

English 101 Syllabus Writing as Inquiry Fall 2018

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Office Hours: Monday 9-10am, Wednesday 1-2pm, and by appointment

Class Day/Time: M/W, 10:20 AM – 12:10 PM

Class Location: 222 South Kedzie

Writing as Inquiry

The mission of First Year Writing (FYW) is to help you acquire the moves, strategies, and dispositions that will allow you to continue to develop as learners of writing beyond this course. This goal is realized through new understandings of the production, effects, and ethics of knowledge production through writing, and through the acquisition of new practices for its production. FYW invites you to put your prior knowledge in relation to new understandings of rhetoric, literacy, and culture. It moves from reflection on experience to analysis of cultural and institutional values and discourses, to inquiry into rhetorical production. Throughout this course, you will be answering the questions like:

- How do I understand my purposes for writing?
- How do I determine who my audience is, and what it expects or needs?
- What are the best genres, and forms of language, to use for my purposes?

These are questions that you'll need to address in your life as a writer, both at university and long after you graduate.

The following principles are foundational to the learning goals for first-year writing:

- Learners of writing have useful prior knowledge and capabilities, experience is central in learning to write.
- Writers benefit from working with others.
- Writing practices, values, and effects are situated in communities and cultures.
- Culture is important in both learning to write, and in assessing how writing works in the world.
- For writers, inquiry, discovery, and communication are related and recursive processes.

The work of learning about writing is necessarily unfinished when FYW is completed, and that you will leave with transferable knowledge that will deliver continued learning throughout their college careers and beyond. The FYW experience at MSU does not strive to predict or replicate every possible writing task you may encounter in your educational and professional lives. Instead, it aims to develop your capacity to understand and adapt to new writing situations. The

goal of developing transferable knowledge of rhetoric and writing practices shifts the emphasis in evaluating learning from assessing generic products of writing to building and assessing capacities for continued growth and production.

First-Year Writing homepage: <http://wrac.msu.edu/firstyearwriting/>

Submitting Assignments

Google folder

 Informal writing

 Drafting

 Peer review

D2L – graded work

Types of Writing

Informal Assignments: This writing will consist of any number of activities; for example, responses to our assigned readings/videos, discussion posts, other writing/activities. Because of the nature and timing of these assignments, late submissions will not be accepted.

Formal Assignments: There are five (5) formal assignments. For each essay we will be working through your googlefolder and googledocs to “write, review, and revise.” A detailed description of each essay will be provided.

 *You must complete all five major assignments to receive a passing grade in First-Year Writing courses.

Format of Formal Work: All traditionally written assignments – drafts and revisions of essays – must be typed in Times new Roman 12pt font. On all assignments:

- Type your name, the course number, the assignment name, and the date in the upper left corner of the first page
- Title is centered, but not underlined or in quotation marks
- Then, skip one line and begin to type your response (double-spaced)
- On subsequent pages, type your last name and the page number in the upper right corner.
- Use one inch margins on all sides
- Submit as a Word document

Production for each major project:

- Initial proposal
- Submit a first draft via googledocs
- Peer review classmates drafts and receive feedback on your draft
- Consider the peer feedback you received from classmates and your own assessment of the first draft to compose a revision plan for writing the final draft of your project
- Revise your draft and compose your final draft of your essay
- Submit the final draft to be graded (D2L)
- Submit the Reflection to the project (D2L)

Conferences

You will meet with me individually with me for three conferences and as part of a group for one conference during the semester to discuss your work/progress on the current project. The first individual conference is a check-in regarding the course and your Learning Narrative project while the other two individual conferences provide specific feedback on your Disciplinary Literacies and Cultural Analysis projects. If you have any questions or concerns about your assignments, your grades, or your writing in general please do not hesitate to contact me via email or schedule a time to discuss in person.

When and what kind of feedback can you expect on your work:

When it comes to major projects you will receive my feedback on drafts. If we think of my job as “coaching writers” my attention to your work is important “pre-game,” “in-game,” and “post-game” (pre-game: as you begin generating ideas and creating a proposal; in-game: while you are writing and producing a revision plan; post-game: after you turn in your final draft). Formative feedback is the feedback I will most provide during drafting or in face-to-face conferences: formative feedback is the “pre-game” and “in-game” coaching that helps students make adjustments that improve their learning. Formative feedback is distinguished from “post-game” (summative feedback) in two important ways:

1. Timing: Formative feedback is provided *while there is still time to make changes*. Summative feedback comes at the end of a process through grades and test scores.
2. Quality; Formative feedback offers descriptive as well as suggestive advice. Summative feedback may include suggestions, but since the time for improvement is past, students cannot act on them.

I will approach providing feedback in our class in formative ways. You will receive feedback from me and classmates (during peer review) before submitting the final draft, that allows you to take action and improve the composition you are working on in real time. And research shows that writers often disregard or completely ignore summative feedback received after a paper is turned in for a grade (*CCCC Position Statement*, 2014).

When it comes to other informal assignments, I may or may not provide feedback if your work is meeting the expectations of the assignment. However, I will provide feedback if your work is not meeting the expectations, in order that you might succeed on future assignments.

Grading

Category	Points
Project 1 – Learning Narrative	100
Project 2 – Cultural Analysis	150
Project 3 – Disciplinary Literacies	150
Project 4 – Visual Remix	150
Project 5 – Final Reflection	150
Informal Assignments	100
Participation	200

Grading Scale

Percentage	Points	Grade
90-100	900-1000	4.0
80-90	800-899	3.0
70-80	700-799	2.0
60-70	600-699	1.0
0-59	0-599	0.00

Grading Criteria

Grade	Criteria
4.0	Work is excellent relative to the level necessary to meet course requirements; it is probing, perceptive, original, and well expressed
3.0	Work is good relative to the level of course requirements; it is probing, critical, and well expressed
2.0	Work demonstrates adequate competence; it meets requirements of the course and is fairly well expressed
1.0	Work meets minimum requirements for passing, but demonstrates weaknesses in thought and expression
0.0	Work is failing, inadequate, and unacceptable

Important Class Policies

Attendance

You are expected to attend every class session. Attendance is the single most important component of this class. I expect you to be in class, ready to participate, every day. If you know that you will miss a class for any reason, **please contact me in advance to let me know**. This is not only a courtesy, but it also gives you an opportunity to ask what work you have missed and if you can make up the work you have missed. However, I realize that unexpected events may occur; with that in mind, you may miss **two** class days over the course of the semester, no questions asked. The penalty for more than two absences is a full letter grade reduction from your participation grade. For example, if you were to receive a participation grade of an “A” but have three absences, you will receive a “B” for your participation grade. Please arrive at class promptly; you will be counted absent after attendance is taken. If you are late, it is your responsibility to make sure that I mark you as late and not absent. Two late arrivals count as an absence. If you are absent, it is your responsibility to make up the work that you missed. You can do this by talking to your fellow students, emailing me, or meeting with me.

Late Work

- Because of the nature and timing of **informal assignments**, submissions will not be accepted after the due date and will be assigned a 0.0.
- The five **formal assignments** will be assessed a 1.0 grade reduction for each day it is late (starting immediately after the time it is due)

Participation

Participation is extremely important in this class and carries the most weight of any graded category. Therefore, you need to be active participants each class. If you do not like public speaking, then you can show your participation through active peer review, strong reading responses, and contributing to written discussions.

Peer Response

For each major assignment there will be a peer response element in which your peers will approach your work as a reader, engaging in a dialogue about the paper by offering comments, asking questions, sharing suggestions, and determining ways to revise. This is a great opportunity for students to receive feedback from someone other than myself, the instructor. Learning to respond to your peers' work will help you to learn how to evaluate your own work as well as develop a form of close and critical reading with the work of your peers. For peer response to be effective, you need to actually believe that it can work and participate fully.

Extra Credit

Throughout the quarter there will be different events and activities that I will notify you about that you can go to for extra credit. In order to earn extra credit, you must complete a 300 word reflection on a topic of my choosing. These are a great opportunity to improve your grade or make up an assignment that you may have missed or done poorly on. I am open to suggestions for extra-credit, but they must be significant to the subject matter.

Cell Phones, Text Messaging, and Other Distracting Stuff

...are amazing creatures and wonderful aids to nearly everything we do. But like all technologies, they also have drawbacks. Among these is their seductive power to fragment our experience of our physical reality. In class, they can become a major distraction from the focused attention that is essential to intellectual community. For this reason, please turn off all phones, tablets, and other such devices before class. Using a computer for non-class-related activities is not equivalent to doodling in a notebook; it is a major distraction for nearby members of the class and a serious impediment to class engagement. Use of an electronic device for text messaging or non-classroom related internet during this class constitutes a violation of good student conduct. If you absolutely must, take calls and text message outside of class, not in it.

Academic Honesty

Academic Integrity

In accordance with MSU's policies on "Protection of Scholarship and Grades" and "Integrity of Scholarship and Grades," students are expected to honor principles of truth and honesty in their academic work. Academic honesty entails, among other things, that students will not plagiarize. This means (1) students will not submit someone else's work as their own (e.g. they will not submit another student's paper etc., nor will they hand in a paper copied from the web or another published source). Academic honesty also means students (2) will not knowingly permit another student to copy and submit their work as that student's own and (3) will not use unacknowledged quotations or paraphrases as part of their work. As provided by university policy, such academic dishonesty or plagiarism may be penalized by a failing grade on the assignment or for the course. Failure in a course as a result of academic dishonesty will also result in written notification to the student's academic dean of the circumstances. Additional discussion of cheating or academic dishonesty is available on the Ombudsman's webpage at:

<http://www.msu.edu/~ombud/academic-integrity/index.html>

Plagiarism

Plagiarism in a college-level work environment is indefensible. Plagiarism means presenting, as one's own, the words, work or opinions of someone else. You commit plagiarism if you submit as your own work:

- Part of all of a written or spoken assignment copied from another person's manuscript or notes.
- Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, journal, website, or pamphlet.
- The sequence of ideas, arrangement of material, pattern or thought of someone else, even though you express them in your own words. Plagiarism occurs when such a sequence of ideas is transferred from a source to a paper without the process of digestion, integration and reorganization in the writer's mind, and without acknowledgement in the paper.
- Anyone caught plagiarizing will be penalized according to Michigan State University by-laws.
- In addition, work turned in for this class must be original.

University Policy on Relationship Violence and Sexual Misconduct (from FAQ page)

Limits to Confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child.
- Incidents of sexual assault, relationship violence, or sexual harassment involving members of the University community, and
- Credible threats of harm to oneself or to others.
- These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared.

In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Americans With Disabilities Act. MSU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability that may affect your performance in the class, you should register with the Resource Center for Persons with Disabilities (RCPD) to receive assistance.

Important Dates

Classes begin	Wednesday 8/29
Holiday: university closed	Monday 9/3
Last day to drop with refund	Monday 9/24
Holidays: university closed	Thursday 11/22 and Friday 11/23
Last day to drop with no grade	Wednesday 10/17
Regular classes end	Friday 12/7
Final	Friday 12/14 7:45-9:45 AM