Course Description

Welcome to CORE 120, a workshop course centered on academic writing. In this class, we will focus on developing your writing while also exploring what it means to join the academic conversation through writing. We'll study writing processes as well as rhetorical strategies for invention, arrangement, style, and delivery—approaching composition not only as a technical subject and craft, but also as a learning tool.

Much of what you learn about writing in this class (and beyond!) will occur by doing writing. We will also study about writing through readings, discussions, activities, and writing about writing. Through the writing as well as through the “meta” work, we will explore a few deceptively simple questions:

- What do writers do? What processes and strategies do experienced writers use? How do writers learn to write in new genres and for new audiences, purposes, and situations?
- In academic settings, how do experienced writers use reading and research in their work? What is creativity, and when/how is it successful in academic genres?
- How is written style shaped by choices about grammar, usage, and mechanics? How can we expand our stylistic repertoire and effectiveness?
- How do technologies shape writing practices? How can writers use technologies well?
- When is writing good, and how do we know? Who decides?
- What can/should we do with or through our writing? How can/should we respond to others’ writing? How are ethical and biblical perspectives related to writing?

In order to develop thoughtful, informed answers to these questions, you will be introduced to resources and research about writing. Your own writing will also help you: I will regularly ask you to discuss your in-process and polished work and to participate in small-group discussions and activities. Our work toward answering the course questions should inform your understanding of writing at applied, theoretical, and evaluative levels. Upon completion of English Composition, you should be able to (1) demonstrate your knowledge about writing through practice and reflection, (2) offer in-depth answers to the focus questions, and (3) critique and respond constructively to approaches to writing that you encounter.

Students who pass this course may meet Dordt’s requirements for Core Competency in Writing. For more details, see https://denis.dordt.edu/documents/core_writing_requirements_for_students.pdf.

Texts & Tools

Your writings will be among the most important texts for this course, along with additional texts to stimulate discussion and to further your understanding of course topics. My selection of a text is not necessarily an endorsement of an author’s views; rather, these texts are places to start conversations. You are required to have your own individual copy of each of the following texts:

- CORE 120 (07, 08) coursepack for Spring 2012 semester. (Purchase at Dordt’s bookstore.)
- Readings available online and additional texts you choose to complete course assignments.
- A subscription to Eli http://www.elireview.com/support/getting-started-students/ ($25.00; requires a PayPal account).

Assignments and Grading

So that you can learn how to write well in academic situations, you will be asked to study and practice several academic genres. I will encourage you to grow as a writer by asking you to try new things and to take risks—while also doing all I can to make a safe space for these endeavors. You will be entrusted to make choices within each of the projects. Writing tools will also be available to you, including time to write, advice and models from professionals, and insights that we develop together through our discussions of readings and of your in-process and completed writing. Finally, you will have many opportunities to get responses to your writing. The workshop format of the class will frequently allow for you to share your in-process work with classmates and with me. You are also welcome to meet with me or with my teaching assistant, Kristin Janssen, outside of class to seek additional response to your questions about your writing work. The work for CORE 120 is as follows:

Professionalism (15%): We are a community of learners, and your contributions are important. Your preparation, participation, contributions, in-class writings, punctuality, and attendance all factor into your professionalism score.

Papers: Class handouts will provide details about the goals, audience, requirements, procedures, and grading standards for each assigned paper. Keep all drafts for all projects.

1. Critical Analysis (10%): Analyze, rhetorically, an article focused on writing technologies.

2. Profile (15%): Use observations, paraphrases, and quotes from an interview with a skilled writer, employing narrative, description, and commentary to portray your subject’s approach to writing.

3. Literature Review (20%): Develop a writing-related question that lends itself to a variety of perspectives and opinions. In your literature review, discuss academic literature that addresses the question, presenting an explanation of themes or trends in the scholarship.

4. Research Report (20%): Pursue your own answers to your writing-related question by conducting (and documenting) primary source research. In your report, establish the context for your inquiry and write about the methods, findings, and implications of your research.

Exam (20%): The hybrid exam will include both take-home and in-class sections. For both sections, your writing will be evaluated not only for what you say, but also for how well you say it.

A. Take-home section: You will have two weeks to develop, articulate, and revise your concise (700-word) persuasive argument. Engage secondary sources to help you situate your argument and make your case. (7.5% of course grade)

B. In-class section: During our exam period, you will have two hours to complete the following:
   - Essays: I will ask questions that prompt you to discuss your writings for this class in connection with the course readings and focus questions. You will be asked to reflect upon your processes, strategies, and development as a writer—and to do so by grounding your self-assessment in the research, resources, and practices that were at the focus of our semester of study. (7.5% of course grade)
   - Grammar and Usage: For this in-class section of the exam, you will complete the English department’s multiple-choice test of grammar and usage. (5% of course grade)

Grading: I will calculate the final grade that you earn for the course based on your performance in the weighted categories above. The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100%</td>
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<tr>
<td>A-</td>
<td>89.5 – 94.9</td>
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<tr>
<td>B+</td>
<td>86.5 - 89.4</td>
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<tr>
<td>B</td>
<td>82.5 - 86.4</td>
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<tr>
<td>B-</td>
<td>79.5 - 82.4</td>
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<tr>
<td>C+</td>
<td>76.5 – 79.4</td>
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<td>C</td>
<td>72.5 – 75.4</td>
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<tr>
<td>C-</td>
<td>69.5 – 72.4</td>
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<tr>
<td>D+</td>
<td>66.5 – 69.4</td>
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<td>D</td>
<td>62.5 – 65.4</td>
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<tr>
<td>D-</td>
<td>59.5 – 62.4</td>
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<tr>
<td>F</td>
<td>0 – 59.4</td>
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</table>
Getting Help

As you work on your course assignments, you will receive feedback from your classmates, from Kristin Janssen (the teaching assistant for this course), and from me. When you need additional help, talk with me or contact me by e-mail. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please notify me during the first week of class so that we can make appropriate adjustments with the assistance of Ms. Marliss Van Der Zwaag, Coordinator of Services for Students with Disabilities (722-6490).

Policies and Procedures

1. Prepare carefully, contribute thoughtfully. Arrive promptly, and use class time for time on task. When you must be absent, contact me in advance with a brief explanation. Missing class more than 2 times will usually result in a full-grade reduction—per subsequent incident—from your final course grade. (For example, a third absence would drop a course grade of B- down to a C-; a fourth absence would result in a final grade of D-).

2. Be courteous and respectful to everyone. Writing and learning make us vulnerable; as in all of life, be examples of integrity, generosity, and humility.

3. Homework is due at the beginning of class. I do not accept late work unless you have been absent or have secured an extension from me. If you miss class, you are responsible to turn in missing assignments as well as current assignments at the beginning of the class period in which you return. Assignments may be found online: http://homepages.dordt.edu/~lzuidema/core120.htm. You may request an extension if you have a valid reason for missing a due date. I will consider requests made before the due date (and, in extenuating circumstances, requests made on or after the due date), but be sure to show me any completed work in order to demonstrate your progress. I reserve the right to deny extensions.

4. Homework assignments should be typed in double-spaced 12-point Times New Roman or 11-point Arial (or something similar) with 1” margins. List your first and last name, course and section number, and the date turned in; also, number your pages. Print and staple before class.

5. In-class writings, quizzes, tests, and exams are to be completed at the scheduled time; failure to do so will result in a score of 0 unless prior arrangements are made with me (in cases of serious illness or family emergency, documented by Student Services). Any make-up assessments may take a different format from the scheduled assessment.

6. Academic integrity is required. Dordt College is committed to developing a community of Christian scholars where all members accept the responsibility of practicing personal and academic integrity in obedience to biblical teaching. For students, this means not lying, cheating, or stealing others’ work to gain academic advantage; it also means opposing academic dishonesty.

Academic dishonesty includes copying another person’s spoken or written words, graphics, or ideas and presenting them as though they were your own (plagiarism); resubmitting all or part of a paper or project written for another class or occasion (double-dipping); submitting a paper or an assignment prepared by someone else (falsstaffing); and falsifying information. When you use outside sources to inform your work, give credit where it is due. Any student found to be academically dishonest will not receive credit for the assignment in question and may fail the course. Per college policy, the student will also be reported to the Student Life Committee for possible institutional sanctions (from a warning to dismissal from the college). Appeals in such matters will be handled by the student disciplinary process. For more information, see the Student Handbook.

Austin Kleon, from Notes on Writing and Drawing
# Tentative Outline

Details about the writings and activities to accompany daily reading assignments will be announced at class one period before they are due and will also be posted on the course website at that time. CHECK THE COURSE WEBSITE as you prepare for each class period. Major due dates are listed in bold; details for these projects can be found in the corresponding handouts. Regardless of what is due, have hard and electronic copies of your course writings with you at class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Inquiry topic</th>
<th>Texts (see the CORE 120 website for assignment details)</th>
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<tbody>
<tr>
<td>T 1/10</td>
<td>Introductions</td>
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<tr>
<td>Th 1/12</td>
<td>Reading the GAPS: critical analysis</td>
<td>Faigley, pp. 47-51 from &quot;Read and View with a Critical Eye&quot; Carr, &quot;Is Google Making Us Stupid?&quot;</td>
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<tr>
<td>T 1/17</td>
<td>Writing to fill the GAPS: critical analysis</td>
<td>Graff &amp; Birkenstein, Part I from <em>They Say / I Say</em></td>
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<tr>
<td>Th 1/19</td>
<td>Peer response; revision strategies</td>
<td>Critical Analysis partial draft due—“They Say” Graff &amp; Birkenstein, Ch. 4 &amp; 5 from <em>They Say / I Say</em></td>
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<tr>
<td>T 1/24</td>
<td>Ways with words</td>
<td>Critical Analysis revised full draft due (including “I Say”)</td>
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<tr>
<td>Th 1/26</td>
<td>Reading the GAPS: profiles; developing interview questions</td>
<td><strong>Critical Analysis due</strong> Timmerman &amp; Hettinga, from <em>Reading and Writing as a Christian</em> Profile samples</td>
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<td>T 1/31</td>
<td>Profile interviews</td>
<td>Profile interviews</td>
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<tr>
<td>Th 2/2</td>
<td>Writing to fill the GAPS: profiles</td>
<td>Profile interview notes, arrangement, introduction due Flower &amp; Ackerman, “Evaluating and Testing as You Revise” Tutorial: citation, punctuation, documentation</td>
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<tr>
<td>T 2/7</td>
<td>Peer response; revision strategies</td>
<td>Profile partial draft due</td>
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<tr>
<td>Th 2/9</td>
<td>Ways with words</td>
<td>Profile revised full draft due Harper, “The Writer’s Toolbox” Graff &amp; Birkenstein, Ch. 9, “Ain’t So / Is Not”</td>
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<tr>
<td>T 2/14</td>
<td>Reading the GAPS: literature reviews; developing research questions</td>
<td><strong>Profile due</strong> Olivas, “Cupping the Spark in Our Hands: Developing a Better Understanding of the Research Question in Inquiry-Based Writing” Sample literature reviews UNC Chapel Hill Writing Center, “Literature Reviews”</td>
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<tr>
<td>Th 2/16</td>
<td>Finding and evaluating sources</td>
<td>Library Searchpath tutorials Bullock, “Annotated Bibliographies” UNC Chapel Hill Writing Center, “Annotated Bibliographies”</td>
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<tr>
<td>T 2/21</td>
<td>Writing to fill the GAPS: literature reviews</td>
<td>Annotated bibliography draft for Literature Review due</td>
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<td>T 2/28</td>
<td>Peer response and revision</td>
<td>Literature Review revised, extended draft due Graff &amp; Birkenstein, Ch. 8, “As a Result” Known-new contract tutorial</td>
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<td>Th 3/1</td>
<td>Peer response and revision; ways with words</td>
<td>Literature Review revised full draft due Graff &amp; Birkenstein, Ch. 10, “But Don’t Get Me Wrong” Grammar and language-craft tutorials</td>
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<td>Date</td>
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<td>T 3/6</td>
<td>Reading GAPS: research questions and methods</td>
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<td>Th 3/8</td>
<td>Research report proposal due (question and methods)</td>
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<td>Conference times available with Dr. Z. from 10:00-11:30 (sign up in advance)</td>
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<td>3/9-3/19</td>
<td>Dordt College Spring Break (no classes)</td>
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<td>T 3/20</td>
<td>Writing to fill the GAPS: research reports</td>
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<td>Tutorial: introduction, methods, arrangement</td>
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<td>Th 3/22</td>
<td>Primary source research</td>
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<td>T 3/27</td>
<td>Analyzing data</td>
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<td>Th 3/29</td>
<td>Building on existing conversations</td>
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<td>Research Report partial draft due</td>
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<td>T 4/3</td>
<td>Dordt College Assessment Day</td>
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<td>Th 4/5</td>
<td>Strengthening your contribution</td>
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<tr>
<td>T 4/10</td>
<td>Helping readers</td>
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<td>Th 4/12</td>
<td>Ways with words</td>
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<tr>
<td>T 4/17</td>
<td>Writing fair</td>
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<td></td>
<td>Research Report due</td>
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<td>Sample persuasive arguments</td>
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<td>Th 4/19</td>
<td>Strategies for persuasion</td>
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<td></td>
<td>Persuasive Argument partial draft due</td>
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<td></td>
<td>Elbow, “The Believing Game and How to Make Conflicting Opinions More Fruitful”</td>
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<tr>
<td>T 4/24</td>
<td>Scholarly self-assessment</td>
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<td>Persuasive Argument revised and extended draft due</td>
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<tr>
<td>Th 4/26</td>
<td>Review/preview</td>
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<td>Persuasive Argument revised full draft due</td>
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<td></td>
<td>Grammar and word-craft review</td>
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<tr>
<td>EXAM WEEK</td>
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<tr>
<td>Exam</td>
<td>Section 7: Monday, April 30, from 1:15-3:15 p.m.</td>
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<td>Section 8: Wednesday, May 2, from 8-10 a.m.</td>
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<td>Please make arrangements with me (via email) by Thursday, April 26 if you wish to take the exam during the slot for the other section. My approval is contingent on computer availability in the lab during your preferred slot.</td>
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~ When you have questions, concerns, or suggestions, please talk with me. ~