

Writing Across the Curriculum (WAC) 101: First-Year Composition Syllabus and Course Guidelines

Summer Bridge Program, Summer 2011
Line #41120
Monday-Friday 8:00-9:35 A.M.

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(Hayden Library–Study Tables)
And by appointment.

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

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

Course Description and Objectives

WAC 101, the first course in Arizona State University's first-year composition "stretch" curriculum, is based on the ideas that writing is a social activity, that writing should emphasize process, and that various discourse communities require various rhetorical conventions. WAC 101 is an academic writing course. Students will examine rhetorical issues related to writing as a learning and knowledge-making process. Students will be particularly concerned with how differing rhetorical situations alter purpose, audience, writer, and text.

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 WAC 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:

- synthesize and analyze multiple points of view,
- articulate and support one's position regarding various issues,
- adjust writing to multiple audiences, purposes, and conventions,
- become conscientious and responsible writers, both in college and beyond, 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 Textbook

Ramage, J., Bean, J., & Johnson, J. *The Allyn & Bacon Guide to Writing*. 5th Edition. New York: Pearson/Longman, 2009.

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

A folder or notebook for keeping all homework assignments

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

An ASURITE ID and password to access MyASU

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 a 5-week Summer Session**, for classes that meet daily, the maximum number of allowed absences is two (2).
- **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 assignment 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..... .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.

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>.

Additional Course Information

Attendance

I expect you to attend all classes and to arrive on time. **If you miss more than two classes, you will fail the course**—this is Writing Programs policy. Being more than 15 minutes late to class, being 10-15 minutes late to class two times, or leaving class early without permission will each count as an absence.

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 electronic devices will result in no participation credit for that day, and I reserve the right to ask you to leave the class.

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), 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.

Participation Work

Participation work includes oral and written responses to readings and other course material, in class writing, quizzes, group work, drafts, revision work, and anything else we do in the course of 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. Assigned homework should be submitted as a printed hard copy in class; handwritten homework will not be accepted. 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 30% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments.

Grades:

Writing Project #1	20%
Writing Project #2	20%
Writing Project #3	20%
Final Portfolio	10%
Participation/Homework	30%

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. Homework assignments will be given full credit if they are thoughtful and complete. "Thoughtful" and "complete" means the homework answers all questions completely and thoughtfully, with minimal grammatical or mechanical errors, and that minimum word counts have been met. 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. "Incomplete" or "careless" means that the homework was only partially done, was done vaguely, carelessly, or minimally, and/or had a considerable amount of grammatical or mechanical errors.

Consider your class homework grades in the following way: well done work is a ten (10), careless or incomplete work is a five (5), and not turning in work by the deadline is a zero (0). Work turned in late (after the deadline) cannot earn higher than a five (5). You are welcome to email me at any time to receive your homework and/or peer response grades. **Failure to turn in any of the major writing assignments will result in automatic failure of the course -without exception.**

Portfolio and Grading

Please keep all of your writing, including in-class and out-of-class working notes, revisions, final drafts, and homework. At the end of the semester, you will review the work you have generated, analyze your progress, and discuss insights about your writing in written form. (An assignment sheet will be provided that carefully explains the expectations of this project.) Grades will be assigned for the level of completeness.

Disposition of Papers

You should keep all of your papers, even after the term has ended. Any student who appeals a course grade must submit all graded course papers with such an appeal. Because we are working with electronic media, special care should be taken to back up all of your work with reliable computer media.

Description of Writing Projects

Project One: Two Descriptions and Rhetorical Analysis

Project Two: Summary and Response

Project Three: Synthesis Essay

Final Portfolio: The course will include a written critical evaluation 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 we make any major change in course requirements, I will hand out written revisions in a timely manner. 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.

Week One

Tuesday, July 5

In class: Introductions; Syllabus; Icebreaker; Introduction to group work; Why do we write?; "Understanding Rhetorical Context" (27).

Wednesday, July 6

Homework due: Read "Good writers write for a purpose" (p. 19-25); Write a brief reflection on your writing history (300 words minimum; post on Blackboard)
In class: Share brief writing histories; Introduction to Writing Project One; Continue discussion of the "rhetorical context."

Thursday, July 7

Homework due: Read "So You've Got a Writing Assignment. Now What?" (handout); Write a response to the assigned reading (250 words minimum; post on Blackboard)
In class: Practice analyzing writing assignments and examining effective approaches to academic writing tasks; Begin discussing visual analysis.

Friday, July 8

Homework due: Read Chapter 11, pp. 289-298; Write a response to the assigned reading (250 words minimum; post on Blackboard)
In class: Practice visual analysis of advertisements.

Week Two

Monday, July 11

Homework due: Read Chapter 11, p. 298-300; Read "Sample Paper: Analyzing a Visual" (handout); Write a response to the assigned reading (250 words minimum; post on Blackboard)
In class: Discuss sample analyses; Practice descriptive writing and using concrete language.

Tuesday, July 12

Homework due: Read "The Inspired Write vs. the Real Writer" (handout); Read "Shitty First Drafts," (handout); Write a response to the assigned reading (250 words minimum; post on Blackboard)
In class: Discuss writing myths; Choose visual texts; Begin drafting WP One.

Wednesday, July 13

Homework due: **Full Draft of WP One (you must bring a hard copy to class AND submit a copy in Blackboard before class)**

In class: Expectations for peer review; Peer review of WP One drafts.

Thursday, July 14

Homework due: Be working on revisions to WP One

In class: Peer review of WP One drafts; Begin preparing for final draft submission.

Friday, July 15

Homework due: **Final Draft of WP One due (submit online via Blackboard)**

In class: Reflecting on WP One and new approaches to writing; Discuss portfolio.

Week Three

Monday, July 18

Homework due: Please take notes on Andres Martin's "On Teenagers and Tattoos" on p. 110-113. Bring your notes to class.

In class: Discussion of "On Teenagers and Tattoos"; Discussion of summary writing

Tuesday, July 19

Homework due: Summarize "On Teenagers and Tattoos" article (upload document to appropriate Blackboard discussion forum; Read p. 121-123 "Understanding Strong Response Writing" and "Strong Response as Rhetorical Critique"

In class: Summary workshop; Invention for strong responses

Wednesday, July 20

Homework due: Read p. 125-125, "Strong Response as Reflection"; Read "The Explorers of Inner Space" (online handout); Write a response to the assigned reading (250 words minimum in Blackboard)

In class: Using writing as a tool for discovery; Invention for strong responses; Portfolio Workshop

Thursday, July 21

Homework due: Read p. 124-125 "Strong Response as Ideas Critique"; Read p. 126-127 "Strong Response as a Blend"; Read p. 142-145; Write a response to the assigned reading (250 words minimum in Blackboard)

In class: Strong Response essay invention workshop

Friday, July 22

Homework due: Draft of WP Two Due for Peer Review (Submit online in Blackboard AND bring one printed copy to class)

In class: Strong Response Essay Workshop

Week Four

Monday, July 25

In class: Strong Response Essay Workshop; Portfolio Workshop

Tuesday, July 26

Homework due: **Final Draft of WP Two Due in Blackboard**

In class: Construction a "learning" narrative; Portfolio workshop

Wednesday, July 27

Homework due: "Analyzing and Synthesizing Ideas," (textbook p. 346-347; 350-352); Respond to "Individual Tasks" exercise on p. 350 of textbook (min 250 words; Submit in Blackboard)

In class: Introduce Writing Project Three; Synthesis Discussion; Developing Synthesis Questions

Thursday, July 28

Homework due: Pope, "Evolving Ideals of Male Body Image" (Available on Blackboard); Write a 200-word summary of Pope's article (minimum 250 words; Submit via Blackboard)

In class: Discuss Pope; Read Franke-Folstad, "G.I. Joe's Big Biceps"; Synthesis Question Activity

Friday, July 29

Homework due: Read "Annoying Ways People Use Sources" (handout); Write a response to the reading (minimum 250 words; Submit via Blackboard)

In class: Discuss synthesis of ideas and sources; Discuss issues of balance in synthesis

Week Five

Monday, August 1

Homework due: **WP Three Draft (post to Blackboard)**; Giles, "Reflective Writing" (p. 194-198)
In class: "Letter to the Reader" drafting

Tuesday, August 2

Homework due: Letter to Reader (bring printed draft of letter AND printed copy of WP Three for Feedback Workshop)
In class: Feedback Workshops Using Letter to Reader

Wednesday, August 3

Homework due: Revise WP Three using the feedback you received from Tuesday's workshop (post revised draft in Blackboard and bring a copy of your new draft and, if necessary, a new copy of your Letter to the Reader)
In class: Feedback Workshops; Reflective writing for portfolio; Discuss Portfolio

Thursday, August 4

Homework due: **Writing Project Three Final Draft**;
In class: Drafting and Response for Final Portfolio

Friday, August 5

Homework due: **Final Portfolio Due**
In class: Course review and feedback; Evaluations