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|  | **Course Requirements and Expectations for ENGL1201-0160RD, Fall 2013**  **Welcome to 1201**  One of the biggest difficulties in learning to write in a classroom is that it’s very different from learning to write anywhere else. True, writing for a teacher is a bit like writing for a future boss, whether you’re an engineer, a sports writer, a social worker, a businessman, or an accountant (yes, accountants have to do lots of writing if they’re going to be successful). However, what you and your future boss will share is a particular purpose and particular way of writing. For example, in business you and your boss will write memos or reports for the purpose of making a buck; as a social worker you and your boss will deal with case studies of clients for the purpose of helping them have better lives. In class, as student and teacher we don’t share a particular way of writing, and we don’t write for a purpose—except to get graded, which isn’t much of a purpose, if you think about it!  So, to solve this problem, I’d like to help turn the class into a small community of writers. You’ll become the primary audience for each other’s writing and, together, you (with some guidance from me) will decide the purposes for our writing and what makes good writing. We’ll start with what you currently think good writing is, but I’ll help you think more specifically about the purposes and audiences for writing in college. I will help you articulate your purposes and criteria for good writing, but YOU will be critiquing each other’s writing and revising based on those critiques. I will help you evaluate individual essays instead of merely giving you a grade (though I will comment on your essays as well). The idea behind this way of working is to make you be consciously aware of and actually be a member of an actual community of writers so that you have a better chance of adapting the knowledge in College English I in future courses in which you write.  The semester will be divided into three parts. The topic of Essay 1 will be determined by you this week. The readings will be negotiated between us. You will also write a personal statement related to this topic that will be a source for the class to use. Essays 2 and 3 will be a progression that focuses on a general topic, again chosen by the class, but worked on in separate groups depending upon area of interest. Essay 2 will be a literature review, in which you critique and discuss three or four sources and say what their implications are, including what questions they raise for further research. Essay 3 will be a research paper, based upon the questions emerging from Essay 1, and organized by student interest. Each group will carry out a small original research project and one or two new sources from the library. Each group will make a presentation to the class that should engender further discussion and lead to the thesis for Essay 3.  Finally, this syllabus is the best plan I can make at this point. Some assignments will be concretized or modified as the course develops, but the core assignments—and bases for your grade—are here. I will let you know of any changes as soon as I make them, and you will always have advanced notice. See [College I Website](http://blogs.shu.edu/english/) for further resources.  Prof. Ed Jones, College English I, section RD, and Reading & Writing Workshop, section RD  Class times: 2:00-3:15 and 3:30-4:45, Tuesday and Thursday  Associate Professor of Writing  E-mail: edmund.jones@shu.edu  Work phone: 973-761-9000 ext. 5099  Cell phone: 973-441-0451 (Use this in unusual circumstances, not after 10:00 pm.)  Office location: Fahy 356  Office hours: Tuesday 11:00-12:00, Thursday 10:00 to 11:30, or by appointment  **Required Texts and Other Materials**  Peterson, Linda H., and John C. Brereton, eds. *The Norton Reader: An Anthology of Nonfiction*. 13rd ed. New York: Norton, 2012.  Francine Weinberg and Richard Bullock, *The Little Seagull Handbook*. New York: Norton, 2011.  Gerald Graff and Cathy Birkenstein. *They Say, I Say*, 2nd ed. New York: Norton, 2011.  Personal statement related to Essay 1 topic.  A SHU IBM laptop computer  **Grading Policy**  ***Three Essays: 60% of Grade***  Essay 1—15% . Essay 2—20%. Essay 3—25%.  ***Informal Reading-Related Assignments: 15%*** These will include various assignments that relate to readings generally from *The Norton Reader*.  You will find all your assignments in Blackboard. Use the assignments to explore your thoughts about something you’ve read or about what you might write about in an essay. The focus here is on writing freely, not on correctness, so you don’t have to worry about someone looking over your shoulder for grammar and spelling errors—at least at first. I will look for evidence of genuine engagement with the readings.  All homework assignments turned in late (after 8:30 of the morning due) count only half. (If you turned in every assignment late, you’d get a C for the semester, even if you did the assignment well.) To do well in this course, you can expect about 2½ hours of homework for every class on average.  In the subject line, give a title to your homework that captures the essence of what you’ve been thinking (e.g. “Ethics starts at home”).  ***Participation in the Life of the Classroom: 10%*** Includes presentations.  *Key behaviors that will raise or lower your participation grade.*   |  |  | | --- | --- | | Raise grade | Lower grade | | Ask questions of classmates about the topic at hand.  Pay attention to me and, just as important, to classmates.  Respond to comments your classmates make.  Refer to the text when responding to a question or idea.  Help keep your group focused on the task in small groups.  If you don’t understand something or the reason we’re doing something, ask about it. | Use cell phone, Facebook, or IM or otherwise use the laptop for nonclassroom-related activities (counts as an absence)  Leave the classroom in the middle of class  Carry on private conversations or otherwise show you’re not paying attention.  Show disrespect for a classmate (which is not the same as respectfully disagreeing with your classmate or me).  Disparage the essays we’re reading or the tasks the class is working on (which is not the same as critiquing the literature or respectfully raising questions about the value of the tasks) |   ***Writing Center Attendance: 5%*** Visit the Writing Center homepage to learn more about this important resource: <http://www.shu.edu/academics/artsci/writing-center/>. 6 visits total. If you miss no visits, you get an A. If you miss 1 visit, you get a B+; 2, a B-; 3, a C+ 4, a C-; 5, a D; 6, an F.  ***Final Exam, a Personal Theory of Writing: 10%.* Date TBA.**  **Essays**  All essays go through a process of drafting and revision.  All drafts should be submitted to Blackboard (or, if that’s not possible) e-mailed to me by 8:30 a.m. on the due date and submitted to your own personal Dropbox folder. Extensions may sometimes be granted IF you speak to me (not e-mail) me at least a day in advance of the due date.  ***First drafts.***First drafts are your first try at communicating your idea about something. You have a tentative idea or thesis, but you’re still trying to work out all the details. As with informal writing, it doesn’t make sense to worry about grammar as you write. You’re more concerned with thinking about how your idea fits the evidence and how your various thoughts all fit together. However, the first draft that you actually hand in should be a complete draft with a clear thesis. Incomplete drafts will be returned without being graded. Also, before turning in the first draft, you should at least proofread your work. It should follow MLA style for format and citation style. (See *The Little Seagull Handbook*.) Submit all first drafts in BlackBoard, complete with a metatext, and to my Dropbox folder. Late or incomplete first drafts will lower the grade on your final draft one-third (e.g., an A- would become a B+).  ***Metatext.*** A metatext is a reflection on the process you went through when writing each draft. Write it—and place it—immediately after the draft itself. You’ll answer questions like these: What do I like about my draft? What do I think needs work? What steps might I take next? What do I wonder about how my readers will respond? What did I learn about writing from doing this draft? How did I develop on my chosen continuum concept(s)? You can actually use the metatext to further develop your idea in the first draft. I’ll also show you how to respond using the Comments feature in Word.  ***Revision.***You will revise each essay at least once. Revision is a processing of re-seeing what you’ve written, taking into account how your readers (classmates and me) respond to your draft and how you rethink your original idea. Revising means reorganizing, adding, subtracting, changing focus. It’s more than just changing a few sentences or fixing sentence-level errors. If you choose to revise a final draft, the grades for the revision and for the original will be averaged. (See “Workshops” below.) Revisions are also submitted both in Blackboard and in the Dropbox folder.  ***Final draft.***  The final draft should be carefully edited so that not only are the ideas engaging and well supported but the sentences are well crafted and free of grammatical or mechanical errors. It should follow MLA style for format and citation style. It should include a metatext at the end. Final drafts are submitted both in Blackboard and to my Dropbox folder. Late final drafts are marked off one-third grade for every *school day* late (not just every class late  ***Workshops.*** Drafts of essays will be workshopped. That is, they will be responded to by classmates in pairs, by groups, or the whole class. This will be an excellent opportunity to get feedback to see whether you’re communicating as you’d hoped to and to listen to varying perspectives. You will have the responsibility to respond thoughtfully to others’ drafts, too.    **Major Assignments**  **Essay 1.  4-6 pages. Drafts due Sept. 17, 2, and Oct. 1**  The topic of Essay 1 will be determined by students the first week of class. The readings will be negotiated between us. You will also write a personal statement related to this topic that will be a source for the class to use. The purpose will be to arrive at a compelling idea that answers a question that one of the readings and your own experience raise for you. You must take into account at least one of your classmate’s personal statements.  ***Key concepts*:**freewriting, writing a summary, engaging an author’s ideas, ideas that embrace complexity, introductions that make readers ask your question with you, movement in an essay, MLA documentation.  ***Readings*:** TBA  **Essay 2.  5-7 pages.  Drafts due Oct. 17, 22, and 29.**  Essays 2 and 3 will be a progression that focuses on a general topic, again chosen by the class, but worked on in separate groups depending upon area of interest. Essay 2 will be a literature review, in which you critique and discuss three or four sources and say what their implications are, including what questions they raise for further research.  ***Key writing concepts***: representing a textual conversation; library research; ; narrowing the research focus; taking a position within a textual conversation; revision as re-seeing, as substantive; claim, evidence, warrant; sentence outline; bringing the reader with you  ***Readings*:** TBA.  **Essay 3. 6-8 pages. Drafts due Nov. 21, 28, Dec. 5**  Essay 3 will be a research paper, based upon the questions emerging from Essay2, and organized by student interest. Each interest-based group will carry out a small original research project and find one or two new sources from the library. They will make a presentation to the class that should engender further discussion and lead to the thesis for Essay 3.  ***Key writing concepts***: interpretation of image to make a point, research plan; primary and secondary sources; conclusion  ***Readings*:**TBA    **Ways of Working in Class**  Mini-lectures about writing concepts and skills. Question & answer opportunities about course topics of interest to any student. In-class writing of various sorts: freewriting, writing to think through a concept, starting an assignment in class, small-group brainstorming, practicing various techniques (summarizing, annotating a text, double-entry journal, reverse outlining). Practicing and reflecting on the use of various writing and reading strategies. Discussion of ideas from readings. Peer review of essay drafts in “editorial boards.”  **English Department Attendance Policy**  College English I is a writing workshop, which means that the work we do in class is an essential component of the course. With the Reading and Writing Workshop, the course is especially focused on workshopping. This includes in-class writing assignments, note-taking, peer review, and group work. Students with more than four absences (absent during both classes in a given day), either excused or unexcused, will have failed to complete a substantial number of these writing assignments, and may therefore be unable to pass College English I.  *Course specific policy*:  In all cases, unexcused absences lower your grade, one-third grade per absence, for example, from a B+ to a B. Three latenesses (more than 5 minutes late to class) counts as one absence.  Missing a conference is the same as missing a class and counts as half an absence.   **Use of the Laptop and Other Electronic Devices**  All homework should be composed in Word first, then copy-and-pasted into a Blackboard Discussion thread. That way you won't lose work if the system goes down, and you'll always have a back-up. In class, getting on Facebook and surfing the internet are great for maintaining your already established communities; these activities are very disruptive of the kind of classroom community that is conducive to a good education. Please do not use Facebook, or send instant-messenges or e-mail in class, ever. Every instance counts as an absence.    **Plagiarism**  Copying the work of others—knowingly or unknowingly—without properly giving credit has never been acceptable at college or in the wide world, for that matter. Check out the English Department [policy on plagiarism](http://blogs.shu.edu/english/plagiarism-policy/) on the 1201 website. |  |
|  | **A Note for Students with Disabilities**  If you have a documented disability or think you might have one, you may be eligible for accommodations in academic classes, the residence halls, food service areas, etc., under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Disabilities may include those that are permanent or temporary and include, but are not limited to: learning disabilities, ADHD, medical issues, psychological or psychiatric problems, limited mobility, low vision or blindness, and hearing impairments. Students are not permitted to negotiate accommodations directly with professors. To receive special accommodations or assistance, please self-identify at the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, call (973) 313-6003. See their [website](http://www.shu.edu/offices/disability-support-services-index.cfm). |  |

**Calendar**

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| **Date** | **Homework assignment due** | **In-class work** |
| Aug. 27 |  | Introduction to course, diagnostic essay, threshold concepts, mindset image, create Google doc |
| Aug. 29 | Reading in *Norton Reader. Write* short essay to class to persuade them what our first essay topic should be. | Make decision about Essay 1 topic. Review diagnostic essay and syllabus. How to summarize (in-class reading and summarizing). Create Dropbox. |
| Sept. 3 | Read wa Thiong’o’s “Decolonizing the Mind,” pp. 997-1005. Personal statement related to Essay 1 topic. | Learn how to read rhetorically. The Interpretation Game. Visit Writing Center at 4:15. Add-drop and late registration end. |
| Sept. 5 | Read Cunningham’s “Why Women Smile” pp. 189-195. | Interpretation game. Plagiarism Powerpoint. Summary “quiz” #1. |
| Sept. 10 | Read Carr’s “Is Google Making Us Stupid?” pp. 226-234. | Interpretation game. Collaborative organizing for Essay 1. Summary “quiz” #2. |
| Sept. 12 | Thesis, outline and argument for the outline | What is a good idea, and do you have one yet?  Create a rubric for Essay 1. |
| Sept. 17 | Essay 1 first draft. | How to peer review a draft. |
| Sept. 19 | Peer review | How to keep your essay focused: reverse outline, transitions. What global revision looks like. Add to peer review. |
| Sept. 24 | Essay 1 second draft | Sentence editing. MLA style for citing sources. Decide on topic for Essay 2 |
| Sept. 26 | Read Abbey’s “The Serpents of Paradise” and respond to it. | How to read for the conversation among your sources. Discuss the Abbey essay. |
| Oct. 1 | Essay 1 final draft | Developing a writing theory (preparing for final exam); applying your theory to writing assignments in other courses and writing outside of school |
| Oct. 3 | Read Williams, “Clan of the One-Breasted Women” and respond to it. | Different ways to use sources. Discuss the Williams essay. |
| Oct. 4 |  | Last day to request course withdrawal without professor/dean approval |
| Oct. 8 | Read Pinker’s “The Moral Instinct,” summarize, and respond to it. This summary will be a test of your summarizing ability. | Librarian visit. How to evaluate a source. How to write an annotated bibliography. Discuss the Pinker essay. |
| Oct. 10 | Reading 4 for Essay 2 (a source you found) | How to read rhetorically. Finding sources/finding a topic/issue/question |
| Oct. 15 |  | Fall Break. No classes. Essay 1 Revision due (optional) |
| ~~Oct. 17~~ | ~~Essay 2 first draft~~ | ~~Peer review of Essay 2~~ |
| Oct. 17 | Find and read two sources. Take notes. Summarize each one, critique each, and explain how they help you develop a thesis. | Summarize each one, critique each, and explain how they help you develop a thesis. |
| Oct. 18 |  | Last day to request course withdrawal with professor/dean approval |
| Oct. 22 | Read Pollan essay. Summarize and respond. | Interpretation Game and in-class writing |
| Oct. 24 | Read Regan essay. Summarize and respond. | Interpretation Game and in-class planning. Review Pinker essay for relevance to animal rights |
| Oct. 29 | Essay 2 first draft |  |
| Oct. 31 | Collecting data/evidence; group-assigned reading | Collecting data/evidence; group-assigned reading |
| Nov. 5 | Essay 2 final draft |  |
| Nov. 7 | TBA |  |
| Nov. 12 | TBA |  |
| Nov. 14 | TBA |  |
| Nov. 19 | TBA | How to re-shape Essay 2 to be the first part of Essay 3. |
| Nov. 21 | Essay 3 first draft | Peer review of Essay 3. |
| Nov. 26 | Peer review | In-class preparation for Essay 2 second draft |
| Nov. 28 | Thanksgiving |  |
| Dec. 3 |  | Sentence editing. Final exam assessment (your writing theory) assignment. Collaborative discussion about a writing theory and testing it against writing assignments in other classes and writing outside school. |
| Dec. 5 | Essay 3 final draft | End-of-term celebration. Various evaluations |
| Dec. 12 |  | Final exam, Dec. 12 @ 10:10 a.m. |