English 101.41: College Composition

Fall 2016	Dr. Mike Edwards	509 335 8818
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MWF 13:10–14:00	Office Hours: MW 11AM–noon and by appointment	

Description (from the WSU Course Catalog)

"Course Prerequisite: Appropriate Writing Exam score or completion of ENGLISH 100 with an S grade. Designed to further develop students' academic writing, critical thinking, rhetorical strategies, reading and library skills. Credit not granted for more than one of ENGLISH 101 and 105."

About the Course (from Dr. Edwards)

This course will help you learn the tactics, conventions, and strategies of good writing. This course also focuses on priorities essential to your collegiate and post-graduation world: information management, seeking and giving useful feedback, and developing successful research and writing processes. Our approach takes as its foundation the substantial body of empirical research on the best ways people learn to write well, and on the ways people don't learn to write well. Good writing seldom happens in one draft the night before a deadline: instead, good writing comes from practice, from attention to methods and processes, and from reading and responding to others' writing. Most of all, good writing comes from putting in the effort to generate and organize ideas, to undertake multiple drafts, to seek and consider and respond to advice on those drafts, to revise, to edit, to proofread, and to share writing with others. All those activities constitute our semester's work.

Required Resources

- An Eli Review account (https://app.elireview.com), a Toggl account (https://toggl.com/), and a 750words account (http://750words.com), all provided free to you.

- A networked digital device (laptop, tablet, smartphone) to bring to class every day. If that's a challenge, you can rent or borrow one, or you can share with a classmate, if you make specific arrangements with me first.

- Ede, Lisa. *The Academic Writer: A Brief Guide*. 3rd ed. Boston: 2014, Bedford/St. Martin's.

Course Goals and Portfolio Outcomes

All students in English 101 are assessed according to how well they meet the course learning outcomes, as demonstrated in their end-of-semester writing portfolios. Students will

- understand that critical thinking and reading are integral parts of composing processes (*critical thinking:* meets WSU learning goals 1, 4, 5, 6),

- demonstrate understanding of how rhetorical knowledge and awareness can improve communication (*rhetorical awareness:* meets WSU learning goals 1, 4, 5, 6),

- demonstrate knowledge of information literacy in selecting and using resources in their writing (*information literacy:* meets WSU learning goals 1, 4, 5, 6),

- understand composition as an array of multiple overlapping and recursive processes that requires multiple drafts, revision, and reflection (*processes of composing:* meets WSU learning goals 1, 4, 5, 6), and

- demonstrate knowledge and understanding of textual formats, structures, and conventions (*knowledge of conventions:* meets WSU learning goals 1, 4, 5).

The numbered learning goals refer to the "Seven Learning Goals and Outcomes" of WSU's undergraduate graduation requirements (http://ugr.wsu.edu/faculty/7goals.html).

Portfolios

English 101 places significant emphasis on understanding writing both as a verb and as a noun: as ongoing process and as final product. To help foster that understanding, all WSU English 101 courses are portfolio-based, and require that a significant portion of your final grade reflect how well you engage the ongoing process of writing. In other words, you don't just write a one-draft essay and forget about it: instead, you consider the feedback you receive and continue to improve your writing as the semester progresses, and at the end of the semester, you assemble into a coherent portfolio all the substantially revised pieces of writing that best demonstrate your strengths as a writer and what you have learned. In order to pass the course, you must include all previous drafts and feedback with your final portfolio drafts. The portfolio offers you every possible chance to improve, and to clearly demonstrate that improvement by including all previous drafts and revisions into your portfolio. During the semester, your peers and I will give you substantial feedback, but I will not grade your work until you submit the final portfolio, when I (and perhaps other instructors) will holistically evaluate your work according to the course goals and portfolio outcomes.

Assignments

- Essay 1: A Comparative Analysis. (*Audience: Dr. Edwards.*) 1800 words

- Essay 2: A Rhetorical Response. (*Audience: Your classmates.*) 2000 words

- Essay 3: A Documented Inquiry. (*Audience: People in your projected major or area of interest, including graduate students and professors.*) 2400 words

- Essay 4: A Metacognitive Reflection. (*Audience: The Writing Program.*) 1800 words

Grading

Grading for English 101 follows WSU standards.

- A grade of A indicates outstanding achievement. Only the highest accomplishment earns an A grade.

- A grade of B is an honors grade, indicating praiseworthy performance that is above average in most or all respects.

- A grade of C indicates satisfactory performance. Work that meets but does not surpass the standards for competency in most or all respects earns a C grade.

- A grade of D indicates minimally passing performance. Work that is less than satisfactory in demonstrated effort and achievement earns a D grade.

I apportion your grades according to the following distribution:

End-of-Semester portfolio	500 points
Eli Review work (8 @ 25 points each)	200 points
Toggl time tracking (12 weeks @ 10 points each)	120 points
(4 hours=C, 6=B, 8=A)	
750words writing (12 weeks @ 10 points each)	120 points
(400 words=C, 600=B, 800=A)	
Class and conference participation and preparedness	60 points
Total	1000 points
A	940–1000 points
A-	900–939 points
B+	870–899 points
B	840–869 points
B-	800–839 points
C+	770–799 points
C	740–769 points
C-	700–739 points
D+	670–699 points
D	640–669 points
F	0–639 points

Timeliness

Your success in this course depends in part on receiving timely feedback on your writing from your peers and from me, and your peers' success depends similarly on receiving timely feedback from you. Deadlines matter. For those reasons, you do not receive credit for late work. If you do not turn in your final portfolio by the due date at the end of the semester, you will not pass the course.

Midterm Grades

Due to the nature of the portfolio system, which emphasizes process over product, if you are making satisfactory progress in the class (i.e., turning in assignments on time, meeting basic assignment requirements, attending class regularly, *et cetera*) you will receive a midterm grade of X, which indicates that coursework is in progress. If you are not making satisfactory progress, you will receive a grade of C- or below as a warning, and I strongly encouraged you to meet with me. If you belong to an organization that requires proof of satisfactory progress (not a grade) in writing, you may request that I sign a Progress Report Form.

Attendance

Much of the work you'll be doing on your writing, both on your own and with your peers, happens in class. Attendance is required, and I take attendance daily. There are 43 scheduled class sessions. I'm not permitted to ask you for a doctor's note, and if you don't make arrangements with me ahead of time, I'm not interested in your reasons for missing class, but I do understand that unanticipated things happen: you get three free absences, no questions asked. After that, each absence costs you 25 points, or 1/40th of your final grade (43 sessions

minus 3 free absences). All absences, including University Excused Absences, count toward your total number of absences. If you know ahead of time that you will have a legitimate reason for being absent, show me documentation and make arrangements to complete the work ahead of time for the class that you will miss. As in any of your classes, if serious illness or emergencies prevent you from attending class, contact the Dean of Students. Don't disrupt class by showing up after attendance has been taken: if you come to class late three times, that counts as an absence.

Academic Integrity

Academic writing builds upon, responds to, and explicitly acknowledges the work of others. This class will help you learn how to do that while avoiding plagiarism. The Council of Writing Program Administrators (CWPA) states that "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (http://wpacouncil.org/positions/WPAplagiarism.pdf). The WSU Academic Integrity Policy, which is based on State of Washington Code, expands the CWPA definition of plagiarism and explains other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit plagiarism will be reported to the Assistant Director of Composition and the Office of the Dean of Students and will fail the class. Students who pass this course will have learned how to cite, value, and honor others' writing.

Campus Safety

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" (https://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video) response for an active shooter incident. Remain alert (through direct observation or emergency notification), assess your specific situation, and act in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU and visit the WSU safety portal (https://faculty.wsu.edu/classroom-safety/).

Disability

Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center site (http://www.accesscenter.wsu.edu). You may also either call or visit the Access Center 509 335 3417; Washington 217). Accommodations must be approved through the Access Center. If you have an approved accommodation, discuss logistics with me early in the semester.

Discrimination, Harassment, and Misconduct

According to the WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (http://oeo.wsu.edu/wp-content/uploads/sites/180/2014/08/ep15.pdf, Executive

Policy 15) and WSU Standards of Conduct for Students (http://app.leg.wa.gov/WAC/default.aspx?cite=504-26), discrimination, discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) are prohibited. If you have experienced or witnessed discriminatory conduct, contact the WSU Office for Equal Opportunity (OEO, http://oeo.wsu.edu) or a WSU Title IX Coordinator (http://oeo.wsu.edu/title-ix/) to discuss reporting options and resources, including a list of confidential resources. WSU employees who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a Title IX Coordinator. I require students to respect one anothers' individual identities, including respect for race, nationality, ethnicity, religion, gender, sexuality, ability, and veteran status.

Resources

- All English 101 students have free access to the computers and printers in the Avery Microcomputer Lab (AML) in Avery 101, 103, and 105. Classes often meet in the AML: don't interrupt a class that's in session.

- I strongly encourage you to visit the Writing Center and Writing Commons, which provide free walk-in face-to-face peer consultation services and facilitate writing workshops. The Writing Center is in CUE 303 and the Writing Commons is in CUE 402. You can also get online tutoring through the Western eTutoring Consortium (http://etutoring.org).

- English 102 is a one-credit writing workshop. Beginning the third week of classes, students and facilitators meet in small groups once per week to revise projects for English 101 or other courses. You may contact the Writing Program (http://universitycollege.wsu.edu/units/writingprogram/index.html) for more information. You can sign up for English 102 on MyWsu.

Calendar

AML = meet in Avery Microcomputer Lab   H = Eli Review work
AW = reading from *The Academic Writer*   E1, E2, E3, E4 = Essays 1, 2, 3, 4
Lastname, "Title" = reading from Blackboard Learn 'Content' folder

Date	Preparation required	In-class activity
8/22		envelopes; assignments; technologies
8/24	sign up for Eli, Toggl, 750words	Eli Review; E1 intro
8/26	AW 90–110	Alexie reading; E1 generative writing

Date		Preparation required	In-class activity	
8/29		Freire, "The Banking Method"	E1 generative writing & collaborative work	
8/31	**AML**	Edmundson, "Lite Entertainment"	E1 generative writing & collaborative work	H
9/2	**AML**	E1 early draft 1.5K words	E1 first peer review	H
9/5			*Labor Day*	
9/7		review syllabus and assignments	how to earn an A in English 101	
9/9		AW 110–128	analysis and synthesis; E1 revision plan	
9/12		AW 1–16	E1 synthesis writing	
9/14	**AML**	E1 revised draft 1.8K words	E1 second peer review	H
9/16		AW 18–33	E1 editing	
9/19		**E1 submission draft**	E1 reflection; statistics analysis	
9/21		AW 261–281	E2 introduced; choose emphasis, seek sources	
9/23		E2 reading: choose Foss ("Love Letters") or Villanueva ("Memoria")	E2 generative writing: literacies	
9/26		E2 reading: choose 1 from group B (challenges) or group C (technologies)	E2 generative writing: challenges or technologies	
9/28		AW 52–72	rhetorical situations and strategies	
9/30	**AML**	E2 early draft 1.6K words	E2 first peer review	H
10/3		AW 338–362	revision strategies; E2 revision plan	

Date		Preparation required	In-class activity	
10/5	**AML**	E2 revised draft 2K words	E2 second peer review	H
10/7		AW 367–375	E2 editing: quotations, agreement	
10/10		**E2 submission draft**	E2 reflection; statistics analysis	
10/12		conferences in Avery 341		
10/14		conferences in Avery 341		
10/17		AW 292–304	E3 introduced; research questions, arguments	
10/19		AW 73–85; Swales, "CARS"	E3 topics; generative writing	
10/21		AW 170–192	library day; locating sources	
10/24		AW 193–207	evaluating sources	
10/26		AW 130–151	E3 generative writing	
10/28	**AML**	E3 early draft 1.6K words	E3 first peer review	H
10/31		AW 233–257	writing in the disciplines	
11/2		Stedman, "Annoying"	BEAM, SEAR	
11/4	**AML**	E3 revised draft 2.4K words	E3 second peer review	H
11/7		AW 207–231	E3 editing: quotations, citations	
11/9		E3 revised draft	flex: E3 work	

Date		Preparation required	In-class activity	
11/11			*Veterans Day*	
11/14		**E3 submission draft**	E3 reflection; statistics analysis	
11/16		Murray, "Autobiography;" review Alexie	E4 introduced; writing returned	
11/18	**AML**	E4 early draft 1.2K words	E4 first peer review	H
			Thanksgiving	
11/28			portfolio review; data gathering	
11/30		AW 34–51	E4 generative writing & revising	
12/2	**AML**	E4 revised draft	E4 second peer review	H
12/5		**E4 submission draft**	portfolio discussion	
12/7			portfolio review	
12/9			wrap-up	
12/12		**portfolios due**		

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