



COURSE

ESL 230 Writing for Graduate School, Section 08

SCHEDULE

Monday & Wednesday 1:30-4:30 (3 hours x 2 days)
Ryder 297

Thursday 1:30-2:30, Ryder 297

*We will not have regular class meetings on Thursdays but will instead use this extra time to conduct writing workshops and group study sessions. My office hours will also be at this time.

COURSE RESOURCE WIKI

<http://writingforgraduateschool.pbworks.com/>

INSTRUCTOR

Amanda Starling Gould

EMAIL

NEU email: a.gould@neu.edu
gouldcoursebox@gmail.com

COURSE WEBSITE

Blackboard: nuonline.neu.edu

OFFICE HOURS

By Request: Please email me if you would like to arrange an office visit. I am happy to meet with you.

Drop-In Hours: I will hold drop-in hours throughout the semester and will notify you of the time(s) and location(s).

COURSE TEXT(S)

- *New Directions: Reading, Writing, and Critical Thinking*, Second Edition, Peter S. Gardner (Cambridge: CUP, 2005) ISBN: 9780521544894
- Supplemental readings and materials will occasionally be posted on our Blackboard course webpage.

COURSE DESCRIPTION

This course explores methods for researching, writing, and presenting academic term papers. Through the process of thinking and writing about authentic readings from a range of genres, students will learn to paraphrase and summarize with accuracy and concision, interpret texts critically, identify rhetorical strategies in academic writing, respond to variations in tone and linguistic register, analyze figurative language, and evaluate argument. Grammar issues will be addressed as needed, especially in areas that interfere with the ability to articulate ideas cogently. Students will write multiple drafts for each major essay, revising, editing, and polishing their work throughout the process. They will also develop strategies to help them assess their own writing during this process. Students are expected to keep a portfolio of all their writing, as well as develop a final critical paper exploring an academic topic in depth.

COURSE OUTCOMES

- Properly format and write 3-5 page essays for a variety of purposes with a strong focus on crafting argument and critical analysis
- Peer edit and revise with focus on paragraph unity, logical division of ideas, transitions, signal phrases, and apposite use of quotation
- Use in-text citation to support claims, analyze key passages, and develop argument
- Critically comment on the significance of quoted passages
- Summarize steps of argument in critical texts
- Recognize rhetorical strategies within a variety of genres and identify figures of speech
- Cite sources accurately and understand the importance of documentation
- Compile portfolio of writing (at least 30 pages). This may include notes, freewriting, drafts, revisions, journal entries, blog postings, in-class writing, etc.

EXPECTATIONS

In this course, you will learn how to use the writing process to develop, organize, and communicate academic concepts and ideas. You will learn strategies to help you become better critical readers and more practiced academic writers. We will do many reading, writing, and pre-writing activities in class, we will collaborate through peer revision and classroom discussion, and we will learn to properly use research in our scholarly writing tasks. I expect you to **participate meaningfully** and to **actively engage** in the class activities and the homework assignments. I expect you to **come to class prepared with your materials ready and your homework completed**. If you are not properly prepared, you will not be able to participate meaningfully in the classroom conversation. You are expected to **follow the assignment guidelines** and to **submit all work ONTIME**.

Late Work: Work received late will NOT be given full credit. Please contact me in advance of the due date if you will be unable to complete your work on time. I am happy to work with you to find a solution.

Meaningful Participation & Active Engagement:

- ASK QUESTIONS—especially if you do not understand. There is a good chance that your classmates have the same question(s) you have. Please ask. I can only answer the questions that you ask.
- Be creative, flexible, and open to new concepts and methods.
- SPEAK UP. I want to hear what you have to say. There are no “wrong answers” in a class discussion. No comment is too obvious or too simple. We learn by listening to and communicating with each other.
- Be an intellectual. Challenge yourself and others to explore ideas. Ideas are the content of communication.
- Respect your classroom colleagues. We will respect you back.

ATTENDANCE

You are expected to attend 100% of your classes. It is understood that occasionally you may need to be absent, for example if you are sick or if you need to observe a religious holiday. If you do need to miss a class, notify your instructor. It is your responsibility to find out what material was covered and if any announcements were made. Other than for good cause, however, you should not miss class. If you miss more than 20% of your class hours you will fail the course. **Note that you are expected to arrive and be ready to begin on time.** If you are not in class when the teacher is ready to begin, you will be marked late. If you are late three times this will be considered an absence from one class.

CLASSROOM BEHAVIOR

Students may not use mechanical or electronic transcribing, recording, or communications devices in the classroom without the instructor’s consent. Students with disabilities who need such equipment in the classroom may make arrangements through the Disability Resource Center, 20 Dodge Hall. Cell phones must be silenced at the beginning of class. Do not send text messages, place or answer calls in the classroom, and do not leave the classroom to do so either. Speaking your native language in class is not allowed unless expressly permitted by the teacher.

Laptops: You are invited to bring a laptop to class to use during our peer-editing sessions, our in-class writing workshops, and our digital writing projects. During class, the laptop should only be used for class activities.

GRADING/EVALUATION

1. **2 Critical Essays** which integrate quotation and analysis (4-5 pages). Each essay should be the final product of three revised drafts.
2. **1 research-oriented essay** of extended length that demonstrates a substantial improvement upon any selected piece of writing from the course.
3. **A final ePortfolio** compiled from the work completed during the semester. This will include: 1) polished final versions of each of the three required essays; 2) any process documents like brainstorming sheets, early essay drafts, and peer-editing comment drafts that you may have completed during the writing process; 3) a short self-evaluation journal entry.
4. **Class Participation:** Students must actively Contribute, Converse, and Question.
5. **In-Class Digital Writing Projects & Homework assignments** based on the readings in our textbook.
6. **Weekly 3-Questions Journal** (10 total required)

Below is a list of what you will be graded on and how much each assessment is worth.

Unit of Assessment	Points	Total Points
2 Critical Essays	100 points each	200
1 Research-Oriented Essay	200 points	200
Final ePortfolio	200 points	200
Attendance/Participation	10% of grade	100
In-Class Assignments and Homework/Reading	20% of grade	200
Weekly 3-Questions Journal	10 points each x 10 required	100
Total Points for Entire Semester		1000

Letter Grades:

- A** Student has exceeded the level necessary to advance (94-100)
- A-** Students has exceeded the level necessary to advance (90-93)
- B+** Student has achieved the level necessary to advance (87-89)
- B** Student has achieved the level necessary to advance (84-86)
- B-** Student has achieved the level necessary to advance (80-83)
- C+** Student has minimally achieved the level necessary to advance. (76-80)
- C** Student is below the level of achievement necessary to advance. (71-75)

The university’s official grade policy can be found here:

<http://www.northeastern.edu/registrar/gradingsystem.html>

ACADEMIC HONESTY AND INTEGRITY STATEMENT

A commitment to the principles of academic integrity is essential to getting the most from your educational experience. Academic dishonesty violates the most fundamental values of an intellectual community and undermines your achievements. If you witness a violation of this policy you should report it to the appropriate faculty member or the Office of Student Conduct & Conflict Resolution (204 Ell Hall (617) 373-4390). Violations of this policy can lead to course failure, suspension and even expulsion from the University. If a student feels that he or she has been wrongly accused of violating the Academic Integrity Policy, the student has the right to appeal the charge to the body that first issued the sanction. Here are some examples of academic dishonesty excerpted from the University’s integrity policy:

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This includes unauthorized use of notes, text, the Internet, or other aids during an exam or copying from another student’s academic work for any assignment.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one’s own in any academic exercise without

providing proper documentation.

- *Unauthorized collaboration* – sharing analysis, interpretations, or reports for individual academic work on take-home exams, case write-ups, lab reports, and peer-related tasks.
- *Participation in academically dishonest activities* – Examples include stealing an exam or using a pre-written paper; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; destroying, altering, stealing, or forging another student’s work, academic materials, or course grades.
- *Facilitating academic dishonesty* – intentional violation of any of these provisions, which also includes making your work available for another to resubmit for credit, or resubmitting your own work for credit in more than one class.

For a more detailed explanation of what constitutes a violation of academic integrity, go to <http://www.northeastern.edu/osccr/academichonesty.html>

COURSE OUTLINE

Specific due dates will be announced in class. Please feel free to work ahead.

*Outline is SUBJECT TO REVISION based on our progress. Please consult Blackboard for a regularly-updated schedule.

Day	In-Class Activities	Assignment(s)	Notes
Day 1 Wednesday Sept 8	<ul style="list-style-type: none"> • Class Overview & Syllabus. • Explanation of Assignments. • Peer Interviews & Introductions. • Goals & Expectations. 	<ol style="list-style-type: none"> 1. Review Syllabus for questions. 2. Get Materials: The textbook, one standard-sized notebook for notes and in-class writings, one folder. 3. Complete Quick Student Profile Online Questionnaire (confidential) 	Reminder: Sign up for gmail – send an email from gmail to gouldcoursebox@gmail.com to confirm.
Day 2 Monday Sept 13	<ul style="list-style-type: none"> • Finish overview, answer questions. • Demo online spaces. • Begin working on Unit 1, <i>New Directions</i>. 	<ol style="list-style-type: none"> 1. Finish reading Gary Althen's essay, 'American Values and Assumptions', on pg 5-13. Althen’s essay. Take notes as you read. 2. Finish Outlining Althen’s essay. 3. Write answers to Main Idea questions 1, 2 and 3 on pg 14. 	Reminder: Sign up for gmail send an email from gmail to gouldcoursebox@gmail.com to confirm. Reminder: Bring notes and answers to next class.
Day 3 Wednesday Sept 15	<ul style="list-style-type: none"> • Discuss Gary Althen's essay, 'American Values and Assumptions', on pg 5-13. • Discuss answers to Main Idea questions 1, 2 and 3 on pg 14. 	<ol style="list-style-type: none"> 1. Read Lisa Davis' essay 'Where Do We Stand' on pg 19-22. 2. Write answers to Main Idea on pg 22, questions 1, 2 and 3 for next class 3. First 3-Question Journal 	Reminder: Bring notes and answers to next class. First 3-Question Journal due Friday!
Day 4 Monday Sept 20	<ul style="list-style-type: none"> • Discuss Lisa Davis' essay 'Where Do We Stand' on pg 19-22. • Discuss answers to Main Idea on pg 22, questions 1, 2 and 3. • Timed Writing 	<ol style="list-style-type: none"> 1. Read Robert Levine's essay, 'Time Talks, with an Accent' pg 27 -30. 2. Write answers to Main Idea questions 1, 2 and 3 on pg 31 for next class. 3. Finish self-evaluation for Timed Writing 	Reminder: Sign up for gmail if you have not yet done so– send an email from gmail to gouldcoursebox@gmail.com to confirm.

Day 5 Wednesday Sept 22	<ul style="list-style-type: none"> Discuss Robert Levine's essay, 'Time Talks, with an Accent' pg 27 -30. Discuss answers to Main Idea questions 1, 2 and 3 on pg 31. 	<ol style="list-style-type: none"> Read graphic novel <i>Pyongyang & Shenzhen</i> excerpts How do we read Graphic Novels? Second 3-Question Journal due Friday 	
Day 6 Monday Sept 27	<ul style="list-style-type: none"> Discuss graphic novel excerpts from <i>Pyongyang & Shenzhen</i>. Outline and Summarize <i>Pyongyang & Shenzhen</i>. 	<ol style="list-style-type: none"> Write an answer to Question 1 pg 55, using quotations, paraphrases, detailed examples. Prepare a brainstorming diagram for Essay #1 	Reminder: Bring Brainstorming Sheets to next class AND Save to Google Docs for your ePortfolio.
Day 7 Wednesday Sept 29	<ul style="list-style-type: none"> Bring brainstorming sheets to class, we can discuss these in pairs. Develop outline by organizing brainstorming. How to write an essay 	<ol style="list-style-type: none"> Complete first draft of Essay #1 for Monday 3-Question Journal due Friday 	Reminder: Submit Essay via Google Docs
Day 8 Monday October 4	<ul style="list-style-type: none"> IN-class peer editing. Begin revisions. 	<ol style="list-style-type: none"> Final draft of Essay 1 due on Monday the 11th. 	Reminder: Make an appointment for your Professional Edit.
Day 9 Wednesday October 6	<ul style="list-style-type: none"> In-Class Digital Writing Lab Begin unit 2 	<ol style="list-style-type: none"> Read John Holt's essay, 'School is Bad for Children', pg 59-63 Write answers to Main Idea on pg 63, questions 1, 2 and 3 for Wednesday. 3-Question Journal due Friday 	Reminder: Make an appointment for your Professional Edit. FINAL DRAFT DUE MONDAY!
Monday, Oct. 11	No class		
Day 10 Wednesday Oct 13	<ul style="list-style-type: none"> Discuss John Holt's essay, 'School is Bad for Children', pg 59-63 Discuss answers to Main Idea on pg 63, questions 1, 2 and 3. 	<ol style="list-style-type: none"> Read David Rothenberg's essay, 'How the Web Destroys the Quality of Students' Research Papers', pg 68-71 Read Richard Cummins' response to Rothenberg pg 71-72 Write answers to Main Idea questions 1, 2 and 3 on pg 72 3-Question Journal 	
Day 11 Monday Oct 18	<ul style="list-style-type: none"> Discuss David Rothenberg's essay and Richard Cummins' response to Rothenberg pg 71-72 Discuss answers to Main Idea questions 1, 2 and 3 on pg 72 IN CLASS DEBATE 	<ol style="list-style-type: none"> Read Sadker and Sadker's essay, 'Multiple Intelligences and Emotional Intelligence', pg 77-81 Write answers to Main Idea questions on pg 83, questions 1, 2 and 3 	
Day 12 Wednesday Oct 20	<ul style="list-style-type: none"> Discuss Sadker and Sadker's essay, 'Multiple Intelligences and Emotional Intelligence', pg 77-81 Discuss answers to Main Idea on pg 83, questions 1, 2 and 3 	<ol style="list-style-type: none"> Brainstorm Ideas for Essay #2 Outline & Begin First Draft of Essay #2 for Monday. First Draft due for Peer edit Day on Wednesday. 3-Question Journal 	Reminder: Save Brainstorm and Outline notes in Google Docs

Day 13 Monday Oct 25	<ul style="list-style-type: none"> In-Class Writing Lab: Digital Writing Workshop Begin Writing Essay 2 	1. Work on #2 Essay. First draft Due Wednesday the 27 th	
Day 14 Wednesday Oct 27	<ul style="list-style-type: none"> In-Class Peer Edit Revise and Write in Class 	<ol style="list-style-type: none"> Work on Essay #2. Final draft Due Wednesday the 3rd. 3-Question Journal 	
Day 15 Monday Nov 1	<ul style="list-style-type: none"> Timed Writing Timed Writing Self-Evaluation Begin Unit 3 	<ol style="list-style-type: none"> Read Gelernter's essay, 'Computers and the Pursuit of Happiness' pg 137-143 & 'An Opposing View' pg143-144 Write answers to Main Idea questions on pg 144, questions 1, 2 and 3 FINAL DRAFT OF ESSAY 2 DUE WEDNESDAY by MIDNIGHT. 	
Day 16 Wednesday Nov 3	<ul style="list-style-type: none"> Discuss Gelernter's essay, 'Computers and the Pursuit of Happiness' pg 137-143 & 'An Opposing View' pg143-144 Discuss answers to Main Idea questions on pg 144, questions 1, 2 and 3 	<ol style="list-style-type: none"> Read Leonard's essay, 'We've Got Mail - Always' pg 149-153 Write answers to Main Idea questions on pg 153, questions 1, 2 and 3 3-Question Journal 	
Day 17 Monday Nov 8	<ul style="list-style-type: none"> Discuss Leonard's essay, 'We've Got Mail - Always' pg 149-153 Discuss answers to Main Idea questions on pg 153, questions 1, 2 and 3 	<ol style="list-style-type: none"> Read McClintock's essay, 'Propaganda Techniques in Today's Advertising' pg 158-143165 Write answers to Main Idea questions on pg 165, questions 1, 2 and 3 	For Wednesday, Review Essay Topics on pg 185. We will use them for an in-class activity on Wednesday. You do NOT need to write answers.
Day 18 Wednesday Nov 10	<ul style="list-style-type: none"> Discuss McClintock's essay, 'Propaganda Techniques in Today's Advertising' pg 158-143165 Discuss answers to Main Idea questions on pg 165, questions 1, 2 and 3 In-Class Group Project Begin Units 4 & 5 	<ol style="list-style-type: none"> Read McCubbin and Dahl's essay, 'Sex Roles' pg 189-195 Write answers to Main Idea questions on pg 195, questions 1, 2 and 3 Match Works Cited Reference to its mention in the article 3-Question Journal 	
Day 19 Monday Nov 15	<ul style="list-style-type: none"> Discuss McCubbin and Dahl's essay, 'Sex Roles' pg 189-195 Discuss answers to Main Idea questions on pg 195, questions 1, 2 and 3 Discuss assignment: Match Works Cited Reference to its mention in the article 	<ol style="list-style-type: none"> Read Ventura's essay, 'Someone is Stealing Your Life' pg 251-255 Write answers to Main Idea questions on pg 255, questions 1, 2 and 3 	

Day 20 Wednesday Nov 17	<ul style="list-style-type: none"> • Discuss Ventura's essay, 'Someone is Stealing Your Life' pg 251-255 • Discuss answers to Main Idea questions on pg 255, questions 1, 2 and 3 • Begin focusing on Essay #3 	<ol style="list-style-type: none"> 1. Brainstorm and Outline Essay #3 for Monday 2. 3-Question Journal 	
Day 21 Monday Nov 22	<ul style="list-style-type: none"> • In Class Writing Day 	<ol style="list-style-type: none"> 1. First Draft of Essay # 3 Due Monday 	
Wednesday, Nov 24	No Class		
Day 22 Monday Nov 29	<ul style="list-style-type: none"> • In Class Peer Edit • Timed Writing • Timed Writing Self Evaluation • In Class Writing 	<ol style="list-style-type: none"> 1. Work on Essay Revisions 	
Day 23 Wednesday Dec 1	<ul style="list-style-type: none"> • Writing Workshop • Start thinking about ePortfolio 	<ol style="list-style-type: none"> 1. Bring detailed second draft of essay to class on Monday 2. 3-Question Journal 	
Day 24 Monday Dec 6	<ul style="list-style-type: none"> • In class reading & activities 	<ol style="list-style-type: none"> 1. Homework: Revise, revise, revise. Final paper due on the 13. 	
Day 25 Wednesday Dec 8	<ul style="list-style-type: none"> • In Class Digital Writing Project • LAST DAY OF CLASS 	<ol style="list-style-type: none"> 1. Final Draft of Essay #3 Due Monday! 2. Final 3-Question Journal 	