

GSW 1110 Course Syllabus

Teacher Contact Information

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Course Description

GSW 1110 is designed to be an introduction to formal academic writing—the type of writing students are asked to do throughout college and often beyond. The most typical form/genre used in academic settings is the essay. Even though most students have been asked to write essays throughout their academic lives, in higher education settings, expectations for control, sophistication, and complexity may be more rigorous. Consequently, our coursework will focus on both product and process, allowing multiple opportunities to practice, review, discuss, and revise various approaches to academic writing.

Course Pre-Requisite(s)

An 80 on the Reading portion and at least a 69 on the Writing portion of the Compass Test is required for admission to BG GSW 1110.

Student Learning Objectives/Outcomes

Upon completing GSW 1110 you should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
 - apply effective strategies and techniques in your own writing in both formal and informal contexts
 - create and sustain arguments based on readings, research, and/or personal experience
 - write for a variety of purposes
 - demonstrate a wide-ranging vocabulary
 - produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions
 - demonstrate understanding and mastery of standard written English as well as stylistic maturity in your own writing
 - demonstrate understanding of the conventions of citing primary and secondary sources through correct use of MLA or APA citations
 - move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
 - write thoughtfully about your own process of composition
 - revise a work to make it suitable for a different audience
 - analyze image as text
 - evaluate and incorporate reference documents into researched papers
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Required Textbooks and Materials

[Complete List]

Textbooks:

Axelrod, Rise B & Cooper, Charles R. *The St, Martin's Guide to Writing*. 9th Edition. 2010.

Chrome books and Canvas account (through BGSU)

Students must purchase:

3-ring binder

5 tab divider inserts

USB flash drive

Writing implements

Lined paper

Classroom Materials

Students should bring the following to class with them each day:

3-ring binder
5 tab divider inserts
USB flash drive
Writing implements
Lined paper

Activities and Assignments

Reading
 Mostly non-fiction essays
Analysis
 Rhetorical analysis of non-fiction essays
Discussion
 In-class
Grammar
Vocabulary
Essays
 Informal (in-class)
 Formal, 4 in total
 Argument
 Problem Solution Essay
 Synthesis/Research Paper
 Remembered Event

Assignments are weighted as follows:

Essay	Percent
ESSAY #1: Argument	15%
ESSAY #2: Proposing a solution	15%
ESSAY #3: Synthesis	15%
ESSAY #4: Remembered Event	15%
Grammar and class work	25%
Portfolio	15%
EXAM	20%

Academic Policies

GSW 1110 is a three-credit-hour course. Your *Student Survival Handbook* provides these guidelines to students concerning course workloads:

Given the pace and intensity of university courses, students should plan to spend, on average, two hours of study time outside of class for every hour in class. This preparation time may include completion of reading and writing assignments, work with computer software, work with audio or videocassettes, field work, library research, completion of projects, group discussion with classmates, and preparation for exams. (9)

In a typical three-hour course, students can **expect to spend roughly nine hours a week on coursework** (three in class and six out of class). If writing is difficult for you, be certain to plan for additional study and practice time.

This is not exactly true though, not for our unique arrangement. I mention this to show you what a college class in the future, like this one, would require. We fortunately have 5 class periods during the week of approximately 53 minutes in which to work. However, I still anticipate that you will need to spend significant time outside of class writing, reading, and interacting via Canvas with your peers (and me!). I suggest about a half an hour for every WELL SPENT 53 minute class period. What this means is at least 2.5 hours a week outside of class.

Assignments are due the day they are due! A late paper is defined as: "something turned in after the due date"; this can be days, or minutes. When I ask for it you need to have it done. If you turn something in late 50% will be taken off. This means if you turn in every assignment late, you will fail. YOU NEED TO DO YOUR WORK ON TIME!! When we finish a unit the door will be closed on make-up work and you will see, in Progress Book, your grade go from missing to a zero. When we move on to a new story or topic, you will no longer be able to turn in late work from the previous story or topic and once it turns into a zero in Progress Book it stays a zero. IT IS YOUR JOB TO SEE WHAT YOU HAVE TO MAKE-UP.

Classroom Policies

1. No food or drink.
 2. Work hard
 3. Be prepared
 4. Be kind.
 5. Be creative.
 6. Be happy.
 7. Be excited to learn.
 8. No sleeping.
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