

## English 101 Plus

This “guide” is a brief overview of the differences I perceived between Eng 101 and Eng 101P, activities that worked well for me and my students, and a few things I wish I’d known before walking into the stretch classroom. I hope it’s helpful!

Before we go any further, posted to the MU Composition website are 2 handouts I received at conferences about activities used in remedial classes. I refer to those as “ALP” handouts throughout this document. Please refer to the website for those details. They should be titled “ALP” and “Reading Writing Cycle”.

### **Topics include:**

1. Syllabus, Policies, Textbooks
2. Using extra class time
3. Drafting and Conferences
4. Assignments
5. Sentence-Level Work
6. Group Work
7. Peer Review
8. Readings
9. Avoiding burnout

### **Syllabus, Policies, Textbooks:**

- I’ve attached my syllabus. As you can see, most course policies sound similar to 101 policies. I’ve also attached an example schedule so you can get a sense of how I paced the course.
- On the first day of class, I had each student sign a release form allowing me to use their work in and out of class, either with or without their name. As you’ll see reading through this, I found bringing their work into class very beneficial, so that permission form assures there will be no surprises.
- The first semester I taught 101P, I debated whether to directly address what that “P” meant during the first week of classes. I decided to be completely honest and upfront about the differences between this course and 101 for a few different reasons. First, you’ll find that most of your students have no idea why they are in that class and are looking to you for an explanation. Second, 101P is rigorous and a challenge, and I thought my students deserved a very clear outline of what they were in for. Finally, I assured my students they were completing 101 work at the 101 level and with 101 standards – so, they can tell anyone who asks that they are taking 101. I think having this conversation on Day 1 started to chip away at some confidence or insecurity issues my students might have been harboring.
- The first semester I taught this, I used no textbooks and instead supplemented with readings and handouts posted online. The second semester, I decided to use *They Say, I Say* (without readings) because I’d used it in the past and I thought the templates would help 101P students become more comfortable with academic writing. I also assigned a basic writing handbook,

which came in very handy for the editing activities I've listed below. My best advice for using textbooks is to stick with what you know and are comfortable with. If I were teaching a third semester, I would probably keep the writing handbook but ditch *They Say, I Say* because it didn't mesh well with my teaching style. I would use the books and readers you're used to.

- You might notice that I don't have an official attendance policy. That works for me because I found keeping track of attendance to be a hassle and distracting. Plus, we wrote multiple times per class period, so students knew they'd lose a lot of free writing points if they missed. I only had one instance where a student missed multiple days and challenged my policy. For the most part, students quickly learned that missing our class was more trouble than it was worth. I strongly suggest you stick with the attendance policy you're most comfortable with.

### **There are three main ways I used extra class time:**

The second semester I taught 101P, I was fortunate enough to be in a computer lab, which made free writing and peer review very simple with journals and blogs in MU Online. If you're not in a lab, or prefer not to be, all activities can be easily adapted but might take a bit more planning on your part.

1. *More practice, more examples, more free writing*
  - a. I've found that students in these classes benefit from having more time to digest and wrestle with new concepts or ideas. For example, during the visual analysis unit, I would typically show 2-3 commercials for class discussion and analysis, but in 101P, I used 4-5 examples. I also had students engage in more free writing than usual because they may struggle with class discussion and need that individual time for generating ideas.
2. *Focused writing with the instructor*
  - a. Before conferences or assignment due dates, I would frequently dedicate one class period to just writing (or the equivalent of a class period spread out over 2-3 sessions). Particularly if you've just returned drafts, I found it very helpful to allow them an extra 20 or 30 minutes to immediately begin revising those drafts. This works without a computer lab, but those are also easy to schedule if you know you'll be writing a lot that day. I also allowed them to listen to music with headphones, which kept them focused and the chatting, texting to a minimum. I found these to be the most effective and rewarding class periods. By midterm or so, students were used to me hovering, asking questions, and sitting down beside them to read what they had so far. They also became much more comfortable asking me questions or for help. Not to mention, I think this illustrates to them how long the revision process can/should take. I've polled a few of my students because I was worried they perceived these sessions as pointless (even though I found them incredibly helpful), and the feedback was generally positive. If I were teaching this class again, I would make it clear that students can revise by hand because some expressed concern with feeling "put on the spot" to revise, so I think asking them to step away from the computer would take some pressure off. It wouldn't feel quite as formal.

### 3. *Editing – in groups and individually*

- a. When I teach Eng 101, I usually reserve the day before major assignments are due for editing exercises. I've found that 101P students benefit from regular editing practice, and those are quick, easy activities to sprinkle in throughout the semester with the last 20/10 minutes of class. I've outlined those activities under **Sentence Level Work**. It's helpful to always be ready to jump into one of these because you never know when you'll have a few extra minutes. Frequently, I'd generate an editing activity for one session, and we'd run out of time, but those unused activity came in very handy when you plan for an activity to take an hour, and they're done in 45 minutes.

Note: Both semesters I taught this course, there were occasional class periods that ended 15-30 minutes early either because I was still adjusting and hadn't planned enough, or I perceived fatigue in my students. Don't beat yourself up about those days – consider it an opportunity to assess your students' progress or use those minutes to create a few extra "anytime" activities in your office. Eventually, you'll feel like you don't have *enough* time.

#### **Drafting and Conferences:**

For Eng 101P, I required 2 drafts leading up to the final major assignments. Students would typically submit one about 2 weeks before the final due date, and then a second one a week after that. We engaged in peer review with the first, and I also provided specific feedback in the form of letters (see included examples). I stumbled upon this letter method the first semester teaching this class, and I find it helpful for a few reasons. First, it's less overwhelming for me and the students if they have 2-3 global areas to focus on for revision. Because these students, especially in early drafts, tend to have multiple areas that require attention, I found that writing a letter helped me to prioritize and to organize that for the student. In class when I returned the drafts, I usually allowed some time for immediate revision or at least 10-15 minutes for them to "digest" and ask for clarification of any suggestions I made. Then, they would each write a *Revision Plan* to assist them in drafting and to bring to their second conference. Another benefit of the letters is that I could copy and paste feedback pertaining to common suggestions. All in all, I found the letters to be a very pleasant and efficient way of delivering feedback.

- *Note:* Students don't always know *how* to interpret or use feedback. Occasionally, I'd bring in drafts or letters that I'd written for the opposite section (names removed, of course), and break the class into small groups to discuss what that student should do once they have my feedback in hand. This resulted in a productive conversation about prioritizing and asking for clarification or help. That led nicely into developing their *Revision Plans*.

For the *Revision Plans* mentioned above, students would identify 2 areas of their paper they felt needed developing, 2 areas they were particularly proud of, and a brief sketch of what they needed to do next. Not only did these plans help me figure out where to start in conferences, they also showed students that they'll have the most productive conversations with professors if they have an idea of the kind of help they're seeking.

For the second draft, I would hold conferences with the students and focus on global issues then. Sometimes, I'd write a letter for those drafts, but not always. Typically, I would ask the students to read their drafts aloud in conferences because that emphasized the "reading aloud to edit" activities we did in class. I frequently used second drafts to address individual editing difficulties. I'd dedicate roughly 30 minutes to the class period before the final was due and allow each student to work on just editing while I was there to coach. I've included those editing activities here.

I found that these students initially struggle with individual conferences, so I made the first one very structured. I asked each student specific questions and his/her paper and heavily relied on their Revision Plans. By the last batch of conferences, most of them were very capable and willing to discuss their difficulties or ask specific questions.

The first semester I taught this, I was worried about cancelling too much time for student conferences, but I also knew these students would really benefit from one-on-one instruction. I tried to compromise by only cancelling 1 class and cramming 35 students into 3 days, plus holding class the other day. While that helped the students, my teaching and instruction suffered that week. I found it was better to cancel 2 days of class and meet with each student up to 45 minutes. Some students will use that entire time, and others might only stay for 20-30 minutes, but I think having the option was really helpful for those who needed it. I held conferences 3 times, once before each major assignment. Every semester, I planned on only holding conferences twice, but I found that students needed the third and rearranged our schedule.

### **Assignments:**

My best advice for designing assignments for this course is to stick with what you know and are comfortable with. The first semester I taught this, I tried to mix things up, and that only caused me additional difficulty (and work). For my second semester, I reverted back to my normal 101 assignments and had much better success. The less planning you have to do, the more time you have for providing feedback. Plus, using assignments you're already familiar with in a 101 classroom will help you resist the urge to "water down" 101P assignments.

In addition to the major assignments listed below, I also used minor assignments to work on specific skills and concepts leading up to the majors. I found these helpful for two reasons. First, minor assignments were graded against a formal rubric so students tended to take them more seriously than a regular homework assignment. And two, they allowed me to assess an individual student's progress and make quick suggestions for skills they should focus on while working on the major assignment. Collectively, minor assignments were worth 15% of the overall course grade and students could revise up to 3 out of the 5 assigned. If I were teaching this course again, I'd only assign 4 (one per major assignment), and I would only allow 1 revision, due within a week after the original assignment's grade is posted. My major assignment sheets are attached to this document.

I strongly encourage you to begin with an assignment that requires a lot of critical reading. 101P students tend to struggle with reading comprehension so assigning an Annotated Bibliography, for example, allows you to help them overcome those challenges early and emphasizes that reading goes hand-in-hand with writing.

The four major assignments that worked best for me:

1. **Annotated Bibliography** – 4 sources (a scholarly article, a book, an article from a popular source, and a website)
  - a. Minor Assignment: summary of a scholarly article we read and discussed as a class
2. **A Position Paper** – argumentative, 4 page essay, using AB sources
  - a. Minor Assignment: 2-3 “They Say” paragraphs about a topic we discussed and generated as a class
3. **Visual Analysis of a Commercial**
  - a. Minor Assignment: 2-3 paragraphs analyzing a commercial we watched and discussed as a class
4. **Radical Revision of the Position Paper with Revision Plan**
  - a. Minor Assignment: Formal Peer Revision

**Sentence Level Work** – a smattering of activities that worked for me:

- Individual editing:
  - Early in the semester, I would print the latest minor assignment or homework for each student. Then, I’d identify 2 common (or glaring) errors. In class, each student would use our handbook to look up the rule. They’d write that rule, in their own words, on an index card, along with the corrected sentence. Each student had maybe 6 index cards by the end of the semester that were unique to their difficulties. This also allowed time for me to help them figure out *how* to find the rules.
  - Later in the semester, I’d print the latest minor assignment or homework for each student. This time, I’d use the checkmark method. For every error, I’d put a checkmark at the end of the sentence containing that error. I’d also underline phrase/sentences/words that were unclear, jumbled, or used incorrectly. We’d spend 15-20 minutes in class working individually. I saved this for later in the semester because I didn’t want to overwhelm the students at first and because they could use their index cards while engaging in larger scale activities like this one. I understand that some instructions do not feel comfortable with this method of feedback, but I found that it emphasized to my students that their progress was in their hands and their willingness to ask for help.
  - For students who already had strong skills writing at the sentence level, I’d challenge them with new rules, like using semicolons or dashes.
  - It doesn’t take much time at all, especially when you only identify 2 errors. When using the checkmark method, I paid most attention to those errors that were glaring.
- Reading Aloud to Edit:
  - Like I mention in the Conferences section, I’d frequently have students read their drafts aloud to me for editing practice (I also think this helps to “prove” to them that reading aloud works). But, we’d also do this as a class. I’d pick random sentences that needed

editing from their homework or minor assignments and put them on the screen. One student would read them aloud and we'd work as a class to identify the problem and a solution. Both semesters, students responded really well to this, and it's easy to keep it anonymous, especially when you're pulling from assignments where they all wrote on the same reading/prompt. This activity also allowed for mini-lectures on concepts like the difference between its/it's or subject-pronoun agreement. I didn't have to plan anything beyond finding the sentences and could quickly move to the chalkboard to briefly go over rules that popped up. In a way, I think students enjoyed the no-pressure challenge of this activity.

- "A sentence that grabs" – this activity is in the ALP materials. I tried it this semester when I was looking for some sentence-level work that went beyond editing, and ended up using it at least 3 times. It requires no planning on your part (but it does require quick thinking!). First, divide students into small groups (if they aren't already), and ask each student to identify "a sentence that grabs" from that day's readings. The sentence could hold a particularly interesting idea, be written in an engaging style, or even be confusing. There are no wrong answers. Ask each group to write one of their sentences on the board. Then, ask the group to explain why it "grabs". Each time I did this, we had productive conversations about word choice and sentence structure that felt more organic than reading over artificial handbook examples. Plus, this is a great way to fill in an extra 5-20 minutes, if you find yourself wrapping up early.

### **Group Work:**

- If you read through the ALP materials I've included, you'll notice that group work is central to most of those activities. I'll admit, group work has never been my "style", and I've struggled with how to productively integrate it into my classrooms. But, my 101P students responded well to most group activities I assigned, and most of those activities were invaluable. I've included a list of those activities I used, but here's some general observations I made about successfully coordinating group work in 101P:
  - Have the groups designate one member as the leader who keeps everyone on track, another as the scribe who records notes, and another as the speaker/presenter/chalkboard writer. This ensures that almost every student is involved in part of the process and avoids some initial awkwardness.
  - Keep students in the same groups – kind of. The first semester I taught this, I was surprised at the range of abilities in the room, and that was in classes composed of ACT scores 17-15. So, I devised a discrete mentoring system, without the students even knowing it. I was able to quickly identify my highest achieving students with the warmest demeanors and pair them up with those who I thought would benefit from such a role model. I always kept that pair in the same group but changed up others. I think this provided some stability, and even if those pairs realized what I was doing, I don't think the others ever caught on.

## **Readings :**

- Assign what you like! I tried to introduce a variety of readings, from very challenging scholarly writing to simple 2-page news articles.
- Like I mention above in the Assignment section, 101P students need extra practice with reading comprehension, particularly when faced with denser, academic writing. I found it helpful to actually assign students to annotate or “marginalize” readings at the beginning of the semester for a homework grade. To set the tone that our class will be challenging and heavy on writing and reading, I used the first day to distribute a short reading and writing prompt. We discussed the reading as a class and they responded to a short prompt. Double-entry columns are absolutely one of the best ways to get students engaged with a reading, and I assigned them very often.
- A reading/responding activity that I particularly liked from the attached ALP activities is the “Best Idea”/“Worst Idea” one. In small groups, ask students to identify an author’s best idea and worst idea. Ask the groups to paraphrase that idea on the board and then explain why it’s the best or worst. If they seem to misunderstand the idea, discuss that misunderstanding and the complexity of the argument. Other students in the class can then chime in with whether they agree or disagree and why. You can also spend time assessing why the author included that idea and how it functions in the reading. This activity showed students that identifying smaller portions of a reading and fully understanding and responding to those is a way to begin comprehending the author’s larger ideas. It also naturally leads into forming their own arguments in conversation with an author (and, I think, gave students a reason to say, “this author is making no sense here!” which was cathartic for all of us).

## **Peer Review**

Formal peer review is particularly difficult for 101P students, which I think has a lot to do with their confidence levels. The first semester I taught this class, I went with my traditional peer review activities – overnight letters and workshops the next class day. Workshopping did not feel very productive, and I found that, except for my few very outgoing students, they clammed up. Thus, peer review did not feel very productive until the very end of the semester, when everyone was relaxed.

So, I moved all peer review activities to online. For each major assignment, I assigned each student a peer’s paper. We completed some in-class peer review that mostly involved them familiarizing themselves with their peer’s paper (included here). For homework, they wrote their peer a letter and posted it to a public class blog in MU Online. In the next class session, I’d allow 10-15 minutes for students to read their peer’s letter (and my feedback since I typically had looked at drafts, too) and write a brief reflection on the 2-3 areas they could work on improving

for the next draft. This eliminated the confrontation of workshops but forced students to somewhat electronically interact. This could be easily replicated without a computer lab.

I also coordinated smaller scale peer review activities. For example, during one class, each student wrote a summary of their commercial for the Visual Analysis assignment. They posted that summary to a public class blog and were required to provide feedback on 2 different peers' summaries. I participated, too. Not only did this provide them with ample feedback, but it allowed us to review what summaries should do (a concept we covered weeks before). If you aren't in a computer lab, students could easily pass their summaries around, or work in their groups.

### **Avoiding burnout:**

I'm very grateful for the opportunity to teach ENG 101P. It was certainly the most rewarding teaching I experienced, and there are former students who I will forever root for. In many of the classes, I really felt a sense of camaraderie and commitment from the students that energized me when I was providing feedback on their 8<sup>th</sup> draft.

All of that being said, these classes can be very draining – much moreso than a regular 101 or 201 class. For me, the extra work and time was certainly exhausting, but it was really my emotional and intellectual investment in the class that caused me to periodically burnout during the semester. It's easy to get too wrapped up in your students' progress and very easy to forget that they should be pulling the extra weight of this course as much as you are. My best advice is to make your expectations known early, to set strict e-mail/online hours that you adhere to no matter how many 10pm or Saturday e-mails you receive from the most dedicated students, and to share your frustrations and successes with your colleagues. Drs. Hill and Prejean, along with Mallory Carpenter, were always there to hear my gripes and joys, and I encourage you to find a similar group you can commiserate with.

-Cat Staley



## **Eng 281: Beginning Composition PLUS**

**Days/Time:** Tuesday/Thursday 2pm-3:40pm

**Room:** Corbly Hall 304 (computer lab)

### **Instructor Information:**

*Instructor:* Catherine Staley

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*E-mail:* [staley@marshall.edu](mailto:staley@marshall.edu) or [cat.staley@marshall.edu](mailto:cat.staley@marshall.edu)

*Office hours:* Monday/Wednesday 11am-12pm and 3pm-4pm ; Tuesday/Thursday 4pm-5pm

*E-mail office hours:* Friday 10am-2pm

**Course Description from Catalog:** as of Spring 2014, there is no official catalog description for ENG 281; however, this course is equivalent to ENG 101 (see course outcomes)

### **Course Philosophy:**

In this course, students will practice and master the writing skills required in academia and the 21st Century workforce, such as reading comprehension, audience awareness, and text analysis. Reading, responding, and revision will be the cornerstones of this course, along with class discussion and peer-to-peer feedback. While developing those skills, students will be exposed to new and challenging ideas and will, ideally, find a strong and clear writing voice when agreeing with, disagreeing with, or contributing to those ideas. A safe and welcoming writing community is absolutely essential for the success of this course, so our collective goal will be to encourage each other, grow confident in our own abilities, and meet challenges with enthusiasm and perseverance.

The PLUS part of our course is to support the course outcomes of ENG 101 by providing students with abundant and focused constructive feedback from the instructor and peers and additional practice with reading, responding, and revision. Students will extensively reflect on the development of their writing process and how that process contributes to their progress. Our energies will be focused on breaking down the steps leading up to each assignment, one-on-one conferences with the instructor regarding homework or major assignments, and small work/revision peer groups focused on specific composition skills.

### **Contacting Me**

My email is [staley@marshall.edu](mailto:staley@marshall.edu) or [cat.staley@marshall.edu](mailto:cat.staley@marshall.edu) (both go to the same account). I answer e-mails during my electronic office hours (see above), and I regularly check it Monday-Friday between 8am-5pm. After 5pm M-F and on the weekends, I don't check my e-mail often and will only respond if it's an emergency. I will only correspond with you via your issued MU address (ending with @marshall.edu/@live.marshall.edu).

### **Required Texts and Materials:**

1. *A Writer's Reference for Multimodal Projects, 7<sup>th</sup> Edition* by Diana Hacker and Nancy Sommers; ISBN: 978-1-4576-1778-2

2. *They Say, I Say: The Moves That Matter in Academic Writing*, 2<sup>nd</sup> Ed **WITHOUT READINGS** by Gerald Graff and Cathy Birkenstein; ISBN: 978-0-393-93361-1
3. A 500 pg. ream of paper for readings, handouts, etc. – due January 20<sup>th</sup> in class
1. 25-30 index cards, any size, for weekly in-class activities

**Course Outcomes:**

<b>Course Student Learning Outcome</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
1. Students will demonstrate comprehension of literary and informational texts, demonstrated through summarizing, paraphrasing, and responding to course material, including the work of peers.	Journal entries, in-class free writes, and peer group collaboration; readings will focus on higher education issues with multiple purposes and audiences	Annotated Bibliography, Position Paper, Rhetorical Analysis; minor assignments
2. Students will demonstrate application of rhetorical concepts, including audience considerations, genre, and logical appeals.	Free writes, journal entries, group work collaboration; rhetorical analysis in-class activities	The position paper, annotated bibliography, and rhetorical analysis are written for academic audiences. The radical revision is written for an audience of the student's choice. Minor assignments will be written for a variety of audiences.
3. Students will demonstrate the ability to acknowledge and evaluate larger social, intellectual, and cultural contexts as relevant to their particular writing tasks.	Class discussions, journal entries, free writes, group work collaboration. We'll focus on higher education, and our relation to that institution, all semester	Position paper and rhetorical analysis, plus minor assignments
4. Students will demonstrate the ability to write a focused, cohesive text that demonstrates adequate development of ideas.	Drafting and revision activities; reading sample student work; submitting short paragraphs and journal entries focused on one idea	Position paper, rhetorical analysis, radical revision, minor assignments
5. Students will demonstrate the ability to present ideas logically and in an organization pattern appropriate for an	Drafting and revision activities; reading sample student work; submitting short paragraphs and journal entries focused on one idea	Position paper, annotated bibliography, rhetorical analysis, radical revision, minor assignments

assignment's purpose.		
6. Students will demonstrate the application of Standard English usage and the ability to proofread for surface features such as syntax, grammar, punctuation, spelling, and textual formatting.	Short grammar lessons and individual editing activities	All medium to high stakes assignments will be assessed according to rule of Standard English
7. Students will demonstrate the application of ethical citation practices	In-class activities, library instruction and research practice; journal entries	Annotated bibliography, position paper, rhetorical analysis, radical revision
8. Students will demonstrate ability to identify and solve individual writing and reading difficulties and comprehensively implement peer and instructor feedback	Free writes, group work collaboration, journal entries	All medium and high stakes assignments
9. Students will demonstrate the ability to generate knowledge as a member of the class community as a whole and in small peer groups.	Peer revision activities, group work activities, reflection on peer revision	Formal peer revision sessions will be formally assessed according to a rubric

### **Assignment Summaries, Grading and Policies**

#### Low-Stakes, Medium-Stakes, and High-Stakes Assignments:

1. (10% total) **Writing Journals** – low stakes:
  - a. Students will keep a private writing journal using the MUOnline journal feature. These journals will be a space for completing homework, free writing, and other low-stakes assignments. Some of that work will be in-class and some will be out of class (homework). I'll specify if entries should be completed in the submission box or written as a Word file and uploaded as an entry. Each Friday, I'll assess journal entries for the previous week according to completeness and thoughtfulness. They'll be graded on a 5 point scale, with 5 = full credit. That score will be averaged at the end of the semester.
  - b. Your first homework entry is due Thursday, January 16 by class time. Respond, in 250+ words, to "what are your personal academic goals? What do you want to achieve in the next 4 years?". If you have trouble completing this entry, please e-mail me before class time with questions.
2. (15% total) **Minor Assignments** – medium stakes: Multiple times over the course of the semester, I'll assign minor assignments of small portions of larger assignments for practice. *Students will have the opportunity to revise 3 for a new grade.* I'll distribute

assignment sheets, rubrics, and revision instructions throughout the semester. **Due dates will vary.**

3. (20%) **Annotated Bibliography** – high stakes
  - a. Students will develop a research question related to education and annotate 4 sources (1 academic, 1 popular, 1 book, and 1 website) that provide insight into that question.
    - i. **Due Date:** Tuesday, February 18 start of class
  
4. (30%) **Position Paper** – high stakes
  - a. Students will develop a position on an educational topic of their choice and argue that position, in 4-5pgs, to an academic audience using scholarly and popular sources. Ideally, this assignment will be a continuation of the annotated bibliography.
    - i. **Due Date:** Tuesday, March 25 by class time
  
5. (10%) **Rhetorical Analysis of a Visual Text** – medium stakes
  - a. Students will analyze a visual text related to education (advertisement, PSA, etc) and argue, in 3-4 pgs., the effectiveness of the text according to its purpose and intended audience.
    - i. **Due Date:** Tuesday, April 29 by class time
  
6. (15%) **Radical Revision** (final) – high stakes
  - a. Students will radically revise their position paper to make it appropriate for a relevant audience of their choice.
    - i. **Due Date to MuOnline:** Thursday, May 8 by 2:45pm (official exam time for our class)

**Grading:** all assignments and the final course grade will adhere to the following scale:

100%-90% : A  
89%-80%: B  
79%-70%: C  
69%- 60%: D  
59%- 0%: F

**Policies:**

1. *Submitting Work:* unless otherwise specified, all assignments should be submitted electronically to MuOnline. There will be a submission button under Course Content. Do not copy and paste your assignment into the submission form. You should write the assignment in a Word document and attach that to the submission form. Failure to do so will result in a late penalty on the assignment.
  
2. *Formatting Work:* Except for journal entries, all assignments should be formatted according to MLA guidelines. We'll go over those guidelines the first week of class, and you can find them in the *Writer's Reference* textbook on pg. 429.

3. Late Work: the only work that cannot be submitted late are journal entries. Those must be completed in/out of class the week they are due (unless you have an excused absence, in which case I'll award you the points). Minor and Major assignments can be turned in late for a 5pt./day penalty beginning immediately after class starts. If you have an excused absence, you can turn in major assignments late for no penalty.
4. Missing Class: I have no formal attendance policy, but missing too many classes will result in loss of journal points and important instruction time. It is your responsibility to find out what you missed in class – not mine.
5. Academic Dishonesty:
  - a. All of your work is expected to be your own and written specifically for this class. Plagiarism is a complicated issue, and as such a few specific rules should be defined:
    - i. Quotes, paraphrases, and summaries of sources should be clearly marked and cited according to MLA guidelines. Even if it's an honest mistake, failure to do so is technically plagiarism. It is your responsibility—not mine—to make sure that the final draft of a paper contains proper citations. If you don't, you'll receive an assignment grade of 0 or a grade deduction based on the severity of the plagiarism.
    - ii. Although it may not technically be plagiarism, copying and pasting large amounts of text (more than a fifth of the length of your paper) from a source *with* proper quotation cannot be considered original work, and will therefore result in an assignment grade of 0.
    - iii. If you blatantly cheat—i.e., copy and paste large amounts of text from a source *without* clear introduction/quotation, submit work that was not originally written for this class, or submit work that was not written by you, the student—you will automatically fail the course and be reported to the Office of Student Affairs, which could lead to suspension or even expulsion from the university.
  - b. If you plagiarize, I'll notify you via e-mail of the violation and sanction; after that, it's your responsibility to make an appointment with me to discuss your concerns.
6. Grade Updates: Your grades are recorded and calculated using MuOnline. I'll post high-stakes/medium-stakes grades when I distribute them to you and journal grades every few weeks.

### **Classroom Conduct:**

This class involves some group discussion, some of which may focus on controversial subject matter, and you will be expected to handle such issues with seriousness and professionalism. Furthermore, we will frequently exchange our writing, so everyone deserves to be shown respect. Keep an open mind to the opinions of classmates.

Discriminatory remarks based on age, gender, race, ethnicity, religion, or sexual orientation will not be tolerated. If you say something I deem offensive, I will give you a warning. After that, I reserve the right to dismiss you from the classroom. If you write something that I find unacceptable for an academic audience because of bigoted language, I will ask you to rewrite it. You signed the Marshall University Students Code of Rights and Responsibilities, and you're expected to follow that code in this classroom in regards to class discussion and individual assignments.

Cellphones, tablets, laptops and other electronics need to be silenced and stowed during class, unless they are being used to access coursework.

I reserve the right to count you absent for days you're asked to leave due to disruptive behavior.

**The Writing Center:** The Writing Center is a free resource provided by the English department to assist you in any phase of the writing process – brainstorming ideas/clarifying assignments/making outlines/beginning a draft/revising a draft, etc. The friendly tutors there will be happy to listen to your concerns about a paper and then create a game plan with you for success. You should take all assignment materials to each session so the tutor has a clear idea of your professor's expectations. I highly recommend you use this resource, but you are not required to do so. To make an appointment with The Writing Center, go to: [www.rich16.com/mu](http://www.rich16.com/mu) and sign-up using your MU e-mail address. *I will require you to visit the Writing Center once during the semester, with ample notice.*

### **University Policies, in addition to those outlined above:**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies." Or, you can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)  
Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

**Marshall University**

**Spring 2014 – ENG 281; Instructor: Catherine W. Staley**

**Publishing Consent and Permission Form**

**Student Name:** \_\_\_\_\_

**Student 901 ID:** \_\_\_\_\_

**Use my name:** \_\_\_\_\_yes \_\_\_\_\_no [indicate choice with X]

If you sign this form, you are consenting to have your work possibly photocopied/scanned and distributed to your class or other classes. Additionally, your work might be published for course assessment purposes. Your name will not be published, unless you indicate otherwise on this form.

Participation is completely VOLUNTARY. You don't have to give permission to use your work. I ask your permission because this is a pilot course and assessing your work will help me and other administrators determine what is working or not working in class. Plus, your work could be used as examples for other students as good work, in our class or future classes.

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I understand that I am giving permission to use my work in published forms and other classes.

I give my instructor and other MU administrators permission to publish my work WITH my name: \_\_\_\_\_

I give my instructor and other MU administrators permission to publish my work WITHOUT my name: \_\_\_\_\_

## January

<b>13</b> Introduction to course and review of MuOnline features	<b>15</b> Syllabus review and writing assessment
<b>20</b> No Class – MLK Day	<b>22</b> Introduction to the “rhetorical situation”; reading strategies; summary writing; assign Annotated Bibliography
<b>27</b> Library Instruction in Drinko and Writing Center tour	<b>29</b> using outlines for summaries; quote integration/signal verbs; introduction to peer review ; assign Minor Assignment 1: Summary of an Academic Article

## February

<b>3</b> <b>Minor Assignment #1 due</b> ; locating popular sources and websites; evaluating sources for usefulness and credibility ; in-class research time	<b>5</b> Draft of one annotation due; individual and peer summary revising activities; review of run-on sentences and sentence fragments
<b>10</b> Individual conferences: Draft of one annotation due for workshop with instructor [Class cancelled]	<b>12</b> Introduction to ethics of writing and MLA citation workshop; individual grammar/mechanical assessment
<b>17</b> <b>Annotated Bibliography due</b> ; reflection on writing process and time management strategies; introduction to responding to texts (agreeing, disagreeing, both); “sentences that grab” activity; used Best/Worst activity  <b>Assign:</b> double column entry with They Say and I Say in each column; assign They Say, I Say chapters	<b>19</b> Assign Position Paper; revising research questions into thesis statements – the “I Say”; developing the “They Say” in argumentative papers and paragraph development  <b>Assign:</b> mini-Position Paper in response to essay
<b>24</b> thesis statement revision workshop (Questions as Knives); developing paragraphs as a class  <b>assign Minor Assignment #2:</b> complete 2 “I Say” paragraphs in response to prompt	<b>26</b> <b>Minor Assignment #2 due</b> ; continuing to draft the “I Say” and in-class writing day with instructor

## March

<b>3</b> Writing introductions and conclusions; editing workshop	<b>5</b> <i>Complete draft of Position Paper due</i> ; individual in-class revision (glossing, hot spotting) and peer workshops with overnight peer review; individual grammar/mechanics self-assessment  <b>Assign:</b> overnight Peer Review
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<b>10</b> In-class revision activities: glossing, hot-spotting; peer editing  Peer Review due to MuOnline by classtime	<b>12</b> Full draft of Position Paper due at individual conferences [no class]
<b>17</b> Spring Break – no class	<b>19</b> Spring break – no class
<b>24 Position Paper due;</b> reflection on writing process and time management ; introduction to rhetorical analysis of a visual text	<b>26</b> Introduction to ethos, pathos, logos in visual texts; choosing a visual text ; writing a thesis statement for analysis
<b>31</b> continue discussion of logos, ethos, pathos; continue working on analysis paragraphs; assign Minor Assignment #3: three complete analysis paragraphs for a visual text	

#### April

<b>2 Minor Assignment #3 due;</b> continue working on analysis paragraphs (in-class writing)	<b>7</b> in-class drafting day in computer lab with instructor and focused feedback based on position paper and Minor Assignment #3 (mini-conferences)
<b>9</b> Complete Rhetorical Analysis draft due for peer workshoping and overnight peer review – <i>short class</i>	<b>14</b> Editing workshops: commas, run-ons and fragments; developing complex sentences; transitions
<b>16</b> Complete draft due for individual conference with instructor (no class)	<b>21 Rhetorical Analysis due;</b> introduction to Radical Revision; informal audience profiles; reviewing Minor Assignment revisions
<b>23</b> drafting Radical Revisions	<b>28:</b> drafting radical revisions; review of editing strategies
<b>30</b> Complete draft of Radical Revision due for individual conferences with instructor ; <b>Minor Assignment revisions due</b>	

**May** : Thursday, May 8 by 2:45pm (official exam time for our class): **Radical Revision due**

## Due Dates:

- **Rough draft 1 (1 complete annotation):** *uploaded as a Word document to a new journal entry BEFORE class time Thursday, February 6 (so I can print it)*
- **Rough draft 2 (2 compete annotations and list of sources ):** *uploaded as a Word document to a new journal entry BY individual conference on Tuesday, February 11 (so I can print them/have access during conference)*
- **Final:** *uploaded to MuOnline by class time on Tuesday, February 18*

## Introduction:

An annotated bibliography is an academic genre with multiple uses; you can think of it as a collection of the conversations happening about a topic. You might compile one in a Biology class to develop a better understanding of a scientific theory. Or, an economics professor might ask you to collect and summarize sources that explain the economic downfall of 2008. As a professional in your field, you may have to find sources that support a business proposal or provide general knowledge of a topic. For our purposes, this annotated bibliography will provide you the opportunity to explore a topic in-depth, hone research skills, learn reading strategies, and comprehend what “They Say” before chiming with what You Say.

We can better understand the logistics and purpose of an annotated bibliography if we closely read each of its parts. An *annotation* is a short summary, and a *bibliography* is a list of sources on a particular topic. Some ABs require you to also evaluate the credibility of each source and assess its role in your research. Thus, an annotated bibliography is not a traditional essay but it provides the foundation and background knowledge for joining a conversation.

For our class, you’ll develop a research question, mine for a variety of sources, and then compose summaries that present each text’s main ideas and supporting points plus an assessment that explains how the source contributes to your understanding of a topic. You are writing for an academic audience with the purpose of informing your reader about your topic, but you’re also preparing the sources you’ll use in our next major assignment, the position paper.

## The Assignment:

**Research Question:** this project is a chance for you to explore a new topic within our theme of Higher Education– pick something you’ll be comfortable working with for the rest of the semester. We’ll discuss as a class topics that are best suited for this kind of assignment, craft research questions, and revise those questions as a group.

**Annotations:** You will compose four (4) annotations that include a correctly formatted MLA citation, a concise summary of the source, and an assessment of that source’s relevancy to your topic. The length of each annotation will be determined by the length of the source, but you’ll most likely need 8-10 sentences per annotation. You are required to include at least one (1) quote in each summary but no more than two (2) with correct MLA in-text citations. An example is attached. The entire paper should be formatted according to MLA guidelines, with each annotation double-space and 1-2 returns between annotations.

**Research and Sources:** We'll receive extensive library instruction introducing us to the research databases and resources available to you. All sources must be credible. As a class, we'll discuss how to distinguish between different types of sources and how they can be useful for different purposes. You must include the following:

- 1 academic or peer-reviewed source
- 1 popular (magazine or newspaper) source
- 1 website
- 1 book

**Rough Draft:** on February 11<sup>th</sup>, you'll individually conference with me to discuss your rough drafts and your progress in the class. You must bring drafts of two annotations to this meeting, plus a complete list of your other sources. We'll sign up for conferences at a later date.

**Grading:** Closer to the due date, I'll distribute a formal rubric. See the grading scale on the syllabus.

### **Example of an Annotation**

Cushman, Ellen. "Sustainable Service Learning Programs." *CCC*. 54.1. (2002): 40-65. [MLA Citation]

Cushman is attempting to answer an ignored and currently problematic question: what is the role of the professor in service learning courses? She uses her experience with The Richmond Community Literacy Project as a model for professor participation. She suggests that the professors need to balance their teaching and researching positions in order to create sustainable service learning programs that benefit all stakeholders. For students, professors need to create structured courses that include space for reflection, connect out-of-classroom activities to assigned readings, and help students feel comfortable in their new roles. As a researcher, professors should commit themselves to the service learning site, consistently participate at the site with students, and maintain a trusting relationship with site participants. To conclude, she emphatically advocates creating "sustainable" (19) service learning projects that can be maintained by other colleagues in order to keep the promise of service to the project site for future semesters. [Summary]

For my purposes, Cushman's extensive analysis of the professor's role in a service learning classroom is most beneficial because much of the literature I've reviewed glosses over that aspect. Additionally, her idea to create projects that can be continued by future instructors is a tangible idea that would allow more instructors to join the service learning movement. [Assessment]

**\*note: you don't include the [ ] on your assignment – those are for demonstration purposes only**

### **Major Assignment 2: The Position Paper (30%)**

**Due Dates:**

**Rough Draft (complete) due to MuOnline as a journal entry:** Thursday, March 6 by class time

**Rough Draft 2 (complete) due to MuOnline as a journal entry:** Thursday, March 13

**Final Draft due:** Tuesday, March 25 by class time to MuOnline (after Spring Break)

**Writing Center Requirement:** for this paper, you are required to visit (online or in-person) The Writing Center as least once, for a minimum of 30 minutes. You can decide which part of the writing process you'd like to visit. At your session, you should ask your tutor to e-mail me a session report. Then, write a 250+ word reflection on your visit – explain what you did and how it was helpful. The session report e-mail is worth 5 journal points and the reflection is worth 5 points. [The Research Librarian does not fulfil this requirement]

**Introduction:** In this essay, you will summarize arguments from both sides of an issue for an academic audience. You will be composing an essay where you will begin with the argument of an opposing side (They Say) and you will close the essay with the argument from your side (I Say). The crux of a strong argumentative essay is a strong thesis, and a strong thesis is a declarative, arguable statement; or, a statement that can be argued for or against. In this essay, you will develop an argument for a particular side of an issue, and you will include various pieces of academic support for that side. However, prior to providing support for your own thesis, you will first present the position, or a position, of the opposing side. Ideally, this will be an extension of your annotated bibliography; however, you are allowed to change your topic if it stays within the parameters we discussed for our annotated bibliographies.

#### **Structure:**

**Title:** Give your essay a brief title that summarizes your topic and captures your reader's attention

**Introduction:** Name the topic you'll be discussing and briefly summarize the positions of the two opposing sides that are concerned with that topic. Invite the reader into your discussion. Conclude your introduction with your thesis for the paper.

**Body:** First, summarize the opposing position in depth and support that position with outside, credible sources. Then, move into your position. You must articulate and support your position's side, and also a rebuttal to the opposing side's arguments.

**Conclusion:** Situate your topic within its cultural significance and address how your position affects individuals in real life.

#### **Other Requirements:**

**Sources:** You must use a minimum of 4 credible sources. Follow MLA citation guidelines for all quotes and paraphrasing. A correctly-formatted Works Cited sheet should be attached (is not included in the page count). You can use all, some, or none of your Annotated Bibliography sources. You might need to do additional research to supplement those.

**Formatting:** 4-6 pages; follows all syllabus guidelines for assignments

**Grading:** a rubric will be posted to MuOnline shortly before the assignment is due

## Eng 281: Radical Revision (15% of overall grade)

### **Due dates:**

**Revision Plan draft:** uploaded as a journal entry by class time on Tuesday, April 29 (see below)

**Draft 1:** uploaded as a journal entry by conference time on Thursday, May 1

**Final:** upload your Radical Revision and final Revision Plan to MuOnline by 2:45pm by Thursday, May 8 (the end of our final exam time – this is different than the syllabus due to a typo – we will not meet as a class for our final). These can be combined as one document, just make sure to properly label them.

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**Length:** varies, according to genre and audience, so the assignment should be long enough to fulfill all requirements. However, at least  $\frac{3}{4}$  of the assignment should be text-based, meaning you should avoid genres that heavily rely on visuals.

**Grading:** a formal rubric will be posted to MUOnline, which will include guidelines for how I'll grade the Revision Plan.

### **Assignment:**

For this assignment, you'll "radically" revise your Position Paper for a new audience and a new genre. Our Position Papers are written for academic audiences and as academic papers, so the tone is formal, credible research is used, and it follows a logical structure with a thesis statement and paragraphs with topic sentences. Now, you have the chance to think of another audience who could learn from or would be interested in your topic. You'll also determine the most effective way to *deliver* that argument; in other words, you will decide a genre that is appropriate for your audience and argument.

For example:

- Maybe you're arguing that the US government should raise the legal minimum wage to \$15/hour. For a radical revision, you could write a letter to the editor for the Parthenon geared towards the school's administration or towards workers who currently earn minimum wage, such as those working in the cafeterias.
- Maybe you're arguing that universities have a responsibility to teach students healthy eating habits. For a radical revision, you could create a blog for a university's program geared towards teaching students healthy eating habits.

Questions to consider before you draft:

- Who cares about your argument? Who can *do something* about your argument? Who has a vested interest in your topic?
- What kinds of writing, or genres, does that audience value? What kinds do they encounter? What will get their attention?

### Revision Plan:

With your Radical Revision, you'll turn in a Revision Plan that answers the following questions. A draft of this Plan is due **Tuesday, April 29** (see above).

- Who is your audience? What is their stake in your argument? What do they need to hear from your argument, in order to listen and understand?
- What genre will you write in? Why did you choose that genre? Be as specific as possible about how the audience relates to your genre, meaning why choose to write your argument in this way for them?
- Find a total of 4 credible sources, and cite them in your Revision Plan according to MLA guidelines:
  - 2 that are written for a similar audience (for example, if you're writing to college students, you should find 2 sources also written to college students, regardless of the topic)
  - 2 examples of your genre (for example, if you're writing a letter to a government official, you should find 2 examples of letters to government officials, regardless of genre)
- Based on those sources, answer the following questions specifically and completely:
  - What are the major differences between an academic paper and this genre?
  - What are the major differences between an academic audience and your audience?
  - When answering these, you should refer to specific sources by title and author, use MLA citations for all quotes and paraphrasing, and fully frame quotes.

### Schedule:

- On Tuesday, April 24, we will use class to generate ideas for possible audiences and genres. You'll have time to work on your Revision Plan and perform research.
- On Tuesday, April 29, we'll use the sources you found to develop a more detailed plan for revision. You'll also have time to start drafting.
- On Thursday, May 1, class is cancelled for individual conferences. **We'll discuss your drafts and make sure all journal grades are accurate.** I'll distribute a sign-up sheet for these.

## Examples of Feedback Letters:

Dear Chelsey,

I can tell you worked hard on this draft. Krugman's article is a tough read! I have two major suggestions for revision. First, when you say in the first paragraph that "he's basically discussing the inequality in the American income and social status's" and then go on to explain that he argues the rich and middle/lower classes don't associate, you're almost hitting his main point on the head. Krugman uses the point that we don't see the rich and middle/lower classes associating as an example for his overall argument, which deals with income inequality and social status. That example isn't his purpose. I encourage you to re-visit the last few paragraphs of the essay; he explains his purpose there – think about what he wants his audience *to do* about income inequality.

Secondly, your intended audience paragraph should be focused on one intended audience, which should be as specific as possible. I think you're right to assume that he's addressing the middle and lower classes, plus government officials, but I encourage you to think about what his purpose is and who can actually *do something* about the solutions he outlines – then, you'll have your intended audience. You can follow the Intended Audience paragraph example I distributed in class Monday.

As always, I'm happy to help with any part of this process.

Sincerely,  
Prof. Staley

Dear Ross,

I enjoyed reading your draft, and I think that freewriting about this article was a good way to start. It seems like you've combined a brief analysis of the article with your opinion (agreement/disagreement part of the assignment), so I'm going to give a suggestion for each segment. Be sure for your final draft, you clearly separate those two parts of the paper. The analysis should be objective and your argument is based on whether you agree or disagree. First, when you state that "one point Peacocke made is that it seems almost irresponsible to find some of the antics on 'Family Guy' amusing" and "Another point made by Peacocke is that 'Family Guy' does not attack any particular race, it has bashed everyone", you're pointing out 2 appeals she makes to the audience, so you could write part of your analysis around those.

Secondly, I think you could further develop your statements that "I also agree with the point that 'Family Guy' brings certain political issues to perspective. I can almost relate to the similar show 'South Park' in the sense that it brings up popular issues in somewhat of a comical way, while still maintaining the facts. In my own opinion, I believe that shows such as 'Family Guy' are a good way to spread current issues to the public who does not care to watch one of the news stations" into your agreement/disagreement section – it's focused, specific, and your comparison to South Park makes a lot of sense.

As always, I'm happy to help with any part of this process.

Sincerely,  
Prof. Staley



Dear Brandon,

I enjoyed reading your draft, and I think that freewriting about your opinion was a good way to begin solidifying your thoughts. I have a few suggestions to consider while you write a more cohesive draft. Parts of your draft were a bit difficult to follow, so if I'm misinterpreting your ideas, let me know, and we can discuss this further. First, I think you make some interesting points in your response to Peacocke, but it's very important you respond to her specific argument. I suggest sorting out what her purpose is before you move forward with agreeing or disagreeing with her. Consider this, how does she want critics of the show to view the show? What does she say to the critics?

Secondly, when responding to an author, you need to be very focused and specific. You have a lot of good ideas in this draft for doing that, but I suggest picking one part of her argument you agree or disagree with and focusing on that. For example, you could write from your statement that "to even say that a TV show has some correlation on how one acts is ludicrous" could be developed your scholarly research and a very clear explanation of what you think "ludicrous" means and why that correlation is defined at that. Or, you could focus on your point that "Though we really don't act as bad as some of the things that are show on Family Guy we can all still relate to the topics they talk about even if it just from how the people around us are acting" – I think you could develop this into discussing how viewers don't necessarily have to look for themselves in TV but rather, can learn something about society in general.

Also, I *strongly strongly* encourage you to make at least 2 appointments with the Writing Center leading up to the final draft of this paper to work on word choice and sentence-level issues.

As always, I'm happy to help with any part of this process.

Sincerely,  
Prof. Staley

Dear Ethan,

You have a lot of great ideas packed into this draft, and I'm excited to read your final piece. I do have a few suggestions for you to consider while moving forward. First, in your fifth paragraph, you point out a few of the appeals Peacocke uses to make her argument, such as "the author argues that if you watch the show it will not make you mimic the characters in the shows humor or action" and "that the creator of the show is 'trusting in their viewers' ability to analyze what they are watching'" – you could focus analysis paragraphs on those appeals.

Secondly, I think you identify Peacocke's purpose throughout this draft, they just need to be explicit. For example, when you say she "helps some people enjoy the show more who once disliked it", then it seems like you're saying her intended audience are critics of the show. As for her purpose, I think you sum that up (or directly quote her?) when you say in the fifth paragraph that "Futhermore Family Guy 'points out the weakness and defects of US society in a mocking and sometimes intolerant way". Be sure to make her purpose clear early in your paper and follow the intended audience paragraph model I gave out Monday.

Also, I *strongly strongly* encourage you to make at least 2 appointments with the Writing Center leading up to the final draft of this paper to work on word choice and sentence-level issues.

As always, I'm happy to help with any part of this process.

Sincerely,  
Prof. Staley

