit the previous version/s along with the revision.

### **Assignment Format**

All assignments are to be submitted via Moodle. Please include your name and type of assignment in the file's name. Assignments should be submitted as doc. or docx. files only. If you expect to have a problem submitting your work as a Microsoft Word file, you must contact me least two days before the assignment is due. Use Times New Roman, font size 12, double-spaced. All assignments must follow MLA style for all aspects, including formatting, in-text citations, and the works cited page. For more details, please see the Format section of the Syllabus on our site.

### **Late Assignments**

In general, late assignments will not be accepted unless an extension is agreed upon in advance, nor are extensions granted after a deadline has passed.

### **Partners**

In this course, you will be working in close collaboration with a fellow-student. This collaboration, which has been proved to benefit both the writer and, to an even greater extent, the reader, is going to ensure that you produce much better results than is otherwise possible and is going to prepare you for further schooling, much of which involves collective and collaborative work. Your collaboration, which will include commenting on each other's work and coming to conferences together, is a responsible commitment on your part.

### **Conferences**

Individual conferences are an integral part of this course. More details in class.

### **Ongoing list of Problems/ Errors**

To help you edit your paper after you have composed it, keep an ongoing list of individual problems/errors (grammar, format, usage, spelling, whatever). Referring to your list as you edit will help you keep errors in control. Include the list in your portfolio.

### **Academic Integrity and Plagiarism**

Plagiarism is the act of presenting another person's ideas, research, or writings as your own. This includes copying from websites and utilizing uncited sources in your work. Academic integrity violations can result in a failing grade on the assignment and/or the course. Plagiarized papers will automatically receive a failing grade. Cases of plagiarism will be reported to the Department of English and American Studies and documented in the student's personal record. In this course, you are going to become familiar with the strategies of proper documentation. You will learn that any use of a secondary source – whether required or optional, whether a quotation, a paraphrase, or a mere mention, and whether a reference to a specific passage or one to a whole article's point of view in general – must be documented immediately. It is not acceptable, when you make use of a source, to put off documenting it to a later stage.

For a comprehensive website on using sources, citation, and plagiarism refer to:

<http://usingsources.fas.harvard.edu/icb/icb.do>

During the second week of the course, every student will have to sign a pledge to follow the rules of academic honesty before we can proceed.

### **Classroom Etiquette**

Please respect your classmates and conduct yourself in the classroom as you would in a professional setting. It is acceptable to bring a laptop to class. You may bring class material on any device (laptop, tablet) except a phone. Emailing, Facebook, tweeting, texting, etc., are not allowed. Any of these activities will be considered extremely disrespectful to the class. If they are pursued, the student may be asked to leave class, and will receive an absence for the day. In addition, the student's participation grade will be affected negatively.

Communicate **ANY DIFFICULTY** ahead of time, not at the last moment.

A tentative schedule follows. This schedule is subject to change according to the needs of the specific group and depending on the course's progress.

	Agenda	Assignment
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1. M Oct 28	Introduction to syllabus and requirements. Introduction to our first text – close reading.	
2. Th Oct 31	Discussion of issues in the text	Read Bohannon; upload comments/ questions by Wednesday Oct 30 8pm Read “How to read”
3. M Nov 4	Discussion; writing/ research questions/ argument/ thesis  Going over your summaries; discussion of issues	*Read “How to Write” *Start reading chapters from <i>The Grammar Guide</i> with exercises *Write a summary of Bohannon in 250 words; prepare by listing points where communication fails. Upload your summary by Sat Nov 2 8pm
4. Th Nov 7	Verbs: Sentence Sense Ch 2.1 to 2.5. Workshop	Read: from topic to thesis Charles Darling, Verbs: Sentence Sense Ch.2.1 to 2.5 + exercises
5. M Nov 11	Verbs cont’d: Sentence Sense Ch 2.6-2.10.	Continue reading Verbs: Sentence Sense Ch 2.6-2.10 + exercises
6. Th Nov 14	Discussion: From topic to thesis. Thesis statements; planning your argument.	Reading: Sentence Sense Ch.5, Embedded Thought. Assigning your first paper, ungraded, to be handed in by Sat evening 8 p.m.
7. M Nov 18	1) peer review: draft exchange. 2) Argument; paragraphs; textual evidence; going over checklists.	Paper on ShB, a short argument, 500-600 words. Upload by Sat Nov 16 8pm
8. Th Nov 21	Argument; paragraphs; textual evidence; going over checklists; The Harvard Guide.	Read “Possessives” and “Plurals” – two chapters in Charles Darling’s Guide + exercises
9. M Nov 25	Grammar review; your papers returned. Analysis of common errors.	“Clauses”
10. Th Nov 28	Grammar Quiz N1	1) Go over the grammar chapters with the exercises. 2) Work on your error lists, based on comments
11. M Dec 2	Peer review of papers half the class. Then “Hills Like White Elephants” discussion based on your reading at home.	Revised draft on “ShB” due by Sat Nov 30 8pm; in addition to uploading, bring to class a hard copy and attach the preceding draft. Based on your error list/ comments you received, add a memo of what you attempted to revise for this draft. At home for Monday class: read “HLWE” and watch the movie; answer questions in the Assignment on Moodle.
12. Th Dec 5	Discussion based on your reading. Prepare questions. Richard Young, heuristics.	“HLWE.” Upload questions/ answers.
13. M Dec 9	Discussion of text issues	1) Upload a problem formulation or a research

	and writing handouts; Harvard Guide. MLA workshop	question about HLWE by Tues Dec 10, 10 pm. 2) for Monday class: Read Effective introductions. 3) read Moodle materials on MLA, watch at least 2 videos (tba).
14. Th Dec 12	Peer review	Midterm Paper- 500 words, graded –answering the question: What does Jig decide, and why. Remember to open with a firmly defined issue, contextualizing it briefly to clarify for your reader why this issue needs examining. Remember to check the Format of Assignments, including cover page etc. Upload your papers by Tuesday Dec 10 10pm.
15. M Dec 16	conferences	Fragments and Run-on Sentences – Charles Darling’s Guide.
16. Th Dec 19	Conferences? tba	Read: “summary Guidelines” including all the handouts on Moodle.
17. M Dec 23	Grammar review; analysis of errors; Summary guidelines.	Read the article by Stanley Renner and summarize it in no more than 200 words. Upload by Sat Dec 21 8 pm.
18. Th Dec 26	Discussion of Summaries and papers.	“Verbs and Verbals” and “Gerunds and Infinitives” – and other grammar chapters.
19. M Dec 30	Either library seminar or conferences	Summary of Hashmi’s article, 200 words, upload by Sunday Dec 29 10pm
20. Th Jan 2	Discussion of Hashmi	Work on revised draft
21. M Jan 6	Peer review; grammar review	Hand in draft#2, revised, relating to Renner and Hashmi – 1000 words. Upload by Sat Jan 4, 8 pm.
22. Th Jan 9	Conferences; probably extended hours, tba	
23. M Jan 13	Workshop editing paper samples in class.	Volunteer for review
24 Th Jan 16	Library seminar?	
25. M Jan 20	Grammar review. Going over revision issues.	
26. Th Jan 23	Draft #3, revised. Last peer review – half the lesson. Then- Grammar quiz #2.	Draft 3, revised, about 1300 words, including 2 secondary sources.* Consult your error lists, all the checklists and handouts.
Monday Jan 27	12 pm Portfolios due	

- Your final paper may be a comparison/ contrast paper on “Difficulties of Communication” in Bohannon’s and Hemingway’s stories. Different; however, similar. Your illustration/ evidence may come from the two primary sources and the two articles on “Hills.”