

# ENGLISH 1550: Writing 1

## English Department General Guidelines

### Course Description (from the 2006-2007 *Undergraduate Student Bulletin*)

"Strategies for writing as a means of critical inquiry, with focus on writing processes and on the roles of writer, audience, and purpose as they affect writing. Students divide their time between regular classrooms and computer classrooms, where they have the opportunity to acquire and develop basic word-processing and electronic communication skills. Open to students on the basis of Composition and Reading Test results or successful completion of ENGL 1539 or ENGL 1540. Grading is ABC/NC. 3 s.h."  
**Writing 1 is a General Education requirement.**

#### Course focus

Writing 1 aims to help students cultivate college-level reading, writing, and thinking abilities, in a way that will serve them well as educated citizens and as students at YSU.

#### Placement

Placement into Writing 1 is based on successful completion of English 1539 or 1540, or Composition Placement Test results along with ACT English sub-scores, SAT Verbal sub-scores, and/or COMPASS™ Reading Test Score.

#### Fee

YSU requires student to pay a technology and materials fee in Writing 1. This fee is used to maintain and replace equipment, software, and supplies.

#### Students in Writing 1 will:

- Read, discuss, and critically analyze primarily nonfiction prose; other readings may be given as supplements.
- Write primarily nonfiction, expository essays; other writing assignments may be given as supplements.
- Develop their essays through the use of multiple drafts, peer reviews, and instructor comments.
- Use computer labs and other online resources as tools for cultivating their writing.

### Texts

Unless otherwise noted, the most recent editions of textbooks will be used. Required texts in English 1550 include *The Little, Brown Compact Handbook* (6th ed.) and one of the following textbooks (according to the instructor's syllabus):

<i>Language Awareness</i> (Eschholtz)	<i>Thomson Reader</i> (Yagelski)
<i>Norton Reader (SHORTER)</i> (Peterson)	<i>Writing in the Works</i> (Burak/Blau)
<i>Presence of Others</i> (Ruszkiewicz)	

Students are also encouraged to purchase a good dictionary, such as *Webster's New World College Dictionary* (4th edition).

**NOTE:** With prior approval of the Composition Program Committee, instructors may use an alternative textbook.

### Course Goals

Upon successful completion of Writing 1, students should be able to:

1. **Comprehend, discuss, and critically analyze assigned readings.**
2. **Communicate effectively in writing by**
  - responding successfully to a variety of assignments
  - using appropriate rhetorical strategies for developing and organizing ideas
  - incorporating both instructor and peer feedback in the revision processes
  - completing written work that responds appropriately to the assignment and displays a minimum of errors
3. **Accessing and use a variety of learning tools and technologies, such as:**
  - articles, books and other materials at Maag library
  - email, the Internet, and word processors (e.g., Microsoft Word)
  - academic support services such as the Writing Center

Writing 1 should prepare students for Writing 2 (English 1551). In addition to Goals 1-3 above, students should be introduced to processes of research and source documentation styles (e.g., MLA, APA).

All assignments should aim to help students respond to texts critically and to write college-level prose, but instructors may use other kinds of readings and writing activities to help students meet this goal.

## Engagement in the Learning Process

Engagement in the learning process is a key goal of a college education for all students. Instructors are expected to create conditions in Writing 1 that invite active student engagement. Students in Writing 1 are expected to:

- **Read all text selections** assigned by the instructor.
- **Do at least three in-depth writing assignments**, each comprising at least one rough draft as well as a final draft that shows evidence of significant revision. The final drafts of these assignments should be approximately 1000-1200 words long (4-6 double-spaced pages).  
Typically, these writing assignments should involve the completion of a formal work in writing that both expresses the student's perspective and shows engagement with some set of readings. However, instructors may use their discretion to customize these assignments, within the parameters of Writing 1's general goals.
- **Complete all other assignments** required by the instructor (e.g., in-class or out-of-class writing, graded or ungraded writing, prewriting, and revision or rewriting.)
- **Follow the schedule and policies** in the instructor's syllabus regarding preparation, attendance, classroom participation, and assignment deadlines.

### Information Literacy

Information literacy is essential for all YSU students. To enhance students' information literacy, instructors are expected to introduce students in Writing 1 to resources at Maag Library during at least one class session. Instructors may conduct these introductions themselves or with the assistance of library staff, who can offer directed, customized instruction.

### Computer Lab Classrooms

When class is held in a computer lab, instructors are expected to take advantage of technologies useful in engaging students in the activities of the course. Instructors are also expected to introduce students briefly to the hardware and software necessary for completing the course successfully; students requiring additional assistance may be referred to the Center for Student Progress (CSP) / Disability Services office (330-941-1372). At minimum, students are expected to learn to use email, the Internet, and Microsoft Word.

## Grades

**Final grades for Writing 1 are A, B, C, and NC (No Credit):** Students who earn a grade of A or B have fulfilled course assignments at an outstanding or higher than average level; a C indicates satisfactory performance in the course.

A final average of less than C will earn a grade of NC for the course. An NC does not affect the overall GPA, but it does appear on the student's transcript, and the student must repeat Writing 1. It may be retaken only once without the approval of the dean. Successful completion of Writing 1 is required before a student will be permitted to register for Writing 2 (English 1551).

**Students are responsible for being aware of their grade in Writing 1 when they register for their next semester's classes.**

**YSU Policy on Incomplete grades:** The instructor may assign a grade of Incomplete (I) only if the following conditions are met:

- the student has requested the Incomplete ahead of time;
- all course work prior to this request has been satisfactorily completed;
- the Instructor agrees that an I is warranted.

YSU policy states that students have at maximum one year to complete an Incomplete; instructors are permitted to require that the work be completed in a shorter amount of time. If no formal grade change occurs within one year, the I automatically reverts to an NC.

**Audit Policy:** Students who register to audit a composition course should consult the instructor about minimum requirements.

**Transfer credit:** Students wishing to receive transfer credit for a college composition course taken elsewhere must have that course evaluated by the Composition Program Director(s) before taking any of YSU's composition courses.

## Plagiarism and Academic Dishonesty

All assignments completed in English 1550 must be the product of the student's own thought and inquiry.

**Plagiarism means presenting words, ideas, or information found in works written by others as if they were your own.**

**Academic dishonesty includes plagiarism, all forms of cheating, as well as receiving inappropriate assistance from others in completing an assignment.**

Instructors are responsible for teaching students about plagiarism and for distinguishing between intentional plagiarism and unintentional errors of citation. However, students are responsible for any actions that might constitute plagiarism. The penalty for plagiarism ranges from failing the assignment to getting and NC in the course. For more information, please see the YSU Student code, particularly Articles I and IX, at <http://www.yсу.edu/thecode.pdf>.

## Academic Support Resources

### The Writing Center

Students may seek additional one-on-one assistance at the Writing Center by calling (330) 941-3055 to make an appointment with a Writing Center Consultant. The Writing Center has hours between Monday and Friday whenever classes are in session. The Writing Center's website is at:

<http://www.as.yсу.edu/~english/wc.html>

### Center for Student Progress (CSP) / Disability Services

The Center for Student Progress, located in Kilcawley West (330-941-3538), is available for tutoring and assistance with social and academic success. If you have a documented disability, please contact your instructor privately to discuss your needs. To receive accommodations, you must be registered with CSP Disability Services, located in Wick House (330-941-1372), and provide a letter of accommodation to verify your eligibility.