ENEX 100.00: Introduction to Academic Writing - Basic Composition

Unknown

University of Montana - Missoula

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Let us know how access to this document benefits you.

Recommended Citation
Unknown, "ENEX 100.00: Introduction to Academic Writing - Basic Composition" (2001). Syllabi. 6111.
https://scholarworks.umt.edu/syllabi/6111

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Course Description

Much college work requires that students read carefully, think critically and write effectively. Effective academic writing is generally a by-product of careful reading and critical thinking. You have to read carefully in order to understand what others are writing about any given subject. Following careful reading, you need to examine your thoughts about the subject and begin to imagine other perspectives on the subject. In other words, you need to think critically and analytically about it. When a writer begins to discover their interests, concerns, objectives, longing and passions in regards to any subject, s/he finds something to write about. When writers have something to say, when they have examined a subject with a critical mind, then they are better able to write clearly and effectively about it. The purpose of this course is to introduce first-year university students to the critical reading and expository writing strategies needed to achieve successfully at the university.

ENEX 100 is designed to prepare students for enrollment in ENEX 101, the required first-year writing course at the university. The reading, thinking and writing assignments in ENEX 100 reflect the kinds of academic tasks that university students are asked to do throughout their college years. The general approach to the course is

- Read and discuss thematically-based brief readings on diverse topics
- Apply fundamentals of critical thinking to the analysis and discussion of the readings
- Write one- or two-paragraph length persuasive responses to the readings and topics, emphasizing a particular rhetorical strategy (e.g., description and observation, definition, comparison and contrast, and analysis and evaluation).
Course Objectives

Students who successfully complete this course will

- Learn the value of active reading to academic success.
- Employ rudiments of critical thinking to academic readings.
- Create thoughtful and diverse discussion in the classroom.
- Explore informative and provocative readings on a variety of subjects.
- Practice the fundamentals of the writing process, specifically focus and control
  - Focus-a main idea stated clearly and effectively
  - Control-all writing in a given assignment supports and develops the main idea: organization and development
- Improve the fundamental writing skills in the area of:
  - Sentence construction: complete, correct, and clear
  - Word choice: accurate and effective
  - Grammar, punctuation, and spelling conventions: application or working knowledge of written English usage and syntax conventions

Requirements and Evaluation

Course Policies:

1. Regular attendance is mandatory and counts on your final grade. Students are expected to arrive on time and to be prepared to participate in class discussion and learning experiences based on the reading when class starts. It may be possible to perform well in some courses by reading the texts and taking tests, but that is not the case in writing courses. While readings are assigned, you will learn the expectations for your writing through the lectures, discussions, writing activities and peer responses to your work that occur in class. Much of the course depends on collaborative work, so you must be present to contribute your insights as well as to receive feedback. Therefore, regular attendance is mandatory.

2. Specifically, this means that you are allowed no more than 3 absences for any reason throughout the semester. You will not be able to pass the class if you accrue more than 3 absences. When you need to use 1 of those 3 absences, get in touch with me immediately. If you do not get in touch with me the day of your absence, I cannot accept your late assignment. The bottom line: Plan to attend class everyday. Save your 3 allowable absences for true emergencies.

3. Attentive and active participation in class discussion and in group work are required as it is essential for accomplishing the course goals. You will be able to do this if you read the assigned material carefully and respond thoughtfully to that material. Keep current with the readings and writing assignments.

4. If you have not prepared for class, refer to #1 above and come anyway.
5. I will be available to meet with you during office hours and by appointment; please come and talk with me about your ideas, about comments you don’t understand, about problems you’re having with learning in this class. Feel free to email me. I will respond as soon as possible.

6. Papers: All drafts should be turned in at the beginning of class on the day they are due. A folder will be available for this purpose. All drafts should be typed (double-spaced, 1” margins all around, 12 pt. Times New Roman or equivalent serif font). I encourage you to use a word-processor if you can; locate the computer labs on campus, if you have not already done so. Word processing makes revision much easier, and this course emphasizes effective revision.

Endorse your papers in the top right corner as follows:

Your Name
Course & section #
Instructor’s Name
Assignment & draft #
Date

Your papers should have well chosen titles that reflect the topic you are writing about, but do not use separate title pages (Save a tree!) Staple papers once in the top left corner and always keep a copy for yourself. Do not use folders or plastic covers. No late papers will be accepted for evaluation unless prior arrangements have been made with the instructor. The grade for any approved late paper will go down a half grade point for every day it is late. For example, a paper due on Monday that receives a grade of A will be given a C+ if it comes in on Saturday.

7. Please read the policy statement on plagiarism in the University Catalog. It is expected that you will adhere to this policy. Failure to adhere to this policy will result in University determined consequences outlined in the University Catalog.

The standards and criteria that will be used to grade participation and preparation are based on the following:

- One hundred percent attendance [If unable to attend a class session due to illness or an emergency, you must arrange with another student to get the notes and be able to summarize and analyze the content of the presentation.]
- Listening carefully, taking notes, participating effectively in group discussions (e.g., avoid socializing and stick to the assigned task at hand), and asking appropriate questions
- Consideration of community: Avoidance of undue claims of time or attention from others
- Awareness of and appropriate response to the learning dynamics required in class
- Turning in your daily assignments on the day they are due

Reflective daily assignments or speculative writings in response to readings and class assignments will be assigned regularly along with the major writing assignments. These
are not graded. You will receive full credit by doing each assignment completely and thoughtfully. Your points in each area will be based on the number of assignments in the category completed satisfactorily.

Peer work and teacher conferences are scheduled regularly. Attendance is mandatory at peer response sessions. Please be prompt for your scheduled appointments with me. If for any reason you are unable to keep an appointment, please call to let me know.

You will need an email account.