**English 101: Composition I**

**Spring 2019**

**Indiana University of Pennsylvania**

**Course:** ENGL 101.002

**Time and Location:** MWF 2:30PM-3:20PM, HSS 214

**Instructor:** Bradley Markle

**Email:** b.a.markle@iup.edu

**Office Location:** HSS 504 Cubicle 8

**Office Hours:** 1:30PM-2:25PM, Monday and Friday or by appointment

**Playing with Composition**

In this course students will engage with traditional models of composition studies via genre and mode, and can expect a hands-on approach to grappling with the complexities of drafting, writing, proofreading, and revision. Students can expect to confront a variety of texts and writing themes ranging from classical highbrow literature, to contemporary works including the graphic novel, to the profoundly modern and often irreverent sometimes found in social media, with a smattering of everything in between. Students will examine how a text addresses questions of audience and purpose and can expect to have the skills to apply these concepts to their own writing.

These goals will be achieved through play – literally and figuratively – as the course is designed to encourage experimentation with writing, student agency, unusual conceptions of what constitutes writing, gamifying learning, and even to encourage a willingness to fail in the pursuit of something new. Further, and in the spirit of play, this course will be adopting the lingo of games, because it is through play that we originally learned how to navigate the world, and I see no reason to change our natural predilections for learning. Ergo, assignments are called “quests”, points for assignments are “experience points (XP)”, and course sections become “Stages”, etc. Any and all jargon will be explained as the course progresses.

**IUP Course Catalogue Description**

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include, but are not limited to, memory, observation, critical reading and viewing, analysis, and reflection. Students will use writing processes to draft, peer review, revise, and edit their projects.

**Required Course Texts and Materials**

*The Bedford Book of Genres: A Guide*. By Amy Braziller, & Elizabeth Kleinfeld. Bedford.   
ISBN-10: 1319090109 ISBN-13: 9781319090104

*Writing Spaces: Reading on Writing, Volume 1 and 2.* Edited by Charles Lowe and Pavel Zemliansky.   
Available online at: <http://writingspaces.org/sites/default/files/writing-spaces-readings-on-writing-vol-1.pdf>

and <http://writingspaces.org/sites/default/files/writing-spaces-readings-on-writing-vol-2.pdf>

**Note on Technology:** As we will be experimenting with a variety of genres of writing, many of which are digital in nature, the use of laptops, smart phones, etc. is encouraged. If you have one, great! Bring it. If not, no worries! We’ll make it work!

**Student Learning Objectives**

Students who successfully complete English 101 will be able to:

* Identify and apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to both short and more sustained writing tasks.
* Write in a variety of genres in response to specific rhetorical situations (i.e., recognize the role of audience, purpose, and context in creating and analyzing text) that take place in diverse print and digital environments.
* Analyze one’s own and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into one’s one writing.
* Reflect critically on their own writing process, rhetorical effectiveness, and how learned skills and concepts can be applied in other writing contexts by cultivating effective habits of mind (e.g., curiosity, openness, engagement).
* Demonstrate critical thinking by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own.

**Course Policies**

*Attendance:* Students are expected to come to class and be on time. Every day that a student shows up to class earns them **5 XP** (if that makes no sense, see the “Grades” section below), and is also required to unlock certain achievements (again, see below).

*Late Work:*

Every quest comes with its own due date. See the quest section of our web page for details. In the event of an unforeseeable hiccup or emergency, please email me as soon as possible to request an extension of the deadline (which may or may not be approved depending on the situation). Again, my email is [b.a.markle@iup.edu](mailto:b.a.markle@iup.edu).

*Cancellations*: In the extremely unlikely event that class needs to be cancelled for one reason or another, I will immediately send out an email informing everybody, and will also ensure there is either a note posted on the door or a message scrawled on the board to inform you. It is IUP policy that your IUP email address be the official form for electronic communication between students and faculty, so be sure to check you **IUP email** (not your Gmail) for any official announcements related to class. Any assignments that would have been due will be postponed until the following class session.

*Academic Honesty:* IUP has very specifically defined instances of academic dishonesty, including plagiarism and accidental plagiarism. You should familiarize yourself with the following webpage: <https://www.iup.edu/academicaffairs/for-faculty/academic-integrity/> If you have any questions as to what constitutes plagiarism or accidental plagiarism, please feel free to ask me for clarification. A violation of the code can result in failure of the assignment or (if repeated instances are found) expulsion from the University. As a general word of caution, if you ever have to stop and ask yourself, “Am I allowed to do this?” just assume the answer is no and find a different way to complete an assignment. Better safe than sorry.

**Standards for Written Work:**Many of our papers will adhere to MLA format, some won’t (hello, social media!). We’ll worry about those conventions as we move along in the course.

**Learning Differences Support and Reasonable Accommodations:**   
The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. As stated on the Office website, www.iup.edu/advisingtesting/services/, the office provides access to the university’s education and services as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; and, as well, serves as an advocate for students with disabilities and trainer on disability issues for faculty, staff, and students. I will honor and work with Advising and Testing recommendations for the support of students with disabilities in any of my classes. Please register with the Office of Advising and Testing if you are a student with special needs. Their advisors will help me to work with you to meet your needs.

**Writing Center:**

Trained peer and graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor’s feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center’s website contains a link for making appointments for online sessions, or call 724-357-3029.

**IUP Sexual Violence Policy:**

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated.  To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator.  If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University’s obligation to provide a safe and nondiscriminatory environment for all students.

**Title IX** :

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet with commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (under the age of 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

**Grades:**

**Leveling Up and Experience Points**

This course is taking a page out of the gaming world and playing with the rules of how students are graded. Students will begin the course as a level 1 player. As they complete various quests throughout the course, they will earn XP (experience points), which allow the student to “level up.” A player must reach level 9 to pass the course, with a level 15 student attaining the coveted title of “Legendary”. See the chart below for details.

**Level 1**: 0 **XP**

**2**: 50

**3**: 125

**4**: 250

**5**: 405

**6**: 615

**7**: 850

**8**: 1025

**9**: 1200 **D**

**10**: 1330

**11**: 1400 **C**

**12**: 1525

**13**: 1600 **B**

**14**: 1800 **A**

**15**: 2000 **Legendary!** (Perfect score)

**Quests**

Quests and students’ current level are available online at https://tinyurl.com/Spring19ENGL101 (There is a link on D2L). The specific requirements of each quest are different, so be sure to carefully read them all over before deciding which quest you would like to accept. Quests are divided into four broad categories:

**Side Quests (20 XP):** Side quests are generally pretty easy. They typically consist of reading and responding to our textbook, creating a glossary of key terms, collecting examples of pertinent writing, etc. These are worth the least amount of XP.

**Major Quests (50 XP):** Major quests require the player to engage meaningfully with the material. These are often expressed through presentations, analysis of writings, self-editing, peer-review, etc. These quests are worth a good chunk of XP.

**Epic Quests (150 XP):** Think of these quests as slaying a boss in a video game. These quests require the player to synthesize what they have learned through side quests and major quests in order to actually create a piece of writing that mimics the genre conventions players have learned. Mucho XP.

**Escort Quests (100 XP):** These are on-going quests which are not due at the end of each Stage, but rather, consist of a working portfolio. These quests take the shape of journals, active reading, or the creation of a substantial creative work.

**Achievements**

Students can, through various actions or consistent performance, unlock achievements. The rewards for each achievement (aside from street cred) and the requirements to unlock them are secret and must be discovered. Students who unlock achievements will have their victories recorded on the course web page, and their successes will be announced in class. Hoorah!

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| **Stage 0.5: Introduction to College Writing** | | |
| **Week 1:**  Wednesday, January 23, 2019 | - Syllabus  - Introductions  - Pop Quiz  - Discussion about play and learning | **HW:**  - Read over the syllabus and check out the class website. Bring any questions you have with you to class on Friday. |
| **Week 1**: Friday,  January 25, 2019 | - Grammar-ton Cleric  - Q + A about syllabus  - Plagiarism discussion  - Exploratory writing exercise | **HW:**  - Read over the available quests once more. Bring in a list (or email me) of which quests you intend to engage in initially. |
| **Week 2:** Monday, January 28 2019 | - What is writing? discussion  - Genre and mode discussion | **HW:**  - **Grind for XP** and **Scribe** due WEDNESDAY! |
| **Week 2:** Wednesday, January 30, 2019 | - Discussion and presentation of the homeworks  - Discussion of audience  - Discussion of purpose  - P + A in-class writing | **HW:**  **Tales of Adventure!** and **Gogol Bard-ello** due FRIDAY! |
| **Stage 1: Narrative Mode** | | |
| **Week 2:** Friday, February 1, 2019 | - Grammar-ton Cleric  - Discussion of homework  - Show-and-tell Mr. B’s favorite stories  **Individual Course Withdrawal Begins** | **HW:**  **- Sage: Characterization** due MONDAY! |
| **Week 3:** Monday, February 4, 2019 | - Discussion of homework  - Characterization writing exercise  - Work on **Scouting Trip** and **Discerning the Transmundane** | **HW:**  **- Sage: Description and Imagery**  due WEDNESDAY! |
| **Week 3:** Wednesday, February 6, 2019 | - Discussion of homework  - Description and imagery writing exercise  - Examination of characterization/imagery in popular works | **HW:**  **-**  **Sage: Plot** due FRIDAY!  - Begin work on **Firestarter** |
| **Week 3:** Friday, February 8, 2019 | - Grammar-ton Cleric  - Discussion and presentation of homework  - Kurt Vonnegut: The Shapes of Stories  - *Star Wars* | **HW:**  - Work on **Firestarter**: first rough draft due 7:00PM MONDAY! |
| **Week 4:** Monday, February 11, 2019 | - The Writing Process: Rough Drafts  - George Saunders: “Frank was an asshole.”  - Peer Review: What/How to do it (with live examples!) | **HW:**  - **Say Hello to My Little Friend!** due WEDNESDAY! |
| **Week 4:** Wednesday, February 13, 2019 | - Field Trip! Writing Center! | **HW:**  - FINAL DRAFTS OF EPIC QUEST **FIRESTARTER** DUE BY MIDNIGHT!! |
| **Level 2: Persuasive** (February 15, 2019 – March 08, 2019) | | |
| **Week 5:** February 15 – February 20, 2019 | - Logos, Pathos, Ethos, Mythos  - Examples  - Michael Moore Film |  |
| **Week 6:** February 22 – February 27, 2019 | - Set-up debates  - Discuss modality  - Choose topics (both of debates and epic quest)  - Start Rough Drafts |  |
| **Week 7:** March 1 – March 8, 2019 | - Perform debates  - Discuss epic quest  - Complete epic quest |  |
| **March 11- March 15 !!!!!SPRING BREAK NO CLASS!!!** | | |
| **Level 3: Informative** (March 18, 2019 – April 12, 2019) | | |
| **Week 8:** March 18 – March 22, 2019 | - What is research?  - Assessing good/bad information  - Fake News  - Examples |  |
| **Week 9:** March 25 – March 29, 2019 | - Prep for library  - Choosing a topic  - Field Trip! Library!  - Mr. B out-of-town March 27, 29 for conference |  |
| **Week 10:** April 01 – April 05, 2019 | - MLA Format  - Citations  - Works Cited  - APA Format (brief discussion) |  |
| **Week 11:** April 08 – April 12, 2019 | - Further discussion of modality (specifically, the research poster)  - Peer review discussion  - Peer review of informative paper |  |
| **Level 4: Justification** (April 15, 2019 – May 06, 2019) | | |
| **Week 12:** April 15 – April 19, 2019 | - Synthesis, definition  - Final project explanation  - Mr. B out-of-town April 17, 19 for conference |  |
| **Week 13:** April 22 – April 26, 2019 | Workshop week – Final projects to be completed (dependent upon student choices, this week is TBD-ish) |  |
| **Week 14:** April 29 – May 03, 2019 | Presentation Week: Student Presentations |  |
| **Week 15:** May 06, 2019 | Final Class Reflection  Synthesis of all material covered |  |

**IMPORTANT DATES!!**

**January 30:** Individual Course Withdrawal Begins

**March 11-15:** Spring Break

**April 08:** Individual Course Withdrawal Deadline

**April 12:** Total Semester Withdrawal Deadline

**May 06:** Classes End!

**March 27, 29 and April 17, 19:** Mr. B out-of-town for conferences :(