

INTRODUCTION TO COMPOSITION INTENSIVE, Section 1  
RHET 106N-01 (CRN 40104) (6 units)  
Department of Rhetoric and Language  
University of San Francisco  
Fall 2017

Tuesday and Thursday 8:00-9:45 a.m. Lone Mountain 352  
Tuesday 9:55-11:45 a.m. Cowell Hall 214  
Instructor: Professor Masterson

Office: KA (Kalmanovitz) 204

Phone: 422-2120

E-mail: dlmasterson@usfca.edu

Office Hours: Tuesday and Thursday 12:00 to 1:00 p.m. and by appointment

**Textbooks:** Mangelsdorf, K., & Posey, E.. Choices: A Writing Guide with Readings, 6th ed. Bedford/St. Martin's, 2013.

I will also provide some extra readings and exercises in the form of handouts.

**Recommended Dictionary:**

Longman Dictionary of Contemporary English for Advanced Learners, ISBN-13: 978-1408215333. Amazon Price is \$28

**1. Course Description:**

This course, designed for students who need additional practice in writing and reading, focuses on preparing students for academic writing at the college level. The course emphasizes the connection between reading and writing. In addition to four units of classroom instruction, students learn and practice the writing process, from idea to final essay (e.g., prewriting, drafting, revising, and editing) in a two-hour computer writing lab each week. They learn and practice finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions. Individualized attention is given to reading, fluency, vocabulary development, and rhetorical style. The minimum passing grade for this class is C-.

**1. Learning Outcomes:**

2. Identify main ideas and supporting details in a variety of types of multi-page academic texts. (Reading)
3. Summarize multi-page texts, and synthesize information from multiple related texts, both orally and in writing. (Reading)
4. Use source information accurately. (Paraphrasing, quoting, citing). (Academic Skills)
5. Use the writing process ((pre-writing, drafting, revising, editing) in a multiple draft assignment, to improve iterations. (Writing).
6. Write coherent texts with topic sentences and supporting details in order to describe, narrate, report and inform. (Writing)

7. Write 2-4 page texts to make an argument using different types of support (e.g., description, narration, report, inform) (Writing)
8. Recognize and correct some common grammatical and mechanical errors in written texts. (Writing)
9. Articulate the advantages and disadvantages of a liberal arts education
10. Evaluate how the USF curriculum and policies demonstrate the USF mission.

**1. Course Requirements:**

2. Regular reading assignments in the textbook and in supplementary materials.
2. Four major papers, of at least two drafts each(1500-2000 words); a fifth major paper written in class; and a sixth paper that is a reflection letter, reflecting on your writing all semester. (NOTE: You should be working on this reflection letter the entire semester. This is a 1000-word letter to me detailing what you have learned in the class. Be sure to refer back to the Course Objectives written above. For example, you might want to talk about the organizing, drafting, tightening, revising, and editing process; peer editing; rhetorical strategies; grammar (giving examples, perhaps, of incorrect sentences from your previous drafts and then showing how you corrected them); time management (how you allowed time for revision); any another component of the class that helped you develop your reading, writing and critical thinking skills.)

Essays should be at least as long as the required number of words (in all essays, longer is fine). When you submit the second draft of a paper, be sure to submit the first draft and the peer edit sheet as well, along with a brief typed note summarizing the changes you have made in the second draft. You are required to submit an electronic copy of each draft of each essay to the Canvas website. All essays must have your name on it, the date, and the name of the assignment. All essays and other written work should be kept together by the student until the end of the semester. You are always welcome to turn in a third draft, within a week of receiving the second draft back from me; if the third draft is substantially better than the second, you will receive a slight increase in your grade.

3. Two tests, each covering approximately one-half of the semester.
4. Frequent homework assignments, including (but not limited to) reading, answering questions on, and commenting on the assigned readings; writing exercises; vocabulary exercises; grammar exercises; writing short paragraphs or papers (in addition to the major papers); prewriting activities preparing for writing the major papers.
5. Frequent quizzes (both announced and unannounced); these are most often on vocabulary, but also may be on the content of the day's reading, or on grammar.
6. Frequent in-class summaries and/or responses to the readings done for that day's homework, as well as other short in-class writing.

7. In-class activities such as group discussions and tasks, short reports, etc.
8. A NOTE on the Tuesday LAB classes: These classes will provide time for working on your class essays, doing pre-writing, writing, and revising. Since they will be in a computer lab, you can work on the computers there. (Be sure to save all your work on a flash/google drive, or email it to yourself.). This time will also be used for grammar (often from Part Four in the textbook) and vocabulary practice and other activities that will help your writing. In addition, three times during the semester, we will do some (not all) of the individual conferencing on Essays 2, 3, and 4 during the Tuesday lab time. On those days, if your conference time is not scheduled during the class, you don't need to attend (but you may, if you have quick questions for me). Also, on one Tuesday lab day, class is cancelled in lieu of the out-of-class conferences (per the policy for writing classes in the Rhetoric and Language Department). On all other Tuesdays, you are required to attend the lab just as you are required to attend the Tuesday and Thursday "regular" class times.

#### 1. Grades:

**Major Papers** (including multiple drafts and peer editing)

- Essay One: Summary and Response (750 words) 10%
- Essay Two: Developing an Argument Based on a Text Read in Common (1000 words) 10%
- Essay Three: Developing an Argument Based on a Text (1500 words) 10%
- Essay Four: Proposing a Solution (2000 words) 10%
- Essay Five: In-class Final Essay (2000) 5%
- Essay Six: Reflective Essay on your writing the whole semester (1000 words) 10%

**Tests** (2): 20%

**Quizzes** (7+): 10%

**Other homework** (short in-class essays; grammar and vocabulary work, etc.); Preparation and participation 15%

In order to proceed to the next level next semester, students must receive a grade of at least C- in this class. If you receive a B+ or higher, you will go to RHET 110. If you receive a C- to a B you will go to RHET 110N.

#### 1. Grading Standards for Essays

**A essays** meet requirements of the assignment, be coherent, make significant claims that are justified by appropriate support. They are responsive to audience and meet typical expectations of academic readers, including research, meaningful claims, sufficient organizational signals, and a writing style that is linguistically precise and grammatically complex.

**B essays** meet major requirements of the assignment: their major claims are justified in a reasonable way, and they are generally responsive to the audience. Essays that meet a significant portion of, but not all of, the expectations, tend to fall into the "B" category. An otherwise "A" essay that argues an obvious claim, or offers insufficient support, or contains a number of stylistic or mechanical faults are the typical characteristics of a "B" level essay.

**C essays** meet at least some of the necessary requirements of the assignment, and are comprehensible, exhibiting enough structure, organizational signals, and appropriate style to shape meaning. When essays fall significantly short in one or more of the most significant areas described above, or fall short in most areas, they tend toward a "C." Failing to meet basic assignment requirements--such as summarizing and responding to particular readings, meeting page- or word- minimum limits, failing to use proper research--will also lead a paper to get a "C" (or below).

**D and F essays** are deficient in many ways.

**1. Class Policies:**

1. Regular attendance is essential for progress in this class. More than three unexcused absences will affect a student's grade; a student with more than six unexcused absences may fail the class. If you must be absent from class, please call or e-mail me ahead of time if at all possible; if not, please call or e-mail me afterward. (However, notifying me, or the department office, of your absence does not necessarily mean that your absence is excused; excused absences generally require a doctor's note.) You are responsible for knowing and doing all homework assignments, even if you are not in the class when assignments are made, so please check with me and/or classmates if you have to miss class. I suggest you obtain the email addresses and/or telephone numbers of at least two of your classmates. If you miss class, work done in class, including tests and quizzes, may not be made up.

Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

2. Promptness is also important for your progress and for the best use of the class time for you and your classmates. Two times late equals one absence.
3. Students will very occasionally be required to buy additional materials such as newspapers and magazines.

These will not be expensive.

4. All written work must be typed, 12pt, Ariel font, double-spaced, with 1 inch margins.
5. All work must have a proper heading (name, date, class in the upper right hand corner) and title (centered above the essay). For the major essays, write the number of the

essay, and “First Draft” or “Second Draft,” in parentheses after the titles. (e.g., “Essay Two, Second Draft”). Write the word count at the end of each paper (including journals).

6. ALL WORK MUST BE HANDED IN ON TIME. Late work will not be accepted unless you have written proof of a medical or other emergency.
7. No make-up tests or quizzes will be given.
8. Please make sure cell phones, I-pods, I-pads, laptops, and any other electronic devices are turned off and PUT AWAY during class. DO NOT TEXT, AND DO NOT USE OR CHECK YOUR PHONE OR OTHER DEVICES FOR TEXTS OR OTHER MESSAGES, DURING CLASS.
9. Please do not bring food to class. Drinks are OK. Please dispose of any drink containers or other trash properly when you leave class.
10. Please do not leave during class time unless it is absolutely necessary.
11. Please show respect for your fellow students and your professor; for example, please give your full attention to your professor and classmates when they are speaking.
12. Please use gender-neutral language in your writing and speaking.
13. Please respect your classmates’ opinions during class discussion, even if you do not agree with them. Respectful sharing and discussion of ideas and experiences are essential parts of academic life. We can all learn a lot from each other.
14. Please see me if you have problems or questions. I want you to be successful in this class!
15. Please ask me if you want information about resources on campus, such as the Counseling Center, Career Services, etc.

### **1. Department and University Policies**

**Time Management and Planning:** Students are expected to spend 2 hours outside of class in study and preparation of assignments. In a 4 unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes (such as this one) may count the 2 hours of lab time as part of the out-of-class work.

### **Academic Integrity:**

**USF Honor Code:** As a Jesuit institution committed to cura personalis- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic

community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at [www.usfca.edu/fogcutter](http://www.usfca.edu/fogcutter). As it particularly pertains to the Program in Rhetoric and Composition, the policy covers:

- Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references; working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

**Students with Disabilities:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Student Disability Services, (SDS) 422-6876 as early as possible in the semester.

#### **Student Resources:**

**The Writing Center** is located in Cowell Hall, Room 215. The Center is staffed with faculty Writing Consultants who work with students to help them improve their writing skills. They provide feedback on the drafts that students bring to review, and they can tailor a program of instruction to meet individual needs. Students are encouraged to come to the Writing Center if they would like to build their self-confidence, discover strategies of invention to overcome writer's block, learn how to revise their work, develop editing and proofreading skills, and understand and apply the conventions of standard written English. Please call (415) 422-6713 for an appointment. On designated days (usually Mon-Thurs, 1pm-4pm), you also can find a writing consultant in the Gleeson library computer room on the main floor, accessible through the Thatcher Art Gallery.

**The Speaking Center** is located in Malloy Hall, Room 106, which is available to help all USF students prepare for speeches, such as oral presentations, team presentations, and power-point demonstrations. The coaches are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery and outlining. Tutors are available on a drop-in basis (hours announced in the second week of the semester) as well as for special appointments; please visit the tutoring center or email [speakingcenter@usfca.edu](mailto:speakingcenter@usfca.edu) to make an appointment.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 100, 101, 105, 107.

Various Students Success Workshops are offered by CASA.

WELCOME TO THE CLASS! I LOOK FORWARD TO WORKING WITH YOU THIS SEMESTER.

**1. Class Schedule:**

Please note:

1. Only major assignments and tests are listed here (additional quizzes and homework will be assigned in class).
2. Even if no assignment or activity is listed for a certain day, we still have class.
3. This schedule may need to be adjusted slightly during the semester as needed.
4. Bring the textbook to class every day, unless I specifically say that it is not needed that day.
5. IT IS ESSENTIAL THAT YOU DO THE READING ASSIGNMENTS BEFORE THE DAY THEY ARE ASSIGNED; THE CLASS DISCUSSIONS AND ACTIVITIES WILL DEPEND ON YOUR HAVING READ THEM, AND ON YOUR BEING PREPARED FOR CLASS. THERE WILL OFTEN BE QUIZZES OR THE WRITING OF BRIEF SUMMARIES AT THE BEGINNING OF THE CLASS PERIOD FOR WHICH THE READING IS ASSIGNED.

*Italics* = in-class topics or activities

Regular type = reading and other homework assignments

**Bold type** = assignments to be handed in or given in class; tests and quizzes; special dates

NOTE: We will also do selections and exercises from Part Four in the textbook, as well as other grammar instruction and exercises, generally on the Tuesday LAB days.

**Week One**

Tues: Introduction to class, syllabus, and textbooks

The Writing Process; Pre-Writing; Peer Editing

Unity and Coherence

Audience and Purpose

Introductory/Diagnostic essay in class

Thurs: 8/26 Read pp. 1-16 (in Chapter One: The Writing Process)

**Week Two**

Tues: Read pp. 16-32 (in Chapter One: The Writing Process)

LAB: writing practice; grammar practice

Clauses and Phrases; Types of Sentences

Start on Notes/Plans for Essay Six (Reflective Letter)

Thurs: 9/2 Read pp. 35-55 (Chapter Two: Crafting Paragraphs)

Run-ons, Comma Splices, and Fragments

**Week Three**

Tues: LAB: writing practice; grammar practice  
Pre-writing for Essay One (Writing from Experience)  
Thurs: Read pp. 57-77 (Chapter Three: Patterns of Development)  
The Importance of Vivid and Specific Description

#### **Week Four**

Tues: Read pp. 79-90; 100-104; 108-110 (in Chapter Four: Remembering)  
LAB: writing practice; grammar practice  
Working on Essay One  
Vocabulary Quiz # 1  
Thurs: Essay One (Writing from Experience), First Draft due  
Peer Editing Essay One  
Read pp. 116-126; 139-145; 148-152 (from Chapter Five: Explaining)

#### **Week Five**

Tues: Read pp. 157-167; 186-190 (from Chapter Six: Analyzing)  
Vocabulary Quiz #2  
LAB: writing practice; grammar practice  
Revising Essay One  
Thurs: Essay One, Second Draft due (Reminder: for this essay as with all essays 1-4, with first draft attached, and a note explaining changes/revisions you have made from the First Draft; also send as an email attachment)  
Read pp. 327-331 (Chapter 11: Summary)  
Read pp. 349-365 (from Chapter 12: Conducting Research)

#### **Week Six**

Tues: Read pp. 564-571 (Extra readings supplementing Chapter Six: Analyzing)  
Pre-writing for Essay Two (Summary and Response) (Based on Chapter 7 readings and Chapter Seven extra readings)  
Prepare for Library Orientation  
LAB: In-class conferencing Essay 2  
Thurs: LIBRARY ORIENTATION – meet Mr. Joe Garity, Librarian, in Gleeson Library lobby at 9:50 a.m.

#### **Week Seven**

Tues: Read pp. 237-240 (from Chapter 8: Arguing a Position)  
Essay Two (Summary and Response), First Draft due  
Peer Editing Essay Two  
LAB:  
Conferencing on Essay Two  
Thurs: Review for First Test  
Read pp. 241-245 (from Chapter Eight: Arguing a Position)  
Vocabulary Quiz # 3

### **Week Eight**

Tues: Essay Two, Second Draft due

Read pp. 581-589 (extra readings for Chapter Eight: Arguing a Position)

Read pp. 246-268 (from Chapter Eight: Arguing a Position)

Vocabulary Quiz # 4

LAB: writing practice; grammar practice

Pre-writing for Essay Three (Argument based on common sources) (using readings from Chapter Eight, and extra readings from Chapter Eight)

Thurs: First Test

### **Week Nine**

Tues: LAB: writing practice; grammar practice

Working on Essay Three, First Draft

Thurs: Essay Three (Developing an Argument), First Draft due

Peer Editing Essay Three, First Draft

Read pp. 333-348 (from Chapter 12: Conducting Research)

### **Week Ten**

Individual conferences Monday, Wednesday on Essay Three

Tues: In-class conferencing time Week 10

LAB: In-class conferencing on Essay Three

Thurs: Essay Three, Second Draft due

Read pp. 275-287 (from Chapter 9: Proposing a Solution)

### **Week Eleven**

Tues: Read pp. 590-598; 287-306 (from Chapter 9: Proposing a Solution)

LAB: writing practice; grammar practice

Pre-writing for Essay Four (Proposing a Solution)

Vocabulary Quiz # 5

Thurs: Read pp. 367-385 (Chapter 13: Taking Timed Writing Tests)

### **Week Twelve**

NOTE: On Sunday, November 6th, set your clock back one hour for daylight savings time. Be sure you get to your classes on Monday at the proper time.

Tues: Read pp. 195-205; 228-230 (from Chapter 7: Evaluating)

LAB: writing practice; grammar practice

Checking in on Essay 5

Working on Essay Four

Vocabulary Quiz # 6

Thurs: Essay Four (Proposing a Solution), First Draft due

Peer editing Essay Four

### **Week Thirteen**

Optional conferencing on Wednesday on Essay Four

Tues: Read pp. 389-396 (Chapter 14: Writing Resumes and Cover Letters)  
LAB: Optional conferencing on Essay Four  
Thurs: Essay Four, Second Draft due  
Read pp. 315-324 (Chapter 10: Keeping Journals)

#### **Week Fourteen**

Tues: CAREER SERVICES – Career Services, will come to the class to speak on, and help you practice, writing resumes and cover letters  
LAB: writing practice; grammar practice  
Preparing for Essay Five  
Working on Essay Six  
Thurs: NO CLASS – THANKSGIVING – USF HOLIDAY

#### **Week Fifteen**

Tues: Resumes and Cover Letters due  
Catch-up  
LAB: Essay 5 – IN-CLASS  
Thurs: Review for Test Two  
Working on Essay Six

#### **Week Sixteen**

Tues: Test Two  
Thurs: LAST DAY OF CLASS  
Essay 6 (Reflective Letter) due  
Department In-Class Essay