

*The mission of Hermon High School is to prepare students for personal success in college, career, and community.*

**Bridge Year/College English 101**

**Fall 2018 Hermon High/UMA**

**Mrs. Weed – Room 104**

**[annette.weed@schools.hermon.net](mailto:annette.weed@schools.hermon.net)**

**Office hours: Before and after school by appointment**

**You Reading This, Be Ready**

Starting here, what do you want to remember?  
How sunlight creeps along a shining floor?  
What scent of old wood hovers, what softened  
sound from outside fills the air?

Will you ever bring a better gift for the world  
than the breathing respect you carry  
wherever you go right now? Are you waiting  
for time to show you some better thoughts?

When you turn around, starting here, lift this  
new glimpse that you found; carry into evening  
all that you want from this day. The interval you spent  
reading or hearing this, keep it for life----

What can anyone give you greater than now,  
starting here, right in this room, when you turn around?

--William Stafford

**Required Texts/Supplies/Course Materials:**

- *The Norton Field Guide to Writing with Readings and Handbook, 3<sup>rd</sup> Ed.*
- A flash drive
- A three-ring binder with dividers
- White lined paper
- A college composition book (to be used as a writer's journal)
- Pens
- Highlighters
- Sticky notes or sticky tabs (for annotating texts)

***\*It is your responsibility to have the above listed text and materials by the third class.  
Order the book as quickly as possible, so you're prepared.***

**Binders:**

You will need to maintain good record-keeping habits. Keep and chronologically file everything you produce or receive for this class, starting with the class syllabus, including all drafts and revisions (especially those with instructor or peer comments), class handouts, and notes. Bring this file or binder to each class. Many of your assignments will ask you to refer to and cite from previous drafts and/or a classmate's paper. Class time will often be spent working with handouts from a previous class given that some of the assignments will take more than one class to complete.

**Course Description and Objectives:**

This course is designed to introduce you to the techniques of college-level writing and critical thinking. Through reading, discussion, writing, and reflection, we will work to connect your previous writing experiences with your current and future writing situations both in academic and professional environments. Specifically, we will engage with source material to integrate our own voices into ongoing academic and public conversations; we will view writing as a process, considering strategies for brainstorming, drafting, revising, and editing; and, we will explore writing in different genres, conventions, and media.

The work in this course will be ongoing—assignments are purposefully organized for you to make connections among your projects. What you learn from writing your first essay should be applied as you write your second essay, et cetera. All together, you will write and revise many pieces of writing in this class, at least three of which will be polished and appear in your final portfolio. In addition to the essays, work in this course includes informal writing (in class and at home), reading/reading responses, and engagement with the work of your peers. Please see a more detailed description of course expectations and assessment below.

**Student Outcomes:** Upon successful completion of this course, students will be able to demonstrate competency in the following:

- Read and compose a variety of texts that consider and negotiate purpose, audience, context, and conventions for different situations.
- Use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects.
- Compose texts that properly integrate the writer's ideas with those from appropriate sources.
- Locate and evaluate primary and secondary research materials, and apply citation conventions correctly in their own work.
- Demonstrate knowledge of writing conventions, including those of tone, genre, design, and linguistic structure, including grammar, punctuation, and spelling.
- Reflect on development of composing practices and how those practices influence their

- work.
- Give and act on productive feedback.

### **Class Format:**

The course format will be primarily structured around applying reading, research, and writing skills to a variety of different writing assignments. The course will use strategies such as class discussion, peer editing protocols, peer reviews, journaling, etc. to practice some of the reading, writing, and listening skills necessary for success in a college-level English course. The use of a writer's journal and grammar presentations will be integrated into the course format as well.

### **Plagiarism**

Most cases of plagiarism in the university are accidental. To avoid accidental (or purposeful) plagiarism, familiarize yourself with what constitutes plagiarism and its repercussions. Plagiarism is the use of others' ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit whenever you use:

- another person's ideas, opinion, or theory;
- any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge;
- quotations of another person's actual spoken or written words or paraphrases of another person's written or spoken words. Remember that even writing that seems to be unattributed to a specific person must be cited.

Self-plagiarism is submitting a piece of writing for multiple courses, either simultaneously or recycling from previous semesters. To re-use written work for multiple graded assignments, you must explain the situation and secure permission from both instructors. Many instructors (including me, sometimes) will ask you to revise the piece to fit the specific rhetorical situation of the particular assignment.

Plagiarism is a violation of the UMA honor code and may result in a failing grade for the assignment, a failing grade for the course, and a referral to the Dean of Students. We will discuss plagiarism in class, but please consult with me should you have any residual questions. If you are feeling lost and desperate and considering plagiarizing a project, please reconsider—the consequences of plagiarism are far more detrimental to your learning and your academic standing than any draft you write yourself, no matter how shaky.

### **Course Requirements:**

In order to obtain credit through the University of Maine-August, students will submit five essays from the following categories: narrative, analysis (2), argument, and research. The five essays will go through the complete writing process, and students will also have

access to UMA's Writing Lab for additional support. At least some of these essays will be submitted to UMA and evaluated by them as well.

**Writing Centers:**

Help is available as follows:

- At Hermon High Writing Center, opening soon
- UMA Writing Centers
  1. Bangor Campus – Room 214 Belfast Hall or by email: [bangorwritingcenter@maine.edu](mailto:bangorwritingcenter@maine.edu)
  2. Augusta Campus – Katz Library or by email: [writingtutor@maine.edu](mailto:writingtutor@maine.edu)

In order to successfully pass the Hermon High School aspect of the course, students must pass the five essays described above and any additional summative assessments assigned in the course. These summative assignments will not be removed from UMA's curriculum, rather they will be used as a way to further students' understanding of the material, and demonstrate mastery of different skill sets.

**Conduct:**

I will be instructing and treating you just as I did my students at Eastern Maine Community College and Beal College, and you should conduct yourself as such. Our communal goal is becoming better writers, which includes better collaborators, revisers, peer editors, etc. You are expected to treat other students' comments and work respectfully. Disagreement is welcome in any discussion, but it must be done tactfully.

**Late Work Policy:**

You are expected to turn your work in on time by the due date. Work that is turned in after the due date will receive 5 points less per each class day it is late. If you have an excused absence on the day something is due, you may turn it in with no penalty up to 3 class days later from the day on which you return to school.

This policy may be adjusted in cases of true emergency; however, you should be aware that my definition of true emergency is very narrow.

**Grades:**

Grades will be posted in PowerSchool through Hermon High School's website: [www.hermonhs.org](http://www.hermonhs.org). You will get feedback on each essay both from me and from your classmates before the final draft, so you will have lots of chances to revise and improve.

**Summative Assessments:**

*Be aware that others may be added during the semester.*

Essay #1 Literacy Narrative	100 points
Essay #2 Ad Analysis	100 points
Essay #3 Comparison	100 points

Essay #4 Argument	100 points
Research Proposal	50 points
Annotated Bibliography	100 points
Essay #5 Research Assignment	100 points
Portfolio and Reflection	100 points

**Tentative Schedule:**

**This schedule is a work-in-progress and may change during the semester. It is your responsibility to get updates and possible changes.**

Sept. 3 – Sept. 7	Getting started, prewriting techniques
Sept. 10 – Sept. 14	Literacy narratives, organizing, sentence error review
Sept. 17 – Sept. 21	Literacy narratives, comma review, receiving feedback
Sept. 24 – Sept. 28	Ad analysis
Oct. 1 – Oct. 5	Ad analysis, revision/editing
Oct. 8 – Oct. 12	Comparison
Oct. 15 – Oct. 19	Comparison
Oct. 22 – Oct. 26	Argument
Oct. 29 – Nov. 2	Argument
Nov. 5 – Nov. 9	Argument
Nov. 12 – Nov. 16	Finding Sources, conducting research
Nov. 19 – Nov. 23	Research proposal, MLA/APA format
Nov. 26 – Nov. 30	Research proposal, annotated bibliography, evaluating sources
Dec. 3 – Dec. 7	Annotated bibliography, drafting research essay
Dec. 10 – Dec. 14	Drafting research essay
Dec. 17 – Dec. 21	Peer review
Jan. 2 – Jan. 4	Revision/editing
Jan. 8 – Jan. 11	Revision/editing, portfolios, reflection
Jan. 14 – Jan. 18	Portfolios, reflection

***Essay #1: Literacy Narrative***

For this essay, you may reflect on specific people, places, and events that have made you into the writer you see yourself as currently. Another approach would be to closely examine your writing philosophy and practices. Either way—or any other approach you decide to take as we think about this essay through the first few weeks of the semester—should be grounded by a central idea, theme, question, or argument. Additionally, a strong literacy narrative will include vivid examples to draw readers in and help them understand you as a writer. This means that instead of sweeping through your entire life,

you'll want to select a few (1-3) moments that seem particularly significant to you. Building scenes for your readers is imperative.

Some questions you may explore in your essay:

Who are you as a writer? What writing processes and practices have you used in the past? How did they work out for you? When did you experience your greatest successes and failures with writing? What piece of writing have you composed of which you are most proud? What activities do you partake in that some may consider to be writing but others may not? Who (teachers, family members, published authors, etc.) has influenced the way you write, and how so? What kind of genres are easiest for you to write in and why? Which genres do you find the most difficult and why?

*Note: You won't have room to answer all of these questions—you would more likely explore just one, or maybe two if they're closely related.*

The draft should be at least three full pages, typed, 1" margins, Times New Roman font, double-spaced. Please bring copies of your draft for peer workshop. Being absent on this day or coming to class without copies of your complete draft will result in a lowered Essay #1 grade.

### **Essay #2: Ad Analysis**

According to *The Norton Field Guide to Writing*, “we need to be careful, analytical readers of magazines, newspapers, blogs, websites, ads, political documents, even textbooks. Not only does text convey information, but it also influences how and what we think. We need to read, then, to understand not only what texts say but also how they say it and how they try to persuade or influence us” (52).

After examining and discussing advertisements both in our text and elsewhere, students will write a 2 page essay analyzing an ad that they have found. This essay should include attention to the context of the ad, a clear thesis, a description of the ad, and (as *The Norton Field Guide* states) an analysis of “what it says and for how it does so with the goal of demonstrating for readers how—and how well—the text achieves its effects” (52).

### **Essay #3: Comparison**

In a 2-3 page essay, students will compare and contrast two poems. Class discussions and lessons will offer ways of comparing and contrasting such as the block method, the point-by-point method, using graphs and using figurative language. This section of the course may also involve the Poetry Out Loud national recitation competition.

### **Essay #4: Argument**

In a 3-4 page essay, students will argue a position on a currently important issue. Our text states, “Everything we say or do presents some kind of argument, takes some kind of

position.” Through studying examples, we will learn to take an arguable position, to include necessary background information, good reasons, and convincing evidence, as well as to consider other positions. These skills will be crucial for the Research Assignment, and students may choose to use the same topic.

### **Essay #5: Research Assignment**

Much of the semester will be dedicated to engaging in the academic research process, as you delve into research that interests you professionally, academically, and/or personally, explore what others have said, and contribute to the conversation in an informed manner. Each of the assignments included in Essay #5 are discussed in detail below.

#### *Research Proposal*

Your research proposal serves as a gateway into your larger academic research project. The proposal allows you to do some preliminary thinking and exploring around a topic and set of questions that interest you. The benefits of the research proposal are (at least) twofold: 1) you receive quick feedback and support for the potential scope and goals of your project and 2) you are able to visualize and think through the project without doing the “heavy lifting,” which tends to save you work (and minimize backtracking and dead ends) in the long run. While the research proposal is a short document (1-2 pages) a lot goes into it. Be sure to include the following:

- An explanation of your topic
- A list of quality research questions that you feel will yield the most helpful answers throughout your essay.
- A statement of why the topic interests you and what you hope to learn through doing the essay.
- A description of challenges you foresee may come up as you work on this project.
- An identification of your primary and secondary audience.
- A list of 5-7 sources (a mix of print and online) that might help you with this project.

Length: 1 page + list of potential sources (following format outlined above for Essays 1 & 2.)

#### *Annotated Bibliography*

An annotated bibliography is an instrumental aspect of your larger research project, as it helps you read with purpose and keep source material organized. Your annotated bibliography will consist of 5-7 sources you are considering using for your essay. The nature of these sources (personal interviews, academic journals, television commercials) will vary as appropriate to topic, but for the purpose of research writing, at least three must be scholarly sources. If your topic is something widely studied, you will need more than three academic sources.

The annotated bibliography should be formatted alphabetically by source, and adhere to MLA or APA citation methods. Under each citation will be two paragraphs: a short

paragraph summarizing the information found and a short paragraph explaining the source's connection/relevance/relationship to your project.

Two notes:

\*I say "short" paragraph, meaning 3-5 sentences. However, in this instance, "short" doesn't mean quick

and easy. This is your chance to work on being concise—make every word count!

\*For the summary paragraph, you must work to summarize the material yourself—don't recycle a given abstract or description from elsewhere. Such action is academic dishonesty, and also misses the point of the exercise, which is to help you internalize and make sense of what you read.

Length: Around 3-4 pages: be sure to have two paragraphs for each of your 5-8 sources.

### *Researched Essay*

Your well-researched essay will extend from the work you did in your research proposal and annotated bibliography as you take time to craft an extended piece of academic discourse around your research question. You may consider this essay persuasive, informative, or inquisitive, but no matter what drives the piece it must contain a thesis statement that the rest of the essay supports. Additionally, you will demonstrate your informed position by integrating appropriate source material throughout your essay, relying on 5-7 sources (at least three of which are academic). Writing and revising this essay will provide you with an introductory experience into academic research and conversation. Throughout the project, you should take note of strategies you think will help you in other research and writing situations.

This essay should be 6-8 full pages, typed, 1" margins, Times New Roman font, double-spaced. Remember that submitting an essay late results in a loss of points for each day it is late.

\*Note: From the time you write your research proposal to the time you turn in your revised research paper, you may feel drawn to switch topics at least once or twice. I urge you to stay the course. If you switch topics, you will need to resubmit a research proposal and annotated bibliography that align with your new topic. What is acceptable, though, is that your topic will evolve: it might broaden, become narrower, or take on a slightly separate tone. This is to be expected as we learn more about our topics and does not require re-doing previous work. Keep me updated on your project as it grows—challenges, successes, questions, concerns, etc. I want to hear it all.

### *Final Portfolio*

The final portfolio consists of a reflective essay and at least three revised writing projects. This is a large portion of your grade because you will be spending a lot of time revising, editing, and rethinking the pieces you choose to include in it. You will have opportunities to discuss your pieces with peers, and schedule appointments with me and with writing



center tutors. Remember that 'A' writing from earlier in the semester was awarded full credit based on revision, completion, and adherence to assignment guidelines. Your portfolio, however, is graded largely on quality of work. We will spend much time thinking about portfolios, but if you have questions or concerns before the end of the semester, feel free to ask me, in or out of class.

**I have read and understand the syllabus and all other information included with it.**

---

(Print Student Name) (Student Signature) (Date)

---

(Print Parent Name) (Parent Signature) (Date)

Questions or Comments:

---

---

---

---

---

---

---

---