Course Syllabus

# English 150

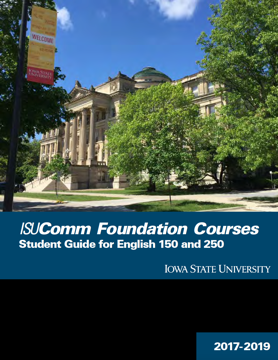
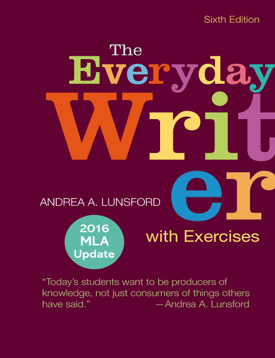
Spring 2019

“ . . . place is not just a thing in the world but a way of understanding the world . . . when we look at the world as a world of places we see different things. We see attachment and connections between people and place. We see worlds of meaning and experience.” (Cresswell, Place: A Short Introduction, 11)

“ . . . place is pause; each pause in movement makes it possible for location to be transformed into place.” (Yi-Fu Tuan, Space and Place 6)

“Good writing may be the quintessential 21st-century skill.” (The National Council of Teachers of English)

## Textbooks and Materials

* ISUComm Foundation Courses Student Guide for English 150 and 250, Iowa State University, Department of English, 2017-2019.
* Lunsford, Andrea, and John Ruszkiewicz. Everything’s an Argument, 7th edition. Boston: Bedford/ St. Martin’s, 2016.

## Objectives

The purpose of English 150 is to prepare you for communicating successfully in your academic courses, as well as in your work, personal, and civic lives. Because of what the National Council of Teachers of English calls the importance of 21st-century literacies, most of the course will be devoted to writing, but you will also practice and analyze oral, visual, and electronic communication. You’ll also compile and reflect on an ISUComm ePortfolio of your work. Specifically, at the end of English 150 you should be able to meet these course outcomes:

### Written

* adapt your writing to specific purposes, audiences, and situational contexts
* integrate and document a range of informational sources, from personal interviews to print and electronic publications
* practice varied organizational strategies and transitional devices
* match expression to situation and audience, avoiding errors that distract or confuse
* design effective presentation forms by attending to spacing, margins, headings, color, and typography
* develop strategies to revise your own writing
* reflect upon your communication processes, strengths, goals, and growth

### Oral

* ask effective questions and listening actively
* function as an effective team member in small groups as contributor, listener, collaborator, and presenter
* develop basic oral presentation skills, focusing on meaningful information, clear organization, and engaging delivery

### Visual

* use typography effectively, particularly in creating headings and subheadings
* create an appropriate layout format for a bookmark, brochure, fact sheet, or newsletter
* analyze visual communication, such as art on campus
* use visuals effectively (e.g., imported, scanned, or digital pictures) and integrate them with written texts
* accurately document visual sources

### Electronic

* use appropriate format, voice, and language in a professional email (e.g., correspondence with an instructor)
* use word processing skills, including making headings, attachments, tables, etc.
* create an electronic composition (a poster or infographic and an ISUComm ePortfolio)
* choose one or more suitable media for delivering communication to its intended audience

**Note:** If you are a non-native speaker of English, to be eligible for English 150 you must have taken the English Placement Test for Non-native Speakers of English and you must have completed the requirements based on your results. You may not take English 150 concurrently with a 101 class. If you are enrolled in English 150 without meeting the prerequisites, you must drop or you will receive an F regardless of the work you may complete and submit.

## Assignments and Evaluation

### Units and Grade Distribution

Unit 1: Introductory Writing

Memory and Place (Week 1) feedback only

Beginning-of-Semester ISUComm ePortfolio Project (Weeks 2- 3)

Unit 2: Sharing Experiences

Letter-as-Essay and Map (Weeks 2-3) 15%

Unit 3: Exploring a Campus Program or Organization

Public Document and Profile (Weeks 4-6) 15%

Unit 4: Understanding Campus Place or Artifact

Campus Spaces and Art (Weeks 7-9) 20%

Unit 5: Designing, Presenting, and Analyzing Visual Communication

Infographic or Poster (Weeks 10-12) 20%

Other

End-of-Semester ISUComm ePortfolio work (Weeks 13-15) 20%

Part of the portfolio is due during Final Exam time (Week 16); there are no exceptions to our class final exam time designated by ISU.

Daily Work and Classroom Participation (including class and small-group contributions) 10%

All work completed outside of class should be typed. **Make sure you have a backup copy of all work before you turn it in to be graded. Major assignments will be penalized one letter grade (e.g., from B to C) for each class period they are late.** If the work is not submitted by the end of the second class period after it is due, it will not be accepted and an F will be recorded for it. Not completing all major assignments seriously jeopardizes your ability to receive a passing grade at the end of the semester.

In addition to major assignments, there will be shorter assignments to practice strategies important to a major assignment or to explore visual and oral communication. Shorter assignments are important components of your learning process, and failure to complete them may result in a failing grade for that assignment.

### Semester-Long ISUComm ePortfolio Project

Beginning early in the semester, you will collect examples of your work and reflect on the writing process. After you’ve completed each major individual assignments of the semester, you will revisit these projects to compile an ISUComm ePortfolio worth 20% of your semester grade. This project’s purpose is to present your communication and revision work and your ability to reflect on and project ahead about your processes and approaches to learning.

To represent your learning, you’ll select from your previous work, revising one major piece of writing (the “W” mode on which English 150 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the related 3 modes (-OVE—oral, visual, and electronic). You’ll write a reflection on these pieces to discuss changes you made to the originals, why, and to assess the new versions.

Specifically, the ISUComm ePortfolio components are:

* Early-semester work setting up your ePortfolio and using that electronic space to work on, present, and reflect on your WOVE projects during the semester.
* As you complete each assignment, you will consider how to integrate each into your ISUComm ePortfolio for later availability.
* Nearer the end of the semester, you’ll conference with your instructor (in which you discuss what pieces your ePortfolio will include and what sorts of issues you will discuss as you reflect on them—during Week 13)
* The following three major sections, which are due during Week 15; the last part—closing reflection—will be written in class during your university-scheduled final exam period)
  + Introduction to your ISUComm ePortfolio’s work (this will probably be separate from an “About Me” page)
  + Revision of a writing (W) and reflection
  + -OVE products and reflection

Because it’s not possible to know exactly what you’ll include in this final portfolio or what you’ll say about your chosen pieces right now, it is very important to save everything you do in ENGL 150 both in electronic and hard copy, so that you have a lot of material from which to draw as you put your ISUComm ePortfolio together.

### Academic Honesty

Detecting plagiarism in English 150 and 250 is often fairly easy for an instructor who is familiar with your work. Once detected, it is mandatory that your instructor notify the Director of Foundation Courses to consult about consequences. Thoroughly read all of the material provided in your ISUComm Student Guide 2017-2019 (pages 43-44). Also read pages 200-205 in The Everyday Writer (Lunsford). Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. If you have questions about using work other than your own in your paper, see your instructor before you turn in an assignment.

### Class Attendance and Participation

One of the consistent components from section to section in the ISUComm Foundation Courses program is the attendance policy. Classes are in a discussion/workshop format and depend on your active learning; therefore, regular attendance and productive, courteous participation with classmates and the instructor are important. Absences damage your grade in the class and create the probability that you’ll need to drop the course. Much of what we do in English 150 cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. To ensure that you stay on track with your attendance and submission of work, the following policies, developed by the Director and Assistant Director(s) of ISUComm Foundation Courses, will be enforced in sections of English 150:

* Missing more than four classes (MWF) or three classes (TTH) will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.
  + Specifically, if your absences total five – eight (MWF) or four – five (TTH), your class grade is reduced two increments (a B+ becomes a B-; a C becomes a D+). This happens for the range of 5 – 8 (MWF) or 4 – 5 (TTH) absences, not for each individual absence within the range. The impact on your grade is significant once you exceed your allotted absences (four on MWF or three on TTH).
  + After a total of nine (MWF) or six (TTh) absences, you have missed 20% of the class sessions, and you must drop the course or you will receive an F. Even if the semester drop date has passed, you will still receive an F.
* Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class. You may need to drop the class and take it in a semester when you can attend regularly.
* If there is a medical condition, you must speak to Student Accessibility Services at the beginning of the semester (see page 6 of this document) to request an official accommodation; be aware that we will not approve an indefinite number of absences or late arrivals. We will work with SAS to arrive at an accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
* If the time of day for the class is not convenient for you, speak to your adviser immediately about changing to another section.
* If you will have athletic absences or absences for which you are representing the university, these must be presented to your instructor at the beginning of the semester; the Director and Assistant Director of ISUComm Foundation Courses will then be consulted. If your absences will be numerous and will interfere with your participation in the class (more than 20% of the class sessions), you will be asked to drop and take the class in a semester when you can attend regularly. Bear in mind that missing 2 classes on a TTh schedule or 3 on a MWF schedule means you have missed a week of class. These add up fast and compromise your ability to be successful in the course, as in-class activities cannot be recreated or excused for you.
* If you are more than 10 minutes late to class on MWF or more than 15 minutes late on TTh, you will be counted absent.
* Missing during group work or on the day of your oral presentation means taking an F for that activity, as it cannot be made up individually.
* When classes are cancelled for scheduled conferences, missing a scheduled individual or group conference counts as an absence.
* Do not schedule travel that requires you to leave campus early for Spring Break or for semester break, as this could conflict with your class and/or your final exam. Your instructor cannot make individual arrangements for you. If you do not attend your final exam as required by the university, your portfolio grade will be reduced by a full letter.

### Grading and Evaluation

In English 150 and 250, as in other university courses, the work required of you at the university is different in type and level of difficulty from what you did in high school. Expectations are higher since your work is now in a pool with that of others who are pursuing post-secondary school degrees. Instructors will evaluate your work so that its grade reflects university expectations.

Students admitted to the university are assumed to be able to perform satisfactorily (earning Cs); however, earning As and Bs at the university level requires strong, consistent effort. The grade descriptions below reflect that reality. Notice that the C description describes work that is “satisfactory,” “clear,” and “competent” with “nothing remarkably good or bad.” If you received As and Bs for work that met these criteria in high school and expect the same at the university (that “satisfactory” will earn you an A), your understanding of university grading may be unrealistic.

Your assignment sheets in English 150 and 250 include evaluation criteria and your instructor will provide multiple forms of feedback on your work, including a rubric and comments. Start assignments early and work steadily to avoid last-minute rushing. If you are surprised by a grade, make an appointment with your instructor if you do not understand what you can do differently on subsequent work. Refer to your textbooks (The Everyday Writer, and the ISUComm Foundation Courses Student Guide, 2017-2019), as many common questions are answered in your texts. See especially pages 41-44 in your ISUComm Student Guide, 2017-2019. Your instructor will provide rubrics for each assignment so you can focus your efforts.

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| **Letter Grade** | **Quality of Work** |  |
| A | Excellent and outstanding. The qualities of a B assignment, plus imagination, originality, and engaging expression. Writer responds thoughtfully and creatively, requiring very little or no revision. |  |
| B | Thorough analysis of and satisfactory solution to the communication task; good organization and solid expression. Writer responds fully, requiring some revision. |  |
| C | Satisfactory analysis of the communication task, clear organization, and competent style; nothing remarkably good or bad. A C means your work meets the demands of the assignment in a minimally acceptable way. Writer responds mostly competently, requiring focused revision. |  |
| D | Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; incomplete analysis of the communication task. Writer responds incompletely, requiring extensive revision. |  |
| F | Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage; inadequate or inappropriate analysis of the communication task. Writer responds inadequately; paper is not acceptable. |  |

The grading scale (0-100 Scale) for this class is listed below:

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| --- | --- |
| **Letter Grade** | **Percentage** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 00-59 |

## Additional Policies

### Computer Ethics and Other Electronics

You are expected to use the university computers responsibly and to communicate courteously with others in your class—including the instructor—electronically. You are also expected to follow your instructor’s instructions in class, using the computers for class-related activity only. If a computer is used for an activity (email, Facebook, etc.) other than that directed by the instructor, you are counted absent for the day. You are expected to turn off your cell phone and other devices, remove your ear buds, and refrain from checking devices during class. You may not take photos of people or record them without their knowledge and permission.

### Diversity Affirmation

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Effective learning environments value and support diversity.

### Access Statement for Students with Documented Disabilities

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076 Student Services Building or online at [www.sas.iastate.edu](https://canvas.iastate.edu/courses/55412/assignments/www.sas.iastate.edu). Contact SAS by email at accessibility@iastate.edu or by phone at 515-294-7220 for additional information.

### Classroom Disruption

Because disruptive behavior, which includes talking when the instructor or another student is addressing the class or engaging in non-class-related activities, not only interferes with the learning of the disruptive student, but that of all students in the room. Thus, it is disrespectful to and unproductive for everyone in a university classroom.

The ISUComm Foundation Courses program adheres to the Dean of Students policy on classroom disruption: “Should any student officially enrolled for credit or audit in a class disrupt the instructor's ability to ensure a safe environment, control the class agenda, and/or deliver the approved curriculum, the instructor has the right to ask that the disruptive action cease immediately . . . The instructor should also take into consideration complaints of disruptive behavior brought to their attention by students. The responsible student should cease the disruption and utilize non-disruptive means for expressing disagreement or concern. If the disruption continues, the instructor can pursue various forms of intervention, including suspension from class, use of student disciplinary regulations, or police intervention, as discussed below.”

You may read the full university policy here: <https://www.studentassistance.dso.iastate.edu/faculty-and-staff-resources/disruption>.