

ATYP English 9/10

Syllabus

1321 Trimpe

Thurs 1:20-3:50

Instructor: William Brieger

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Welcome to ATYP and congratulations on being selected to participate in a phenomenal program. The purpose of this course is to help you to develop your writing, reading and critical reasoning skills towards the college level. There will be a tremendous amount of writing and, as you've experienced this summer, a good deal of reading as well. I expect that you will always come to class having completed the assigned reading and writing and that you will participate regularly in the classroom discussions. This course is dependent on your participation and interaction with your fellow students. You will be asked to share your thoughts and your writing regularly. Furthermore you will be expected to contribute to the classroom community and to provide thoughtful responses or critiques to your classmates' writing. In this way, *your* writing will be a major part of the texts that we explore in class.

All of your major papers will see several stages: prewriting, rough draft, and polished (publishable) draft. In between stages, your paper will receive feedback from peers and from me. As I become familiar with your writing, we will focus upon more individualized goals for you. We will also practice meta-reflection on our particular writing choices and style.

By the end of this course you will have a thorough understanding of the following:

- The writing process: Planning, drafting and editing.
- Proper MLA documentation
- Library and internet research
- Logical Fallacies
- Literary Analysis
- Creative, persuasive and analytic writing
- Your own personal strengths as a writer

Materials

You will of course need a notebook and writing utensil each class for note taking and in class writing. Also, a three-ring binder will be required for your portfolio and a separate folder will be necessary for homework assignments and class handouts.

Our primary texts for the class are *Patterns for College Writing, 8th ed.* Laurie G. Kirszner and Stephen R. Mandell and *Woe is I: The Grammarphobe's Guide to better English in Plain English* by Patricia T. O'Connor, both of which will be provided. Later in the course we will also be working with William Golding's *The Lord of the Flies*, George Orwell's *Animal Farm* and William Shakespeare's *Much Ado About Nothing*.

Grades

The bulk of your grade rests on your final portfolio which will include all of your writing assignments, journals and vocabulary from each semester. The unit essays, or literary essays, will be the main portion of the portfolio grade. By the time they are presented in the portfolio they will have been through several revisions and each revision will be included in the portfolio.

Each **essay** will be given a minimal grade (*Excellent* +, *Strong* √+, *Fair* √, *Weak* √-) based upon the particular areas of content, style, mechanics, and organization when you turn it in for its first evaluation, after which, it will be reconsidered as part of a holistic letter grade for the entire portfolio. These minimal grades will give you an idea of where each essay stands on its own. I understand that most of you will not be used to having words as grades and may feel a bit anxious about where you stand grade-wise at the beginning of the course. Fear not! I will contact you if your overall course grade approaches C level.

The journals and in-class writing will be graded primarily on *Completeness* and *Content*. I will be using the check system for these. I will look to see that all entries are present, and then I will evaluate how well you engage each directed subject.

Revisions for the Portfolio: If your journal earns a √+ or higher, then you will not be required to revise it. If your weekly writing earns a √+ or higher, then you will not be required to revise it. **All essays must be revised**, even those with highest marks. If your vocabulary or logical fallacy assignments receive a mark lower than a √, then they must be revised. **All revisions must be accompanied by the original paper with your instructor's marks—otherwise, how can we tell any revision has been made?**

The requirements for the Portfolio: All assignments, revisions, previously graded papers with my comments, and other class materials should be kept in your portfolio, unless otherwise noted. It is a good idea to put your work as it is handed back to you directly into its proper section in your portfolio. *Trying to organize this at the last minute will be quite a trial.* I will collect portfolios at the end of each semester so I can look at all of your work as a whole before assigning a course grade.

Grade Calculation

Portfolio (final versions of essays): 70%

Participation (in class and online): 15%

In class assignments, presentations and quizzes: 15%

Assignment Formatting

Journals should be single spaced and at least one page in length.

Weekly writings should use 1.5 spacing be and 3-4 pages.

Essays should be double-spaced and meet the given page requirement.

All writings should be in twelve point font, using either Times New Roman (or something very similar) and one inch margins along all sides.

Vocabulary

As you read (Both for class and not), keep a running log of unfamiliar words you encounter. The list should contain the word, the definition, and the sentence you found it in. Your list should have at least ten words per week. Please keep vocabulary lists in your journals folder for handy reference. Title each list properly. For example: Vocab for Week #3.

Website

The website: <http://wedatyp.blogspot.com/> will review what we covered in class the previous week and what will be expected the following week. I will also direct you to the site for weekly reading or writing assignments.

I am always doing that which I cannot do, in order that I may learn how to do it.
– Pablo Picasso