

English 101
First-Year Composition
Syllabus and Course Guidelines

Fall 2011
Line #71795
Tuesdays and Thursday 1:30 p.m.-2:45 p.m.

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Wednesdays 12:00-1:00 p.m.
And by appointment.

Course Blackboard site: <<http://my.asu.edu>>

Writing Programs site: <<http://english.clas.asu.edu/writingprograms>>

Course Description and Objectives

In most writing classes, students are asked to write for a variety of assignments, but the focus of those writing assignments is often on something other than writing. In this class, our focus will be writing about writing, especially the multiple processes of writing. The field of writing studies examines how people write; what we talk about when we talk about writing; how genres and/or disciplines affect the ways writing is produced, transmitted, and received; how we evaluate writing; how writing should be taught (if it even can be taught); and what writing really is. In this class, we will be looking at some of these ideas, and you will offer your expert opinion as a writer.

Most people write to do something--to enter into the "conversations" of a variety of communities, and to share ideas and perspectives that may shape or change what is already known. In English 101, we will analyze and practice the different skills and strategies that writers use to fulfill such writing goals in different contexts and for different audiences. Instead of focusing only on your final texts, we will focus on exploring and using the processes of writing, including how to find and develop ideas that might be of interest and value to certain communities (invention strategies, research strategies, and audience analysis); how to explore such ideas in writing, experimenting with a variety of writing features and techniques (drafting); how to adjust or change our drafts based on others' responses to our texts (revision); and how to present our ideas in the forms that our readers expect and value (documentation, editing and proofreading). We will discuss and practice each process, and explore how such processes overlap and double back and repeat.

Course Goals

Through this course, students will:

- develop a better understanding of one's own writing process,
- recognize the value of participating in a writing community,
- synthesize and analyze multiple points of view,
- articulate and support one's own position regarding various issues,
- adjust writing to multiple audiences, purposes, and conventions,
- become conscientious and responsible writers, both for college and beyond,
- learn to access and become involved with the discourses of the university community, and
- develop questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold those materials up to genuinely informed scrutiny

Required Textbooks

Mangelsdorf, K., & Posey, E. (2011) *The world of writing: A guide*. Boston, MA: Longman.

Lowe, C., & Zemliansky, P. (Eds.). (2011). *Writing spaces: Readings on writing*. Available from <http://www.writingspaces.org>.
Additional Readings available on the course Blackboard site.

Additional Requirements

Students are responsible for knowing:

- Writing Programs Goals and Policies. Available online at:
<<http://english.clas.asu.edu/writingprograms>>
- ASU Student Code of Conduct. Available online at:
<<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>>

An ASU email account

Access to a computer for Blackboard and for word processing of all drafts

An ASURITE ID and password to access MyASU

A college-level dictionary

Standard Writing Programs Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only *two weeks'* worth of absences (see below) will be allowed for the semester, *regardless of reason, including documented illness or emergency*. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/withdrawal>).

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6), for classes that meet two days a week, the maximum number is four (4), for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks' worth of class meetings).
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, the Writing Programs Office offers sections of this course online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes has elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute grades, the following values are assigned to the standard letter grades of A through E:

- A+.....4.3 (only used internally at ASU)
- A.....4.0
- A-.....3.7
- B+.....3.3
- B.....3.0
- B-.....2.7
- C+.....2.3
- C.....2.0
- D.....1.0
- E.....0.3
- No paper = 0

5. The public nature of class writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

6. Late Writing Projects

Final papers are due at the beginning of the scheduled class time unless otherwise noted on the syllabus. Students who suspect they will not have an assignment turned in on time should contact me prior to the class period in which it is due to discuss alternate arrangements. Paper extensions are rarely granted. If you do not receive permission to submit your paper late, late papers will be penalized one full letter grade for every calendar day that the paper is late.

7. All writing for this class must be written for this class

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Reusing a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a research project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

8. Academic Dishonesty

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others' words, images, or ideas into their writing using correct attribution practices. Academic dishonesty in any form (see <http://provost.asu.edu/academicintegrity/policy/StudentObligations>) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity policy is located at <http://provost.asu.edu/academicintegrity>.

9. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of all major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

Additional Course Information

Attendance

I expect you to attend all classes and to arrive on time. **If you miss more than four classes, you will fail the course**—this is Writing Programs policy. **Being more than 10 minutes late to class, being 5-10 minutes late to class twice, or leaving class early without permission will count as an absence.** Several

times during the semester I will cancel classes to hold conferences; **if you miss your scheduled conference, you will be counted absent for each day that class was canceled for those meetings.**

Classroom Etiquette

As active members of the writing community, it is important to be involved and active during every class period. As a responsible member of the classroom community, it is necessary that you complete all assigned homework and come prepared to discuss all topics in class. **Use of cell phones (including text messaging) or any other unauthorized electronic devices will result in no participation credit for that day, and I reserve the right to ask you to leave the class. If we are using computers in the class, you should remain on task. If we see that you are off-task on your computer (such as checking Facebook or playing Solitaire), you will lose participation points for the day.**

Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Course Work

All paper drafts and other homework writing assignments must be typed in a standard font (such as Times New Roman, Garamond or Arial), 11- or 12-pt type, with your name and the title of your document at the top of the first page. Final drafts of major writing assignments may not be revised, nor is there any extra credit available in this course.

Homework Responses

Throughout the course of the semester, you will be reading many texts for class discussion and/or use in your writing assignments. As a way to help you reach a greater understanding of the texts and to give you an outlet where you can discuss important aspects of the readings (as well as parts of the text that you struggle with), **you will write a series of responses to the readings (min. 250 words each).** We will discuss potential ways to respond to homework readings, and I encourage you to respond using other approaches if those are more productive for you. In other words, don't feel tied down by one specific style of response.

Participation Work

Participation work includes daily participation efforts, oral and written responses to readings and other course material, reading responses, in-class writing, quizzes, group work, drafts, revision work, and anything else we do in the the writing process for each project.

I will not accept make-up work for participation work that is done in class, so you need to attend regularly keep work and grades up-to-date. **Homework responses should be typed,** and they are due by the beginning of class time in which we discuss the reading. Homework is due at the beginning of class; late or incomplete work will receive partial credit. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, you should still be prepared for the next class that you attend.** Participation activities will equal 25% of the course grade. It all adds up, so make every effort to come to class and keep up with your assignments.

Grades:

Writing Project #1	20%
Writing Project #2	20%
Writing Project #3	25%
Final Portfolio	10%
Participation	25%

The grading system indicated here will be used to calculate the student's final course grade. The student will receive a final grade no lower than the grade determined by the formula. Keep in mind that part of this course is about learning to write using academic conventions, so **all your documents**, homework and Blackboard postings should reflect these conventions.

Homework or process drafts turned in late (after the deadline) cannot earn higher than half credit. **Failure to turn in a final draft of any of the major writing assignments will result in automatic failure of the course without exception.**

Description of Writing Projects

Project One: In-depth analysis of writing practices, assumptions and beliefs

Project Two: Thorough and deep analysis of student revision practices

Project Three: A reflective research paper

Final Reflection: The course will include a written critical evaluation and selection of your work in lieu of a final exam.

Disability Resources for Students

ASU 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 and need a reasonable accommodation for equal access to education at ASU, please contact Disability Resources for Students at 965-1234. Please feel free to discuss the special accommodations with all of your teachers.

Tentative Semester Schedule

Following is a daily plan of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that - an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If I make any major change in course requirements, I will hand out written revisions in a timely manner in class and on the course Blackboard site. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be prepared for class.

Important Dates:

Sept 5	Labor Day Observed – No Classes
Nov 2	Course Withdrawal Deadline – In Person & Online
Nov 11	Veterans Day Observed – No Classes
Nov 24-25	Thanksgiving Holiday Observed – No Classes
Dec 6	Complete Withdrawal Deadline – In Person and Online
Dec 6	Last Day of Classes
Dec 7	Reading Day
Dec 8-14	Final Exams
Dec 15	Commencement

Week One

Thursday, August 18

In class: Intro to Course; Syllabus Review; What is language? How is speech different from writing?

Week Two

Tuesday, August 23

Homework due: Read Chapter One of *The World of Writing* (pp. 2-19); Write response to assigned reading (Bring printed copy; 250 words minimum)
In class: Introduce Writing Project One; Discuss Writing Myth #1; Discuss aims of “academic writing”

Thursday, August 25

Homework due: Read Allen’s “The Inspired Writer Vs the Real Writer” (bring printed article); Write response to assigned reading and post in Blackboard (Bring printed copy; 250 words minimum)
In class: Discuss Writing Myth #2; Discuss concept of “description”

Week Three

Tuesday, August 30

Homework due: Read Foley’s “Un-teaching the Five-Paragraph Essay” (bring printed article); Write response to assigned reading (Bring printed copy; 250 words minimum)
In class: Discuss Writing Myth #3; Discuss concept of “analysis”

Thursday, September 1

Homework due: Read Lamott’s “Shitty First Drafts” (bring printed article); Write response to assigned reading (Bring printed copy; 250 words minimum)
In class: Discuss Writing Myth #4; Introduce the Think-Aloud Protocol; Time to prepare for homework assignment

Week Four

Tuesday, September 6

Homework due: Conduct a Think-Aloud Protocol as you write a brief “writing history” (Post 300 word “writing history” in Blackboard; Capture the TAP in either an audio or video file. Bring newly created audio or video file and headphones for use in class.)
In class: Analyze data from Think-Aloud Protocol (bring headphones to class so you can listen to your TAP!); Time to begin drafting

Thursday, September 8

Homework due: **Full draft of WP1 due** at the beginning of class (post draft in Blackboard)
In class: Explore how writers discuss the writing process

Week Five

Tuesday, September 13

Homework due: Reading TBA (bring printed article); Write a 250-word response in which you describe a recent video-gaming experience (bring printed copy)
In class: Genius Day #1; Composition Theory Topic: Gaming Theory

Thursday, September 15

Homework due: Read “Remix intro” (bring printed article); Write a response to the assigned reading making sure to include a list of Pop Culture topics or issues you might be interested in pursuing (Bring printed copy; 250 words minimum)
In class: Genius Day #2; Composition Theory Topic: Pop Culture Studies

Week Six

Tuesday, September 20

Homework due: **Revised draft of WP1 due** at the beginning of class (bring hard copy to class AND post in Blackboard with all revisions highlighted)
In class: Peer review

Thursday, September 22

Homework due: Read Hinton's "So You've Got a Writing Assignment, Now What?" (bring printed article); Continue revising WP1
In class: Introduce Writing Project Two; Discuss assigned reading

Week Seven

Tuesday, September 27

Homework due: **Writing Project One Final Draft Due (post in Blackboard)**; Read Bunn's "How to Read Like a Writer" (bring printed copy)
In class: **Reading quiz over assigned reading**; Discuss assigned reading; Rhetorical Reading-and-Writing Strategies

Thursday, September 29

Homework due: Read Sommers' "Revision Strategies of Student Writers and Experienced Adult Writers" (bring printed article); Write a response to Sommers' reading (Bring printed copy; 250 words minimum)
In class: Discuss Sommers' Model of Revision and Research Methods; Examine Sample Analysis Draft

Week Eight

Tuesday, October 4

Homework due: Read *World of Writing* (textbook) p. 524; Read Murray's "Teach Writing as a Process Not Product" (bring printed article); Write a response to the assigned reading (Bring printed copy; 250 words minimum)
In class: Discuss Murray's concept of process in comparison with Sommers' ideas; Examine Class Sample Drafts (Assignment Sheet & Final Draft)

Thursday, October 6

Homework due: Read the drafts for our class sample discussion (first and revised drafts); Bring notes documenting the revision strategies you notice in the student's draft
In class: Examine Class Sample Drafts (First Draft & Revised Draft); Revisit Sample Analysis; Group assignments

Week Nine

Tuesday, October 11

Homework due: Read the Student Writing Drafts that you will be analyzing for WP2; Begin documenting revision strategies used among drafts
In class: Group Analysis of Drafting Strategies

Thursday, October 13

Homework due: **Writing Project Two First Draft Due (post in Blackboard)**
In class: Discuss Group Conference Procedures

Week Ten

Tuesday, October 18

Homework Due: Read your group members' drafts and write responses to their work using the provided peer response guidelines—you should bring the drafts and your feedback to your scheduled group conference.
In class: Group Conferences (If your group is not meeting during class time, it is highly encouraged that you be spending your time working on your draft)

Thursday, October 20

In class: Group Conferences (If your group is not meeting during class time, it is highly encouraged that you be spending your time working on your draft)

Week Eleven

Tuesday, October 25

Homework due: **Writing Project Two Revised Draft Due (post in Blackboard)**

In class: Peer Review

Thursday, October 27

Homework due: Reading TBA

In class: Genius Day # 3 - Visual Rhetoric

Week Twelve

Tuesday, November 1

In class: Writing Workshop

Thursday, November 3

Homework due: **Writing Project Two Final Draft Due (post in Blackboard)**

In class: Introduce Writing Project Three; Survey Day; Review of potential topics

Week Thirteen

Tuesday, November 8

Homework due: Topic declaration due in Blackboard; Read Chapter 19 in *World of Writing*

In class: Documenting sources, tracking research, reading abstracts

Thursday, November 10

Homework due: No homework due

In class: Library Research Day—Meet me outside Hayden Library to receive your assignment

Week Fourteen

Tuesday, November 15

Homework due: **Writing Project Three Rough Draft Due by your scheduled conference time (bring printed copy to your conference)**

In class: Class cancelled for individual conferences. You must attend your conference; failing to do so will result in two absences

Thursday, November 17

In class: Class cancelled for individual conferences. You must attend your conference; failing to do so will result in two absences

Week Fifteen

Tuesday, November 22

Homework due: Continue revising according to your conference feedback

In class: Individual Workshop Day--class will not meet, but you are highly encouraged to visit me in my office (LL312C) to discuss your draft.

Thursday, November 24 - Thanksgiving Holiday

Week Sixteen

Tuesday, November 29

Homework due: **Writing Project Three Revised Draft Due (post in Blackboard)**
In class: Peer Review

Thursday, December 1

Homework due: Read *World of Writing*, Chapter 17
In class: Introduce Final Portfolio Project; Time for drafting/genius work

Week Seventeen

Tuesday, December 6

Homework due: **Writing Project Three Final Draft Due (post in Blackboard)**
In class: Portfolio Workshop; Course review and evaluations

Final Examination:

Thursday, December 13: 12:10-2:00 p.m.
Final Course Portfolio Due