

## English 1010: Introduction to College Writing

Spring 2017, (CN: 31895)

*“Thoughts are created in the act of writing.”* –Frank Smith

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<b>Office:</b>	EH 414	<b>Classroom:</b>	EH 206
<b>Office Hrs.:</b>	MWF 1:30–2:30 pm (or by appointment)	<b>Meeting Time:</b>	MWF 12:30–1:20 pm
		<b>Credit Hours:</b>	3

### Texts/Materials

- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *“They Say/I Say”*: *The Moves that Matter in Academic Writing*, with readings (3rd ed.).
- *Weber Writes 2016*
- Packet of materials in the bookstore and three-ring binder

### Teaching Philosophy

Writing is discovering what is inside of you, bringing it out, and putting it on paper. To me, teaching is an investment in students. My purpose is to be your mentor and to help you learn to think critically and write well through practice. I hope to inspire you through organized and goal-oriented instruction to develop the necessary skills for becoming lifelong writers and learners.

### Course Description

In this course, students will learn practices of successful academic writing and will focus on the writing process, writing for specific audiences, collaboration with peers, and the interrelationship between reading and writing.

Before adding your opinion to any serious discussion, it is imperative to have a basic knowledge of the conversations already taking place. The purpose of this course is to research the scholarship that already exists with regard to particular conversations, analyze the written and rhetorical elements that make such arguments effective, and learn how to utilize such sources in your own academic writing. The first part of the course will be guided practice with an assigned topic; the second part will be independent practice in a topic of your choice.

### Learning Outcomes

Students will:

1. Identify connections between and among texts and their ideas.
2. Compose writing that is structurally coherent and unified.
3. Compose writing assignments with a clear thesis or main idea.
4. Control such surface features as syntax, grammar, punctuation, and spelling.
5. Paraphrase, summarize, and use sources appropriately.
6. Use MLA and/or APA citation method correctly.

## Assignments and Grading

**Note: Unless otherwise indicated, all assignments must be hard copy and follow proper formatting: 12-point Times New Roman font, double spaced, and 1-inch margins.**

Graded Assignments	Point Value
Learning Log (In-Class Writing)	50
Summary/Connections Papers (x5)	50 (10 ea.)
Literature Review #1	75
Peer Conference/Revision	25
Literature Review #2	100
Annotated Bibliography	50
Interview	25
Writing Center Visit	20
New Literacies Piece	25
Final Portfolio	65
Final Presentation	15
<b>Total</b>	<b>500</b>

A	94-100%	B-	80-83.9
A-	90-93.9	C+	77-79.9
B+	87-89.9	C	74-76.9
B	84-86.9	C-	70-73.9

**Learning Log (In-Class Writing) (50 points)**— (LO 1, 2, & 3) At the beginning of most classes you will take a few moments to write in order to help yourself warm up and focus. I will put a question or prompt on the board to which you can respond. Space to write your learning log is in your class packet. Periodically we will have reading quizzes, complete exercises from *They Say, I Say*, or respond to class discussions, which you will also record in your learning log. Learning logs will be collected both at the instructor conference and at the end of the semester. (Grading for learning logs is based on participation and content, not mechanics.)

**Summary/Connections Papers (50 points total/10 ea.)**— (LO 1–6) As we prepare for the first literature review, you will write a 2–3 page (350–400 words) response for five of the assigned texts (as indicated on the schedule). Each response should include several paragraphs of summary and a paragraph describing how the text connects to other texts we have read and/or a current event. More detailed instructions can be found in your class packet. An example is on Canvas. You will have the opportunity to revise your summary/connections papers based on the feedback you receive from me and turn them in again, hopefully for a better grade. Rewrites are due the week after you have been handed back your paper. If you choose to take advantage of this opportunity, you must staple your first copy to your revised copy.

**Literature Review #1 (75 points)**— (LO 1–6) This is your major midterm project. You will write a 4–6 page review (roughly 1,500 words) discussing at least 5 of the various materials that have reviewed in class. A literature review is an essential piece of research. New research questions and studies are built on what is already known about a given subject. The purpose of a literature review is to help you understand the importance of formulating opinions based on evidence. In this assignment you will write about the discussions surrounding a topic, not the topic itself. You will be asked to summarize the thesis and main points of each reading, along with providing a synthesis that compares and contrasts relevant themes between the texts. Specific assignment details can be found in your class packet.

**Peer Conference/Revisions (25 points)**— During this course you will spend a good deal of time editing, revising, and reviewing your own work and responding to the work of your peers. These skills are imperative to your success as a writer. We will hold one in-class peer conference session for literature review #1. Participation is worth 25 points.

**Literature Review #2 (100 points)**— (LO 1–6) This is your major paper for the semester, 6–8 pages in length (roughly 2,500 words). The format is primarily the same, but unlike the first literature review, for this assignment you can choose your own topic. (Topics must be pre-approved with me; send me an email with three possible topic ideas by March 1st.) You will gather your own reading material, along with conducting an interview. You will need a total of 8-10 reputable sources for your review. Because this review will be published on an online website (laycock1010.weebly.com), it is important that it reflects your best work. In order to facilitate organization, we will construct the review a section at a time, as described below:

**Annotated Bibliography (50 points)**— (LO 3, 5, & 6) After you have chosen a topic and it has been approved, your first step is to gather research. (Specific instructions and guidance will be given later in the semester.) Annotated bibliographies serve as a way for researchers to evaluate the sources they intend to use. They include a brief summary of the source (2-3 sentences) and a short explanation of why the source is relevant to your paper (2-3 sentences). Your annotated bibliography should consist of the 8-10 sources you intend to use in your review, including your interview. Specific details can be found in your class packet.

**Interview (25 points)**— (LO 3 & 5) Conducting primary research is not only exciting, it is an excellent way to develop real-world communication skills. You will be asked to contact a reputable source with experience in your chosen topic, prepare appropriate questions, and conduct an interview. This will be one of your sources for literature review #2. Specific assignment details, including how to conduct an interview, can be found in your class packet.

**Writing Center Conference (20 points)**— (LO 1–6) You are welcome to visit the campus writing center as many times as you would like, but you must meet face-to-face with one of the center’s tutors at least once for literature review #2. The tutors will give you feedback and help you edit through the paper. On the Ogden campus, the center is in room 210 of Elizabeth Hall. (Just a tip, towards the end of the semester, the center gets really busy. Be sure to give yourself enough time to complete this task.) Ask your tutor for a pink slip and bring it to me to ensure you receive credit for the assignment.

**New Literacies Piece (25 points)**— (LO 1 & 3) Reading and writing are important, but much of the reading and writing we do today revolves around new technologies. For this assignment you will synthesize your topic and findings for literature review #2 and prepare them in a way as to be shared electronically. You will need to find a way to turn your written entry into something visually appealing and easy to digest. Final products could include a(n): meme, video, series of Facebook posts, page of tweets, infographic, blog post, advertisement, flyer, etc. Your final product will be featured on our class Facebook page (Laycock English 1010: Writing and Rhetoric) and also as a part of your final presentation/portfolio. We will hold a new literacies workshop later in the semester.

**Final Portfolio (65 points)**— (LO 1–6) In this class we do not have a final exam, but rather a final portfolio of your best work. Your portfolio should include: (a) a cover page; (b) a table of contents; (c) polished versions of your personal literacy narrative, one summary and connection paper, and a one-page reflection on “What I’ve Learned About Writing”; (d) final, revised copies of both literature reviews; and finally, (e) a copy of your new literacies piece (or a link to and explanation of, depending on what your project is). Specific instructions and portfolio examples are on Canvas. **THIS IS THE ONLY ASSIGNMENT I WILL HAVE YOU SUBMIT ELECTRONICALLY, through Canvas.**

**Final Presentation (15 points)**— (LO 1 & 3) You will have ten minutes to explain the topic you chose, research you conducted, and the new literacies project you created for literature review #2 to the class. How you decide to present the information is up to you—PowerPoint, Prezi, visual aids, etc.

**Extra Credit (up to 15 points)**— There are two ways you can earn extra credit: (1) by completing the student evaluation at the end of the course (5 points); and (2) by teaching the class a grammatical concept or by bringing in a newspaper article, song, etc. relevant to class discussion (2 points for each time you teach, up to 10 points). Talk to me at the beginning of class if you have something to present. Presentations can be any grammatical errors you catch in readings, class materials, newspapers, billboards, on the Internet, etc. Explain to the class where you found the mistake, what it was, why it was a mistake (back up with proof from a style guide or other reputable source), and how it should look. Keep it simple—just a minute or two at the beginning of class; no need for Powerpoint presentations or other displays of pomp and pageantry. But as you keep an eye out for errors, you’ll realize (unfortunately) that only a select few have mastered the English language. And, it will make you feel pretty smart.

## **Course Policies**

### **Attendance**

You may miss one class session without penalty; beyond that, each class session you miss will cause your course grade to drop. (The department’s policy is as follows: “Students may miss one full week of class without penalty. Each absence afterward will result in a half letter grade off being deducted from their final grade.”) You are expected to check Canvas for upcoming assignments when you miss a class. You are also encouraged to ask classmates for notes from the class session you missed.

### **Late Work**

Late work is accepted up to a week late, but points will be deducted. For extenuating circumstances, send me an email or talk to me after class.

### **Class Communication**

The best way to communicate with me outside of class is via my [weber.edu](mailto:weber.edu) email listed on the first page of the syllabus. I am somewhat old school in that I like physical, tangible paper. **ASIDE FROM OUR FINAL PORTFOLIO, I ASK THAT OUR ASSIGNMENTS BE TURNED IN HARD COPY AND NOT ELECTRONICALLY.** I also have gathered our course materials into a packet you can purchase from the bookstore before the semester begins. Most class materials, including the syllabus, will be posted on Canvas for easy access, but some will only be available through the course packet. We will use the Canvas gradebook so you can keep up-to-date on your grade in the class. In the event of an extended campus closure, instruction will be provided via Canvas. Log in to the system on a regular basis to keep up with the coursework. Assignments and assignment instructions/rubrics will be provided through the online system with clear due dates and expectations.

### **Plagiarism**

Plagiarism is a violation of the WSU Student Code and is not acceptable in this course (IV.D. 2.b). If a student's writing appears plagiarized, or if sources are not documented properly, they may receive an E on the assignment. If repeated offenses occur, they will receive a failing grade for the class and I will notify the WSU Due Process Officer.

### **Disability Accommodation**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information about the SSD contact them at 801-626-6413, [ssd@weber.edu](mailto:ssd@weber.edu), or [departments.weber.edu/ssd](http://departments.weber.edu/ssd)

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office.

### **Core Beliefs**

According to PPM 6-22 IV, students are to "[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs."

**Emergency Campus Closure:** In the event of a campus closure, class will be held online. Check Canvas and your email account for further instructions about how to keep up with class. It will be your responsibility to check in frequently with Canvas and your email account in order to complete the class.

**Schedule & Reading Changes:** I reserve the right to make changes to the syllabus in order to accommodate the dynamics of the class.

PLEASE NOTE: English 1010 is a required class for graduation. University policy states that in order to have a required class count towards graduation, you must earn a C or higher. Anything below a C will not count and the class will need to be repeated.

## Schedule

**Note: Please complete the assigned reading(s) *before* class on the indicated date.**

Date	In-Class Activities	Reading(s)	Assignment(s) Due
Mon Jan 9	<ul style="list-style-type: none"> <li>The Importance of Communication :)</li> </ul>		
Wed Jan 11	<ul style="list-style-type: none"> <li>Introductions</li> <li>Personal Literacy Narrative</li> <li>What's the Deal with Writing and Rhetoric? An Introduction to English 1010.</li> </ul>		
Fri Jan 13	<ul style="list-style-type: none"> <li>Writing Workshop #1</li> <li>Review Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>TSIS—"Introduction: Entering the Conversation."</li> </ul>	Personal Literacy Narrative
Mon Jan 16	<b>Martin Luther King, Jr. Day—No Classes</b>		
Wed Jan 18	<ul style="list-style-type: none"> <li>Writing Workshop #2</li> <li>Summary/Connection Papers</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 1.1—"They Say: Starting with What Others are Saying."</li> </ul>	
Fri Jan 20	<ul style="list-style-type: none"> <li>Finding the Thesis</li> </ul>	<ul style="list-style-type: none"> <li>Owen and Sawhill, "Should Everyone Go to College?"</li> </ul>	S/C #1—Response to Owen and Sawhill
Mon Jan 23	<ul style="list-style-type: none"> <li>Writing Workshop #3</li> <li>Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 1.2—"Her Point Is: The Art of Summarizing."</li> </ul>	
Wed Jan 25	<ul style="list-style-type: none"> <li>Should Everyone Go to College?</li> </ul>	<ul style="list-style-type: none"> <li>Addison, "Two Years are Better Than Four."</li> </ul>	S/C #2—Response to Addison
Fri Jan 27	<ul style="list-style-type: none"> <li>Quotations and paraphrasing</li> <li>MLA style and Literature Review overview</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 1.3—"As He Himself Puts It: The Art of Quoting."</li> </ul>	
Mon Jan 30	<ul style="list-style-type: none"> <li>Writing Workshop #4</li> <li>Start <i>Ivory Tower</i> and instructor conferences</li> </ul>	<ul style="list-style-type: none"> <li>Murray, "Are Too Many People Going to College?"</li> </ul>	
Wed Feb 1	<ul style="list-style-type: none"> <li>Finish <i>Ivory Tower</i> and instructor conferences</li> </ul>	<ul style="list-style-type: none"> <li>Hrabowski, "Colleges Prepare People for Life."</li> </ul>	S/C #3—Response to either Murray or Hrabowski
Fri Feb 3	<ul style="list-style-type: none"> <li>Murray vs. Hrabowski</li> </ul>		
Mon Feb 6	<ul style="list-style-type: none"> <li>Audience, Tone, and Purpose</li> </ul>		Bring in a political cartoon dealing with education

Wed Feb 8	<ul style="list-style-type: none"> <li>Ethos, Pathos, Logos: The Art of Persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>Obama, “Bowie State University Commencement Speech.”</li> </ul>	S/C #4 (or poem)—Response to Obama
Fri Feb 10	<ul style="list-style-type: none"> <li>Writing Workshop #5</li> <li>Piecing together Literature Review #1</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 3.8—“As a Result: Connecting the Parts.”</li> </ul>	
Mon Feb 13	<ul style="list-style-type: none"> <li>Writing Workshop #6</li> <li>Marx</li> </ul>	<ul style="list-style-type: none"> <li>Marx, excerpts from “The Communist Manifesto.” (on Canvas)</li> </ul>	S/C #5—Response to Marx
Wed Feb 15	<ul style="list-style-type: none"> <li>Class Debate</li> <li>The Ideological, Social, and Economic Constraints of Education</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 4.12—“I Take Your Point: Entering Class Discussions.”</li> </ul>	Come prepared to represent your assigned viewpoint
Fri Feb 17	<ul style="list-style-type: none"> <li>Presentation from visiting author Brad Wilcox</li> </ul>	<ul style="list-style-type: none"> <li>Wilcox, “The Writing Process.” (in packet) <i>Come Prepared with a Question</i></li> </ul>	
Mon Feb 20	<ul style="list-style-type: none"> <li>Writing Workshop #7</li> <li>Work on Literature Review #1</li> </ul>		
Wed Feb 22	<ul style="list-style-type: none"> <li>Peer Conference Literature Review #1 (<i>Bring in three copies</i>)</li> </ul>		
Fri Feb 24	<ul style="list-style-type: none"> <li>In Conclusion—The Value of Higher Education and Alternative Forms</li> </ul>	<ul style="list-style-type: none"> <li>Plummer, “The Ophelia Syndrome.” (on Canvas)</li> </ul>	
Mon Feb 27	<ul style="list-style-type: none"> <li>Writing Workshop #8</li> <li>Conducting secondary research</li> </ul>		Literature Review #1 ( <i>due at the beginning of class</i> )
Wed Mar 1	<ul style="list-style-type: none"> <li>Evaluating sources and detecting bias</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 4.14—“What’s Motivating This Writer? Reading for the Conversation.”</li> </ul>	Email me three possible topics for Literature Review #2
Fri Mar 3	<ul style="list-style-type: none"> <li>MLA citations and the annotated bibliography</li> </ul>		
Mon Mar 6	<b>Spring Break—No Class All Week</b>		
Mon Mar 13	<ul style="list-style-type: none"> <li>Writing Workshop #9</li> <li>Conducting an Interview</li> </ul>		
Wed Mar 15	<ul style="list-style-type: none"> <li>Grammar Gameshow</li> </ul>		Annotated Bibliography
Fri Mar 17	<ul style="list-style-type: none"> <li>Revise Literature Review #1</li> </ul>		

Mon Mar 20	<ul style="list-style-type: none"> <li>Revising the Annotated Bibliography and in-class research</li> </ul>		
Wed Mar 22	<ul style="list-style-type: none"> <li>Writing Tools and The Revision Process</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 3.11—"Using the Templates to Revise."</li> </ul>	
Fri Mar 24	<ul style="list-style-type: none"> <li>Bringing it All Together: Organizing Literature Review #2.</li> </ul>		Interview Evaluation
Mon Mar 27	<ul style="list-style-type: none"> <li>Work on Literature Review #2 (in-class)</li> </ul>		
Wed Mar 29	<ul style="list-style-type: none"> <li>Work on Literature Review #2 (in-class)</li> </ul>		
Fri Mar 31	<ul style="list-style-type: none"> <li>Peer review of Literature Review #2</li> </ul>		
Mon Apr 3	<ul style="list-style-type: none"> <li>TED Talk Kathryn Schulz: "On Being Wrong."</li> </ul>		Literature Review #2 <i>(due at the beginning of class with Writing Center pink slip)</i>
Wed Apr 5	<ul style="list-style-type: none"> <li>Developing Your Own Writing Style</li> </ul>	<ul style="list-style-type: none"> <li>TSIS 3.9—"Ain't So/Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice."</li> </ul>	Learning Log
Fri Apr 7	<ul style="list-style-type: none"> <li>New Literacies Workshop (Making Your Writing Stick)</li> </ul>		
Mon Apr 10	<ul style="list-style-type: none"> <li>Peer Review of New Literacies Piece</li> </ul>		
Wed Apr 12	<ul style="list-style-type: none"> <li>Discuss and prepare the Final Portfolio</li> </ul>		New Literacies Piece
Fri Apr 14	<ul style="list-style-type: none"> <li>Discuss and prepare the Final Presentation</li> </ul>		
Mon Apr 17	<ul style="list-style-type: none"> <li>Final Presentations (1) <i>Bring food</i></li> </ul>		
Wed Apr 19	<ul style="list-style-type: none"> <li>Final Presentations (2) <i>Bring food</i></li> </ul>		
Fri Apr 21	<ul style="list-style-type: none"> <li>What Have We Learned?</li> </ul>		Final Portfolio <i>(due electronically)</i>