

ENG 1020 Introductory College Writing

Wayne State University | Winter 2018

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Time: MW 4-5:15 | Office Hours: MW–1-2:15; T–1:45-2:15 [calendly.com/kellyjplante]

Classroom: 0137 State Hall | kellyjplante@wayne.edu

Syllabus

Department of English Course Description

- English 1020 builds upon students' diverse skills, preparing you for reading, research, and writing in college classes.
- In this class, you will learn how to:
 - Consider the rhetorical situation of any piece of writing
 - Integrate reading, research, and writing into the academic genres of analysis and argument
 - Develop analyses and arguments using research-based content, effective organization, and appropriate expression and mechanics
- To achieve the above goals, ENG 1020 emphasizes:
 - The relationship between reading and writing
 - Developing and evaluating information and ideas through research
 - The genres of analysis and argumentation
 - The use of multiple technologies for research and writing

The ENG 1020 Digital Portfolio

Understanding that we live and write in contexts that include, but are not limited to, the university, this course asks students to undergo a semester-long project to create a digital portfolio and to write an accompanying reflection piece. Because we are constantly adapting our communication to the various contexts in which we live and work, reflecting on how we adapt can help us take this knowledge and writing flexibility with us as we move between these contexts (called *discourse communities*). The ability to take knowledge with us can help us develop into flexible writers. Reflecting on our writing portfolios will help us develop more intentionally, and will give us stronger awareness of how we can be flexible and adaptive writers at the university—and beyond.

Key Terms for this Semester

- **Literacy/literate practices**—practices of writing, reading and “ways of being” that characterize our identities in and interactions with the world.
- **Writing ecology**—the wide-ranging combination of reading and writing practices across a multitude of contexts and discourse communities that make up the complex network of our literate experiences.

- **Rhetoric**—an act of communication designed to accomplish a particular purpose, and to persuade an audience of that purpose.
- **Genre**—a type or sort of communication, in our case, of written communication that can be identified by patterns of form and by rhetorical function.
- **Discourse communities**—groups of people who share common goals, conventions of language use, ways of sharing information, genres (typified forms for written communication), special language, and ways of controlling membership to the community.
- **Reflection**—looking back or thinking back over experiences, concepts, or processes in order to make sense out of, or make new meaning with, what has been learned.

WSU Undergraduate Bulletin Course Description

- Cr 3. Prerequisite—Placement through ACT score, English Qualifying Examination, or passing grade in ENG 1010—a course in reading, research, and writing skills that prepares students to write successfully in college classes.
- Course Placement for ENG 1020—Students are placed into ENG 1020 by various means (see the ENG 1010-1020 Placement Rules handout at <http://testing.wayne.edu//EPR.pdf>). Most students are placed via ACT scores: Students with an ACT English score of 21 or above are placed into ENG 1020. Students can also be placed into ENG 1020 via the English Qualifying Examination (see the EQE Information handout at <http://testing.wayne.edu/app/testinfo.cfm?eid=TEEQE>).
- Students also may enroll in ENG 1020 if they received an S grade in ENG 1010.

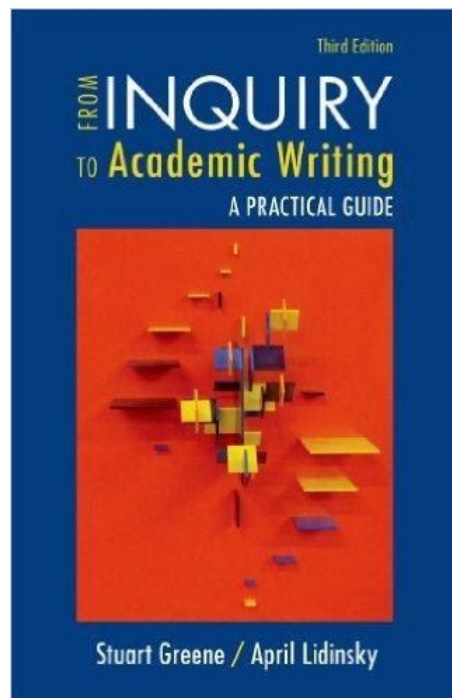
General Education Designation

With a grade of C or better, ENG 1020 fulfills the General Education Basic Composition (BC) graduation requirement. Successful completion of Basic Composition is a prerequisite to enrolling in courses that fulfill the General Education IC (Intermediate Composition) requirement for graduation (e.g., ENG 3010, 3020, 3050, literature and writing courses).

Learning Outcomes

- **Reading**—Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.
- **Writing**—Compose persuasive academic genres, including argument and analysis, using rhetorical and genre awareness. Use a flexible writing process that includes brainstorming/inventing ideas, planning, drafting, giving and receiving feedback, revising, editing, and publishing.
- **Researching**—Use a flexible research process to find, evaluate, and use information from secondary sources to support and formulate new ideas and arguments.
- **Reflecting**—Use written reflection to plan, monitor, and evaluate one’s own learning and writing.

Required Text



Stuart Greene and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. Macmillan, 2015. 978-1-319-08968-9

Course Writing/Grading Breakdown

- **Discussions—60 points**—We will use the Discussions feature on Canvas as a space to begin crafting a digital writer’s persona and portfolio. They will serve two purposes: first, they will serve as a space in which to generate much of the process writing that we’ll do, especially relating to the course readings. Discussion topics may vary, but they will serve as a space for you to think through your reading, writing, and research

processes, as well as give and receive feedback between yourself, your classmates, and your instructor. The second purpose of these discussions is for you to work on your digital writing presence. To this end, you will receive a portion of the points for the digital post based on how thoughtfully you craft it, from the aesthetics to the tone, as you imagine not only a particular audience, but also how you wish to present yourself as a writer online (i.e., how you develop your *ethos*). Discussion replies will be about 250-300 words each.

- **Project Builders—40 points—**Project Builder writing assignments serve as a jumping-off point—places to shape ideas and process many of our projects. They provide opportunities to grapple with the concepts presented in class, as well as to practice reading, writing, research, and reflection strategies. These pieces are typically about 500 words each, and provide spaces to generate ideas, as well as reflect on, aspects of the larger project.
- **Reflection Journals—40 points—**These are handwritten journal entries designed to help you reflect on and plan your progress in each project, the development of your writing process, and your learning and growth in the course overall. Each journal entry is worth 10 points. I will periodically check journals to review what you are writing and give you credit for each entry.
- **Project Drafts—200 points—**Each project will build off multiple drafts, including one Shitty First Draft (SFD) and one Reader Review Draft per project. Initially, an SFD will be due to Canvas for feedback from me. This feedback will address big issues and patterns in your writing, and is designed to help you revise. An SFD is a complete first pass at the project. After you revise your SFD to address my feedback, you will bring that revised draft, a Reader Review Draft, to class for peer feedback. Reader Review drafts are considered more than a rough draft, less than a polished draft. They are an almost-finished draft of a project. Reader Review is an important feature of this class that is highly valuable to you and highly representative of the writing process. You must be present, and you must bring a Reader Review draft to receive credit for Reader Review days.
- **Participation (Attendance, In-Class Writing, and Group Work)—50 points—**As this is a writing course, we will write—a lot. In class, out of class, in various modalities and for multiple audiences. In-class writing may include journals, reflection pieces, impromptu presentations, notes, responses to others' writing, lists, questions, etc. Participation in groups will be assessed in various ways—primarily by the quality of the work the group produces, in content and presentation.

Assignments

Students are required to write a minimum of 32 pages (approximately 8,000 words) in ENG 1020 (including drafts and informal writing).

This course features the following major projects along with less-formal writing for in-class activities and homework:

- **Project 1—Rhetorical Analysis (1,500-2,000 words)—100 points**

[The Rhetorical Analysis](#) asks you to focus on the writing of someone else, and to analyze based on the rhetorical situation the author is addressing, the argument the author is making, and the strategies and rhetorical appeals the author is using to make that argument. We will practice identifying, reading, annotating, and analyzing the author's rhetorical choices. Finally, you will evaluate the effectiveness of the argument in your project 1 essay. The audience for this project is a group of academic peers and fellow scholars.

- **Project 2—I-Search (1,500-2,000 words)—100 points**

In [the I-Search](#), you will begin to integrate your own inquiry alongside what you see other authors pursuing. We will begin a sustained reflective project designed to develop your secondary research skills and pursue a research topic of personal interest and relevance to you. The audience for this project is your classmates and myself.

- **Project 3A—Researched Argument (2,300-3,000 words)—200 points**

[The Researched Argument](#) asks you to build on your I-Search work by engaging in deeper secondary research to compose a piece of scholarly writing aimed at academic publication. We will practice the reading, analysis, and research skills that you will maintain throughout your university career, to build an argument about the line of inquiry you are investigating.

- **Project 3B—Infographic (500-1,000 words)—80 points**

[The Infographic](#) asks you to engage in skills of visual rhetorical analysis and composition to translate or transform research data into a particular visual genre. The Infographic you create should present a persuasive argument based on evidence you have collected through secondary research methods.

- **Project 4—Digital Portfolio/Reflective Essay (1,000-1,500 words)—130 points**

We will be constructing [an online portfolio](#) throughout the semester that will serve two main purposes: (1) You will have a collection of artifacts that represent your growth as a writer and your best/favorite moments of writing from the semester, and (2) The Composition Program will use our portfolio materials to assess the quality and effectiveness of the course in relation to our program goals. I will prompt you along the way to think about and add to your online portfolio (located in [OneDrive](#)), and we will spend some time at the end of the semester synthesizing your pieces and reflecting on your growth.

The work done in ENG 1020 is extensive and important for continued growth as a reflective writer, reader, and researcher at the university—and beyond. Because of this, for your course portfolio, you will complete two steps:

- Part 1—You will choose pieces of writing from anything you have written this semester, to serve as evidence of your work with the learning outcomes. You will be selecting pieces throughout the semester, and at the end, you may want to curate them, synthesizing your work as evidence to support your claim in step 2.
- Part 2—You will compose a three- to four-page Reflective Essay, in which you describe the content of your portfolio, your compositional and rhetorical choices in creating this collection, and reflect on the connections readers can draw between your portfolio artifacts, your experience in this course, and your development as a writer. The reflective argument calls for thoughtful, thorough and impeccably executed composing, in which you will draw on your own experiences with composition and the pieces you've created to serve as evidence of growth in the course learning outcomes. The digital portfolio as a whole should serve as a reflection, but also as a presentation of your best work—evidence of what you can do as a writer as you complete ENG 1020.

Schedule

The [course schedule](#) is posted on Canvas. I reserve the right to update the course schedule at any time. This schedule is a living document. It is your responsibility to review our schedule regularly. If I update the schedule, I will notify you via announcement/email.

Project Formats and Submission

All assignments, including drafts, shall:

- Be typed using word-processing software, such as Microsoft Word; double-spaced, in 12-point Times New Roman typeface, with one-inch margins on all four sides
- Be submitted electronically through Canvas from your [OneDrive](#) portfolio (except Discussions); please see the file [How To Submit Assignments from OneDrive to Canvas](#) for more information/steps.
- Be edited, spell-checked and proofread
- Include citations and an MLA-style works cited page for all research sources
- Have page numbers in the top, right-hand corner of your assignments
- Follow the required File Naming Conventions and Organization policy below

Grading

Discussions.....	60 points
Project Builders.....	40 points
Journals.....	40 points
Project Drafts.....	200 points
Participation.....	50 points
Project 1.....	100 points
Project 2.....	100 points
Project 3A.....	200 points
Project 3B.....	80 points
Project 4.....	130 points
Total Possible Points.....	1,000 points

Percentage = Your Total Earned Points / Total Possible Points

University Grading Scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%

A grade of C or better in ENG 1020 fulfills the General Education Basic Composition (BC) graduation requirement and the prerequisite for Gen Ed Intermediate Composition (IC) courses.

C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	<59%

Late Work Policy

Thank you for not turning in late work. In-class assignments cannot be made up. I do realize that life is complicated, but there will be consequences for coordinating actions. You must contact me in advance if work cannot be submitted by the due date. If process writing assignments are late, they will not receive credit. Submission drafts will receive lowered grades, depending on how late they are. No comments will be provided for late work. I reserve the right to determine specific grade reductions based on timely prior notification, whether revised deadlines are met, and similar factors.

Attendance Policy

We do a lot in class, which requires your attendance. Because we do so much discussion, writing, revising, explaining, collaborating, and just plain working in class, you really only hurt yourself if you're not here. In the event of an absence, regardless of the reason for your absence, you are responsible for any material that you miss. Students who do not regularly

participate in class should expect to receive lower grades in the course, due to missed information, in-class assignments, and so forth. Additionally, it is rude and distracting to enter class late and to leave early (see Respect Policy below). If you arrive after the attendance sheet has been passed, you will be counted absent. If you miss more than two class sessions (i.e., a week of class), you would expect a significantly lower grade, not only in relation to the participation grade, but also in terms of the material, announcements, and turn-in dates you would miss.

Plagiarism Policy

Plagiarism is the act of copying work from books, articles and websites without citing and documenting the source. Plagiarism includes copying language, texts, and visuals without citation (e.g., cutting and pasting from websites). Plagiarism also includes submitting papers (or sections of papers) that were written by another person, including another student, or downloaded from the Internet. Plagiarism is a serious academic offense. It may result in a failing grade for the assignment or a failing grade for the course. Instructors are required to report all cases of plagiarism to the English Department. Information on plagiarism procedures is available at <https://doso.wayne.edu/conduct/academic-misconduct>. Please contact me if you have any questions on what constitutes plagiarism.

Respect Policy

Thank you for being punctual, prepared for class, and ready to explore the topics at hand. It is essential that we show the highest degree of respect for each other in this class, in every way. This respect should translate from our interpersonal interactions to how we address each others' writing to how we ourselves write. Rude, mean, divisive, and/or dismissive attitudes or comments are not appropriate for the college classroom, nor will they be tolerated. I expect attentive and thoughtful conduct in every situation. Please show the same respect to others that you wish to be shown to you.

Cell Phones, Tablets, Laptops, et al

Our Respect Policy extends to devices, because paying attention to people when they are talking is among the best ways to show respect for them. Be present, conscious, aware; do not deploy electronics for (non-class-related) Google searches, texts/Tweets/Snaps; disable sounds/alerts--whatever it takes to master the digital addiction that is running rampant in our society. Technology serves us in this class—not the other way around.

Communicating with Me, Your Instructor

One of the best things you can do for yourself in this course is to keep up a solid, consistent, and respectful line of communication with me. Stopping by my office during office hours by making an appointment using calendly.com/kellyjplante is a great way to do that. Also, email: I make myself as available as I can—you have to do your part and avail yourself of the

resources provided to you (i.e, emailing me questions, being prepared for class, stopping by the writing center, etc.). I check my email frequently, and really do want to hear from you.

One caveat: While I check my email often, I don't check it every hour of the day. Don't email me at midnight the night before something is due with a question; I won't be able to answer it in time. Do give me about 24 hours during the week—48 on weekends—to respond to emails, so that I can give you the careful, thoughtful responses you deserve.

Another caveat: Unfortunately, emails I receive that lack information or correct and respectful etiquette are often impossible to respond to. This is especially true of emails that have no identifying information, such as those sent directly from a phone. I only respond to emails sent from an @wayne.edu email or through Canvas. A basic template for a respectful, appropriate email is:

Dear Kelly,
Thing that I want to ask/tell you about regarding our class and/or my work in the class.
Thank you,
Student name

File-Naming Convention and Organization Policy for Digital Assignment Submissions

Because ENG 1020 culminates in a digital writing portfolio (project 4), we will follow a prescribed file-naming convention and [folder hierarchy](#) for assignments submitted in this class. This is known as digital asset management. Many office environments have file naming convention and folder hierarchy/organization policies to assist in managing digital assets (files), so this organizational skill will benefit you in this course, other courses, and beyond. [Please reference this PDF for the suggested folder hierarchy](#), and here are some examples of file names:

- File Name Example for Project Builders:
 - ENG1020_PB-1_Plante,K_v1
- File Name Example for Project Drafts:
 - ENG1020_Project-1_SFD_Plante,K_v1
 - ENG1020_Project-1_RRD_Plante,K_v1
 - ENG1020_Project-1_Final_Plante,K_v1

Note: Underscores separate major elements of the file name. Hyphens separate parts within the major elements. All first letters are capitalized to assist readability. The last element in the file name (“v1” above) denotes the version number. This helps maintain version control of your drafts/documents: v1 = version 1, v2 = version 2, and so on. This way, you can return to previous drafts if needed, and the version that I or your classmates reviewed is documented.

This is also a life-saver in the event that your computer crashes or some other digital catastrophe.

Warrior Writing, Research, and Technology (WRT) Zone

The WRT Zone is a one-stop resource center for writing, research, and technology. The WRT Zone provides individual tutoring consultations, research assistance from librarians, and technology consultations, all free of charge for graduate and undergraduate students at WSU. Tutoring sessions, run by undergraduate and graduate tutors, can last up to 50 minutes. Tutors can work with writing from all disciplines.

Tutoring sessions focus on a range of activities in the writing process—understanding the assignment, considering the audience, brainstorming, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

Librarian and technology support is a walk-in service. Consultants work with students on a first come-first serve basis. Consultants provide support with the library database system, finding and evaluating sources, developing research strategies, organizing sources, and citations. Consultants also provide technology support including, but not limited to: video editing, graphics creation, presentation building, audio recording, MS Office, and dissertation formatting. The WRT Zone has several computers with the Adobe Creative Suite for students who want to work on multimedia projects. Our location is also equipped with two Whisper Rooms where students can work on multimedia projects in a more private and sound-isolated environment.

To make a face-to-face or online appointment, consult the WRT Zone website: <http://wrtzone.wayne.edu/>.

For more information about the WRT Zone, please contact the director, Jule Thomas, by email: au1145@wayne.edu.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University's student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance to make suitable alternative arrangements.

University Withdrawal Policy

Students who withdraw from a course will receive a grade of WP, WF, or WN. The last day to withdraw from this course can be found at: <http://reg.wayne.edu/faculty/deadlines.php>.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request online. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day. Please review the university's Withdrawal Policy at <http://reg.wayne.edu/students/policies.php>.

Student Disability Services

Students who may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Additionally, the Student Disabilities Services Office coordinates reasonable accommodations for students with documented disabilities. The office is located in 1600 David Adamany Undergraduate Library and can be reached by phone at 313-577-1851. Please consult the SDS website for further information: <http://studentdisability.wayne.edu>.

Undergraduate Library

<http://www.lib.wayne.edu/info/maps/ugl.php>

Academic Success Center

<http://www.success.wayne.edu/>

Counseling and Psychological Services

<http://www.caps.wayne.edu>