

English 107 | Fall 2022

Professor Jamey Rogers

Modern Languages 380

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Sections | 015: 10 am | 011: 11 am | 006: 12 pm | 019: 1 pm | 007: 2 pm

Locations | 015 PAS 414 | 011 Edu 535 | 006 Edu 337 | 019 Edu 331 | 007 Edu 331

Office Hours Mon 4-6 Zoom | Tue 10-1: [ML 380 \(MAP\)](#)

Zoom <https://arizona.zoom.us/j/4685050646>

Course Information

Course Description

English 101/107 familiarizes students with the social and situated nature of writing--that is, with the ways in which writing is tied to purpose, audience/community, and topic/content. As such, there is a heavy emphasis on community, genre, and rhetorical situation. Through informal and formal writing, students will write in several genres, analyzing how purpose, audience, and context shape research, strategies for organization, and language usage, components that will be developed further in the second-semester class. In addition, the course introduces practices of research inquiry in writing. Reflection on students' writing is also formally built into the entire course, culminating in a final portfolio.

English 106, 107, and 108 are designed specifically for students writing in English as an additional language. Some features of these courses include addressing language-related concerns in class and through individualized feedback as needed with the assumption that not all students will be familiar with certain U.S. educational practices, genres, popular cultural references, etc. Second language writing courses will draw on students' multilingual resources to support writing and language development.

Course Goals and Objectives

Goal 1: Rhetorical Awareness

Learn strategies for analyzing the audiences, purposes, and contexts of texts to strengthen reading and writing.

Student Learning Outcomes:

1A. Analyze a text's genre and how that influences and guides reading and composing practices.

1B. Explain the purposes of, intended audiences for, and arguments in a text and how these are impacted by cultural, economic, and political contexts.

1C. Apply knowledge of rhetorical options in reading practices.

Goal 2: Critical Thinking and Composing

Use reading and writing for research, problem-solving, critical thinking, action, and participation within and across different communities.

Student Learning Outcomes:

2A. Integrate evidence through methods such as summaries, paraphrases, quotations, and visuals.

2B. Support ideas or positions by discussing evidence from multiple sources.

Goal 3: Conventions

Understand how purpose, audience, and context relate to genre conventions such as structure, style, design, usage, mechanics, and citation practices.

Student Learning Outcomes:

3A. Follow contextually appropriate conventions for language use related to areas such as grammar, punctuation, and spelling.

3B. Apply contextually appropriate citation conventions.

Goal 4: Revision

Understand composing processes as flexible and collaborative, drawing upon multiple strategies.

Student Learning Outcomes:

4A. adapt composing and revision processes for a variety of technologies and modalities.

4B. produce multiple revisions on global and local levels.

4C. suggest useful global and local revisions to other writers.

4D. identify the collaborative and social aspects of writing processes.

Goal 5: Reflection

Use meaningful, ongoing reflection to inform writing processes, foster the development of a writing identity, and think ahead to future writing situations.

Student Learning Outcomes:

5A. Narrate their processes and progress as writers throughout Foundations Writing courses.

5B. Recognize and articulate how their values, goals, and/or circumstances inform their choices as writers

5C. Assess how writing experiences and artifacts might influence future writing situations.

Updated 8/4/2021

Required Course Materials

Textbooks

The required course textbooks are delivered digitally via D2L through the Inclusive Access program, and they cost \$100.42.

- *St. Martin's Handbook for the University of Arizona*. Bedford/St.Martin's (Unlimited license)
- Kelli Lycke, Pete Figler, & D.R. Ransdell. *Student's Guide to Foundations Writing*, 41st ed. (2-year license)

Please access these required textbooks in D2L on the first day of class. For instructions and troubleshooting on how to access/use these textbooks, please review [this support document](#). If you have any problems, let your instructor know immediately. You automatically have access to the course materials FREE through

- 16-week courses: 1/25/2022

Although these textbooks are required, you have the right to [opt out](#) of purchasing them; you may also seek to source them independently. The deadline to opt-out for courses beginning August 22nd, 2022 is 9:00 pm MST, September 4th, 2022.

If you do not opt out and choose to keep the access, your bursar's account will be charged. Please refer to the [Inclusive Access FAQs](#) for additional information.

Textbook Statement

Some textbooks used in the University of Arizona Writing Program (UAWP) are authored by instructors in the program or by the program as a whole. The UAWP requires that all sections of ENGL101, ENGL101A, ENGL102, ENGL107, ENGL108, and ENGL109H purchase the program-authored textbook, the *Students' Guide to Foundations Writing* and the University of Arizona's custom copy of *The St. Martin's Handbook*. The *Students' Guide* and the other custom materials provide resources that are specific to the UArizona campus and the Writing Program's curriculum. In some cases, a UAWP course may require an additional textbook authored or co-authored by an administrator and/or faculty member in the program. In these instances, instructors have carefully selected texts that support their course-specific curriculum and teaching style to best facilitate student learning.

When textbooks authored by instructors or the program are used in UAWP courses, all royalties that would typically be paid to the author from the sale of these books to UArizona students

goes back to the Writing Program. These funds are used to support assessment, continued improvement of curriculum, and instructor professional development within the UAWP.

Assessment

All students in Foundations Writing courses conduct research, analyze issues and texts (including multimedia texts), and provide feedback to each other's work through peer review. The course is divided into major projects that include both short and long assignments.

Assignment	Due Date	Weight
Project 1 - Profile Profile a classmate.	Week 5	100 points 10%
Project 2 - Newsletter Compose a newsletter on recent events in your country or region.	Week 10	250 points 25%
Project 3 – Translation of a Scholarly Source Translate the main ideas in a scholarly journal article into a new genre with a new rhetorical situation.	Week 15	250 points 25%
Project 4 – Digital Portfolio Collect your writing and reflect on it in a website aimed at future students of English 107.	8 am on FIRST FRIDAY OF FINALS	200 points 20%
Homework	See course schedule	200 points 20%
		Total 100%

Additional Assessment Information

Your instructor will share information about grading policies, required drafts, methods of responding to drafts and final writing projects, and the standards of assessment used in the class. Instructors' feedback will consider the assignment and course student learning outcomes.

You are required to keep electronic copies of all assignments. Some reasons to keep electronic copies include: resubmitting in case an assignment submission is corrupted or if you elect to file a grade appeal at the semester's end.

Final Grades

Grades are determined according to the following scale:

A (90-100%) B (80-89.9%) C (70-79.9%) D (60-69.9%) E (59% or below)

Final grades are calculated based on the weights listed in the above table. To receive a passing grade in the course (D or higher), students must submit all final versions of all major course projects.

Mid-career Writing Assessment

Your final grade in this course may also be used to satisfy the university's Mid-Career Writing Assessment (MCWA). Please refer to the [MCWA policy](#) in the UArizona General Catalog for more information.

More Information on Grades:

[Grade Policies](#) | [Incomplete Grades](#) | [Withdrawals](#) | [Grade Replacement Options](#)

Course Policies

Syllabus Statement

Each instructor will post in D2L a course syllabus during the first week of class. Instructors will review the course syllabus and policies with students. Students who are late additions to the class should review the syllabus materials and talk with the instructor for any clarification. *Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with advance notice, as deemed appropriate by the instructor. All official syllabus changes will be posted in D2L.*

Attendance and Participation

First-Week Attendance and Withdrawal Policy

In accordance with the university's policy for high-demand classes, students with excessive absences in the first week of classes will be dropped for non-attendance. If you miss the first two meetings of the term, you will be considered as having excessive absences.

In accordance with university policy, excessive or extended absences from a class are sufficient reasons for an instructor to administratively drop a student from the course. Students who exceed the allowed number of absences during the first ten weeks of a semester may be dropped with a W.

NOTE: Being dropped from your English class may mean you are below the minimum number of units, thus violating financial aid/scholarship OR international student status. International students should consult [International Student Services](#) before dropping below full-time.

Absence Policy

After the first week, attendance is managed as follows: If you are enrolled in a traditional sixteen-week semester, you cannot miss more than two weeks of classes without penalty.

Three-day-a-week classes: This class meets three days a week. That means you may only miss six class meetings without penalty. For each class missed thereafter, your final course grade will be reduced by 1% for each absence, up to a maximum of -20%.

- Non-attendance or non-participation for any reason does not guarantee you an extension or make-up opportunity.
- [Absences for any sincerely held religious belief, observance, or practice](#) will be accommodated where reasonable.
- If you must miss the equivalent of more than one week of class during a 16-week term, you should contact the [Dean of Students Office](#) to share documentation about the challenges you are facing.
- [UArizona's policy concerning Class Attendance, Participation, and Administrative Drops](#)

COVID-19

- If you feel sick or may have been in contact with someone who is infectious, please stay home. Except for seeking medical care, avoid contact with others and do not travel.
 - Voluntary, free, and convenient [COVID-19 testing](#) is available for students on Main Campus.
 - COVID-19 vaccine is available for all students at [Campus Health](#).
 - Visit the [UArizona COVID-19 page](#) for regular updates.

Submitting Your Work

- You are responsible for submitting your work by the published assignment deadline, regardless of whether you were present in class when it was assigned.

- You are responsible for submitting your work in the manner specified in the assignment description.
- **Late work** may or may not be accepted at my discretion considering the following factors:
 - How late it is
 - Is it relevant
 - Have you been in contact with me

Classroom Behavior

All UArizona students are responsible for upholding the [Student Code of Conduct](#). Students who violate the Student Code of Conduct may be charged by the Dean of Student's office. If found responsible, sanctions include but are not limited to academic probation, administrative drops, suspension, or expulsion.

The Student Code of Conduct defines disruptive behavior as "Interfering with or disrupting university or university-sponsored activities, including but not limited to classroom-related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services."

Actions that disrupt the classroom might include excessive tardiness, the use of cell phones or other electronic devices without the instructor's permission, engaging in discriminatory activities, or not following the [university guidelines on COVID-19 mitigation](#).

Academic Integrity and Plagiarism

All students are expected to adhere to the [UArizona Code of Academic Integrity](#).

While you are encouraged to share intellectual views and discuss freely the principles and applications of course materials, graded work must be the product of your independent effort unless otherwise instructed.

Plagiarism is considered a violation of the Code of Academic Integrity. The [Council of Writing Program Administrators](#) defines plagiarism in instructional settings as occurring "when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." In U.S. academic contexts, this form of academic dishonesty is usually considered a serious offense that should be avoided to uphold the common standards of academic integrity in higher education. There are two types of plagiarism you should be aware of:

- *Intentional plagiarism* is a deliberate act of representing another's work as one's own.

- *Unintentional plagiarism* occurs by accident when a student is unaware of common academic policies and/or expectations. Unintentional plagiarism is also considered a violation of academic integrity.

Some instructors at UArizona may not distinguish between intentional and unintentional plagiarism.

Inclusivity Statement

This course addresses a variety of topics, and course material may include challenging content that asks students to consider a multitude of perspectives. Please contact your instructor to discuss any content-related concerns, as alternative materials may be available.

The Writing Program values creating an educational environment of inclusion and mutual respect. Writing Program classes are safe spaces that support practices such as elective gender pronoun usage and self-identification related to race, gender, (dis)ability, religion, culture, ethnicity, and sexual orientation.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the [Disability Resource Center](#) (520-621-3268) to establish reasonable accommodations.

Let your instructor know if there is anything they can do to help you better access the materials in this course, and they will try to do it if they can. Also, please let them know if you can think of a better way to assess what you know about the course content.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you use a different name than what is on the class roster, please let your instructor know. Feel free to correct instructors on your gender pronouns. If you have any questions or concerns, please do not hesitate to contact your instructor directly. More information on pronouns and on how to update your pronouns/gender in UAccess can be found through [the Office of Diversity and Inclusion](#).

UArizona Nondiscrimination and Anti-Harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion,

sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and immigration status, or genetic information. For more information, including how to report a concern, please view the university's [Nondiscrimination and Anti-Harassment policy](#).

Threatening Behavior

The [UArizona Threatening Behavior by Students Policy](#) prohibits threats of physical harm to any member of the University community, including to oneself.

Student Support

Writing Center at the Think Tank

Free resource for UArizona undergraduate and graduate students as well as faculty and staff. Work individually with a trained peer tutor at any point during the writing process, from brainstorming to revising and editing. Appointments required.

Writing Skills Improvement Program (WSIP)

Both free and fee-based resources for UArizona students. Services include: 30- or 50-minute tutoring sessions with WSIP staff, with additional tutoring available via payment; three series of free Weekly Writing Workshops with no prior registration necessary.

Disability Resource Center: Accessibility and Accommodations

If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center to establish reasonable accommodations.

Advising Resource Center: Academic Advising

Questions about your academic progress this semester, your curricular plans for the future, etc.

Dean of Students Office

Central support for all students on a wide variety of issues; a good resource for any unexpected barriers to your success, from suggestions on withdrawing from a course to support for encountering bias in instruction.

Campus Health

Provides quality medical care. Nurses, Nurse Practitioners, Doctors, and Pharmacists on staff.

Counseling and Psychological Services (CAPS)

Provides care and support for mental health challenges and maintenance. Counselors and Psychiatrists on staff.