“Everyone is talented, original and has something important to say.”

----Brenda Ueland

**English 101: “Composition and Rhetoric I: Inquiry and Exploratory Research” Fall 2019**

Professor: Jill Moses Office location: MacAlister 5063

Classroom: DXL PLZ GL 41/HAGRTY L13B (R 11) Office hours: T 11-2 /by appt

Class days/times: T 9:30 am/2 pm //R 11 am/2 pm Email: [jrm378@drexel.edu](mailto:jrm378@drexel.edu)

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**First-Year Writing Program Learning Outcomes**

The First-Year Writing Program (FWP) at Drexel is a three-course, yearlong sequence that fundamentally supports Drexel’s Student Learning Priority of *Communication*, which states that students will “employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media.”[[1]](#footnote-1)\* In your FWP courses (ENGL 101, 102, and 103), you will develop your ability to

1. use writing to explore your experiences and ideas;
2. understand the basic functions of genres such as memoir, profile, reflection
3. respond productively to your classmates’ writing;
4. improve your knowledge of grammar and mechanics as it relates to clarity
5. understand primary (interviews, surveys) and secondary (library, internet) research
6. develop a positive attitude toward writing and its relationship to learning.
7. reflect on your own writing and your growth as a writer.

**Required Texts**

Bullock, Richard. *The Norton Field Guide to Writing*. 5th ed. New York: Norton, 2019. Print.

Rosen, Gail and Kathleen Volk Miller eds. *The 33rd: An Anthology*. Philadelphia: Drexel Publishing Group, 2019. Print.

Lowe, Charles, and Pavel Zemliansky, eds. *Writing Spaces*. 2 Vols. Anderson, SC: Parlor Press, 2010-2011.

Web.

CCC Foundation, *Guide to Grammar and Writing*. Web.

<http://grammar.ccc.commnet.edu/grammar/>

**Laptops**

Please bring your laptop to every class. We will be writing or reading each other’s writing in each class.

# Composition Projects

You will have three major writing projects in this course (see descriptions below). These projects should demonstrate the following, in line with the course learning outcomes:

• A clear understanding of *audience* and *purpose*

• A well-articulated and clear *main point* or *thesis*

• A commitment to *revising* your project from inception to completion

*• Research* and *evidence* appropriate for the project, incorporated correctly and cited accurately

• Clear *organization*

• Attention to *grammatical* and *stylistic* elements appropriate for college-level writing

• Adherence to the *conventions* and *guidelines* of the project (due dates, length, format)

**Descriptions of Essays**

**Essay Project 1: Literacy Narrative or Memoir**

You have the option of writing either a literacy narrative or a memoir. Your topic is entirely up to you and you will be writing your draft to be read by your audience of peers and by me. Write no more than 1000 words, include a title, and use MLA format. (<http://owl.english.purdue.edu/owl/resource/747/01/>). A memoir is a story about a significant event in your life while a literacy narrative relates to your personal experience with reading, writing, or language. The key here is that you will be writing an essay that is personal and one that uses your unique, authentic voice.

**Essay Project 2: Profile**

One of the goals of this class is to participate in doing primary research. You will write a profile of a person, place or event. This portrait may involve interviewing someone, creating a survey, going somewhere, or participating in a live event. Depending on your topic, you may need to do some online secondary research as well. But your main focus needs to be on primary sources. You will complete an annotated bibliography, in which you write short, evaluative summaries for the sourcesyou have gathered. Once again, your draft will be read by your audience of peers and by me. Write no more than 1000 words, include a title, and use MLA format. (<http://owl.english.purdue.edu/owl/resource/747/01/>)

You have the option of choosing an alternative format for this project. Think about what kind of media would best suit your audience: essay, video, audio, speech, blog? If you decide to produce a product that is *not* written, accompany your project with a **rhetorical analysis** that explains your purpose, audience, methods of research, and decision to use media other than written form.

**Essay Project 3: Reflection**

One of the major goals of the course is to help you to reflect analytically on your own writing development. Consider your reflection as an opportunity for you to review what you learned and what worked for you in the course mainly outlining your growth as a writer. In your final reflection you will reflect on what you have learned about writing and your attitude toward writing. Think of it as a way of assigning yourself a grade in the course and explain how you earned that grade. Be persuasive by using examples from your own writing and writing experiences to support your position.

**Reflective analysis** helps you to do a “meta-analysis” or examination of your own work, your way of writing about your own writing. You can ask yourself these questions --What did I hope to accomplish in this class/project/ experience? How did I grow as a person, scholar, or professional? What evidence do I have for that growth? How does this growth prepare me for what is next? How do I see myself as a writer? Do I feel as if I am part of a community of writers?

**Citing Artifacts of Your Own Writing**:

If you end up citing examples from your own writing, please provide proper in-text citation of your sources, just as you would with any other source in a composition. In this case, however, your sources are your own compositions; so, you’ll be citing yourself. Here is an example:

In my second project for English 101, I discuss the impact of drafting on my writing development: “I have always drafted because I have been required to. But I really wanted to reflect analytically on how the process of drafting actually impacted my overall writing development. Was I becoming a ‘better’ writer?” (“Drafting and Development” 1).

Additionally, you should include full citations in a Works Cited. Here’s how:

Works Cited

Last name, First name. “Title of Project.” Course Title. Professor \_\_\_\_\_\_ \_\_\_\_\_\_\_. Department,

Institution. Date project was submitted. Form of Media (Print, Web, etc.).

---. “Title of Project.” Course Title. Professor \_\_\_\_\_\_ \_\_\_\_\_\_\_. Department,

Institution. Date project was submitted. Form of Media (Print, Web, etc.).

# Discussion Boards/Informal writing

Informal writing assignments are a major component of this course. You will frequently write in response to readings, discussion questions, and conversations with your classmates, and ongoing discussions about your major writing projects. You will need to write your three major composition projects on a Word document and then cut and paste it onto the discussion board. These papers will then receive comments and helpful and supportive feedback from me and from all of you. That’s why it’s important that you are here and that you bring your laptop. The idea is for you to find your unique writing voice so that you can share your ideas, communicate with your audience of peers, and give and receive helpful and supportive feedback.

NOTE: You need to complete the discussion boards within the week that they are due in order to receive full credit. If you complete the discussion board late, you will receive partial credit or no credit at all. As an example, please don’t write to me in week 7 and ask us to read discussion boards that you just added that were due in week 2.

# Class Participation and Attendance

You are expected to attend all classes. Since we only meet once a week as a hybrid class (10 times!), attendance is especially important. Class participation means being present, prepared, and actively engaged with discussions, readings, and writing. Your participation is essential to your success in this class, and thus you should assume that attendance is mandatory. Students who miss more than 10% of class meetings due to unexcused absences will have their grades reduced. Except under extraordinary circumstances, a student who misses more than 20% of scheduled class time (4 classes) as a result of unexcused OR excused absences will fail the course. An excused absence is defined as one that is the result of a condition or circumstance beyond the student’s control, such as illness, a family crisis or emergency, or essential travel; an official university event (e.g., academics, athletics or performing arts); or a religious holiday. Normally, an absence will be excused only if there is some documentation verifying the circumstances that caused the absence. Being on time is also important. Students who are often late to class may be marked absent at their professor’s discretion.

**Team-teaching/Starter groups/Discussion Board Monitors/Readings**

You will have an opportunity to team teach some concepts from some of our readings. The author Richard Bach said “we **teach** best what we most **need to learn**.” I would also say that whenever I have an opportunity to teach something, I learn it best. Your group will be assigned a reading assignment and give a brief (3 to 5 minute) informal oral report to begin our discussion. I will act only as a facilitator who listens and you, the students, will be the first responders to the assigned material. You are invited and encouraged to voice your own views. There aren’t any right or wrong responses to the material. You can be creative and begin the discussion in any ways that you like. You may stay at your seat and use notes, if you need to. This is informal and just a way to start off the discussion. Here are some possible approaches – discuss what the point of the writing is, describe the author’s approach or style, describe how this article relates to your own life or how it reminds you of an event, and/or quote a passage that you like or don’t like. The floor of the classroom is yours ! (idea borrowed from *Learning to Listen to Students* - Benjamin Sloan). In order to participate fully in class, it is essential that you do the readings. Your opinion counts and you will feel as if you are in integral part of the discussion and the classroom if you participate.

**Grading**

Your grade will be based on attendance, effort, individual assignments, quality of work. The grading is as follows:

Assignments: Due Date:

|  |
| --- |
| Attendance-- 10 points (10 classes – 1 point each) every class session |
| Participation, Effort and quality--10 points every class session |
| #1- Memoir/Literacy Narrative --20 points draft due week 3/final due week 4 |
| #2 -Profile with research -- 25 points (paper is 20, annotated bib is 5) draft due week 7/final due week 8 |
| #3 - Final reflective analysis -- 15 points ( optional) draft due week 9-10/final week 11 |
| Discussion boards – 20 points (10 discussion boards – 2 points each) every Monday by Noon |
| Total points – 100 |

**Grade Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| A+: 97-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 |
| A: 93-96 | B: 83-86 | C: 73-76 | D: 60-66 |
| A-: 90-92 | B-: 80-82 | C-: 70-72 | F: below 60 |

Participation is determined by attendance and your completion and posting of in-class and online work. You will receive credit for attendance and for each piece of work completed on time. Your classmates and I will give you responses to your written work in the discussion board and in particular to the three writing projects, but these responses will not be graded until you hand them in as a final draft. For your final draft, I’d like for you to hand in your first and last draft together so that I can appreciate the revisions that you made. For your initial draft, your peers and I will respond to your writing as helpful, honest, and supportive readers addressing mainly the content and clarity of what you write.

**Deadlines and Assignment Submission**

Whether you submit your assignments in hard copy or electronically, it is your responsibility to ensure that you hand in the assignments on time. Your peers and I will not be able to give you timely feedback if you hand in your assignments too late. If you are having an extenuating circumstance or need an extension for a good reason, let us know.

**Academic Integrity**

All students must abide by Drexel’s academic integrity policy. The *Drexel University Student Handbook* states:

If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of the offense:

• Reduction of a course grade

• An “F” for the assignment or exam

• Failure for the entire course

• Other action deemed appropriate by the faculty member

• Any of the above sanctions with the inability to withdraw

Examples of other action deemed appropriate include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Student Conduct and Community Standards, which is responsible for maintaining student conduct records. The incident will result in an official conduct record for the student(s). Students may also be required to attend or complete an educational activity as determined by the Office of Student Conduct and Community Standards, and the student may be placed on disciplinary probation. (99)

A violation of academic integrity is *not limited to* copying a passage from a source word for word. **If you acquire specific information from a source, you *must* acknowledge that source, even if you have used your own words and paraphrased or summarized that information**. You must refrain from fabricating source material, stealing or buying compositions, or being complicit in a violation of academic integrity (e.g., writing a peer’s paper for him/her) (98-99). You should also refrain from multiple submission (submitting the same paper to more than one course), unless you have permission from your professor).

According to the *Drexel* *University Student Handbook*, a second academic integrity offense may result in “suspension or expulsion, in addition to any sanction issued from the list above” (99). For further questions about Drexel’s academic integrity policy, please talk with your professor, and consult the *Drexel* *University Student Handbook*, which may be found here:

<http://drexel.edu/~/media/Files/studentaffairs/sccs/FINAL_StudentHandbook2012_1213.ashx>

**Drexel University Writing Center**

The Drexel Writing Center (DWC) is located in Korman on the ground floor and is a great resource for you. Whether you are developing a draft or trying to put the finishing touches on a well-developed project, peer and faculty readers will help you evaluate your writing and improve it according to your purpose and audience. The DWC’s Web page has more details: <http://www.drexel.edu/engphil/about/DrexelWritingCenter/>.

**Drexel Office of Disability Resources**

Students with disabilities who request accommodations and services at Drexel need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact the ODR online at <http://www.drexel.edu/oed/disabilityResources/Overview/>. The ODR is located at 3201 Arch St., Ste. 210, Philadelphia, PA, 19104. Phone: 215-895-1401; TTY: 215-895-2299.

**Add/Drop/Withdraw**

You will have until the end of the 1st week to add or drop a course. Please note that you are responsible for any work you miss in the late addition of a course. Undergraduates have until the end of the 7th week of the term to withdraw. For details on the withdrawal policy, see<http://www.drexel.edu/provost/policies/academic_transactions.asp>

**Library Skills**

In order to engage in the research-based inquiry of this course, you must know how to use the Libraries’ resources. Be sure to view the Research Skills 101 Tutorials at <http://library.drexel.edu/tutorials/getting-started>. You may also contact your Personal Librarian for guidance.

**Technology Expectations and Tech Support**

You need to be able to access *Blackboard Learn*, and you also must have an active Drexel email account. If you are having problems accessing *Learn*, setting up your email, please contact <http://www.drexel.edu/irt/> or call the Help Desk at 215.895.2020.

**Inclement Weather**

If the University is required to close because of severe weather, please continue to check your email and/or *Blackboard Learn* regularly for instructions from your professor.

**Course Schedule**

(Subject to change)

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| --- | --- | --- |
| Week 1 | Tuesday  9/24  ----------  Thursday  9/26 | •Class orientation/Name game/True and False/Writing warm-up    CONVOCATION  Read your syllabus   * Baker, “The Art of Eating Spaghetti” handout * Read Lamott, Bird by Bird –“Shitty First drafts”   Goldberg, “Writing Down the Bones” excerpts  Tate “Halfway Home”   * **Complete the online FWP First Day Writing Inventory --DUE by Monday Noon** * **Complete Discussion Board 1 –DUE by Monday Noon** |
| Week 2 | Tuesday  10/1  ----------  Thursday  10/3 | Read Norton, Chapter 4, “Developing Academic Habits of Mind”  Chapter 10 “Writing a Literacy Narrative” and Chapter 18, “Memoirs”  The 33rd – p 7 Protector: A Story about Family  P 18 Last Words  **Complete Discussion Board 2 -DUE by Monday Noon**  *•Writing Spaces*: Reid, “Ten Ways to Think About Writing”  <http://www.npr.org/2008/02/07/18768430/six-word-memoirs-life-stories-distilled> |
| Week 3 | Tuesday  10/8  ----------Thursday  10/10 | Norton Chapter 32 “Getting Response and Revising”  The 33r – p 41 A Stranger’s Shower  P44 -Little things, Big things  P235-At Harleigh Cemetery  Court –A Millenial’s Guide to Kissing (in Readings)  **Complete Discussion Board 3 – DUE by Monday Noon**  **Essay 1 draft for peer review – First paragraph only-DUE by Class time** |
| Week 4 | Tuesday  10/15  ----------Thursday  10/17 | •*Writing Spaces*: Giles, “Reflective Writing and the Revision Process”  Norton -- Chapter 19, “Profiles.”  The 33rd – p 37- A Blue Dot in a Red Sea  p 39 -The Writer   Kumbham: A Statue in the Garden  (in Readings)  **Complete Discussion Board 4 – DUE by Monday Noon**  “Where is my grandchild?” Retro report (You tube video)  •Introduction to the Annotated Bibliography  **Essay 1 Final draft due – DUE by Class time** |
| Week 5 | Tuesday  10/22  ----------Thursday  10/24 | *Norton*, Chapters 47 and 48 “Developing a Research Plan,” and “Finding Sources.”  Read Maddelena “I Need You to Say I” in Readings.  Read Domonoske, “Students Inability to Tell Fake News From Real”  at <http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>  Read Wineburg & McGrew, “Why Students Can’t Google Their Way to the Truth” at  <http://www.edweek.org/ew/articles/2016/11/02/why-students-cant-google-their-way-to.html>  Look over the library resources on how to do research. Here’s one on how to use Summon: <http://drexel.libwizard.com/Summon-Search-for-a-Variety-of-Sources>  **Complete Discussion Board 5 – DUE by Monday Noon**  **Profile topic due – by Class time.**    History of the Bathtub– HL Mencken – knowing your sources  <http://hoaxes.org/archive/permalink/the_history_of_the_bathtub> |
| Week 6 | Tuesday  10/29  ----------  Thursday  10/31 | The 33rd – p 129 -A 2,000 Year Pandemic  P 132 Why I’m Superstitious about Lying about Superstitions  **Meet with professor** to discuss writing ideas and any writing concerns.  Classes are cancelled for the week for conferences but the meeting with me counts as your attendance.  **Complete Discussion Board 6 -DUE by Monday Noon**  **3 annotations for your Annotated Bibliography due – Bring this to your meeting with me.** |
| Week 7 | Tuesday  11/5  ----------Thursday  11/7 | Williams, “Correctness”  <https://www.yahoo.com/news/rare-appearance-melania-trump-defends-000000705.html> (plagiarism)  **Essay 2 draft for peer review due – First Paragraph only -By Class time**  **Complete Discussion Board 7 – DUE by Monday Noon**  TED Talk “Danger of a Single Story” |
| Week 8 | Tuesday  11/12  ----------  Thursday  11/14 | *Writing Spaces*: Stedman, “Annoying Ways People Use Sources”  **Essay 2 final due –profile -By Class time**  **Complete Discussion Board 8 – DUE Monday Noon**  TED talk “The Power of Vulnerability” |
| Week 9/10 | Tuesday  11/19  ----------  Thursday  11/21 | •*Writing Spaces*: Giles, “Reflective Writing and the Revision Process”  “Drexel First-Year Writing Program Learning Outcomes for English 101”  **Complete Discussion Board 9/10 – DUE Monday Noon**  TED Talk “Danger of a Single Story” |
| No class –Thursday -- Thanksgiving | Tuesday  11/26  ----------  Thursday  11/28 | Reflective writing  <http://www.lc.unsw.edu.au/onlib/pdf/reflective.pdf>  Essay 3: Reflection draft for peer review (optional) |
| Week  11 | Tuesday  12/3  ----------  Thursday  12/5 | **Final essay 3 due Reflective Analysis – DUE Monday Noon of finals week.**  **Evaluations DUE**  **Complete Discussion Board 11 – DUE Monday Noon**  Jane McGonigal – The game that can give you 10 extra years of life  https://www.ted.com/talks/jane\_mcgonigal\_the\_game\_that\_can\_give\_you\_10\_extra\_years\_of\_life |

1. \* For more information on the Drexel Student Learning Priorities, visit <http://www.drexel.edu/provost/learningpriorities/>. [↑](#footnote-ref-1)