

Introductory Writing [W]: English 101.03
T/TH 12:00-1:15pm
VLIB 260

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Students are not expected to take writing classes because they do not yet know how to write, nor should they be expected to have become perfect writers when those classes are over....No writing class can complete the job of teaching students to write their best. All writers, even if they seem to write effortlessly, are always learning to write better each time they take on and complete a new writing challenge—and each new task should be a challenge to them in some sense.

--John Gage, "Why Write?"

Required Texts:

- *Writing in Transit*, by Denise K. Comer (Fountainhead Press, 2016).
- *The Everyday Writer*, Andrea Lunsford (Bedford/St. Martin's 2013, 5th edition).
- *Integration Nation: Immigrants, Refugees, and America at its Best*, Susan E. Eaton (The New Press, 2016).
- Additional readings and handouts will be distributed in class or available as electronic readings via our Blackboard LMS course space (be sure to bring copies of readings to class).

Catalogue Description: English 101 is designed to develop students' academic writing, critical thinking, rhetorical strategies, reading, and library skills. Prerequisite: writing placement exam or English 100.

Course Description: English 101 is an introductory course in college-level academic writing, designed to prepare students for writing in the university by emphasizing four key outcomes:

- development of critical thinking, reading, and writing skills;
- awareness of rhetorical knowledge;
- understanding of writing processes;
- and knowledge of conventions.

Students read, discuss, and write in a range of academic (and other) genres and technological mediums in order to develop rhetorical skills, critical analytical skills, and research skills. In doing so, students practice numerous revision strategies and are introduced to a variety academic and other discourse conventions.

This course focuses on teaching writing as a skill for transfer. As such, our course readings are structured around developing an understanding of the role of rhetoric, literacy, and writing in academia and beyond. We'll explore definitions and key concepts of each, examine how they function in both professional and public contexts, and develop a theory of writing by the end of the semester.

Via this focus, our discussion of the ideas we engage in our readings will simultaneously help us to develop and practice the kind of analytical, critical, and reflective thinking that is valued within academic writing across disciplines at the university. In doing so, we will discuss and analyze the rhetorical features of texts—how the writers appeal to their audiences and what moves they make in doing so—in order to develop our awareness of academic writing strategies. This work will assist in the writing and revision of our three major projects. Final evaluation by portfolio.

UCORE Requirement: A university common requirement course, English 101 fulfills three [WRTG] written communication credits.

Course Goals: As part of the general education curriculum, English 101 promotes WSUV's undergraduate learning goals, focusing primarily on communication, information literacy, and critical thinking. English 101 introduces students to writing as both a means of communicating and a way of making meaning. In doing so, it pushes students to explore their own values, assumptions, and biases in light of other information sources. It strives to create a challenging and inviting learning environment by fostering critical inquiry and critical literacy in the classroom. It teaches students to examine and use evidence contextually and ethically. It provides a foundational academic writing experience that introduces students to the rhetorical nature of academic discourses while also emphasizing the interdisciplinary features of academic writing and critical literacy. In short, English 101 engages students in seeing themselves as academic writers.

Learning WSU Goals and Expected Outcomes for English 101: English 101 also aligns with WSU's Seven Learning goals of the Baccalaureate. In particular, the course emphasizes critical and creative thinking, information literacy, communication, and diversity:

	At the end of this course, students should be able to perform the following:	Course topics that address this learning outcome:	Primary evaluation of this outcome:
Critical and Creative Thinking	Integrate and synthesize knowledge from multiple sources. Assess the accuracy and validity of	Critical reading; reading rhetorically;	Informal writing activities, formal writing activities

	findings and conclusions; Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments; Understand diverse viewpoints, including different philosophical and cultural perspectives.	academic writing; rhetorical analysis; using sources; analysis; class discussion.	(drafts), and final portfolio.
Information Literacy	Determine the extent and type of information needed; Access information effectively and efficiently from multiple sources; Assess credibility and applicability of information sources; Use information to accomplish a specific purpose; Access and use information ethically and legally.	Summary; using sources; source analysis; logical fallacies; citation.	Informal writing activities, summaries; annotated bibliography, and final portfolio.
Communication	Recognize how circumstances, background, values, interests, and needs shape communication sent and received; Tailor messages to the audience; Express concepts propositions, and beliefs in coherent, concise, and technically correct form.	Rhetoric; rhetorical analysis; audience awareness; genre conventions; writing processes; academic writing conventions; style.	Peer response; formal writing activities (drafts), informal writing activities, and final portfolio.
Diversity	Critically assess their own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies; Critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to one another.	Active reading; reading rhetorically; class discussion; rhetorical analysis; claims and evidence; critical reading; and critical analysis.	Formal writing activities (drafts) and final portfolio.

As such, the course focuses on the following programmatic outcomes:

- **Practice in developing critical thinking, reading, and writing skills**, which encourages students to take an active role in the process of making meaning and critical analysis of academic texts.
- **An awareness of rhetorical knowledge**, which recognizes that all writing is contextually framed by the triad of writer, audience, and purpose.

- **An understanding of writing processes**, which suggests that while no generic process exists for all writers, introduction to and practice in a variety of writing processes demystifies writing for individual writers.
- **Knowledge of conventions**, which acknowledges that writing occurs within discourse communities with agreed upon understandings of format, documentation, and surface features, etc.

Course Components

Informal Writing and Preliminary Writing assignments: In response to readings and/or class discussions, I will ask you to do a combination of different kinds of writing assignments, more or less daily. Usually, I will provide you with a specific question or instructions. Mostly performed in class or through Blackboard, these writing activities allow you to explore the ideas that you will develop in your formal writing assignments; provide a low-risk space to practice writing strategies and conventions; introduce you to different kinds of writing contexts and genres; and prompt you to reflect on your writing processes. These activities will include at least some of the following: brainstorming, freewriting, rhetorical strategies, summaries, proposals, reports, and reflections.

Drafts: All of the writing activities and class discussions we generate are designed to help you write the following formal assignments: a genre analysis, rhetorical analysis, an argument, a research project, and a genre project. Multiple drafts of each assignment will allow you to rethink, reflect on, and improve your own revision processes. While only your final portfolio will be evaluated with a letter grade, failure to turn in preliminary drafts will affect your grade negatively. If I have not received a preliminary draft of an assignment, I will not accept the final draft for evaluation. I also reserve the right to return any draft, without points, that does not meet minimal expectations.

Peer Response: Critiquing the work of others (particularly peers) allows folks to come back to their own work with a more critical eye. Therefore, we will workshop drafts. During these workshops, folks will address the strengths and weaknesses in one another's drafts. You will also be expected to offer useful revision suggestions to one another as writers. We will discuss strategies for responding to one another's drafts, as well outline the responding criteria.

Portfolio: The purpose of the portfolio is to showcase your work for evaluation. The body of your portfolio will contain selected final drafts of your formal writing projects, informal writing activities, and a pattern of error log. It will also contain a reflective cover letter explaining how you have developed a theory and practice of academic writing, as demonstrated by the work in your portfolio. (In other words, you will point to key places in your portfolio as proof or evidence to back up the claims you are making in your introduction). This work will constitute approximately 20 to 25 pages of polished writing. The portfolio is worth 60% of your final grade for English 101. You will need to have completed all previous formal writing projects in good faith and on time in order to receive credit for the portfolio.

Evaluation: Your final grade will be calculated according to the following percentages (and adjusted for absences and/or late and missing work).

- Informal and Preliminary Writing Assignments 15%
- Drafts of Formal Writing Projects 15%
- Peer Response Work 10%
- Portfolio 60%

Program Grading Standards: I will explain the particulars of the grading criteria for our class. The grading standards for English 101 follow the standards established by the university:

A: Outstanding achievement; awarded only for the highest accomplishment

B: Praiseworthy performance; above the average in most respects

C: Satisfactory performance; work meets the standards for competency but is not outstanding nor above average in most respects

D: Minimally passing; effort and achievement less than satisfactory.

Grading Scale (% of total score):

A:	94-100	C:	74-76
A-:	90-93	C-:	70-73
B+:	87-89	D+:	67-69
B:	84-86	D:	64-66
B-:	80-83	F:	0-65
C+:	77-79		

Course Philosophy: reading, writing, and learning
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Reading: We will work on developing and practicing critical and analytical reading habits such as reading slowly, re-reading, asking questions, responding to other perspectives, and making connections between ideas, texts, and our own experience. We will also rhetorically analyze the texts we read, examining issues such as purpose or intent and audience. In order to do this work, you will need to “talk back” to the texts while you read: underline or mark key passages, scribble notes in the margins, write out questions for discussion. Lastly, I also expect you to become readers of your own writing. For major written assignments, you will practice drafting, revising, and editing of your own—and one another’s—work. Developing critical reading skills is a necessary step in developing academic writing skills, both within classes and as part of the process of transfer reading skills across classes and disciplines.

Group Work: This semester we will create and sustain a community of co-learners. Much class time will be spent in small group work. You will share your ideas and writing, discuss and negotiate different perspectives, as well as give and receive written and oral feedback on your writing. Group work allows a space where everyone can participate in and contribute to the ongoing academic conversation we will be having.

Portfolio: All English 101 courses are portfolio-based. The portfolio is the primary means for evaluating student work in the first-year composition program at WSUV because it honors both the processes and products of writing. A selective collection of your English 101 written work, it provides the opportunity to demonstrate what students know about effective writing with a range of written artifacts.

Some Nuts and Bolts

Attendance Policy: Because class time is most often spent in discussion, small group dialogue, and in-class writing activities, I expect you to come prepared and on time to every class, ready to speak and ready to hear what others have to say. Attendance, therefore, is part of the evaluation policy. Attendance can affect your grade negatively. In other words, if you miss more than 3 classes, I will begin deducting one grade for each absence (for instance, B+ to B). Six or more absences are grounds for failure. Please note that you can be considered “absent” if you are physically present but unprepared and unengaged. If you do miss a class, it is your responsibility to find out what you missed by contacting me or another student. *FYI: absence from class does not count as an excuse for not turning in assignments on time.*

Late work: Punctuality also includes completing assignments on time. One of the basic assumptions of this course is that writing is not just a medium for communicating information, but it is also a way of thinking through ideas and deepening our understanding of things. When you do an assignment after the fact, the reason for doing it—which is learning—can be lost. In order to participate fully in the intellectual community of the classroom, you need to have done the necessary groundwork on time. Late work of drafts and the annotated bibliography will only be accepted under extenuating circumstances and if you have contacted me *before* the assignment is due. Informal writing activities will not be accepted late at all, and missed peer response sessions cannot be made up.

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy risks receiving an “F” for the course and will be referred to the Office of Student Conduct. For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573.

Plagiarism is an academic integrity issue. The WSUV composition program recognizes that there are two forms of plagiarism. One is an unintentional copying of

another writer's words or phrases, which occurs because of unfamiliarity with the conventions of documentation in academic papers. If you commit this kind of plagiarism, I will ask you to rewrite part or all of your paper(s) so that your sources are properly acknowledged. You can then receive credit for the work. Another form of plagiarism is intentional, outright cheating: submitting another's paper and claiming it as your own or copying sections of a book or article without proper documentation when you have had documentation forms explained to you. This kind of plagiarism is an act of academic dishonesty and violates the standards of conduct for academic integrity at WSUV. If you commit this type of plagiarism, you can fail the course. An English 101 student who submits another person's paper or intentionally claims copied materials or sections of writing as his or her own work will suffer the penalty of failing the assignment, which could result in failing the course. A second offense results in automatic failure of the course.

Reasonable Accommodations: Reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class of any accommodations needed for this course. Late notification may mean that requested accommodations might not be available. All accommodations must be approved through the Access Center located in the Classroom Building, room 160: (360) 546-9421.

The Writing Center: You are encouraged to visit the university Writing Center as you write your assignments for English 101. The Writing Center, located in VLIB 203, has open tutoring hours throughout the week: (360) 546-9650.

English 102: As a complement to English 101, the English department offers a one-credit course designed to provide tutorial support for students doing writing assignments. Some students are placed in English 102 as a result of the Writing Placement Examination, but the course is open to all students who would like scheduled tutorial assistance. Information concerning signing up for English 102 will be provided early in the semester.

Emergency Notification System:

WSU has made an emergency notification system available for faculty, students, and staff. Please register at [zzusis](http://www.flashalert.net/) with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at ROnet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or

<http://www.flashalert.net/>.

(link is external)

- . Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. [Safety plan website.](http://www.vancouver.wsu.edu/safety-plan) <http://www.vancouver.wsu.edu/safety-plan>

