

WRITING I

Spring 2025

W.L. Ashline

We-sol-gwan Room 423

Cell Phone: 010-3036-2303

Office Hour: Wednesday 12-1, 3-4 pm, and also by appointment

Email: ashline.yonsei@gmail.com

Webpage: <http://williamashline.tripod.com>

Prerequisites: The ability to listen to a course lecture at normal speed in English, the ability to speak comprehensibly and listen to classmates with facility in English, the ability to read academic and journalistic material in English with a degree of facility. As with any other skills course, regular participation is not only expected, it is necessary to develop one's abilities in academic writing. This course is intended for first semester sophomore students as the first in a sequence of two writing classes comprising the entire sophomore year. It serves as a necessary ground for upper division courses in literature and linguistics. Students from other majors are very welcome to take the course, but the focus of readings and assignments is aimed toward English majors and minors. Since the course is an important ground in academic writing skills for advanced English department classes, it should be taken in the sophomore year along with Writing 2. Students are strongly discouraged from taking the course during their senior year.

Text:

None

Readings will be made available on the LearnUs system or on the class website.

Highly Recommended:

Kurt Hjordshoj. *The Transition to College Writing*. 2nd Edition. Boston: Bedford/St. Martin's, 2009.

Ann Longknife and K.D. Sullivan. *The Art of Styling Sentences*. 4th Edition.

Hauppauges,

NY: Barron's, 2002.

Note: Students are strongly encouraged to purchase a 3-4 month subscription from Grammarly (<http://www.grammarly.com>) if they wish to succeed in this class at a high level. In previous terms, I have painstakingly reviewed and marked student essays for grammar, conciseness, precision, and clarity, and I will be doing so to a considerably lesser degree going forward, mostly because it involves doing much of the work that students themselves should be doing. While students will never be perfect on issues like articles or prepositions, nor should they expect to be so on such minor matters, other issues like subject/verb agreement, pronoun reference, etc. can be carried out when one attends more closely to them in editing and proofreading. Grammarly can aid in this process. Similar websites that address points of grammar are available for free, such as Paper Rater (<http://www.paperrater.com>), but they are not as comprehensive or as high in quality as Grammarly. (One could conceivably combine a number of separate free sites but still not get a reasonably close approximation to Grammarly). Thus, it's a worthy

investment for students who want to succeed. We do not overemphasize grammatical competence in this class, but at some point in your lives you will need to be able to compose comprehensible sentences if you wish to be taken seriously in written communication. Delaying this necessity due to excuses of foreign language competence or ability merely puts off what one should be working toward mastering now.

Other Recommended Texts:

Some of these texts might still be available in Korea or as used copies floating around the Yonsei campus.

John D. Ramage, John C. Bean, and June Johnson. The Allyn & Bacon Guide to Writing. 8th Ed. New York: Pearson Longman, 2017.

H. Ramsey Fowler, Jane E. Aaron and Michael Greer. The Little Brown Handbook. 14th Ed. New York: Longman, 2018.

Michael Swan, Practical English Usage. 4th Ed. Cambridge, UK: Cambridge University Press, 2017.

Websites: We may also use a number of the following websites during the course. These are recommended to you for developing your writing abilities:

Purdue University Online Writing Lab: <http://owl.english.purdue.edu/>

Merriam Webster Online Dictionary and Thesaurus: <http://www.merriam-webster.com>

Online Posting of Assignments: Regular assignments and activities will be announced at LearnUs, so please consult our class postings there each day. Your class attendance will in part be determined from those assignments, lectures and meetings. I am assuming that you are all adult, responsible, and professional enough to monitor both LearnUs and any email communication that might need to be carried out. Please check both daily throughout the term.

This is a course in academic writing designed to aid you in the development of your academic writing abilities. Emphasis will be placed on paragraph organization, development, coherence, unity of focus, and consideration of audience and purpose. Opportunities will be provided to explore a variety of composition styles and modes. Sentence construction, grammar, and phrasing are also included. We will learn to think about the important concepts of audience, purpose and genre with regard to writing as well as how to “wallow in complexity” as an intellectual state of being. We will learn the difference between open and closed form prose and why the latter is employed in an academic setting. In addition, we will also learn about exploratory strategies to develop ideas for writing and learn how to recognize the angle of vision in a text. We will learn how to analyze literary and cinematic works for interpretive purposes, how to work with and integrate sources appropriately in order to avoid plagiarism, how to introduce and gloss quotations, how to paraphrase and summarize sources, and finally how to document them.

On a more local level, students will be trained to understand reader expectations, convert loose writing structures into thesis/support structures, create effective titles, introductions, topic sentences, and conclusions, and develop original transitions and signal phrases. Students will learn about the old/new contract as a means of achieving coherence in writing and avoiding ambiguity and weak repetition. Finally, we will study examples of strong coherence and develop a deeper understanding of what can be done with sentences in order to create variety and precision in writing.

Since the course assumes the inseparability of reading from writing, a substantial amount of reading will also be required. Throughout the semester, we will be reading supplementary material, including short stories and material on composing essays. The purpose is to enhance the sophistication of the writing through conjoining practice of reading. Students will learn how to become strong readers of texts, as well as analyze literary and cinematic texts. Students are also expected to learn the protocols of MLA documentation and formatting and carry them out in their writing. Accordingly, this course requires extensive writing and is quite difficult, though not impossible for diligent, committed students.

Focus for the Course: We will be carrying out two analysis essays this term, one focused on analyzing a short story, and another involving the analysis of a film. Both essays will be based on formal, narrative analysis oriented toward breaking down story elements. We will not deal with cinematic elements or more sophisticated critical approaches to literature. (In my Writing II class, I go into significantly more detail on cinematic and semiotic analysis of film for those who might be interested.) We will therefore carefully construct and compose two major essays in the class. One of these essays will go through a substantial revision at the end of the semester, involving an improvement in coherence and sentence variety. The essay you submit with the highest score will take all of the final points for final grading. The submission with the two lowest scores will be ignored.

For the film analysis essay, you should choose a film preferably having been released since January 2020. I am always pleased when students show an interest in European, Asian, American, or African auteur directors from before about 1980, and you may choose a film from such a director after prior consultation with me. Films from the Criterion Collection are automatically accepted as well as encouraged for use for the essay (except for *Being John Malkovich* and *Parasite*, which have been overdone, and obviously documentary films that do not have fictional characters or a strong narrative component). You can find a list of them by searching online at the Criterion Collection website. Films should be rich enough in content and imagery to allow for an extended essay on them, and the films of the Criterion Collection certainly meet that expectation. Furthermore, animated films are permitted for film analysis essay. **Any plagiarism of such sources on the paper will earn an F for the assignment as well as the course. That means no copying of sentences or even phrases from a source or a student paper previously submitted in the class.** A list of films is posted on the website that have been overdone as topics for essays. Some of these papers are starting to circulate now, so I prefer not to read any more essays on these films. Of course, the films used for essays that I have as examples on the website are also off limits for obvious reasons.

Classroom Etiquette: Smart phones are to be turned off and stored during class hours except for break time and specified class projects. Students who insist on using smart phones or who carry out assignments for other courses during our regular class lectures and activities will be asked to leave the class. Students who do so a second time during the session will be asked to leave the class for one week. Students who do so for a third time will be asked to drop the course. Students are responsible for keeping track of all assignments and requirements posted on the board or the LearnUs system, including minimum page length for the assignments.

Attendance: Yonsei University requires all professors and lecturers to carefully monitor and record attendance. Accordingly, we will use this information to partially determine grading. Class attendance is weighted ten percent on final evaluation. Grades will be calculated as follows: A+ = no missed class hours; A0 = one or two hours of absence; B0 = three hours of absence; C0 = four hours of absence; D0 = five or six hours of absence; F = more than six hours of absence. Absenteeism will also negatively affect the participation grade in the class. Two instances of lateness will count as one absence. Students are considered late if they arrive at class after attendance is taken. If students arrive more than 15 minutes late, they will be counted as absent from the class hour. Students who come to class before class starts and then leave the room until after class starts will be counted as late for class unless they let me know in advance of what they are doing. Students who return late from their allotted break during a two hour class will be counted as late for the second hour. Students who miss more than 15 hours of class time during the term (absences include actual missed hours, days, assignments and activities used to gauge attendance or days where they arrive more than 15 minutes late) will receive an automatic “F” for the course without exception. Absences can be excused if students contact me in advance of class by email and let me know the reason, that includes illness or menstrual symptoms as well as personal and family emergencies. This does not apply, however, for peer reviews. It is your responsibility to plan for all possible exigencies that might cause you to miss or be late for class. Students are held responsible for all class time missed. If you need to miss class call a classmate to inquire about the homework required and material missed. Students who cut a large number of classes, regardless of the legitimacy of the reason, statistically do not get high evaluations in the class. Students who sleep in class for the duration of class time will be counted as absent for class. In other words, you are not only expected to be present during class time but also conscious and active as well. If you are unable to occupy a chair without falling asleep, then go to the back of the classroom and stand for the duration of class. We will be recording attendance for every class hour this term as mandated by the university administration, and this attendance will be kept on Yonsei’s online roll book.

Submissions: Essays should be composed in Microsoft Word or a comparable free program like LibreOffice (<http://www.libreoffice.org/>) or Open Office (<https://www.openoffice.org>) in order to carry out all essay assignments. If you use either of the latter, you should save your files from LibreOffice or Open Office as doc or docx files before uploading them to LearnUs or you may upload pdf files instead. Submissions by Hangul word processing, Pages, or Google Docs will not be accepted. The Korean

version of MS Word presents several formatting issues that must receive attention. These are the four defaults, and I will present an image on LearnUs and do a lecture on it at the time of submission. All essay submissions are due on the date assigned though a 48-hour grace period is provided without penalty. Papers submitted more than one week after the assigned due date will not be accepted. **Submissions that are not peer reviewed by another member of our class will not be accepted.** All submissions must conform to the submission guidelines required for the class. The final version of a submitted essay must be posted at LearnUs. You will also upload the peer review workshop that you complete as well as the workshop draft that may have your comments on it. This document will need to be scanned or photographed prior to uploading. Final drafts of papers, reading tasks, and workshop comments must be submitted according to the appropriate deadlines. **No email submissions are accepted.** Please review the policies on this syllabus on a regular basis throughout the semester so that you stay familiar with the expectations in the course. **Extensions on due dates may be granted on a case-by-case basis for students who supply the necessary reasons and evidence for such extensions. However, extensions cannot be granted for peer review workshops. Similarly, workshop drafts are excluded from the submissions policy described previously since late submission means being unable to participate in the peer review workshop.**

Responsibility for posting the CORRECT version of the final submission on LearnUs belongs with the student. If there is an error in the submission, the student must contact me to ask that the previous posting on LearnUs be removed so that the proper version may be submitted. If you have trouble with the submission, please inform me, but **do not send the assignment by email.**

Workshops: During the semester, we will have two formal in-class, peer-review sessions in which each student will engage in a critical reading and commentary on another student's work. Students are required to be present for all workshops and must bring a completed draft of a paper. Failure to attend class on workshop days will count as two (2) absences and the grade for the paper will be lowered by one letter grade. Moreover, the failure to participate in a workshop by critiquing another student's paper will lead to a reduction of the participation grade for the class. All submissions of a paper must be workshopped by some member of class. Therefore, peer-review workshops have two basic requirements: one is bringing a complete, carefully written draft and the other is actively critiquing and analyzing another student's paper. Workshops are considered essential to the writing process since they aid in facilitating self-criticism in writing. Please bring two copies of your drafts for workshop. One is for your peer reviewer. The second is for the instructor for preliminary formatting review. **Essays that are not peer reviewed by another member of the class or by a student in another section of my class will not be accepted or graded under any circumstances. This will mean not passing the assignment or the course, so be sure to plan accordingly.**

Reading Tasks: For the short stories and sample essays on the website, we will be doing a number of reading tasks. Certain questions or prompts will be posted on LearnUs, and students will be expected to answer those questions after reading the assigned material. The length of the reading task will be a minimum of 300 words and posted at LearnUs in

advance of class. Both the reading and reading task must be completed **PRIOR** to the class in which the reading is to be discussed in order to prove that one has prepared for the lesson. Late submissions will not be accepted for this particular assignment. These reading tasks will be used to facilitate class discussion on the reading and will be graded on a ten-point scale. Students must complete at least 80% of the reading tasks. The final score for the reading tasks will be comprised of an average of all submissions. You should compose your reading task in LibreOffice, Open Office, MS Word or submit as a PDF file. Other formats will not be reviewed or evaluated. If the file is corrupt in any way, it will also not be evaluated.

Class Participation: In order to have a successful and interesting class, all students must take responsibility to participate as much as possible every week by providing comments or asking questions to the instructor, other members of the class or the class as a whole as well as providing insights about the material being discussed. The following are the criteria for evaluating class participation on an individual basis:

In order to earn a **superior grade (A or A+)**, you must:

1. Routinely attend class
2. Regularly participate while in class (i.e., raise/address issues relating to course content, offer to others your own ideas and insights, answer questions asked by your instructor)
3. Fully participate in and complete all class related activities or projects
4. Complete assigned readings prior to class
5. Perform all of the above in a manner that demonstrates you are beginning to engage course content on your own ground
6. Share such competency (i.e., your own ideas, insights, analyses) with others in the course

In order to earn an **above average grade (A- or B+)**, you must:

1. Routinely attend class
2. Regularly participate while in class (i.e., raise/address issues relating to course content, offer to class your own ideas and insights, answer questions asked by your instructor)
3. Fully participate in and complete all class related activities
4. Be reasonably attentive while in class
5. Complete assigned readings prior to class

In order to earn an **average grade (B or B-)**, you must:

1. Routinely attend class
2. Periodically participate (i.e., raising/addressing issues relating to course content, offering to everyone your own ideas and insights)
3. Participate in and complete all class related activities
4. Be reasonably attentive while in class

A **below average (C or D)** class participation grade means that you:

1. Rarely if ever participate in class

2. Rarely if ever ask or answer questions
3. Are sometimes attentive
4. Miss more than 20% of classes
5. Begrudgingly participate in all class/group activities

Failure (F) means:

1. Your presence in class is marginal (or disruptive) at best
2. You never participate in discussions
3. You contribute little to class activities
4. You never raise and/or answer questions
5. You rarely complete reading assignments
6. You are absent constantly from daily class
7. You are rarely attentive on the rare occasions you do attend

Grading: Your course grade will be determined from a calculus of writing submissions, other homework, quizzes, and in-class participation.

Grading Distribution:

Attendance—10%

Peer Review Workshops—20%

Literary Analysis Essay (Literary/Narrative Categories of Interpretation)—4-5 pages

Film Analysis Essay (Literary/Narrative Categories of Interpretation) (Animation Permitted)—4-5 pages

Optional Major Second Revision of Either Essay—4-5 pages

The Top Essay Score—60%

Reading Tasks and Reading Quizzes—10%

I generally try to give plus grades as much as possible with the following caveat: the essay must impeccably adhere to MLA formatting rules as well as the submission guidelines for the class. Students who do not participate in peer review workshops at the appointed time or who do not submit complete drafts that meet the required length by the required deadline will not be considered for plus grades. Students who do not do so a second time will not be considered for “0” grades either (e.g. B0, C0, etc.).

MINIMUM REQUIREMENTS FOR A PASSING GRADE: Students who wish to pass this course are required as a bare minimum expectation to submit both major essays and **each submission must meet the minimum limit required on word/page length and receive a passing grade on each.** That means both essays must go through the entire process of drafting, having a complete draft peer reviewed, and substantially revising after peer review. Failure to do so means that you will not pass the course regardless of your average on other assignments. Students who plagiarize on their work by covertly copying chunks or entire texts of source material from the Internet or other locations and without attribution or if they submit other people’s work as their own work will not pass the class under any circumstances. Be sure to carefully attend and listen to the course lectures on plagiarism so as to avoid being so unfortunate. Even borrowing a couple of words or a phrase from a source constitutes plagiarism (technical words are excluded), so

be sure at all times to use your own language when writing. Do not rely on the phrasing of others.

Please note that while one might be able to make up for deficiencies in writing evaluations by attending and participating class at a high level, the inverse is almost always not true. It is difficult to overcome deficiencies in attendance and class participation by performing well on writing assignments alone. Accordingly, to have an opportunity at a high grade in this class, students need to attend and participate at a high level.

Note about Class Participation: The language of use in this class is English only. Students who insist on using Korean, Chinese, Swahili, Russian, French, Spanish, or any other language in this class will not be considered for anything better than a “C” on final grade determinations.

Note to seniors who are graduating and/or seeking employment during the semester: This course is a practice-related course rather than simply a knowledge-constituted one. In order to succeed in this course, therefore, consistent and diligent attendance and participation are necessary. Going on a job interview may be an “explanation” for a failure to carry out an assigned task, but it is not an “excuse” for failing to do so. If you anticipate that you will not be able to carry out all of the assigned tasks for this class, or if you feel that it is likely you will miss more than 15 class hours in order to pursue employment, please drop this course immediately. I will not be held responsible for students who flunk this course even while planning to graduate after the term.

Appropriate use of AI and/or ChatGPT is permitted in this class. It is appropriate to use AI as a tool to help you improve your writing and your writing ability. It is not appropriate to use it as a substitute for the critical reading, critical thinking, and initial drafting that go into many writing assignments. This course is designed to help you improve these skills, skills which will be critical to your success, both during college and in your future career, regardless of what career you pursue.

CLASS SCHEDULE

March 5-10—Introduction and Overview of the Course; Review of Syllabus; Interview Introductions

March 12-17—Introduction to Academic Writing; Lectures on the Writing Process; The Key Concepts of Writing; Paragraph and Essay Form; Generating Ideas

March 19-24—The Vocabulary of Literary Analysis—Literary Categories of Interpretation; Readings: Kate Chopin, “The Story of an Hour”; Katherine Anne Porter, “The Jilting of Granny Weatherall”; Reading Task #1

March 26-31—Literary Analysis Continued; Readings: Anton Chekhov, “The Lady with the Dog,” Joyce Carol Oates, “The Lady with the Pet Dog”; Reading Task #2

April 2-7, 9—Literary Analysis Continued; How to Carry Out the Literary Analysis Essay; Readings: Kurt Vonnegut, “Harrison Bergeron,” Ursula LeGuin, “The Ones Who Walk Away from Omelas”; Reading Task #3

April 14-16—Literary Analysis Essay due—Peer Review Workshop; MLA Formatting and Submission Guidelines; Revising; Reading: To Be Announced

April 21—Literary Analysis Essay due—Submission

April 22-28—Midterm Exam Period—No Class

April 30, May 7—Introduction to Film Analysis; Readings: Sample Essays; Reading Task #4

May 5—Children’s Day—No Class

May 12-14—Film Analysis Continued; How to Carry Out the Film Analysis Essay; Narrative Analysis; Readings: Sample Essays; Reading Task #5

May 19—Film Analysis Essay Due—Preliminary Informal Group Peer Review Workshop

May 21-26—Lectures on Coherence and Sentence Variety

May 28—Lectures on Coherence and Sentence Variety (Continued)

June 2—Film Analysis Essay Due After Revision—Second Formal Individual Peer Review Workshop

June 4—Revision and Submission Guidelines Review; Paragraph Organization Exercise

June 9—Film Analysis Essay Due—Submission; Paragraph Organization Exercise

June 10-16—Reading Week—No Formal Classes

June 17-23—Final Exam Week—No Class

Optional Second Revision of One Essay Due—Thursday, June 26 at noon