

English 101-162: “Composition and Rhetoric I: Inquiry and
Exploratory Research”
Fall 2024

Professor Sandapen

Email: Sfs34@drexel.edu

(please allow up to 24 hours for a response M-F)

Class Time/Days: 11-12.20 Thursday plus 75 minutes on your own

Class Location: Curtis 255B

My Office hours:

in person MacAlister 5040 Tuesday and Thursday 1-2 pm

Zoom: Monday 12-2 and by appt. [please confirm beforehand]

Learning Outcomes

In the First-Year Writing Program, we focus on two of the Drexel Student Learning Priorities: communication and self-directed learning. We encourage students to write clearly with a firm sense of their readers—the people with whom they are communicating. We believe that when writers connect with their readers about subjects of real concern to the writers, they will more readily continue to learn and practice writing on their own, an attitude we believe is fundamental to improving one’s writing. As a result, our students will use writing effectively in their personal, academic, and professional lives.

Course Description: Develops students’ abilities to use writing as a tool for inquiry. Introduces genres, writing as a process, revision, and strategies of primary and secondary research. Reviews grammar, style, and documentation conventions. Engages students in reflection and promotes positive attitudes toward writing.

Objectives of English 101

Students will use writing to explore students’ experiences and ideas.

Students will understand the basic functions of genres: memoir, profile, analysis.

Students will respond productively to classmates’ writing.

Students will improve grammar and mechanics.
Students will value primary research (interviews and surveys) as well as secondary research (library and Internet).
Students will develop a more positive attitude towards writing.

Course Requirements

Required Texts

Robinson, Michelle Bachelor, Maria Jerskey, Toby Fulwiler. *Writing Guide with Handbook*. Openstax, 2021, <https://assets.openstax.org/oscms-prodcms/media/documents/WritingGuide-WEB.pdf>. Access Jun 13, 2022.
Rosen, Gail ed. *The 33rd: An Anthology*. Philadelphia: Drexel Publishing Group, 2024. Print.

NOTE: *Writing Guide with Handbook* is an Open Educational Resource. It is free and accessible on the web, so you needn't buy this book. It can be accessed here: <https://open.umn.edu/opentextbooks/textbooks/1125> If you want a hard copy of the book, it will be available in the Drexel bookstore. *The 33rd* is published here at Drexel and is only available at the Drexel bookstore in an inexpensive print version. If you find a digital version of *The 33rd*, do not buy it. It is from a previous year. You need the 2024 print version.

In addition, we have a SharePoint site filled with useful articles and chapters from books. Your instructor might assign some, but you are also invited to look around and find useful materials. The link to the SharePoint site is here: <https://drexel0.sharepoint.com/sites/COAS-FirstYearWritingResources>

Laptops

There will be a great deal of writing both inside and outside of class. You are required to bring a laptop computer to each class with you to do this work.

Major Projects

You will have three major composition projects in this course. Specific assignments and due dates are listed in the "Descriptions of Major Projects" section below.

Informal Writing

Informal writing assignments are an important component of your grade in this course. Each week, you will be required to write in response to readings, professor questions, and ongoing discussion of your projects. In addition, we will use informal writing for regular discussion of grammar and mechanics. These informal writings may include discussion threads on Blackboard Learn, blogs, notebooks, journals, peer reviews, and in-class writings.

The Hybrid Course Format

This is a "hybrid" course, which means that you will meet once per week with your professor for 80 minutes, and complete the remaining class time and coursework online, primarily using Blackboard Learn (BbLearn). In your BbLearn class you will find a

virtual “folder” for each week. In these folders you’ll find all the writing and reading assignments. Access BbLearn using the DrexelOne Portal, or by logging in at learn.drexel.edu.

Descriptions of Major Projects

Assignment One: Literacy Narrative or Memoir

(Due weeks 3 and 4)

For this assignment, you may choose to write in either of two genres: literacy narrative or memoir. Please review chapters 3 and 4 of *WGwH*, choose the genre you would prefer to try, and write a draft due in class in week 3. Members of the class will share their ideas, and the final version will be due in the drop box in week 4. Approximate length: 750-1000 words.

Assignment Two: Rhetorical Analysis or Critical Analysis

(Due weeks 6 and 7)

For this assignment, you may choose to write in either of two genres: rhetorical analysis or critical analysis. First, review chapter 9 in *WGwH* and “The Critique Exercise,” which is available on our [SharePoint site](#) or here: [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/Book%3A_The_Process_of_Research_Writing_(Krause)/08%3A_The_Critique_Exercise)

[Book%3A_The_Process_of_Research_Writing_\(Krause\)/08%3A_The_Critique_Exercise](#)

Next, using the databases on the Hagerty Library web site, find a reliable article about a specific idea that emerged for you in your literacy narrative or memoir. Then, using the guidelines in the chapters, write either a rhetorical analysis or a critical analysis. In week 5, you will be required to find appropriate sources to respond to and analyze. A draft is due in class during week 6. Members of the class will share their ideas, and the final version will be due in the drop box in week 7. Approximate length: 1000-1200 words.

Assignment Three: Profile

(Due weeks 9 and 11)

One of the goals of this course is for us to begin doing primary research. Using the guidelines in chapter 5 “Profile: Telling a Rich and Compelling Story,” write a profile of an interesting person, place, or event. You will be required to interview someone, go somewhere, and/or participate in a live event. A draft is due in class in week 9. Members of the class will share their ideas, and the final version will be due in the drop box in week 11. Approximate length: 1200-1500 words.

Assignments	Approximate Due Date
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Weekly writing exercises (3 points for each of 10 weeks / 20% total)	Every Monday
Assignment 1: Literacy Narrative or Memoir (25%)	Draft due week 3 Final due week 4
Assignment 2: Rhetorical or Textual Analysis (20%)	Draft due week 6 Final due week 7
Assignment 3: Profile (20%points)	Draft due week 9 Final due week 11
Participation and attendance (15%)	
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

Course Policies and Resources

Feedback

This class will include a great deal of reading and writing about other students' texts.

The purpose of this kind of feedback is to let other members of our writing community know how you are experiencing their texts.

Grades are also important. You will receive scores for each major assignment and for each week of informal writing. I will be available to discuss your work with you throughout the term.

Class Participation and Attendance

Your participation is essential to your success in this class. Class participation means being present and prepared, and actively engaging with discussion, readings, and writing. 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 because 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 instructor's discretion.

Extra Credit

No extra credit is given to an individual to make up for a missing or low-scoring assignment. Please use office hours and peer editing time to turn in your best draft. If there is an extra credit opportunity it will be offered to the entire class.

Technology Expectations and Tech Support

You need to be able to access Blackboard, and you also must have an active Drexel email account. If you are having problems accessing Blackboard please contact itg@drexel.edu (215-895-1224), and if you are having problems with email, contact Help Desk consult@drexel.edu (215-895-2020).

Library and Research Help

The Drexel Libraries offers resources and services to support your success in this course and throughout your career at Drexel.

Need help finding information or using the Drexel Libraries? We can help you:

- Find and use library resources (like books, journals, and databases) effectively
- Cite your sources
- Refine a topic or a research question
- Develop and use keywords to guide your searching

Connect with us:

- [Visit our website](#) for more information about all our resources and services.
- We offer [24/7 online chat](#) if you need immediate assistance. You'll find the [chat box on the homepage](#) of our website.
- Email us at LibAssist@Drexel.libanswers.com

[Visit us on campus:](#)

- The W. W. Hagerty Library is located at 33rd & Market Streets and is home to the Dragons' Learning Den, our 24/7 study space.
- The Library Learning Terrace is located near 33rd & Race Streets – attached to the back of Race Hall. Scan your Drexel ID to enter through the doors facing the Dining Terrace.

[DUL subject guides:](#)

Our subject guides are great starting places for beginning your projects and research. Here are two key guides to help you this term:

- [English 101 Guide](#): includes information about primary research, writing handbooks, and citing sources

- [Drexel Libraries Orientation Guide](#): learn more about library resources and services, including a self-guided tour of the W. W. Hagerty Library, information on printing and scanning, and instructions on how to reserve a group study room in the library

Academic Dishonesty

All students must abide by Drexel's policy about academic dishonesty. The policy can be accessed here: <https://drexel.edu/studentlife/community-standards/code-of-conduct/academic-integrity-policy>

AI Policy

There are many ways to use artificial intelligence (AI) in composition, some acceptable and some not. Acceptable ways include “conversing” with ChatGPT to help you decide on a thesis statement or find sources, to running your paper through Grammarly to help you fix mistakes. Unacceptable ways include asking an AI program to write your paper, or any part of your paper, and turning it in as your own work.

We will discuss these issues and attempt to use AI as a writing tool in class. For now, though, understand that writing is an important skill for university students, future professionals, and responsible citizens. Learning to use AI ethically can be a positive thing. Using it unethically by having AI write your paper and then turning it in under your name, however, is unacceptable, and will be considered a violation of student conduct. Please see the Academic Honesty policy here:

<https://drexel.edu/provost/policies-calendars/policies/academic-integrity/>

In this class, if you use AI at any point in the composition of your paper, you are required to cite it. We will discuss how to do this in class.

Drexel University Writing Center

The Drexel Writing Center (DWC) will help you develop as a writer through one-on-one consultations with Peer Readers and ESL Specialists. We'll help you navigate new genres and make the best use of all of your linguistic tools.

The DWC website has more details: <http://www.drexel.edu/writingcenter>

The DWC is located on the first floor of the Korman Center, rooms 100, 102, and 103. We can be reached at dwc@drexel.edu and at 215-895-6633.

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 and procedures, see <https://drexel.edu/drexelcentral/registration/courses/course-withdraw>.

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 <https://drexel.edu/disability-resources/about/overview/>. The ODR is located at 3201 Arch St., Ste. 210, Philadelphia, PA, 19104. Phone: 215-895-1401; TTY: 215-895-2299.

Appropriate Use of Course Materials

It is important to recognize that some or all of the course materials provided to you are the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the IT-1 policy found at: <https://drexel.edu/it/about/policies/policies/01-Acceptable-Use/>

Briefly, this policy states that all course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted, unless otherwise given prior written approval by the University. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University's Code of Conduct found at: <https://drexel.edu/studentlife/community-standards/code-of-conduct> and will be investigated as such.

Recording of Class Activities

In general, students and others should not record course interactions and course activities in lecture, lab, studio or recitation.

Students who have an approved accommodation from the Office of Disability Resources to record online lectures and discussions for note taking purposes should inform their course instructor(s) of their approved accommodation in advance. The recording of lectures and discussions may only be carried out by the students enrolled in the class who have an approved accommodation from Disability Resources with their instructors' prior knowledge and consent. Students with approved accommodations may be asked to turn off their recorder if confidential or personal information is presented.

If a student has any comments, concerns, or questions about provided class materials and/ or recording, talk to your course instructor first. If this does not resolve the issue, you can also reach out to the Department Head, and use the process described for a grade appeal to move your concern forward. The process described for grade appeals can be found at: <https://drexel.edu/provost/policies-calendars/policies/grade-appeals/>

Title IX (Sexual Harassment and Misconduct), Discrimination, harassment, and Bias Incidents

All faculty, staff, coaches, teaching assistants, and volunteers who work at Drexel University are mandatory reporters for Title IX violations, which covers sexual

discrimination, sexual harassment, and sexual assault. They are required to report any incidents that come to their attention to the Office for Institutional Equity and Inclusive Culture (EIC), formerly OED. EIC will then advise the students involved about the resources available to them. More information about EIC and reporting can be found here:

<https://drexel.edu/equity-inclusive-culture/reporting/overview/>

James E. Marks Intercultural Center
3225 Arch Street
Philadelphia, PA 19104
215.895.1405
eic@drexel.edu

If you experience or witness an incident of discrimination, harassment or sexual misconduct, please visit EIC's reporting site to file a complaint at <https://drexel.edu/equity-inclusive-culture/reporting/overview/>

Course Schedule

This schedule is subject to change. Information in the weekly folders will be more exact.

WGwH = *Writing Guide with Handbook*

33= *The 33rd*, (2024 edition).

All other readings and assignments will be available in the weekly folders on Learn.

Week 1

Before class: Acquire copies of *The 33rd* (2024 edition--print) and *Writing Guide with Handbook* (digital or print).

Read your syllabus

In class:

Please bring your laptops.

Orientation

In-class writing assignment

Introduction to Composition Project 1

After class:

Visit our Learn page, open Week One folder, and complete the week one activities by noon on Monday of Week Two.

Open Week Two folder and see what you need to do for next week.

Week 2

Before class:

Read WGwH chapter 3, Literacy Narrative: Building Bridges, Bridging Gaps (63-99).

Read WGwH chapter 4, Memoir or Personal Narrative: Learning Lessons from the Personal (103-130).

Read Lee, "Time, Ink, and Memories" in 33.

Read Willacy, "Yankee or Yaadie" in 33.

In class:

Please bring your laptops.

Discussion of using AI in writing.

In-class writing assignment on literacy narrative or memoir. Also, we'll discuss the essay from 33.

Introduction to Composition Project 1

After class:

Complete the Week Two activities on Learn by noon on Monday of Week Three.

Week 3

Before class: Write a good first draft of either a literacy narrative or a memoir. Bring it to class and be prepared to share it.

Read Mshana, "Identity Theft" in 33.

Read Garza, "The Knife" in 33.

Read Zickel on peer-review in the "Process of Writing--Revision" section of the [FYW SharePoint site](#) or directly on the [Pressbooks site](#).

In class:

Please bring your laptops.

Peer response to draft of literacy narrative or memoir.

After class:

Complete the Week Three activities on Learn by noon on Monday of Week Four.

Week 4

(No class on Monday—Indigenous People's Day)

Before class:

Read Chapter 9, "Rhetorical Analysis: Interpreting the Art of Rhetoric" in *WGwH*.

Read Krause, "The Critique Exercise," available on the SharePoint site or [here](#).

Do this tutorial on how to use Hagerty Library database Dragonsearch: [DragonSearch Interactive Tutorial](#)

Also, check out this Library Guide for ENGL 101: [Dragon Library Guide for English 101](#)

In class:

Discuss Rhetorical Analysis.

Discuss Critique.

Please bring your laptops.

Writing and reflecting on your first assignment.

Preview the next assignment, the rhetorical analysis or critical analysis.

After class:

Submit final version of your literacy narrative or memoir using the drop box in the Week 4 folder on Learn by Friday at midnight.

Complete the Week Four activities on Learn by noon on Monday of Week Five.

Week 5

Before class:

Read WGW chapter 13, Research Process: Accessing and Recording Information (411-419). (There's more to this chapter, but we'll read it later.)

Read sample rhetorical analysis and/or critical analysis. TBA

In class:

Please bring your laptops.

Discuss readings.

Continue discussion of analytical texts.

Reflective writing.

After class:

Complete the Week Five activities on Learn by noon on Monday of Week Six.

Week 6

Before class:

Write a good first draft of a rhetorical analysis or critical analysis and be prepared to share it with your classmates.

In class:

Please bring your laptops.

Peer response to draft of rhetorical analysis or critical analysis. We'll discuss how.

Preview the next assignment, the profile.

After class:

Complete the Week Six activities on Learn by noon on Monday of Week Seven.

Week 7

Before class:

Read Anonymous, "From Near and Afar."

Read WGW chapter 13, Profiles: Telling a Rich and Compelling Story (131-166).

In class:

Please bring your laptops.

Discuss assigned reading.

Be prepared to do some of the exercises in the chapter on "Profiles." This is to prepare for the next assignment, the first draft of which is due in class in week 9 or 10.

After class:

Complete the Week Seven activities on Learn by noon on Monday of Week Eight.

Submit final version of your summary/response or textual analysis using the drop box in the Week 4 folder on Learn by Friday at midnight.

Week 8

Before class:

Read Nguyen, "The Disappearance of Philadelphia's Chinatown," in 33.

Read Sarfraz, "My Grandfather, Papa Jaan," in 33.

In class:

Please bring your laptops.

Discuss readings.

If necessary, continue discussion of profile, which is due soon.

Reflective writing.

After class:

Complete the Week Eight activities on Learn by noon on Monday of Week Nine.

Week 9

Before class:

Prepare good first draft of your profile to share with the class.

In class:

Please bring your laptops.

Discuss readings.

Peer response to draft of Profile.

After class:

Complete the Week 9 and 10 activities on Learn by noon on Monday of Week 11.

Have a good holiday.

Week 10 and 11

Note: Thanksgiving is during week 10.

Before class: Put the finishing touches on your profile.

In class:

Please bring your laptops.

Discuss readings.

Course wrap-up activities: Evaluations, final reflections, etc.

Final Peer response to profile.

After class:

Submit final version of your profile using the drop box in the Week Eleven folder on Learn by Friday at midnight.

Complete the Week 11 activities on Learn by noon on Sunday