Please fill in all information. Required signatures are on page 2 of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Lisa Cooper</th>
<th>Phone: 946-3218</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: November 14, 2006</td>
<td>School or College: EDU</td>
</tr>
<tr>
<td>Proposed Course #: No Change (NC)</td>
<td>Title: NC</td>
</tr>
<tr>
<td>Proposed Prerequisites: An appropriate test score or permission of the instructor.</td>
<td></td>
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<tr>
<td>Proposed Units: NC</td>
<td>Enrollment/Expected Enrollment: NC</td>
</tr>
<tr>
<td>Existing Course Title: Writing for College</td>
<td>Existing Course #: WRIT 21</td>
</tr>
<tr>
<td>Existing Unit Value: 3</td>
<td>Existing Prerequisites: Placement on the basis of writing competency test results.</td>
</tr>
</tbody>
</table>

Revised catalog description (attach additional sheet if necessary). Attach a syllabus:
Add: A grade of C- or better is required to satisfy the University's Basic Skills requirement in writing.

Describe the proposed changes and provide a rationale (attach additional sheet if necessary). Changes to the prerequisites and description reflect recent University policy changes as well as new course placement practices.

If approved, when will this be implemented? Fall ☑ Spring ❏ Year 2006 2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)? none.

Describe any special facilities, furnishings, or technical needs. List software needs, if any. none.

U.O.P.
JAN 16, 2007
REGISTRAR
APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Approved by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action by department requesting addition/change:</td>
<td>Anna Cooper</td>
<td>11/16/06</td>
</tr>
<tr>
<td>2</td>
<td>Action by the Curriculum Committee of the School/College:</td>
<td></td>
<td>12/4/06</td>
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<tr>
<td>3</td>
<td>Action by the Dean of the School/College:</td>
<td></td>
<td>1/22/06</td>
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<td>4</td>
<td>Action by the Dean of the Library:</td>
<td></td>
<td>1/9/07</td>
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<tr>
<td>5</td>
<td>Action by the Director of Educational Technology Services (if computer lab, software needed):</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Action by the Registrar:</td>
<td>Cheryl W. Pogue</td>
<td>1/17/07</td>
</tr>
<tr>
<td>7</td>
<td>Action by the General Education Committee (as appropriate):</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>Action by the Graduate Studies Committee (as appropriate):</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>Action by the Academic Affairs Committee:</td>
<td></td>
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</tbody>
</table>

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
WRIT 21. Writing for College (3)
Introduction to the types of written assignments required in college courses, including the research paper, expository writing and argumentation. Weekly writing assignments and individual conferences with instructor. Placement on the basis of writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

Prerequisites: A grade of C- or better in WRIT 19, an appropriate test score or permission of the instructor.
COURSE DESCRIPTION:

This writing course offers instruction and practice in college-level expository and analytical composition. Essays are described as moderately brief prose discussions of a restricted topic. Some essays narrate and describe important people or meaningful events; others moralize on significant issues; some are reflective, while others are didactic. The process of shaping and developing prose (non-fiction written discourse) to meet the expectations of readers in various academic disciplines will be combined with instruction about rhetorical strategies. While this course is designed to prepare you for the different kinds of writing situations you will face in a college or university setting, it offers specific assistance with the kinds of scholarly assignments you will be asked to compose for the Mentor Seminar courses, including work on conducting research and documenting sources for research papers.

Areas of composition covered include the study of various modes of discourse, such as comparison, cause and effect, definition and classification, argumentation and persuasion; an introduction to formal logic; Toulmin’s model of reasoning; and an introduction to literature and literary analysis. Creativity and the quest for one’s own “voice” are encouraged. Readings from the main text will sometimes prompt student essays, exemplify methods of development and organization, and offer material for close, critical analysis. The handbook serves as the primary source of the conventions of standard American English.

NOTE: This course may NOT be taken Pass/No Credit.

REQUIRED TEXTS:


ESSAY ASSIGNMENTS: 8 required

The measure of your growth as writers will be the success and effectiveness of the essays you compose. Repeated drafting, revising, and editing are necessary components of the writing process, and your essays should reflect dedication to details and refinement. The format for these essays is explained in Chapter 9c, pp. 215-219, and MLA format, Chapters 46 & 47 pp. 710-780, in the Handbook. Generally, the final draft of each essay should demonstrate the care and concern your ideas, labor, and research deserve. Manuscripts should be typed, double spaced, and approximately 800 or more words in length. The topics for essays should be based on our readings and in-class discussions, so full participation and consistent attendance are required. As measures of their having achieved course objectives, copies of students’ assignments may be retained for purposes of ongoing assessment of the Educational Resource Center’s learning objectives.

EXAMINATION ESSAYS

A Diagnostic Essay (given the first or second week) will serve to assess the ability of the student, so placement adjustments may result from this writing sample. This essay will also be evaluated as a draft one of the early essay assignments. Two full-length, in-class exam essays (a midterm & a final) will be used to evaluate not only your comprehension of readings and lectures, but also your ability to synthesize meaningful material while developing worthwhile ideas of your own. The standards and conventions of American English grammar, punctuation, and mechanics constitute one-third of this course, so approximately six tests on grammar and punctuation will be given.
METHOD OF EVALUATION

Essays earn letter grades based on criteria that will be distributed and explained during the first two weeks of class. Eight essays total. The grading percentages are as follows:

- Diagnostic Essay (500 word position paper) .......... 5%
- Tests, Homework, Participation, Research Prep .......... 10%
- Essays (Typed, 3 @ 800+ words each) .......... 30%
- Midterm Exam Essay* (500+ words) .......... 10%
- In-class Argumentative Essay (#6) .......... 10%
- Research Essay* (2,000+ words) .......... 20%
- Final Exam Essay* (600+ words) .......... 15%

Letter grades are based on a 12 point scale, where-in A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, etc.

*Required in order to pass the course. Failure to submit these assignments results in failure of the course.

ABSENCES & MISSED WORK:

Three hours of unexcused absences will lower your final grade one grade point. Six will lower it two grade points. Nine hours of unexcused absences may result in failure of the course. It is the student’s responsibility to drop the course. Three tardies will be counted as one absence. Missed quizzes, tests, and in-class assignments may NOT be made up, unless the absence is excused. Students are responsible for learning about missed assignments from other students.

HONOR CODE:

Plagiarism in any form is forbidden by law and by college/university honor codes. Plagiarism includes use of direct quotes from ANY source material, including essays and papers, in whole or in part, written by other students. Please carefully read Chapter 44d, “Avoiding Plagiarism” in The Handbook. Plagiarism can be grounds for severe penalties, including (1) failure of an assignment, (2) failure of the course, and (3) dismissal from the college.

CONFERENCES:

Please schedule conferences during posted office hours and by appointment. During these conferences, we will review and critique your writing. Generally, I will be available at the following times: MWF 8:00-10:00 a.m. and by appointment.

TUTORING:

Writing tutors are available in the Tutorial Center in Bannister Hall. Please take advantage of the free service and meet with a tutor once or twice a week for help in this and other courses.

SPECIAL NEEDS: If you have special needs that require accommodation, please see Ms. Lisa Cooper in the Office of Services for Students with Disabilities in Bannister Hall, room 101, to obtain an Accommodations Request Form. Then schedule a meeting with me during office hours to arrange the accommodations to which you are entitled by law.
FALL SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Introduction to course description, policies, textbook review, etc.
8/26 Essay 1: Diagnostic Essay (Topic TBA)
Reader, Chapter 1, Reading, Writing, Living, Knowing.
Lessons on Writing: Narration, Description, and Acquiring Knowledge.
Angelou’s “Graduation,” Baker’s “School vs. Education,” Hughes’s
“Learning to Read and Write.”
Handbook, Chapters 1-6 during the first three weeks.

Week 2: Reader, Chapter 1, cont’d. Readings TBA
Required: Orwell’s “A Hanging”
Handbook, Chapters 1-3, Thesis statement, Writing in College, Reading,
Thinking Critically, & Chapter 11, Analyzing Arguments.
In-class: Brainstorming/Freewriting

Week 3: Reader, Chapter 1, Orwell’s “Shooting an Elephant.” Cont’d.
Handbook, Chapters 4-5, Revising, Editing, Proofreading, Paragraphs.
Chapter 37: MLA & APA.
9/9 Essay 2 (Typed): Narrate and describe a memorable experience from your life
that taught you an important lesson (800-1,000 words). Students in Mentor I
may submit their first Mentor essay for this assignment. MLA format required.

Week 4: Reader, Chapter 2, Science, Life, and the Universe.
Writing Lessons: Science & Technology, Cause & Effect, Process Analysis
Readings: Darwin’s “Understanding Natural Selection,” Gould’s
“Evolution as Fact and Theory,” Ehrenreich’s “The Myth of Man as Hunter.”
Handbook, Chapter 10, Subject-Verb Agreement.

Week 5: Reader, Chapter 2, cont’d.
Handbook, Chapter 27, Apostrophes & Possessives.
Test 1: Subject-Verb Agreement
In-class: Intro. Paragraph w/ argumentative thesis statement.

Week 6: Reader, Chapter 3, Race and Culture.
Writing Lessons: Multiculturalism & Diversity; Classification & Division.
Required readings: Gates’s “The Debate....,” Rodriguez’s “The Fear of Losing
Culture,” Chavez’s “Demystifying Culture.”
Test 2: Apostrophes
9/30 Essay 3 (Typed): Using quotes and examples from readings, respond to the
issues raised in the readings in Chapters 2 or 3 (MLA format, 800-1,000 words.)
(Students in Mentor Seminar may submit a Mentor assignment.)

Week 7: Reader, Chapter 3, cont’d. & Chapter 4, Gender and Sexuality.
Writing Lessons: Gender & Sexuality; Comparison & Contrast.
Required readings: Wollstonecraft’s “A Vindication of the Rights of Women,”
Paglia’s “Rape: A Bigger Issue Than Feminists Know,” TBA.
Handbook, Pronouns
Test 3: Pronoun Reference & Pronoun-Antecedent Agreement

Week 8: Reader, Chapter 4, cont’d.
10/14 Essay 4 (In-Class): Midterm Exam Essay based on Race, Culture, & Gender.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9</td>
<td>Reader, Chapter 5, Literature—Readings TBA&lt;br&gt;Handbook, Chapter 38, Writing a Literary Analysis.&lt;br&gt;<strong>In-class:</strong> State 3 plausible THEMES found in any of the stories/poems.</td>
</tr>
<tr>
<td>10</td>
<td>Reader, Chapter 5, Literature TBA (Guest Speaker)&lt;br&gt;Required readings: Arnold’s “Dover Beach,” Joyce’s “Araby,” Chopin’s “The Story of an Hour” and “The Storm.”&lt;br&gt;<strong>In-class:</strong> Compare 2 similar characters from 2 different works. Contrast 2 symbolic images from 2 different works.</td>
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<td>11</td>
<td>Reader, Chapter 5, cont’d.&lt;br&gt;Required readings: Dickinson’s “Because I Could Not Stop for Death,” Plath’s “Daddy,” Roethke’s “My Papa’s Waltz,” Thomas’s “Do Not Go Gentle into that Good Night,” Faulkner’s “A Rose for Emily,” Welty’s A Worn Path.”&lt;br&gt;Handbook, Chapter 15, Modifiers, &amp; Quotation Marks, Ellipses.&lt;br&gt;<strong>11/4 Essay 5 (Typed):</strong> Literary Comparison &amp; Analysis Essay. Compare, contrast, and analyze any two of the poems or stories from Chapter 5, using the principles of literary analysis we have learned (double spaced, 1,000+ words, MLA format).</td>
</tr>
<tr>
<td>12</td>
<td>Reader, Chapter 6, Argumentation and Contemporary Issues.&lt;br&gt;Writing lessons: Persuasion; Definition.&lt;br&gt;Required readings: Atwood’s “Pornography,” Abbey’s “The Right to Arms,” Kevorkian’s “A Case of Assisted Suicide,” Selzer’s “Abortion.”&lt;br&gt;<strong>11/11 Research Prep: Introductory Paragraph with Argumentative Thesis (200 words).</strong></td>
</tr>
<tr>
<td>13</td>
<td>Reader, Chapter 6, cont’d. Documentation MLA Style&lt;br&gt;<strong>11/18 Research Prep: Bibliography Due:</strong> List the 6-10 sources you plan to use in your research paper in alphabetical order, following MLA guidelines. One or more from the Reader and two or more from recent (1999-2002) scholarly journals.</td>
</tr>
<tr>
<td>14</td>
<td><strong>Essay 6 (In-Class):</strong> Argumentative Essay based on readings in Chapter 6. <strong>NO CLASS WEDNESDAY—THANKSGIVING BREAK</strong></td>
</tr>
<tr>
<td>16</td>
<td>Reader, Chapter 7, cont’d.&lt;br&gt;<strong>12/9 Essay 7: Research Essay Due (Typed, double spaced, MLA documentation &amp; format, 2,000+ words.)</strong> Based on topics raised in Chapter 6, compose an argumentative paper that defends a position on a controversial issue. At least one essay from The Mercury Reader is required, as well as at least 2 articles from scholarly Journals, such as The Journal of the American Medical Association (JAMA), The New England Journal of Medicine, The Journal of Psychology, etc. Six to ten sources required. Review Chapter 20 in the Handbook.</td>
</tr>
<tr>
<td>17</td>
<td><strong>Final Exam based on readings from Chapters 6 &amp; 7: Ethics &amp; Values.</strong>&lt;br&gt;<strong>12/13 TTh 10:00 a.m. class meets from 8:00-11:00 a.m.</strong>&lt;br&gt;<strong>12/14 MWF 11:00 a.m. class meets from 8:00-11:00 a.m.</strong>&lt;br&gt;<strong>12/15 TTh 1:00 p.m. class meets from 12:00-3:00 p.m.</strong></td>
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</tbody>
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