

**EN 105 First Year Writing Seminar I:
Critical Reading, Writing and Thinking Across Contexts
Debra Sheffer**

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	EN 105 First Year Writing Seminar I: Critical Reading, Writing, and Thinking Across Contexts.
Semester	Portfolio
Faculty	Debra Sheffer
Title	Assistant Professor
Degrees/Certificates	BSE, Central Missouri State University, 1981 MA English, Central Missouri State University, 1986 PhD History, University of Kansas, 2008
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Office Location	Commerce Tower, 911 Main, Suite 800, Rm. 813
Office Hours	MWR 9:00 a.m. – 4:00 p.m.
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbooks:

- 50 Essays: A Portable Anthology (2nd ed.), edited by Samuel Cohen (Bedford/St Martins, 2007)
- Easy Writer (3rd ed.), by Andrea A. Lunsford (Bedford/St Martins, 2006)
- Portfolio Keeping (2nd ed.), by Nedra Reynolds and Rich Rice (Bedford/St Martins, 2006)
- The Craft of Revision (5th ed.) by Donald M. Murray (Thomson/Wadsworth, 2004)

Textbooks can be purchased through the [MBS bookstore](#)

Textbooks can be purchased through the [Parkville Bookstore](#)

Additional Resources:

[McAfee Memorial Library](#) - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance [via email](#) or at 800-270-4347.

[Career Counseling](#) - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.

[Park Helpdesk](#) - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024

[Resources for Current Students](#) - A great place to look for all kinds of information
<http://www.park.edu/Current/>.

Course Description:

An introduction to the recursive processes of writing, the course will emphasize discovery and writing-as-thinking. Students will engage various personal and academic genres, with attention to analyzing the audience and purpose for different writing situations. Course readings expose students to a variety of genres and topics from a range of cultural contexts to promote critical thinking and dialogue. Peer response, reflection, and revision are emphasized through a summative course portfolio.3:0:3

Educational Philosophy:

The instructor's educational philosophy is to improve written communication skills.

Learning Outcomes:**Core Learning Outcomes**

1. Apply the writing process to the creation of personal and formal essays (pre-writing, revising, editing, proof-reading, and formatting).
2. Develop a specific theme and focus that controls and informs the paper.
3. Develop and clarify material through the inclusion of appropriate details, examples and transitional devices.

Core Assessment:

Every course has a Core Assessment, which is one assignment given in all sections of the course. For En 105, the Core Assessment consists of one final-draft essay from each student's portfolio, chosen by the student, plus a Reflective Essay. Written at the end of term, the Reflective Essay must describe in significant detail the student's strengths and a discussion of opportunities for improvement as revealed in the complete portfolio. The reflective essay must also analyze the student's overall development as a writer over the duration of the semester/term.

Although all students in all sections will present a portfolio that includes evidence of prewriting and multiple drafts, the Core Assessment will consist only of one final-draft essay and the Reflective Essay.

[Link to Class Rubric](#)

Class Assessment:

The grade in the course will be derived from grades earned on the following assignments: Narrative Essay; Descriptive Essay; Classification/Division Essay; Cause and Effect Essay; Argument Essay; Portfolio (drafts and revisions of essays 1-4), and Reflective Essay.

Grading:

The grade in the course will be derived from grades earned on the following assignments: Narrative Essay, Descriptive Essay, Classification/Division Essay, Cause and Effect Essay, Argument Essay, and Portfolio (drafts and revisions of essays 1-4). A numerical scoring system will be used with scores corresponding to letter grades as follows: A = 90.00 - 100; B = 80.00 - 89.99; C = 70.00 - 79.99; D = 60.00 - 69.99; F = 59.99 and below. The course grade will be a letter grade based on the average of points earned on course assignments.

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has

the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. [Park University 2008-2009 Undergraduate Catalog Page 87](#)

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2008-2009 Undergraduate Catalog Page 87](#)

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

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Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page:

<http://www.park.edu/disability> .

Rubric

Competency	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)	No Evidence (0)
Focus Outcomes 1, 2	The main point, or thesis, of the essay is not only abundantly clear to the reader, but gracefully expressed in a clear, personal voice.	The main point, or thesis, of the essay is clear, although could be expressed more gracefully. The voice is personal for the most part.	The essay lacks a main point and instead presents several potential theses. The voice, while personal, does not always appropriately address the topic.	No portfolio is turned in or guidelines are not followed.
Development Outcomes 1, 2	The essay presents relevant and tasteful detail in a personal voice that supports the thesis and provides an appropriate sense of exploration of topic, with attention to ambiguities as well as certainties.	The essay presents relevant detail, but needs further explanation. It is not always clear how the information supports the thesis. Ambiguities are not addressed, or are addressed within a rigid framework.	The essay lacks appropriate and relevant detail, and emphasizes information rather than interpretation. Ambiguities are not addressed.	No portfolio is turned in or guidelines are not followed.
Organization Outcomes 1, 2	Details are organized logically, and with a pleasing sense of exploration. Digressions are appropriate and add to the overall argument.	Details are logically organized, but are stiff and lack a natural sense of presentation. Digressions are sometimes puzzling.	The organizational plan is confusing and often irrelevant to the stated purpose of the essay.	No portfolio is turned in or guidelines are not followed.
Content of Communication Outcomes 1, 2	Central topic is substantial, relevant, and creatively addressed with fresh insight. Personal experiences are appropriately discussed and analyzed to make a point. Personal voice is consistently graceful and appropriate throughout.	Central topic is potentially good, but could be further developed. Personal experiences are not always relevant or adequately analyzed. Personal voice is good, but prosaic.	Central topic lacks clarity. Personal experiences do not support any obvious point. The voice does not match the purpose of the essay.	No portfolio is turned in or guidelines are not followed.
Technical Skill in Communication Outcomes 2	Writing employs conventions of Standard Written English with grace and style.	Writing employs conventions of Standard Written English adequately, with only occasional gaps.	Writing shows persistent problems with the use of Standard Written English. Statements are often illogical or incomprehensible.	No portfolio is turned in or guidelines are not followed.

<p>Understanding Audience and Purpose</p> <p>Outcomes 2</p>	<p>The purpose of the essay is abundantly clear through the use of a clearly stated thesis. The writer addresses a specific audience using an appropriate level of discourse and anticipating possible questions.</p>	<p>The purpose of the essay is essentially clear, though the thesis could be further clarified. The writer addresses a specific audience, though does not always anticipate reader's questions.</p>	<p>The purpose of the essay remains unclear. The writer does not consider the needs of the audience and does not include appropriate discourse.</p>	<p>No portfolio is presented or guidelines are not followed.</p>
<p>Rhetorical Strategies</p> <p>Outcomes 1</p>	<p>The writing presents information skillfully and uses appropriate strategies and organization.</p>	<p>The writing presents information adequately using appropriate strategies, although the organizational plan is not always clear.</p>	<p>The writing does not employ appropriate rhetorical strategies and lacks a clear sense of organization.</p>	<p>No portfolio is presented or guidelines are not followed.</p>