

ENG 101P-203: Beginning Composition Plus
Spring 2016
MW 9:00-10:40
Corbly Hall 466

*I write entirely to find out what I'm thinking, what I'm looking at, what I see
and what it means. What I want and what I fear. -- Joan Didion*

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Office Hours: Wednesday 11:00-2:00
Thursday 10:30-12:30
Friday 10:30-12:30

Communication

The best way to reach me is via email. If I'm in my office, I'll answer my phone, but I don't check my voicemail. You can message me through Blackboard, but direct email at my Marshall account is quickest because it alerts me directly on my phone. Likewise, when I need to contact you, I will message you through your Marshall account. I expect you to check it regularly.

Note: Emails received after 8:00 PM will be responded to the next day.

Course Description

Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking, and fundamental research strategies and skills. Additional attention on reading, paragraph development, and sentence-level writing skills. PR: ACT Verbal below 18 (or SAT Verbal equivalent).

Required Texts, Additional Readings, and Other Materials

You have two required texts for this course: one is a traditional handbook, and the other is a course packet designed by your teacher:

Bullock, Richard, Michal Brody and Francine Weinberg. *The Little Seagull Handbook*. 2nd ed.
New York: Norton, 2014.

English 101 Course Packet for Sabrina Jones (Note: The course packet can only be purchased at the MU Bookstore.)

In addition to these texts, other required course readings will be posted on MUOnline (Blackboard) periodically.

You will also need FOUR 2-pocket folders for submitting assignments. I have some extras in my office. If you need one, just ask.

You are required to have your texts by the third day of class. If you are unable to get your texts by then, please see me to make other arrangements.

Computer Requirements

You should know how to use email, Internet, MUOnline (Blackboard), and Microsoft Office programs, and you will need to have access to these technologies outside of class. It never fails: by the end of the semester, your computer will crash and/or your printer will run out of ink. ALWAYS save your work in two places to survive computer crashes and lost flash drives. I use Dropbox so that I can access my files anywhere I have an Internet connection. ALWAYS have an extra ink cartridge on hand and money on your Points card for printing emergencies.

Student Learning Outcomes

In English 101P, students will gain extended practice with composing processes, including invention, drafting, revision, and editing, and use writing as a means of critically thinking, making meaning, and generating knowledge. Students will produce at least 3-4 polished, formal writing projects, in addition to a series of shorter writing assignments leading or connected to the larger writing projects. By the end of the semester, students will have generated the equivalent of a minimum of 20 typed, double-spaced pages.

In their polished, formal writing, students should demonstrate the following:

Outcome:	How students will practice it:	How student achievement is assessed:
1. Comprehension of literary and informational texts, demonstrated through summarizing, paraphrasing, and responding to course material, including the work of peers.	Drafting exercises, peer response, in-class activities, analyzing course readings	Project #2
2. Application of rhetorical concepts, including audience considerations, genre, and logical appeals.	Group work, peer response, class discussion, in-class exercises, informal writing prompts, presentation	Project #1 Project #2 Project #3 Project #4
3. Ability to acknowledge and evaluate larger social, intellectual, and cultural contexts as relevant to their particular writing tasks.	Informal writing, class discussions, group work, drafting exercises	Project #2 Project #3
4. Ability to write a focused, cohesive text that demonstrates adequate development of ideas.	Drafting exercises, peer response	Project #1 Project #2 Project #3 Project #4
5. Ability to present ideas logically and in an organization pattern appropriate for an assignment's purpose.	In-class activities, informal writing	Project #1 Project #2 Project #3 Project #4

6. Application of Standard English usage and the ability to proofread for surface features such as syntax, grammar, punctuation, spelling, and proper textual formatting.	informal writing activities, grammar practice exercises, peer review	Project #1 Project #2 Project #3 Project #4
7. Application of ethical citation practices.	Informal writing, citation practice exercises	Project #2 Project #3
8. Ability to identify and solve individual writing and reading difficulties and comprehensively implement peer and instructor feedback.	Informal writing, discussion, group work, rough drafts, peer review, conferencing	Final Revision
9. Ability to generate knowledge as a member of the class community as a whole and in small peer groups.	Discussion, group activities, informal writing	In-class activities Low stakes writing

Evaluation/Measurement/Assessment of Learner Outcomes:

Course Requirements

This course is very different from most lecture courses. I run it more like an active workshop. You should expect about ¼ lecture, ¼ whole class discussion, ¼ small group work, and ¼ in-class writing. Because of this workshop format, faithful attendance and active participation are necessary.

In lieu of tests, you will complete four major writing projects; you will also revise one of these projects for your “final exam” grade. In addition, you will participate in revision/editing workshops, complete reading assignments, be active in class discussions and activities, and write a final course reflective. *All major projects must be completed and turned in within the grace period in order to pass this class!!!*

Writing Project 1: Intellectual Autobiography **20% of final grade**

This project is a 4-5 page personal narrative based on a life experience that has developed you into the individual you are today.

Writing Project 2: Cultural Analysis **20% of final grade**

This project is a 3-4 page close reading of a text we have read in class. You will analyze the content and context of the reading closely to determine its ultimate influence on American culture.

Writing Project 3: Persuasive Research Campaign **20% of final grade**

This project requires you to compose 6 short pieces using a variety of persuasive techniques to reach different audiences in different genre formats using one topic.

Writing Project 4: Multi-genre Memoir **20% of final grade**

This 7-8 page creative project allows you to combine narrative writing and genre writing to compose a unique memoir about a specific person or event.

Informal Writing**20% of final grade**

This category includes homework assignments, in-class activities, and possible reading quizzes. In-class activities cannot be made up without an excused absence.

Final Revision with Reflections

At the end of the term, you will substantially revise one of your first four projects. I don't offer much extra credit, but this opportunity is a great way to boost your grade by replacing a less desirable one. *You MUST keep your original draft and grading rubric to get credit for the final revision. Thus, do not throw graded projects away!*

How do these percentages translate into points? Let's break down the math. Your point totals will be available on Blackboard (MUOnline) to help you keep track of your grades.

Writing Project 1	100 points
Writing Project 2	100 points
Writing Project 3	100 points
Writing Project 4	100 points
<u>Informal Writing</u>	<u>100 points</u>
Course Total	500 points

How do these points translate into letter grades?

Grading Scale

90 – 100% = A	(450-500 points)
80 – 89% = B	(400-449 points)
70 – 79% = C	(350-399 points)
60 – 69% = D	(300-349 points)
0 – 59% = F	(0-299 points)

Grading Criteria

English 101P projects are graded according to the instructor's professional judgment of the overall quality of the writing and thinking, taking into account the outcome goals listed earlier and including the following. Your course packet also provides you with a specific assignment sheet and grading rubric to further explain specific criteria for each project:

- how well the project fulfills the assignment
- to what extent it demonstrates the principles taught in the course
- how effectively it communicates with its audience
- to what extent it engages its readers
- how easily it can be read and comprehended
- how well it is developed

I am happy to look over your drafts and give you feedback at any point during the writing process. Just stop by during my office hours or email your draft. However, you must give me at least 24 hours to respond to your drafts, meaning you can't wait until the night before it is due to ask for feedback. I encourage you to get started early and take advantage of this extra help.

The Writing Center

Located on the 2nd floor of Drinko Library, the writing center is a free tutoring service for all Marshall students who want help with their writing. It is staffed by students specially trained to help at all stages of the writing process and in any discipline. There is no extra credit for visiting the writing center, but the help you receive could make a major difference in your grade. Check out their website to learn more or schedule an appointment:
<http://www.marshall.edu/wpmu/writingcenter/>

Attendance Policy and Make-up Work

You are allowed FOUR unexcused absences without penalty. For each unexcused absence over four, your final course grade will drop one letter. Arriving more than 15 minutes late to class will count as an unexcused absence; if you arrive to class unprepared or without the necessary materials to work, you may be asked to leave and will be penalized one unexcused absence.

Excused absences fall into the following categories:

- University-sponsored activities
- Student illness or critical illness/death in the immediate family
- Short-term military obligation
- Jury duty or subpoena for court appearance
- Religious holidays

Proper documentation and/or approval from The Office of Student Affairs must be presented for all university excused absences. Once the excuse is verified, I will allow you reasonable time to make up missed work with no penalty.

If you have an excused absence, it is your responsibility to let me know as soon as you return (or before the absence when possible) so we can develop a plan for make-up work. You will have one day to make up work for each day missed.

Late Work Policy

Assignments will drop one letter grade per day late. I will not accept late work after one week. *No excuses and no exceptions!* The due dates are clearly posted in the syllabus, so I expect you to plan accordingly. No late work will be accepted after **Wednesday, April 27**.

Inclement Weather

In case of severe weather or other emergency, television and radio stations in Huntington and Charleston will be notified concerning changes in normal university operating hours. Delays or closings will also be posted on the Marshall University webpage. You can also sign up for MU

Alert Emergency Notifications. If MU does not close (it rarely does), and I deem holding class to be unsafe, I will e-mail you to notify you that class is cancelled.

Plagiarism

I expect all student work to be original to this course. It is also your responsibility to clearly distinguish your own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. You are responsible for both intentional and unintentional acts of plagiarism. Plagiarism is a serious offense and I *will* report instances of plagiarism to the Office of Academic Affairs. This could result in failure of the assignment and/or the class. Again, it is YOUR responsibility to make an informed choice about what to do with sources of information. We will cover best practices to avoid plagiarism, but if you are ever unsure how or when to cite something – PLEASE ASK!

Behavior Expectations

I expect college students to act like mature adults in the classroom. Be respectful of others' ideas and be on time and prepared for class. I have zero tolerance for texting or browsing the Internet during class time (including group work, lectures, and class discussions). It is disrespectful, and I will not hesitate to embarrass you, kick you out, count you absent or all of the above. Keep cell phones and other electronic devices turned off and out of sight unless I specifically tell you to get them out.

Assignment Submission Policy

A hard copy of each assignment (and the prepwork that goes with it) must be turned in during class on the due date or else the assignment will be considered late. **No email or Blackboard submissions will be accepted unless specified by your instructor.** You will be held responsible for computer and printer “issues” (lost files, jams, out of ink, etc.), so be sure to have assignments completed and printed well before class time.

Official University Policies

To learn more about Marshall University's policies on academic dishonesty, excused absences, Computing Service Acceptable Use, inclement weather, Dead Week, students with disabilities, academic dismissal, academic forgiveness, academic probation and suspension, academic rights and responsibilities for students, affirmative action, and sexual harassment, log on to:
http://www.marshall.edu/academic-affairs/?page_id=802.

Course Outline

Use this tentative schedule as a guide to what you will need for class each day; it also has all your due dates marked.

LS: *Little Seagull* reading

CP: Course Packet activity

BB: Blackboard homework

Date	Topic to be Covered	Major Assignments due
M January 11	Syllabus Introductions Diagnostic Essay	
W January 13	“America! America!” (on BB)	
M January 18	Holiday – No Class	
W January 20	“Girl” (on BB) Pre-Writing HW: read LS p. 2-29	
M January 25	Mock Grading HW: read LS p. 58-61	
W January 27	Narrative Writing HW: read LS 289-303	
M February 1	Dialogue Concise Language	
W February 3	Peer Review	Project #1 Draft
M February 8		Project #1 Due
W February 10	Stereotyping HW: reading on BB	
M February 15	Nacirema HW: read LS 62-65, 49-53 LS 75-78, 92-108	
W February 17	Discuss Project #2 Analysis HW: Digging In (CP)	
M February 22	Outline vs. Blocking (handout) HW: LS 252-259, 324-330	
W February 24	Mechanics (CP)	
M February 29	Workshop: Topic Sentences	Project #2 Draft
W March 2	HW: LS 43-48 BB: email and business letter	Project #2 Due
M March 7	Persuasive Writing Persuasive Practice (CP)	
W March 9	Character Sketch (CP) Works Cited (CP) Pair Candidates	

M March 14	Editorials (CP) HW: LS 30-42	
W March 16	Visual Rhetoric (CP)	
M March 21	Spring Break	
W March 23	Spring Break	
M March 28	Project 3 Workshop Partner Time	Project #3 Draft
W March 30	Presentations	Project #3 Due
M April 4	Genre	
W April 6	Memoir	
M April 11	Multi-genre samples (CP) Project 4 Proposal Discuss Final Revision (CP) Project Reflections	
W April 13	Individual Conferences No Class	
M April 18	Individual Conferences No Class	
W April 20	Course Reflection (CP)	Project #4 Due
M April 25	Final Revision Workshop (optional)	
W April 27		Final Revisions Due

**Your instructor reserves the right to make any necessary changes to the syllabus.

Most Recommended Days (my favorite high-impact learning activities occur):

W January 13
W January 20
W February 10
M February 15
M March 14
W March 16

Least Recommended (teaching is harder to observe because of peer review, one-on-one conferencing, or student presentations):

W February 3

M February 8

W March 2

W March 9

M March 28

W March 30