



A division of St. Francis Methodist School

## Curriculum Description for St. Francis Baccalaureate

### **LAS 110 D: Writing Across the Disciplines**

**Course description:** A writing-intensive course to help students understand and practice different strategies in written communication, for both academic and real world applications. Good writing begins with good thinking, so students will also work on comprehensive reading, reflective analysis, and critical, integrative thinking. Students should develop prose writing & revising skills; reflective observation & interpretation; and critical thinking & analysis.

**Grades:** Students will submit 5 essays during the semester for 5/8 (or just over 60%) of your final grade. The rest of your grade comes from class discussion, peer evaluation, and journal entries.

**Reading:** There will be short quizzes to make sure students do the assigned reading. Answering three out of five correctly earns my congratulations; failing deducts points from your essay grade.

Requirements for attendance and academic integrity will be strictly enforced. Plagiarism in any form is completely unacceptable in a writing course, and will be addressed according to policy.

**Essays:** These are to be **4-5 full pages** in length, typed (10 or 12 pt, standard font), double-spaced, 1-inch margins all around, **stapled**, and accompanied by a brief **reflective memo**. No title page; put your name, this course, paper # at top corner of first page. Essays will be read by your peers and graded by the Six Trait model (see attached). **No late papers or rewrites.**

**Journals:** You need a clean, new notebook (50 sheets minimum) devoted to this class. In it, you will write 5 entries for each journal cycle (6 in all), to turn in for a completion grade. Further requirements for journal entries are specified below. Journal contents are confidential.

**Class discussion:** Good class participation means contributing to class discussion respectfully and insightfully, responding to others, staying on topic, and listening attentively to others. Also, asking good questions counts. **Quality AND quantity** earns a good grade.

**Peer evaluation:** You and your group partners take mutual responsibility to improve your writing by exchanging papers, reading them carefully, and suggesting improvements—this means both catching mistakes and clarifying thoughts. Trust your partners, and be ready to make changes. **Not bringing a full-length draft for peer evaluation will lower your paper grade by a full letter.**

**Attendance:** Your attendance is expected at all times. Absences are excused for illness, serious personal crises, or other course/group activities, but **excused absences are still counted**. Beware: absences equal to 2 weeks of classes (6) will drop your grade by a full letter; absences exceeding 3 weeks of classes (10) will earn you an F for the class. Frequent tardiness can also harm your grade.

**Disability:** I must be informed as soon as possible of any disability or condition affecting your ability to perform in this class. Assigned grades will not be changed.

### Calendar:

#### Week 0.

Course introduction  
Read Bedford Handbook, p 468-88  
(read everything on every page)

--Readings in *Rereading America* are identified by author's last name.

--Read the assigned passages BEFORE class of that day.

--Bring your book to class!

#### Week 1.

Unit 1: Read Crittenden, 48-53, & Crittenden, 55-62  
Unit 1: Read Aulette, 64-79  
Unit 1: Read Campbell, 118-30

#### Week 2.

Read Bedford Handbook, p 489-516 (read everything on every page)  
Peer Evaluation workshop, Read Bedford Handbook, 30-99 1<sup>st</sup> journal cycle due

#### Week 3.

Paper brainstorming session; Read Bedford Handbook, 146-204  
(Read all the blue statements, and enough examples to understand)  
Draft paper 1 due & peer evaluation workshop; Read Bedford Handbook, 206-36  
(Read all the blue statements, and enough examples to understand)  
Paper 1 due; Unit 2: Read Moore, 153-170

#### Week 4.

Unit 2: Read Anyon, 195-209

#### Week 5.

Unit 2: Read Malcolm X, 243-251, & Delbanco, 273-282; 2<sup>nd</sup> journal cycle due  
Read handouts; paper topic discussion  
Draft paper 2 due & peer evaluation workshop  
Bring Bedford Handbook for reference

#### Week 6.

Paper 2 due; consult Bedford Handbook as needed; bring journals to class  
Unit 3: Read Ehrenreich, 317-329  
Unit 3: Read Mantsios, 331-345

Week 7.

Unit 3: Read Garland, 353-363  
Unit 4: Read Kilbourne, 455-474  
Unit 4: Read Vazquez & Marcus, 490-506

Week 8.

Unit 4: Read Faludi, 508-523, 3<sup>rd</sup> journal cycle due  
Draft paper 3 due & peer evaluation workshop  
Bring Bedford Handbook for reference  
Paper 3 due; Consult Bedford Handbook as needed

Week 9.

Unit 5: Read Terkel, 591-601; (Last day to withdraw from course)  
Unit 5: Read Wachtel, 614-627

Week 10.

Unit 5: Read Steinhorn/Diggs-Brown, 646-658  
Unit 5: Read Liu, 660-673  
Unit 5: Read Wynter, 688-699; 4<sup>th</sup> journal cycle due

Week 11.

Draft paper 4 due & peer evaluation workshop; Bring Bedford for reference  
Paper 4 due; Use Bedford Handbook for reference  
Presentation preparations

Week 12.

Presentation preparations  
Group 1 Presentation, Read:  
Group 2 Presentation, Read:  
5<sup>th</sup> journal cycle

Week 13.

Group 3 Presentation, Read:  
Group 4 Presentation, Read:  
Group 5 Presentation, Read:

Week 15.

Presentation review & critique  
Draft paper 5 due & peer evaluation workshop  
Paper 5 due

There is no final exam—Rejoice!

JOURNAL ENTRIES: 5 entries required per cycle; total of 6 cycles this semester.

## REQUIREMENTS FOR CREDIT

General requirements:

--Each entry must be in the spiral notebook reserved for this class, together with all previous journal cycles (if not, you lose points).

--Each entry must be at least a **full page of writing**, which means top line to bottom line, right margin to left margin of normal-spaced handwriting (if you don't adequately fill the space, you lose points).

--Each entry must be **legible** (if I can't read it, you lose points—see a pattern here?).

--Each entry must be **prose** (no poetry, rap, lyrics, etc.).

--Each entry must be your **original** thought (no copying someone else's words, or repeating the same idea over and over).

--Each entry must record the **time and date** of entry.

Special requirements:

--At least **two of the five** entries must interact with (not just summarize, but respond to) the assigned readings. Do more than 2 if you want.

--One of those two must take the form of a **dialog outline**. Draw a line top to bottom down the middle of the page. On the left side, record ideas from the reading in note form; on the right side, record your thoughts about, reactions to, or extensions of, the author's ideas.

--One of the five must take the form of a **letter**. You must address the person individually (not an abstraction, like "Dear journal"), and address some specific circumstance (not small talk). You may write to anyone: a parent, roommate, friend, author of one of the readings (which would count as the second reading response), your instructor, the president, etc., but the letter should be an appropriate reflection of your relationship with that person. For example,

*"Dear Mom,  
What I didn't tell you on the phone last night is that I've gotten into some trouble...."*

*"Dear Michael Moore,  
I just saw your movie, and I have some concerns about Hollywood dabbling in politics...."*

JOURNAL ENTRIES RECEIVE A COMPLETION GRADE, according to these requirements—points are deducted for failing to meet the requirements.

Your entries will not usually be critiqued or commented on. If you would like comments on one particular entry, write a request in the margin (only one, please).

Name:

Phone:

Preferred email (write clearly):

List activities involved with outside of classes (potential class conflicts especially):

What is your hometown, and what is it known for?

What is your dream job?

Describe 2 books you would recommend, and explain why: