

**CE0201 - Introduction to College Writing  
Summer 2015**

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**Course Description and Learning Objectives**

Introduction to college writing emphasizes how writers work with texts and ideas to develop writing projects. Writing projects concentrate on drafting, peer review, and revision, students learn to be constructive readers of each other's writing and to understand the rhetoric of intellectual inquiry. The goals of this course are for students to

- understand the expectations of the college writing course
- work in the form of the position essay
- develop rhetorical awareness about the essay genre
- learn how to respond to texts in a way that focuses on your perspective

**Course Assignments and Schedule**

This course consists of two major writing assignments that will go through a series of reviews and revisions. Each assignment will have an additional assignment sheet with specific requirements to be provided during class.

Topics for the day's exercises and lectures are listed as well as homework. All readings will be provided in class or will be accessible online. Please note that schedule is subject to change.

<b>Monday, July 6/20</b>	<b>Tuesday, July 7/21</b>	<b>Wednesday, July 8/22</b>	<b>Thursday, July 9/23</b>
<b>Topic:</b> Introductions and how to write position papers	<b>Topic:</b> Position papers and descriptive outlines in action	<b>Topic:</b> Unrangling and developing a position	<b>Topic:</b> The peer review and revision process
<b>HW:</b> Read "Entering a Conversation" from <i>They Say, I Say</i> .	<b>HW:</b> Write your rant (at least 3 pages) on a topic that you feel strongly about.	<b>HW:</b> Continue revising your rant to develop a position paper (3 paragraphs) and bring 3 copies to class.	<b>HW:</b> Read "I Tweet, Therefore I Am" by Andrew Lam and "Three Ways to Respond" from <i>They Say, I Say</i> .

<b>Monday, July 13/27</b>	<b>Tuesday, July 14/28</b>	<b>Wednesday, July 15/29</b>	<b>Thursday, July 16/30</b>
<b>Topic:</b> Writing for an audience and analyzing assignment prompts	<b>Topic:</b> Peer review and meaningful endings	<b>Topic:</b> Using sources and research	<b>Topic:</b> Final peer review and how to develop lines of inquiry for longer papers
<b>HW:</b> Write your first draft of a position paper in response to "I Tweet, Therefore I Am" and bring 3 copies to class.	<b>HW:</b> Read "And Yet" from <i>They Say, I Say</i> . Begin revising your position paper.	<b>HW:</b> Revise your response based on peer feedback adding a meaningful ending and bring in 3 copies of the revision.	

## Unranting

*“People can tell you to keep your mouth shut, but that doesn’t stop you from having your own opinion.”*

*From the Diary of Anne Frank*

**GENERATING IDEAS:** This assignment is an opportunity for you to exercise *your voice* and write about a topic you are invested in. Choose a topic that you feel strongly about. Write a RANT (at least one and a half typed pages). You have liberties to write about any topic you are passionate about from global warming to an issue that affects students at Emerson, to riding the Green Line, to a debate in your hometown, to ISIS, to the shooting of Michael Brown and the protests that followed. If you have strong feelings about it—start ranting! You can think of this part of the assignment as a free-flow of ideas. The only stipulation that I ask of you is that your rant not be a derogatory attack on any person or group of people, and in a similar vein, contain no inflammatory language. Curses words are fine, slurs are not. Bring a copy of your rant to class on **Wednesday, July 22**.

**STRUCTURING AND ANALYZING IDEAS:** For this writing assignment you will be translating your rant into *a reasoned proposition paper*. Buried within your rant you might discover a valid proposition that is worth exploring. An implicit issue that is deeper than you imagined. Or, it might take some tempering of the tone of your rant for you to arrive at a proposition that you can defend, explain, or explore through two distinct reasons.

**DRAFTING:** Working with your rant to develop a position essay you might

- highlight explicit issues as a way of finding your tentative proposition,
- brainstorm/free-write on related issues/implicit issues,
- focus your thinking (ex. original rant is about right-wing nutjobs and you focus your essay on your disagreement with one issue with the Tea Party Platform),
- broaden/contextualize your thinking (ex. original rant is about the gross food in the cafeteria, but your essay examines why a nutritious diet is important for college students), or
- analyze your tone. Is the tone and language of your original rant suited for the audience of an academic essay?

**LOGISTICS:** This assignment should be written in position paper form and contain an introduction, proposition, and two reasons but no conclusion! (500-750 words). Typed, double-spaced, titled, header. \*\* Pro-Tip: If you find yourself simply putting paragraph breaks in your original rant, you are not effectively working with academic writing strategies, and your essay will likely still be a hot mess.

## Responding to Texts

In “I Tweet, Therefore I Am,” Andrew Lam says that “as humans, we are beginning to believe that we do not fully exist without some sort of electronic imprint in the virtual world, a digital projection of ourselves.” Later, he claims that “the most troubling consequence of devoting so much attention to the virtual world is the death of empathy.”

Over two drafts you will develop a four paragraph essay (750-1,000 words) positioning your personal experiences with new media in relation to Lam's—either extending one of his ideas or distinguishing your view from his. Your task as a writer is to apply a cultural trend (rise of social media) to a case based on personal experience or knowledge. Accordingly, you will need to do more than simply recount your personal experience. The objective of the assignment is to raise experience to critical consciousness by analyzing and interpreting *how* and *why* this experience affects your perspective on the issue.

In your essay, use the tools we've discussed in class to state a proposition at the end of paragraph 1 and then support/explain/defend the proposition with a reason in paragraph 2 and a second reason in paragraph 3. This time you will include a conclusion paragraph after the first peer review.

**First Draft due Tuesday, July 28: 3 paragraphs, no conclusion**

**Revised Draft due Thursday, July 30: 4 paragraphs with a conclusion**