English 101-XX: Introduction to College Writing WC

Fall 2017

Meeting Times: XX—XX—XXX

Classroom: XXX

Instructor Name

Office: XXXXX,

Office Phone: 852-XXXX

Office Hours

3 credit hours

(Syllabus prepared by Beth Willey 19 April 2017; updated 27 June 2017)

**Course Description:**

English 101 focuses on recognizing and responding to different rhetorical situations and developing effective writing processes. A student writer in English 101 should expect to: create and revise works in multiple genres; establish a clear purpose and sense of his or her presence and position in each work; and compose the equivalent of 18 - 20 pages of text over the course of the semester.

**General Education Requirement:**

This course fulfills a General Education requirement in Written Communication.

**Text and Materials:**

* SoftChalk online modules for Composition
* *Cardinal Compositions*
* Possible additional readings to be furnished on Blackboard.
* Funds for printing out course materials and making photocopies of drafts unless you have electronic means of viewing the material.

**General overview of required work**:

As a student in our class, expect to write every day on an informal level, drafting short pieces that you might (or might not) share with your classmates and me, with the goal of moving from these frequent drafts to longer essays intended for several different kinds of audiences. As the semester progresses, you’ll get feedback on these essays from your classmates and me, and you’ll have the chance to revise those pieces based on that feedback.

Our earliest writing assignments will ask you to reflect on your own experiences as a reader, writer and a member of several types of communities. Over the course of the semester, assignments will focus more on putting your ideas and observations into conversation with the ideas of other authors, joining in a respectful, informed written dialogue. One ultimate and important goal of our class is to help you see your writing through the eyes of other people—your initial readers—to listen to what they have to say about your writing and ideas, and then make revisions that meet your readers’ expectations in the next draft.

**Grading:**

**Attendance/Participation (20 pts)** -Your verbal and written participation in class discussions, online chats, group/partner work, and conferences is an important component to this class. Points for these types of work are recorded in my gradebook and updated periodically on Blackboard. You may ask me at any point in the semester for an estimate of your participation grade.

**Drafts (20 pts)-** You will compose four original essays in this class. You will write multiple drafts of these compositions throughout the semester.

Assignment 1: Literacy Narrative (15 pts)

Assignment 2: Analyzing Arguments (15 pts)

Assignment 3: Constructing Arguments (15 pts)

Assignment 4: Multimodal Remediation of Paper 1, 2 or 3 (15 pts)

**Due Dates for projects:**

Assignment 1: D1.3 due 9/13

Assignment 2: D2.3 due 10/9

Assignment 3: D3.3 due 11/6

Assignment 4: D4.3 due during scheduled Final Exam time

Drafts will only be accepted in class, on the date due, because we typically workshop our papers. Always bring one printed or an electronic copy of a draft to class when the draft is due. In class we will treat each draft as a separate writing assignment in itself. Often, I will ask you to “try on” different writing styles and utilize varying strategies for different drafts. In your drafting you will show me engagement with various writing styles, and in final drafts you will demonstrate your ability to make effective decisions about your own texts. Since showing evidence of radical revision between drafts is an essential part of this course, I suggest you save each draft as a separate file on your computer. In our digital age, if your dog eats your homework, then you should have backed up your homework. This is another reason why I will have a space on Blackboard for you to back up your work. I *will not* be checking your class notes, but I *will* be giving you points on your drafts. You’ll notice that the draft portion of your grade is 40% of your grade so you should keep up with your work in and out of class.

**Writer’s Notebook (Optional)–** All writer’s notebook entries relate to in-class activities and the assigned readings. Many of these pieces will be included in the final portfolio. Do not worry about mechanics, usage, spelling, or grammar, but on your reflective content. Be sure to keep every piece of writing you have throughout the semester, as much will be added to and count toward your final portfolio grade. Included in these writer’s notebooks will be daily/weekly posts to online discussion forums over the readings that we do and class discussions. Be sure to keep up with these notes. I will provide spaces for you to upload your notes to Blackboard in case you lose your notebook or something happens to your computer.

**Grading Scale:**

A+ 97-100% B+ 87-89% C+ 77-79% D+ 67-69%

A 93-96% B 83-86% C 73-76% D 63-66%

A- 90-92% B- 80-82% C- 70-72% D- 60-62%

 F -59%

**Attendance Policy:**

Attendance Policy for Composition Program Instructors

Composition Program Faculty may use student attendance as grounds for computing student grades.  Instructors may lower a student's grade after she has accumulated two weeks' worth of unexcused absences (six days for a class meeting three times a week or four days for a class meeting twice a week).  An instructor may give a student a failing grade for the course after she has accumulated three weeks' worth of unexcused absences (nine days for a class meeting three times a week or six days for a class meeting twice a week).  These guidelines stipulate the minimum number of unexcused absences an instructor can use in determining student grades.  Each instructor should devise her own attendance/grade policy.

Learning how to respond to an audience’s needs requires extensive interaction with people, so your physical and mental presence in class is necessary. I do not differentiate between “excused” and “unexcused” absences. **You may miss three absences, no questions asked; after that, points will be taken off of your final grade. If you miss more than two weeks of class (that’s six days) you WILL fail the course.** Keep in mind:

* Students who do not attend on a regular basis do poorly.
* If you have an issue please contact me *as soon as* possible.
* You will be counted absent if you sleep, are preoccupied with your phone during class, or you miss 10 minutes or more of class.
* 3 tardies equal one absence.

**Late Work:**

**I *will not* accept late work. Your drafts are due online on the assigned date. For this reason I make them unable to be uploaded after the due date. Unless you talk to me previous to submitting your draft and I approve a late submission you *will not* receive process points for the draft.**

**Plagiarism:**

The University of Louisville’s plagiarism policy applies in this course: “The University defines plagiarism as ‘representing the words or ideas of someone else as one’s own in any academic exercise.” Thus, all writing you do for this course must be your own…. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported to the College of Arts and Sciences.”

**Accessibility and Accommodations:**

Students who have a disability (temporary or permanent) or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform your instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.

**Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

([http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure](https://exchange.louisville.edu/owa/redir.aspx?SURL=7iV9HuNiXUqC2sffRUqFgT1kr5kvZEdQ3nNXMgTLOm5TkFgIuaHSCGgAdAB0AHAAOgAvAC8AbABvAHUAaQBzAHYAaQBsAGwAZQAuAGUAZAB1AC8AaAByAC8AZQBtAHAAbABvAHkAZQBlAHIAZQBsAGEAdABpAG8AbgBzAC8AcwBlAHgAdQBhAGwALQBtAGkAcwBjAG8AbgBkAHUAYwB0AC0AYgByAG8AYwBoAHUAcgBlAA..&URL=http%3a%2f%2flouisville.edu%2fhr%2femployeerelations%2fsexual-misconduct-brochure))

**Grievances:** If you have questions or concerns about your progress in this course, please do not hesitate to come by during office hours to discuss these issues. If you are not satisfied with our discussion, you may see an Assistant Director of Composition in Humanities 333 (Contact: adcquery@louisville.edu or 852-5919).

**Important Note:** I reserve the right to alter the terms of this syllabus. Situations such as cancelled classes or changes in our learning objectives, for example, might warrant such a change.

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 **Student Learning Outcomes for English 101**

As a core course in the General Education program, and one taught by a range of instructors, ENGL 101 has to meet two sets of outcomes to ensure a consistent experience across sections and outcomes that align with both the philosophy of the Composition Program and the philosophy underlying the General Education program. Following are the outcomes for both the Composition Program and the General Education program. We hope a thorough reading of both sets of outcomes will help you understand our expectations for the course and your engagement in the work of the course. You should also note how many of these outcomes will inform your work in every other course you take at UofL.

**Composition Program Student Learning Outcomes for English 101:**

**Rhetorical Knowledge**

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

* Focus on a clear and consistent purpose
* Analyze and respond to the needs of different audiences
* Employ a tone consistent with purpose and audience
* Use a variety of genres or adapt genres to suit different audiences and purposes
* Choose evidence and detail consistent with purpose and audience
* Recognizes the utility of digital technologies for composition

**Critical Thinking**

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

* Summarize argument and exposition of a text accurately
* Demonstrate awareness of the role of genre in the creation and reception of texts
* Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed
* Incorporate an awareness of multiple points of view
* Shows basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

**Processes**

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

* Reflect a recursive composing process across multiple drafts
* Illustrate multiple strategies of invention, drafting, and revision
* Show evidence of development through peer review and collaboration

**Conventions**

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

* Use structural conventions such as organization, formatting, paragraphing, and tone
* Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling
* Provide an understanding of the conventions of multimodal composition that comprise developing communication in the 21st century

**Confidence and Ownership**

In fulfilling the above outcomes, students will take ownership of their work and recognize themselves as writers who:

* Have a growing understanding of their own voice, style, and strengths
* Demonstrate confidence in their writing through frequent drafts
* Can articulate their own positions relative to those of others

Adopted November 2014

**General Education Written Communication Outcomes (WC)**

Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:

1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.

2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.

3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.

4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.

5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

Assessment of General Education outcomes:

1. Students will be demonstrate an understanding of writing as process through a series of writings, both in class and out of class, and collaborative work on writing in process (group work on invention, work-shopping, peer editing, etc.)

2. Students will demonstrate an awareness of audience through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing.

3. Students will demonstrate appropriate understandings of mastery of academic conventions of writing through in-class on demand writing and/or formal written exercises.

4. Critical thinking will be assessed through in-class discussions, on-demand writing, and formal written essays.

5. Students will demonstrate familiarity with the conventions of research supported writing through formal written assignments.

**Tentative Schedule:**

***The following is subject to change at any time. Schedule changes, including reading and writing assignments, will be announced at the end of every class or on Blackboard. It is your responsibility to pay attention to such announcements.***

Please note that the Softchalk modules are not ready yet. Where you see Softchalk modules assigned here, you should choose another essay to assign or pages out of a handbook if one ahs been chosen for the class. The soft chalk modules will be ready by Fall 2018.

**Week One**: **Unit One: Culture/Community Literacy Narrative**

M 8/21 First Day: Introduction to Course and to Each Other; Review SLOs.

W 8/23 **SLO RESPONSE DUE**;Read Cardinal Composition essay (one that focuses on community literacy) in class

F 8/25 Read Softchalk Modules“Expectations for College Writing,” and “Rhetorical Situations.”

Friday, August 25 - Last Day to Add or to Drop with 100% Tuition Credit.

**Week Two: Continue Unit One: Culture/Community Literacy Narrative**

M 8/28 Read SoftChalk Module, “Invention”. Assignment 1 introduced; Generating Ideas Activity.

W 8/30 Come to class with a 1 written page (typed double spaced) about a literacy moment that illustrates your connection to a community or culture. **This will count as Draft 1.1 of your paper.** Workshop in class.

F 9/1 Read *Cardinal Compositions*, “TBA” and “TBA”, discussion lead by teacher or in groups

**Week Three: Continue Unit One: Culture/Community Literacy Narrative**

M 9/4 LABOR DAY--NO CLASS

W 9/6 Read *Cardinal Compositions*, “TBA”, “TBA”, and “TBA”; class discussion of rhetorical and stylistic moves student writers make in these 5 narratives.

F 9/8 **DRAFT 1.2 (Literacy Narrative about Community/Culture) DUE**; Peer Review: Bring 3 copies of your full draft to class or upload.

**Week Four:** Continue Unit One: Culture/Community Literacy Narrative

M 9/11 Go over student draft examples in class (instructor chooses 2-3 from her class to discuss)

W 9/13 **DRAFT 1.3 Due (Final),** Introduce Unit Two Critical Reading/Rhetorical Analysis

F 9/15 Read Softchalk Module “Critical Reading”; Critical reading exercise

**Week Five: Unit Two: Introduce Unit Critical Reading/Rhetorical Analysis**

M 9/18 Review Critical Reading Exercise together in class

W 9/20 Read SoftChalk Module, “Analyzing Arguments.”

F 9/22 Read *Cardinal Compositions* essays “TBA” and “TBA” **Draft 2.1 Due** Analysis of Essay TBA

**Week Six: Continue Unit Two Critical Reading/Rhetorical Analysis**

M 9/25 Rhetorical Analysis

W 9/27 Rhetorical Analysis

F 9/29 **Draft 2.2** of Assignment 2 due; Peer workshop day

**Week Seven: Continue Critical Reading/Rhetorical Analysis**

M 10/2 **Mid-term Conferences**

W 10/4  **Mid-term Conferences**

F 10/6 **Draft 2.3 (Final)** Assignment Two due. Introduce Unit Three.

**Week Eight: Introduce Unit Three: Analyzing Arguments/Constructing Arguments**

M 10/9 MID-TERM BREAK—NO CLASS

October 2-3 – Mid-term Break

W 10/11 Read SoftChalk module or assigned essay : “Analyzing Arguments”

F 10/13 Read *Cardinal Compositions* essay “TBA” and “TBA”

**Week Nine: Continue Unit 3: Analyzing Arguments/Constructing Arguments**

M 10/16 Analyzing Arguments—bring in analysis of two essays read for Friday **DRAFT 3.1 DUE**, class discussion

W 10/18 Read SoftChalk Module “Constructing Arguments”

F 10/20 Constructing Arguments

Friday, October 20 – Last Day to Withdraw

**Week Ten: Continue Unit 3: Analyzing Arguments/Constructing Arguments**

M 10/23 Constructing Arguments

W 10/25 Library Day for research tutorial

F 10/27 Library Day for guided research

**Week Eleven: Continue Unit 3: Analyzing Arguments/Constructing Arguments**

M 10/30 Anticipated Objections; Resisting Readers

W 11/1 **DRAFT 3.2 DUE**, Peer Workshop

F 11/3 Introduce Unit 4: Multimedia remediation

**Week Twelve: Unit 4: Multimedia Remediation**

M 11/6 **Final draft (2.3) of Assignment 2 Due** Read SoftChalk Module: “Multimodal Assignments”; Discuss multimodal, digital, and online texts

W 11/8 In-class viewing an analysis of sample Concept in 60 videos; prepare for class on Friday a rhetorical analysis (**Draft 4.1**) of at least two C-60 videos

F 11/10 Presentations of C60 Analyses (**Draft 4.1**)

**Week Thirteen: Continue Unit 4: Multimedia Remediation**

M 11/13 Presentations of C60 Analyses (**Draft 4.1**)

W 11/15 Conferences  **Propose plans for remediation**

F 11/17 Conferences **Propose plans for remediation**

**Week Fourteen: Continue Unit 4: Multimedia Remediation**

M 11/20 Introduce storyboard homework for next class

Wednesday, November 22 – Sunday, November 27th Thanksgiving Break

**Week Fifteen: Multimedia Remediation**

M 11/27 **4.2 DUE** (storyboard created), peer workshop

W 11/29 Digital Commons and Copyright issues audio and video

F 12/1 Digital Media Suite day—turning storyboards into videos

**Week Sixteen: Conclusion**

M 12/4 Last Day of Classes Exit interview—review first writing exercise

T 12/5 Reading Day

12/9-12/15 Final Exam Period **Final Assignment Draft 4.3 (FINAL)** due on scheduled exam time.