

S Y L L A B U S
ENGL 099: FUNDAMENTALS OF WRITING

Fall 2024

Three credits* (toward financial requirement and full-time status but *not* toward graduation credit total. Your course grade for ENGL 099 will appear on your transcript but will not be factored into your overall GPA.

Course ID# 000004 9:00-10:15 a.m. T H MacLean 165

Instructor:

Dr. Yahya (pronounced “YAH-he-ah”) Frederickson (*he/him/his*)

Office: MacLean 374G

Office hours (when I’ll be physically present in my office):

M W 10:30 a.m.-12:00 p.m., 1:30 p.m.-3:00 p.m.

T Th 10:30 a.m.-12:30 p.m.

or by appointment

Email: yafreder@mnstate.edu (I’m pretty good at responding to emails within 24 hours.)

Required Text:

Paige Wilson and Teresa Ferster Glazier. *The Least You Should Know about English: Writing Skills*. 13th edition. ISBN-13: 978-1-305-96094-7. Used or rental books are also available. There is also an e-book version, which you are welcome to buy instead.

Check your MSUM email account regularly!

Technical Support: Click on the following link:

<https://mnstate.learn.minnstate.edu/shared/studentsupport/TechnicalRequirementsandSupport.html>

Course Description:

ENGL 099 is an introductory composition course designed to prepare students for success in English 101, the LASC 1B Written Communication course. Students will study grammar, standard American English usage, and rhetorical techniques and strategies. This course emphasizes sentence structure, paragraph development, and organizing and developing the short essay. There is also a strong focus upon reading and analysis of expository essays and other short, mostly non-fiction, works.

General Learning Outcomes:

1. Create a variety of essays using rhetorical frameworks such as narrative, process analysis, comparison/contrast, and cause/effect.

2. Identify a variety of organizational patterns and techniques and choose appropriate development strategies for particular essays.
3. Use correct syntax, diction, grammar, punctuation, and spelling.
4. Adhere to conventions of format and structure such as those that govern constructing effective paragraphs and using appropriate tone and style.
5. Use a coherent writing process including invention, organization, drafting, revising, and editing to form an effective final written product.
6. Consult effectively and appropriately with others to produce quality written products.
7. Read, analyze, evaluate, synthesize, and integrate appropriately and ethically information and ideas from diverse sources and points of view in your writing.
8. Create logical, engaging, effective written products appropriate for specific audiences and purposes.

Expectations:

From you, I expect you to give each of the assignments your utmost attention. Writing isn't easy for anyone; no matter what level of ability you already possess, there is still some type of challenge to struggle with. Your participation in class discussions and activities, along with your out-of-class study and practice, will make the course more beneficial to you.

You can expect me to show an interest in your ideas, insights, and questions, which I look forward to hearing during our class discussions and reading in your papers. You can expect me to show a caring concern for your work and to respond to it with comments and suggestions that are intended to be supportive and constructive.

Writing Assignments:

Your assignments must:

- be your own work (see "Academic Honesty" in the online *MSUM Student Handbook*). Using ChatGPT or similar AI apps is HIGHLY discouraged.
- be typed, double-spaced, with 1" margins on all sides, and use 12-point Times New Roman, Cambria, or Calibri font.
- use standard academic American English.
- be free of serious spelling, grammar, or punctuation errors.
- be taken through the stages of the writing process: prewriting, first-drafting, peer-editing, final-drafting, and possibly revising.
- be brought to class when requested by the professor. First drafts will be required on the peer-editing days. Final drafts (including first draft and peer-editing sheet) should be handed in on the due date.

Grading:

Grades are earned in this course by using Modified Mastery Learning (MML). Modified Mastery Learning emphasizes your growth and development (not in competition with others), and allows you to learn at your own pace.

MML works as follows:

A number of assignments and course requirements will be given throughout the semester.

I DO NOT assign a traditional A-F grade to each writing assignment that you turn in; instead, I read it, respond to it, and assign to it either an “S” (“Satisfactory”) or an “N” (“Not Satisfactory”). “Satisfactory” level means that your work met the objectives for that particular assignment; “Not Satisfactory” means that your work did not meet the objectives of the assignment.

Assignments must receive marks of “Satisfactory” in order to “count.”

At the end of the semester, you will receive a letter grade based on the number of requirements that you have completed with grades of “Satisfactory.”

Revisions:

Any assignment or requirement receiving a mark of “Not Satisfactory” will be returned to you with explanation and comments to assist you in raising your work to “Satisfactory” level, if you choose to do so. After receiving a mark of “Not Satisfactory” on a written assignment, you will have **one week** to revise it and resubmit it. **I encourage you to revise any “Not Satisfactory” marks that you receive.** This is a course about your learning and development as a writer; if you have the intention to revise and resubmit an assignment, I will have the intention of re-grading it.

You will be able to revise the four written assignments. You will not be able to revise the Midterm Exam and the Final Exam.

Course Requirements:

1. Miss Not More than Three Class Periods & Actively Participate in Classroom Activities
2. Satisfactorily complete Assignment #1
3. Satisfactorily complete Assignment #2
4. Pass the Midterm Exam
5. Satisfactorily complete Assignment #3
6. Satisfactorily complete Assignment #4
7. Pass the Final Exam

At the end of the semester, you will receive a letter grade based on the number of completed “Satisfactory” requirements that you have accumulated. I encourage you to strive for a course grade of A.

Grading Grid:

A = Complete all seven (7) of the Following Assignments at a Satisfactory Level:

1. Miss Not More than Three Class Periods & Actively Participate in Classroom Activities
2. Writing Assignment #1
3. Writing Assignment #2
4. Midterm Exam
5. Assignment #3

6. Assignment #4
7. Final Exam

B = Complete six (6) of the Following Assignments at a Satisfactory Level:

1. Miss Not More than Three Class Periods & Actively Participate in Classroom Activities
2. Writing Assignment #1
3. Writing Assignment #2
4. Midterm Exam
5. Assignment #3
6. Assignment #4
7. Final Exam

C = Complete five (5) of the Following Assignments at a Satisfactory Level:

1. Miss Not More than Three Class Periods & Actively Participate in Classroom Activities
2. Writing Assignment #1
3. Writing Assignment #2
4. Midterm Exam
5. Assignment #3
6. Assignment #4
7. Final Exam

D = Complete four (4) of the Following Assignments at a Satisfactory Level:

1. Miss Not More than Three Class Periods & Actively Participate in Classroom Activities
2. Writing Assignment #1
3. Writing Assignment #2
4. Midterm Exam
5. Assignment #3
6. Assignment #4
7. Final Exam

F = Anything less than “D” option above.

Attendance Policy:

Because this is an active-learning class, there will be a great deal of in-class writing, discussion, workshopping, and small group activities. **Therefore, class attendance, participation, and interaction in the class are extremely important for success in ENGL 099.**

I expect you to be in class every day. I believe you will learn and contribute to the learning of others by being in class every day. I record your attendance. However, I also realize that there are times when you will be unable to attend class for various reasons, such as bad weather,

illness, funerals, and emergencies.

Therefore, you are allotted **three (3) discretionary days** to use for whatever reasons you consider necessary. Discretionary days are days that you can be absent without negatively affecting your attendance/participation grade. *However, please keep in mind that if you are absent, you'll still be expected to keep up with assignments.*

Please respect your fellow classmates by being in class from the beginning of the class period. Arriving late to class means that I'll have to repeat instructions and try to fit you into a group activity that has already begun; it gets complicated.

Being absent more than the three discretionary days could mean a lowering of your overall grade. Excessive absences may cause me to suggest that you withdraw.

If you know ahead of time that you are going to be absent, let me know in advance by email, voice mail, or in person. It's a little thing, but it shows responsibility, courtesy, and maturity on your part.

Remember: it's **your responsibility** to keep up to date with class activities if you miss a class. I will post relevant materials on D2L under "Materials" > "Content" > the relevant week. If you are absent, view the materials, talk for a classmate, and/or contact me if you have any other questions.

Classroom Courtesy:

I expect you to respect the learning rights of others in the class. No one has the right to infringe upon or interfere with the learning of another person. Excessive talking or other behavior which infringes, disrupts, or interferes with classroom activities and/or the learning of others will not be tolerated. Please consult the university's [Student Handbook](#), especially the section on "Student Conduct Code." As a student at this university, you are required to abide by and obey the student conduct codes.

Smart Phones, Electronic Devices, etc.:

Please avoid multi-tasking during class time unless I'm asking you to do so.

A Word about AI:

As new artificial intelligence (AI) tools continue to expand into digital workspaces, it is important for us as a class to consider how their use may impact your academic, personal, and professional growth. While apps such as ChatGPT, Bard, Midjourney, Tome, Runway, etc. might be convenient and helpful in some circumstances, they also have troublesome limitations, such as making up incorrect facts and fake citations ("hallucinating"), generating code that produces inaccurate outputs, and generating less-than-energetic sentences. Furthermore, because many of these apps are based on "large language models" (LLMs) and are programmed using human feedback, they may contain social biases. Submitting AI-generated writing as your own constitutes Academic Dishonesty. Writing requires practice; AI can't give you much of that. Therefore, please refrain from using AI to generate essays for you.

Accessibility:

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Minnesota RISE Act, Statute, 135A.163. The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodations for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or accessibility@mnstate.edu (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a Request for Accommodations form online at <https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/> or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at Charles.Eade@mnstate.edu. Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

Sexual Violence Policy:

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to building a campus culture free from sexual violence. MSUM faculty and staff are concerned about the well-being of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the student's safety and welfare are being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking. If you have experienced or know someone who has experienced relationship or sexual violence, services and resources are available. You may also choose to file a report. For further information, contact **Kara Gravley-Stack**, Dean of Students and Title IX Coordinator, in Flora Frick 153 at kara.gravleystack@mnstate.edu or by calling (218) 477-4222. Additional information is available at: <http://www.mnstate.edu/titleix>

Students who wish to speak to a confidential resource may contact MSUM Counseling Services (218-477-2211) or Rape and Abuse Crisis Center (701-293-7273 or 1-800-344-7273). MSUM students are also able to get a taxi from campus to RACC and back at no charge to them.

The University Writing Support Center:

The University Writing Support Center (UWSC) offers writing tutoring services. Visit <http://www.mnstate.edu/write/> for more information or to schedule an appointment.

UWSC tutors are student peers—undergraduates with a strong background in writing and formal training in tutoring. Although UWSC tutors will not simply proofread papers, they will offer

valuable feedback on a wide variety of writing issues, ranging from content to organization, style, and mechanics. All students are invited to take advantage of this service, and there is **no** additional fee. Tutors are prepared to respond to any type of writing.

For links to the **Academic Support Center, Counseling Services, the University Writing Support Center, Accessibility Resources, and Library Services**), please click on [Academic and Student Support Services](#)

ENGLISH 099: FUNDAMENTALS OF WRITING

Three credits* (toward financial requirement and full-time status but not toward graduation credit total)

Course ID# 000975 9:00-10:15 a.m. T H MacLean 165
Dr. Yahya (pronounced “YAH-he-ah”) Frederickson (he/him/his)
Fall 2024

SCHEDULE-AT-A-GLANCE

Below is a list of the topics and activities that we will try to cover during class each day. If slight adjustment is necessary, I will let you know.

“HW” denotes the homework that you should prepare for the next class day.

All page numbers below refer to our textbook, *The Least You Should Know about English: Writing Skills*, 13th edition.

All written assignments should be submitted in paper form during class time, not on D2L.

WEEK 1:

- 8/27 (T): Introductions to course, textbook, syllabus, online plan.
Do the “Blue Book” Pre-Test.
- 8/29 (H): Read “Words Often Confused, Set 1” (pp. 6-10).
Do Exercises 1.1 (all) and 1.2 (odds)(pp.10-12).
Do Writing activity: write sentences for four personally-confusing pairs of words (for a total of eight sentences) about jellyfish.

WEEK 2:

- 9/3 (T): Read “Words Often Confused, Set 2” (pp. 16-20).
Do Exercises 2.1 (pp. 20-21) and 2.6 (pp. 24-25).
Do Writing activity: write sentences for four personally-confusing pairs of words (i.e., a total of eight sentences). All sentences must be about chicken(s).
- 9/5 (H): Read and discuss “*Querencia*” essay (see .pdf file).
Start building your own first draft by thinking of your own *querencia* and writing down all the sensory details from it.
Read “Assignment #1: *Querencia* Guidelines.”

WEEK 3:

- 9/10 (T): Continue building your *Querencia* essay in class by adding better description, detail, and organization.
Review standard MLA formatting sample.

9/12 (H): First draft of your Assignment #1: *Querencia*” essay is due in class.
Practice peer-editing a sample *Querencia* essay.
Peer-edit first draft of Assignment #1: *Querencia*” essay by completing the Peer-Editing sheet about your classmate’s draft.

WEEK 4:

9/17 (T): Submit your final draft (and your peer editor’s completed Peer-Editing sheet and the marked-up first draft) of your “Assignment #1: *Querencia*” essay.
Discuss sentences and their parts.
Read “Finding Subjects and Verbs” (pp. 72-74).
Do Exercise 9.2 (p. 75).
Read and discuss “Correcting Fragments” (pp. 89-90).
Do Exercises 11.1 and 11.2 (p. 91).

9/19 (H): Read and discuss “Correcting Run-on Sentences” (pp. 95-97).
Do Exercise 12.2 (p. 98).

WEEK 5:

9/24 (T): Complete and discuss “Correcting Fragments and Run-ons” worksheet.

9/26 (H): Revision Boot Camp: revise graded “Assignment #1: *Querencia*” essay and resubmit (label it “revision” so that I know what it is) if needed.

WEEK 6:

10/1 (T): Read and discuss “First Memory” essay.
Begin writing a first draft of the “First Memory.”
Read “Assignment #2: First Memory” Guidelines.

10/3 (H): Read and discuss “Understanding Dependent Clauses” (pp. 79-81).
Do and discuss Exercises 10.1 (p. 81) and 10.2 (pp. 82-83).

WEEK 7:

10/8 (T): First draft of your Assignment #2: First Memory” essay is due in class.
Peer-edit the first draft of “Assignment #2: First Memory” essay by completing the Peer-Editing sheet and highlighting/commenting on your classmate’s draft.
Read the “Midterm Exam Study Guide.”

10/10 (H): Read and discuss “Correcting for Parallel Structure” (pp. 160-161).
Do and discuss Exercise 22.2 (p. 162).
Do and discuss “Parallel Structure” worksheet (see .docx file).
HW: Do Writing activity: write eight sentences using dependent clauses as directed. All sentences must be about sandwich(es). Write them on paper and hand them in.

WEEK 8:

- 10/15 (T): Submit your final draft (plus your peer editor's completed Peer-Editing sheet and the marked-up first draft) of your "Assignment #2: First Memory" essay.
HW: Study for Practice Midterm Exam.
- 10/17 (H): Do Practice Midterm Exam (in class).
HW: Study for the real Midterm Exam.

WEEK 9:

- 10/22 (T): Take the real Midterm Exam (in class).
HW: Revise your graded Assignment #2 essay if necessary; resubmit (label it "revision" so that I know what it is.)
- 10/24 (H): Read and discuss "Periods, Question Marks, Exclamation Points, Semicolons, Colons, Dashes" (pp. 182-183) and read about hyphens in "Compound Words" (p. 53).
Complete Online Punctuation Activity.

WEEK 10:

- 10/29 (T): Do and discuss "Semicolons, Colons, and Dashes" worksheet (see .docx file).
Complete the following sentence-writing activity: write six sentences; the first two should contain semicolons, the second two should contain colons, and the third two should contain dashes.
- 10/31 (H): Read and discuss "The First Job" essay (see .pdf file). Read "Assignment #3: Work" Guidelines.
HW: Prepare your first draft of Assignment #3: Work; begin preparing your first draft.

WEEK 11:

- 11/5 (T): Read and discuss "Commas to Separate Elements" (pp. 189-190).
Do and discuss Exercise 26.1 #s 1, 3, 5, and 9; Exercise 26.2 #s 1, 3, 4, and 9; Exercise 26.3 #s 1, 2, 5, and 6; and Exercise 26.4 #s 1, 7, 9, and 10 (pp. 191-194).
Continue preparing your "Assignment #3: Work" first draft.
HW: Prepare your "Assignment #3: Work" first draft for Peer-editing next class.
- 11/7 (H) Peer-edit the first draft of "Assignment #3: Work" essay by completing the Peer-Editing sheet and highlighting/commenting on your classmate's draft.
HW: Prepare your final draft of "Assignment #3: Work" essay to hand in next class. Also, complete the following Writing activity: write five sentences using commas to separate elements about the topics

in brackets []:

- 1) items in a series [about a city and state/country];
- 2) introductory phrase [about the last movie you've seen];
- 3) tag question [about a season of the year];
- 4) tag contrast [about two different breeds of dog]; and
- 5) tag description [about being in the library].

WEEK 12:

- 11/12 (T): Submit your final draft (plus your peer editor's completed Peer-Editing sheet and the marked-up first draft) of your "Assignment #3: Work" essay.
Submit your Writing activity (5 Sentences using commas to separate elements).
Read and discuss "Commas to Enclose Elements" (pp. 197-199).
Do and discuss Exercises 27.1 (all) and 27.4 (#s 1-4 and 8-10).
Complete the following Writing activity: write a sentence using commas enclosing the name of a person being spoken to; 3 sentences with necessary information using *person who*, *place that*, and *TV show that*; then rewrite the same 3 sentences using extra, "scoopable" information (hint: name a specific person, place, and TV show and use *who*, *where/which*, and *which* respectively).
- 11/14 (H): Review commas; read "Table 27A: Uses of the Comma" (p. 203), for a summary.
Do "Comma Review Exercise" (p. 204).
Read and discuss "Quotation Marks and Italics/Underlines" (pp. 205-206).

WEEK 13:

- 11/19 (T): Do and discuss Exercises 28.1 (pp. 206-207) and 28.4 (pp. 208-209).
Complete the following Writing activity: write four sentences: 1) quote a line from a song by a music artist that you like—put the signal phrase/speaker tag before the quoted line; 2) quote the best piece of advice you've ever received from somebody—put the signal phrase/speaker tag after the quoted advice; 3) quote someone who was nagging you—put the signal phrase/speaker tag in the middle; and 4) write a sentence mentioning the last newspaper or magazine article that you saw on a social media platform (hint: use *italics* for this one!)
- 11/21 (H): Read and discuss "An Angel on My Shoulder" essay.
Read "Assignment #4: Dear Inner Critic/Angel on My Shoulder" Guidelines.
Begin writing a first draft of Assignment #4.

WEEK 14:

- 11/26 (T): Continue preparing a first draft for Assignment #4.

Read and discuss “Basic Structures” (pp. 221-223).

11/28 (H): FALL BREAK 11/27-11/29 (NO CLASSES)

WEEK 15:

12/3 (T): First draft of your Assignment #4: Dear Inner Critic/Angel on My Shoulder” letter essay is due in class.
Self-edit the first draft of “Assignment #4: Dear Inner Critic/Angel on My Shoulder” letter essay by completing Self-Editing Worksheet (see and highlighting/commenting on your own first draft.
Read and discuss the Final Exam Study Guide.

12/5 (H): Submit your final draft (plus your completed Self-Editing sheet and the marked-up first draft) of your “Assignment # 4: Dear Inner Critic/Angel on My Shoulder” letter essay.
Do the “Blue Book” Post-Test.

WEEK 16:

12/10 (T): Do the Practice Final Exam (in class) and grade/discuss.

12/11 (W): STUDY DAY (NO DAY CLASSES; CLASSES MEETING AT 4:30 PM OR LATER ARE HELD.)

12/12 (H) –12/18 (W): Final Exams Schedule
Our Final Exam is scheduled for **Wednesday, December 18th at 9:00a.m.**
The Final Exam will be on paper at that time.
Complete the Student’s Evaluation of Course (on D2L)