ENGL:100.14 Writing and Thinking
Spring 2017
MWF 8:45 AM - 9:50 AM Seibert Hall 008

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Office Hours: T/Th 10:00 AM – 11:00 AM or by appointment

COURSE DESCRIPTION:
This course is an introduction to university-quality academic writing, critical reading and discussion. This section of Writing and Thinking will explore theoretical and practical connections between human nature and the individual, using dramatic literature as subjects for writing and discussion.

COURSE LEARNING GOALS:
This is a central curriculum course in which students will:
- Gather and evaluate information from sources and texts.
- Develop, strengthen, and marshal an argument in writing and discussion.
- Employ rhetorical and organizational strategies appropriate to various audiences and subject matter.
- Write and revise their work for clear, effective communication.
- Paraphrase appropriately and use proper documentation for sources.
- Learn from and respond to criticism of rhetorical and organizational strategies in their own writing.

TEXTBOOKS:

The English Language: A User's Guide by Jack Lynch
The Book on Writing by Paula LaRocque
Various readings and other materials to be distributed via email

CLASS POLICIES:
Assigned readings for each week must be done in advance so class discussions may be informed by the material. Students should bring questions, insights and disagreements about the assigned readings to class for group exploration.

Each student must submit response essays every other week on various topics explored during the course (three typed pages, double-spaced, 12-point font). Essays will be developed through a process including two drafts, peer review during Monday in-class workshop sessions, teacher-student writing conferences, and revision. Failure to complete weekly drafts as assigned will result in drastic grade reductions.

Each student will complete a 2,000-word (minimum) critical analysis research paper exploring a topic relevant to or inspired by the fine arts in civilization, selected by the student with
professor approval. This process will include a prospectus, an outline, a literature review, critiqued drafts, and a final version. Guidelines for this project will be discussed in class.

Late assignments will not be accepted. Exceptions may be considered only due to a catastrophic personal or family event, with documentation from the office of the Dean of Student Life.

Any requests for learning disability special accommodations must be made during the first two weeks of class. Documentation from the university counseling center is required.

Cell phones and electronic devices may not be used during class time except for academic purposes.

The professor recognizes each student is an adult responsible for his or her academic experience. Under no circumstances will the professor discuss a student’s grade or course progress with anyone other than the student or the student’s academic advisor.

Academic honesty is necessary to the spirit of a learning community. The university will not tolerate cheating or plagiarism on tests, examinations, papers, and other course assignments, which may result in failing grades or expulsion. Plagiarism, the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work, sometimes occurs through carelessness or ignorance. This does not make it less serious. Students who are uncertain about proper documentation should consult the professor for guidance. The Student Handbook definition of plagiarism is used for this course.

GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation &amp; attendance</td>
<td>30%</td>
</tr>
<tr>
<td>Essay assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Research paper</td>
<td>20%</td>
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Your written work will be graded by professional academic assessment of grammar, spelling, insight, engagement with the material and clarity of expression. Easily avoidable errors including evidence of inadequate proofreading and editing will result in drastic grade reductions.

Your in-class participation work will be assessed by professional academic observation of your engagement with the literature, your efforts to use critical analysis, and your cooperative interaction with colleagues during discussions. Participation is assessed weekly by your professor. Students are expected to actively participate in class discussions and activities, and the participation component of your final grade will be adversely affected by absences or late arrivals. Your attentive presence will earn a weekly participation grade of C, with your questions, comments and discussion increasing the weekly participation grade. Efficient verbal expression will also impact positively on the participation component of your grade; for example, students avoiding unnecessary use of the word "like" will be rewarded for their
precision and self-discipline. See the professor with questions about participation expectations.

CLASS SCHEDULE:

Generally, you will complete or revise a writing assignment over each weekend inspired by an assigned reading. On Mondays you will engage in small-group peer review of your written work and have an opportunity for professor consultations. You will revise your essay for submission to the professor based on feedback and reflection. On Wednesdays we will discuss your essay responses as a class and explore cultural commentary from our readings. Fridays will be dedicated to writing techniques, critical thinking skills, and a wrap-up discussion of weekly topics as necessary. Each student should be prepared to discuss their personal opinion of the most significant points and critical messages in the Lynch and LaRocque readings, especially on Fridays. Evidence of lack of this preparation will result in participation grade reductions.

**Week 1** 1/23 – 1/27
Introduction: critical perspectives and analysis, review of elements of drama, academic expectations for the course.

**Week 2** 1/30 – 2/3

**Week 3** 2/6 – 2/10
*A Doll House*, Lynch pp. 51 - 70, LaRocque chapters 5 – 6.
Essay 2 rough draft due Monday.

**Week 4** 2/13 – 2/17
“Art,” Lynch pp. 71 - 90, LaRocque chapters 7 – 8.

**Week 5** 2/20 – 2/24
*Vincent*, Lynch pp. 91 - 110, LaRocque chapters 9 – 10.
Essay 3 rough draft due Monday.

**Week 6** 2/27 – 3/3
*Matsukase* and *Everyman*, Lynch pp.111 - 130, LaRocque chapters 11 – 12.
Essay 3 second draft due Monday. Essay 3 final version due Wednesday.

**Week 7** 3/6 – 3/10
Library visit Monday.
No class Wednesday or Friday due to conference travel

**Week 8** 3/13 – 3/17
No class due to Spring Break
Week 9 3/20 – 3/24 
*The Glass Menagerie*, Lynch pp.131-151, LaRocque chapters 13 – 14 
Research paper prospectus due Friday.

Week 10 3/27 – 3/31 
*True West*, Lynch pp.152-170, LaRocque chapters 15 – 16. 
Essay 4 rough draft due Monday.

Week 11 4/3 – 4/7 
*South Pacific*, Lynch 171-190, LaRocque chapters 17 – 18. 

Week 12 4/10 – 4/14 
Essay 5 rough draft due Monday. Research paper outline due Friday

Week 13 4/17 – 4/21 
LaRocque chapters 21 – 22. 
Essay 5 second draft due Monday. Essay 5 final version due Wednesday. 
Peer review of research paper outline progress Monday 
Art exhibition discussion Wednesday. Theatre production discussion Friday.

Week 14 4/24 - 4/28 
Talk-through of research progress Monday. 
No class Wednesday or Friday (office hours for individual conferences as needed) 
Research paper draft due Friday.

Week 15 5/1 – 5/5 
Research project presentations.

Final research paper due in professor’s office door mailbox by 10:00 AM on Monday May 8. Early submissions are welcome, but do not attempt to submit this paper later than the due date/time.

This schedule is subject to change on short notice.
Grading guidelines for writing assignments

A
• Excellently written; avoids mechanical or grammatical errors and uses language efficiently and elegantly. No significant room for improvement.
• Well organized, with a clear thesis and arguments supported by especially insightful examples or valid outside sources.
• Effective and engaging; exhibits sophisticated synthesis of ideas.
• May demonstrate or illuminate something about a text or question the instructor had not previously considered.
• May connect the text to relevant, intriguing personal insights.

B
• Very good written work with no major mechanical or grammatical errors.
• Clear, well-developed thesis supported by text examples or valid outside sources.
• Thorough and efficient organization of ideas; evidence of critical analysis.
• Evidence of familiarity with the text.

C
• Average work; several mechanical errors or instances of awkward writing.
• No clear thesis and/or inadequate effort to connect text or valid outside sources to the assignment.
• Evidence of limited familiarity with the text under discussion.

D
• Below average work; poor writing skills or numerous mechanical errors.
• Awkward or unclear writing.
• Superficial connection to the text or evidence of minimal reading.
• No recognizable thesis.

F
• Many mechanical errors.
• No connection to the text, or an obvious attempt to bluster through an assignment with no preparation.
• Unnecessary conversational use of the word “like” (even a single instance).
• Plagiarism.

Note: Easily avoidable errors including evidence of inadequate proofreading and editing will result in drastic grade reductions, up to one letter grade per instance.