

College Writing 121/122 Syllabus

2016-2017

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*That you are here—that life exists, and identity;
That the powerful play goes on, and you will contribute a verse.*
- Walt Whitman

Course Catalogue Description

Traditionally, College Writing has attempted to teach students how to “write well throughout college,” but this umbrella concept is misleading and pedagogically unsound. Depending on what field students enter in the collegiate world, the type of writing, as well as what is considered good writing, will vary greatly because the task, context, and audience will change according to the type of academic writing. Therefore, if students can learn that “writing cannot be taught independent of content,” and that “writing is conventional and context-specific rather than governed by universal rules,” students can “leave the course with increased awareness of writing studies as a discipline, as well as a new outlook on writing as a researchable activity rather than a mysterious talent” (Downs & Wardle, 2007).

This course will offer advanced writing instruction focused on improving students’ proficiency in (1) writing as a discipline, (2) rhetoric and argumentation, (3) on-demand, persuasive synthesis, (4) research, (5) syntax and language strategies, and (6) extended, research-based synthesis. All assessments are aligned to the College Writing Standards (CWS).

Required Materials

1. A spiral notebook or composition notebook which will be used for this class only
2. A folder or binder to keep handouts
3. Paper, highlighters, and pencils

Late Work Policy

1. **NO LATE WORK IS ACCEPTED. All assessments are due at the START of class on the due date. If students do not meet this deadline, they will receive a 1/5 (F) for all standards attached to the assessment. If students continue to not meet due dates, they will fail the class.**
2. **If an assessment is not complete by the due date, students may not revise the work.**

College Writing Grading Policy:

Students will have multiple (at least three) opportunities to demonstrate proficiency on each College Writing Standard (CWS) assessed during the semester. Each assessment will be graded on a 1-5 scale aligned rubric. These multiple opportunities will then be converted into an overall score using the mode (most frequent number).

Silverton High School and Silverton High School Language Arts Department Policies

Honor Policy (as stated in the SHS Student Handbook): Silverton High School faculty and administration believe that honesty and trustworthiness are the basic characteristics of a citizen in a free society. We also believe that whatever learning a person achieves, as the result of his/her own efforts is an accomplishment in which he/she can take pride and which will be of use and benefit to him/her. In this belief, and as an expression of the value we place on the integrity of a student’s work, we will not accept plagiarism, copying the work of others, doing another student’s work for him/her, giving him/her answers for tests, nor any other activity that falls into the classification of cheating. The consequences for such action will include the confiscation of material, notification of parents, possible failure of assignment and/or class, and disciplinary action.

Course Policies and Expectations

1. Students are responsible for familiarizing themselves with, and following, the policies, procedures and timelines laid out in this syllabus. This syllabus may change; students are responsible for all changes.
2. Students must inform the teacher if there are things going on that will interfere with meeting deadlines and learning. I can only work with you if I know what's happening.
3. Assignments are due, and ready in all respects, at the start of class on the due date.
4. This is a college class, and students must read and complete any required assignments before they are due. Therefore, if students are not prepared for class—insofar as they have not read and/or not completed assignments on time—they will be asked to leave the class for the day.
5. Students are expected to attend class at a minimum of 92% rate according to the Silverton High School policy.
6. If students will be absent from class, it is their responsibility to figure out what assignments, readings, notes, and direct instruction they will miss beforehand by asking other students and the teacher.
7. Students must come to class with their required textbook, notebook, folder, pen or pencils, paper, completed assignments, and other necessary materials. If students do not have their required materials at the start of class, they will receive a lunch detention.
8. Students must engage in class discussions by providing thoughtful responses and respecting the views of their peers. Participation is essential, so please make your ideas known. However, if your ideas happen to stem from racist, sexist, homophobic, and/or any other bigoted views, keep them to yourself. Class discussion is a big part of an English curriculum, and while all sides of an argument are welcome, students may not express opinions in ways that put down, threaten, intimidate, or are otherwise potentially hurtful to their classmates. Discussion is a place for growth and exploration, not separation, personal attacks, or hostility.
9. Students must ask questions when concepts, readings, instructions, etc. are unclear. It's easy to fall behind if students do not ask questions.
10. Students must be polite, respectful, and open to new ideas. Hate speech will not be tolerated.
11. Students must respect the property of the teacher and the other students. Stealing is a crime.
12. Plagiarism is not tolerated and will result in academic discipline. When in doubt, cite.

References

- Downs, D., & Wardle, E. (2007). Teaching about writing, righting misconceptions: (re)envisioning “first-year composition” “as introduction to writing studies.” *National Council of Teachers of English*, 58(4), 559-560,