

## English 101 – Introductory Writing

### Fall 2008, Washington State University

**Instructor for Sections 4 & 43:** Toria Johnson, e: toriasenglishclass@gmail.com  
ofc: Avery 342, ofc hours: M 9-10:30am & by appt, plus bi-weekly in the dorm  
**Section 4:** MWF 8:10-9:00, Avery 8  
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**Instructor for Sections 36 & 38:** Julie Meloni, e:julie\_meloni@wsu.edu  
ofc: Avery 381, ofc hours: MW 1-2pm & by appt, plus bi-weekly in the dorm  
**Section 36:** MWF 11:10-12:00, Todd 202  
**Section 38:** MWF 2:10-3:00, Bryan 404

**Syllabus and Assignments:** <http://www.academicsandbox.com/F08/E101/>

### Course Description

English 101 is composition course designed to help you develop the writing skills necessary for your college career. As you continue your university coursework and pursue your career goals, you will need the reading, writing, and critical thinking skills which you will learn about and practice throughout our time together in English 101. It is your instructor's sincere goal that by the end of this course, each of you will:

- Understand and be comfortable using the critical thinking, reading, and writing skills necessary for academic work
- Develop a sense of ownership and pride in your written work and the writing process you use
- Feel confident in finding and using sources to inform, expand, and support your arguments

### Required Texts and Materials

- *They Say / I Say*, by Gerald Graff and Cathy Birkenstein (ISBN: 0-393-92409-2)
- *A Writer's Resource: a Handbook for Writing and Research (2<sup>nd</sup> edition)*, by Elaine Maimon, Janice Peritz, Kathleen Blake Yancey (ISBN: 0-07-729368-1)
- Additional course materials distributed in class.

### Assignments

Readings: The reading assignments have been selected as examples of academic discourse, and as such will be useful to you both for in-class discussions and the development of your own scholarly voice. You are responsible for completing the readings prior to the beginning of the class period for which they are assigned, as your homework and in-class work will relate directly to the reading selections. **Unless told otherwise, bring the relevant reading to each class meeting.**

Essays: There are three formal essay assignments in this course:

- **Paper 1:** rhetorical analysis OR a focused personal narrative (3-4pp)
- **Paper 2:** summarize a selected source, take a stand, and add to conversation (4-5pp)
- **Paper 3:** research paper (6-8pp)

These essays, the shorter and less formal writing assignments you complete throughout the semester, and a reflection letter on your work will all be part of your Final Portfolio. Please see the "Final Portfolio" section on the next page of this syllabus, and rest assured that additional information will be provided in class.

Each essay assignment will consist of at least three drafts, as listed below, although you are encouraged to do additional drafts of your essays:

1. A workshop draft on which your peers and instructor will comment
2. A second draft on which your instructor will comment
3. A final draft to include in your portfolio

Specific instructions for each essay assignment will be provided in class.

Workshops: In-class workshops are structured group exercises consisting of peer evaluations of your essays-in-progress. Your peers can provide valuable advice on grammar, organization, and reasoning within your essays. On workshop days, **bring ONE TYPED COPY** of your completed draft. Outlines, partial essays, and handwritten pages are **unacceptable**. Be aware that **you may not make up a workshop under any circumstances**. Plan your schedule accordingly to avoid missing class on workshop days.

Classwork/Homework: Good writing takes practice, and you will have ample opportunity to practice your skills throughout the semester. You can expect to participate in the following types of assignments. You will not receive a letter grade for these assignments, but the quality of your effort will be recorded as: ✓+, ✓, ✓- and NC (no credit). You may elect to expand any of these assignments for your Final Portfolio in lieu of or in addition to Paper 1 and Paper 2. Your performance on classwork/homework constitutes **20% of your overall course grade**.

- Informal writing: These short, written assignments will be completed outside of class, usually in response to a prompt given by the instructor. You should feel free to use these pieces as opportunities to explore your feelings on the readings or topics discussed in class; this work will not be graded to the same standard as your essays. Though this writing will be informal in nature, you will still be expected to observe the conventions of college-level writing: your work should be typed, thoughtful, and grammatically sound.
- In-class writing: Most classes will begin with a brief writing exercise in which you will respond to a question concerning the reading assignment for that day. These responses will be short (100-200 words) but should be thoughtful, as we will use your responses to jump-start our class discussion.
- In-class group work: On several occasions throughout the semester, you will work in small groups to address a question or issue regarding the assignment for that day. Each group activity will result in the completion of a written artifact and a brief presentation to the class of the group's findings. You are responsible for ensuring that your group's work is as thoughtful and responsive as your individual work would have been.

Freshman Focus Activities: A significant portion of your grade relies on your participation in and responses to several Freshman Focus-themed activities. Your participation in these Freshman Focus activities constitutes **20% of your overall course grade**. These activities are listed below:

- Author Visit: Mary Roach, author of *Stiff*, will speak to students on **September 16<sup>th</sup>, 2008 in Beasley Coliseum**. Attendance at this event is mandatory (although if you have a legitimate conflict, we will discuss this individually).
- Other FF Activities: The Freshman Focus programming committee has designed numerous activities which will occur over the course of the semester, ranging from museum exhibits to panel discussions and lectures. You must attend **five** of these activities (your choice!) during the semester. A schedule of events will be provided in class.
- Movies: Your instructor has selected several movies with thematic elements related to this course and your GenEd 111 course. At least eight movies will be shown over the course of the semester, and you must attend at least **four** (although you are welcome to attend all of them). A schedule of movies will be provided in class.

These responses will be graded like your other informal, out-of-class writings. They can be exploratory in nature, and should reflect your thoughtful engagement with the film. Again, these writings should meet the standards of college-level writing, and you may elect to expand any of these pieces for your Final Portfolio in lieu of or in addition to Paper 1 and Paper 2.

**Formal Group Work:** You will participate in two formal group assignments over the course of the semester, as outlined below. Your performance in the formal group work constitutes **10% of your overall course grade**.

- ***They Say/I Say* group work:** Once in the semester, you and a group of your peers (3-4) will be responsible for a chapter from *They Say/I Say*. You will be expected to demonstrate an intimate knowledge of the chapter and the principles discussed therein. Your group should meet outside of class to craft a document—to be distributed to the instructor and the rest of the class—detailing the important points of the chapter and its relevance to our work in class. At the beginning of the class on which your group is scheduled to present, your group will be expected to present formally on your reactions to the text, which will serve as a starting point for our work that day. Additionally, your group will be paired with another group to respond constructively to that group's presentation. Additional information on the *They Say/I Say* group work will be provided in class.
- ***Stiff* chapter presentation:** Groups of 3-4 students will sign up to work with one chapter in *Stiff* (from chapters 4 through 11). During Week Thirteen (11/17 – 11/21), groups will summarize the issues, present the sides of the argument found in the chapter, and lead a brief discussion with the entire class. Your group should meet outside of class to craft a document—to be distributed to the instructor and the rest of the class—detailing the important points of the chapter. Additional information on the *Stiff* chapter presentation will be provided in class.

### Final Portfolio

The portfolio provides the opportunity for you to show what you have accomplished this semester in this class and in your writing. The portfolio is worth **50% of your overall course grade**, so it is very important that you follow all instructions provided in class regarding the contents and construction of your portfolio. **We will discuss the construction of your portfolio many times over the course of the semester**, and there will be ample opportunity for questions, but if you have any questions at any time be sure to ask your instructor.

Overall, keep the following in mind:

- Your portfolio will include at least 22 pages of revised writing plus the reflection letter.
- Paper 3 must go into your portfolio, but you can choose to revise and expand informal writing into portfolio-worthy pieces in lieu of or in addition to Paper 1 and Paper 2.
- Keep all drafts of your essays, including the ones with peer and instructor comments on them. Electronic copies with instructor comments should be printed out for inclusion in your portfolio.

### Dorm Activities

Your instructor and Resident Advisor have organized several opportunities for activities in the dorm. These activities include showing movies relevant to the class (see "Movies" under "Freshman Focus Activities" section, above) and holding office hours in the dorm. In addition to your instructor's regular office hours, she will be available in Stephenson North on certain days. A complete schedule of dorm activities will be provided in class.

### Grading

- Final Portfolio 50%
- Classwork/Homework 20%
- Freshman Focus Activities 20%
- *They Say/I Say* Group Presentation 5%
- *Stiff* Group Presentation 5%

This course demands **student involvement**. If you do not take an active participation in your own learning process, the grade you earn will illustrate this. **Your instructor does not negotiate grades.**

Grading in this course follows the rubric outlined in University Regulation 90 (for more information, see: <<http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX>>). In brief, A/B/C/D/F is defined as follows:

- A: Consistently excellent work
- B: Superior work
- C: Satisfactory
- D: Minimally passing-effort, achievement less than satisfactory
- F: Unsatisfactory performance and comprehension, or unfulfilled requirements

### **Course Website and Instructor E-Mail**

You can access the website for this course at <<http://www.academicandbox.com/F08/E101/>>. At the website, you will find this syllabus as well as copies of handouts given in class and many other useful resources.

If you have a question and cannot come to your instructor's office hours, or if you want to schedule an appointment, please e-mail: **toriasenglishclass@gmail.com** (for Toria's sections) or **julie\_meloni@wsu.edu** (for Julie's sections)

Please remember that an e-mail is a professional communication. Use proper salutation, grammar, complete sentences, and so on. If you do not receive a reply within 24 hours, send a query to see if I received your original message. Do not expect to reach your instructors 24/7 via e-mail. Plan your work accordingly so that questions and concerns can be addressed in a reasonable timeframe.

### **Attendance, Late Work, and Makeup Work Policies**

- The English department and the university believe that attendance is important to promote learning. Regular attendance is very important for you to progress in your learning of the subject matter. Therefore, attendance in this class will be taken from the first day.
- As per department policy, **if you miss MORE than 6 classes, you will not pass the class.** It is your responsibility to drop or withdraw if there are further absences. If your name is on the roll book at the end of the semester and you have gone over the limit of permitted absences, you will receive an F in the class regardless of the grade you have earned in the class.
- If you arrive late or leave early, you will be marked as "tardy." Two tardies count as 1 absence.
- Only students with absences related to university-approved activities will be permitted to make up in-class work. The instructor should be notified of these absences at least one week in advance, and must receive an official letter from the coach or organization responsible for the absence. Sickness, though unfortunately common on a college campus, is not grounds for an excused absence, even when accompanied by a doctor's note. You are welcome to take a sick day, if necessary, but you should be careful to manage your absences so as not to cause any damage to your grade.
- Should you anticipate an excused absence, you must turn in the relevant homework **before** your departure from campus. You will be notified of any in-class work you missed, and will be expected to turn it in at the beginning of the day you return to class.
- You are responsible for knowing the policies and other information found on this syllabus and for following the schedule of assignments. Specific information on assignments and their due dates will always be available on the course website, and can also be discussed with the instructor during office hours.
- Your instructor will not answer questions with answers easily found on the syllabus or on assignment sheets. Such questions include: What are we going to do on [date]? What did we do on [date]? Is it important for me to come to class? Can you excuse me from class? How can I makeup class that I missed? Can I turn this work in late?

## **Classroom Environment**

You are all adults, so please act accordingly. Arrive on time to class and do not behave disruptively during class discussions and workshops. Be prepared to complete in-class assignments and engage in fruitful discussion with your classmates. While in class, turn off your cell phones or put them on silent mode. If you bring your laptop, use them only for purposes related to the class.

## **Academic Integrity**

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to expel students who engage in academic dishonesty.

## **Statement on Disabilities**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations **MUST** be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

## **Avery Microcomputer Lab (AML)**

As 101 students, you have access to the AML located on the first floor of Avery Hall. We will occasionally have class in the lab, and you can use it on an individual basis during operating hours (the hours are posted on the bulletin board outside the AML). We will have AML orientation during the first week of class, at which time you can find out more about the variety of programs and equipment available. When it comes time to print out papers for this or another class, you should remember that your printing at the AML is **FREE**. For more information on the AML, please see the website at <<http://www.aml.wsu.edu/>>.

## **Writing Center**

The Writing Center is **free** to WSU students, and provides assistance with all types of writing at any stage of the process. You are encouraged to visit the Writing Center as you work on writing assignments, but remember that the tutors are not proofreaders! Instead, tutors will assist you in various stages of the writing process and ensure that you are on task and writing organized, focused, and grammatically correct assignments. The Writing Lab is located in CUE 403 and has open hours throughout the week. For more information, please see the website at <<http://www.writingprogram.wsu.edu/>> or ask your instructor.

## **English 102 Writing Tutorial**

English 102 is a small group, one-credit writing tutorial available to lower division students who want to work in a small writing group with an experienced facilitator. The course is designed to serve students concurrently enrolled in English 101. The course helps students work on strategies to meet the challenges of academic writing required in English 101 (e.g. focus, organization, support, style, and mechanics). Students may be placed into English 102 if they demonstrate on the Writing Placement Exam that they need assistance in at least two of those areas. Additionally, you may **elect** to take English 102 on your own. Everyone can benefit from small group tutorials, even the most experienced writers. For more information, please visit the Writing Center's website at <<http://www.writingprogram.wsu.edu/>> or ask your instructor.

## General Class Schedule

The following pages detail the class schedule. All reading assignments and essay due dates are listed here, but the instructor reserves the right to revise these requirements. If a revision is made, notification will be given to you at least one class meeting in advance. The current syllabus can always be found on the course website <<http://www.academicsandbox.com/F08/E101>>.

WEEK ONE		
MON	(08/25)	<b>In Class Plan:</b> The mechanics of the class; non-lame icebreaker
WED	(08/27)	<b>Read for Today:</b> The syllabus, carefully. <b>In Class Plan:</b> Diagnostic writing
FRI	(08/29)	<b>MEET IN THE AML</b> [sec 4: room 103; sec 43: room 103; sec 36: room 105; sec 38: room 103] <b>Read for Today:</b> handout on critical reading <b>In Class Plan:</b> AML orientation; example of close reading
WEEK TWO		
MON	(09/01)	*** HOLIDAY : NO CLASS ***
WED	(09/03)	<b>Read for Today:</b> "The Paradox of Moral Complaint" <b>Due Today:</b> bring your examples of close reading <b>In Class Plan:</b> group work with "The Paradox of Moral Complaint"
FRI	(09/05)	<b>Read for Today:</b> <i>They Say/I Say</i> ch. 9 <b>Due Today:</b> reflection on close reading <b>In Class Plan:</b> Discuss <i>TS/IS</i> ch 9; introduction to Paper 1; summary
WEEK THREE		
MON	(09/08)	<b>Read for Today:</b> <i>They Say/I Say</i> ch. 1 & 2 <b>Due Today:</b> Groups 1 and 2 present on chapters 1 and 2 <b>In Class Plan:</b> Groups 1 and 2 presentations; summary
WED	(09/10)	<b>In Class Plan:</b> Practice peer review
FRI	(09/12)	<b>Due Today:</b> Paper 1 (first draft) <b>In Class Plan:</b> Peer Review of Paper 1 (summarize it; complete the worksheet)
WEEK FOUR		
MON	(09/15)	<b>SECTIONS 4, 43, 38:</b> <b>Read for Today:</b> <i>They Say/I Say</i> ch. 3 <b>In Class Plan:</b> group work related to chapter 3 <b>SECTION 36:</b> <b>MEET IN THE AML</b> [room 103] <b>In Class Plan:</b> hands-on practice with MLA citations
WED	(09/17)	<b>SECTIONS 4, 43, 38:</b> <b>MEET IN THE AML</b> [sec 4: room 103; sec 43: room 103; sec 38: room 103] <b>In Class Plan:</b> hands-on practice with MLA citations <b>SECTION 36:</b> <b>Read for Today:</b> <i>They Say/I Say</i> ch. 3 <b>In Class Plan:</b> group work related to chapter 3  <b>ALL SECTIONS:</b> <b>Due Today:</b> Paper 1 (revised)
FRI	(09/19)	<b>Read for Today:</b> <i>They Say/I Say</i> ch. 4 & 5 <b>Due Today:</b> Groups 3 and 4 present on chapters 4 and 5 <b>In Class Plan:</b> Groups 3 and 4 presentations; all-class discussion; introduce Paper 2

WEEK FIVE		
MON	(09/22)	In Class Plan: discuss titles and introductions; group work on titles and introductions
WED	(09/24)	Read for Today: <i>They Say/I Say</i> ch. 7 & 8 Due Today: Groups 5 and 6 present on chapters 7 and 8 In Class Plan: Groups 5 and 6 presentations; all-class discussion
FRI	(09/26)	Due Today: Paper 2 (first draft) In Class Plan: Peer Review of Paper 2
WEEK SIX		
MON	(09/29)	SECTIONS 4 & 43: Read for Today: <i>They Say/I Say</i> ch. 6 & 10 Due Today: Groups 7 and 8 present on chapters 6 and 10 In Class Plan: Groups 7 and 8 presentations; all-class discussion SECTIONS 36 & 38: MEET IN TERRELL LIBRARY ROOM 105 for library instruction class.
WED	(10/01)	SECTIONS 4 & 43: MEET IN TERRELL LIBRARY ROOM 105 for library instruction class. SECTIONS 36 & 38: Read for Today: <i>They Say/I Say</i> ch. 6 & 10 Due Today: Groups 7 and 8 present on chapters 6 and 10 In Class Plan: Groups 7 and 8 presentations; all-class discussion ALL SECTIONS: Due Today: Paper 2 (revised)
FRI	(10/03)	MEET IN FRONT OF TERRELL LIBRARY for the start of our Library Amazing Race
WEEK SEVEN		
MON	(10/06)	Read for Today: Plato's "Allegory of the Cave" and pages from <i>Plato Unmasked</i> Due Today: informal writing on the reading (directed) In Class Plan: discussion
WED	(10/08)	Read for Today: "Where Am I" Due Today: informal writing on reading (directed) In Class Plan: Hand back Paper 2; talk about "Where Am I"
FRI	(10/10)	In Class Plan: talk more about "Where Am I", group work in support of analytical skills
WEEK EIGHT		
MON	(10/13)	Read for Today: "Fortunate Misfortune" Due Today: informal writing on the reading (directed) In Class Plan: discussion; talk about research paper proposal
WED	(10/15)	Read for Today: "Unspeakable Conversations" and "Decisions About Death" Due Today: informal writing on the reading (directed) In Class Plan: discussion
FRI	(10/17)	*** NO CLASS! TAKE A BREATHER AND REGROUP ***

<b>WEEK NINE - HELL WEEK</b>		
<b>MON</b>	<b>(10/20)</b>	<b>Read for Today:</b> Dante's <i>Inferno</i> (Canto XXXIV) <b>Due Today:</b> research paper proposal <b>In Class Plan:</b> discussion
<b>WED</b>	<b>(10/22)</b>	<b>Read for Today:</b> Sartre's <i>No Exit</i> <b>Due Today:</b> informal writing (directed) <b>In Class Plan:</b> hand back research paper proposal; discussion
<b>FRI</b>	<b>(10/24)</b>	<b>Read for Today:</b> excerpt from <i>Eat, Pray, Love</i> <b>Due Today:</b> informal writing (directed) <b>In Class Plan:</b> discussion; informal group activities in support of the week's reading
<b>WEEK TEN - PARROT WEEK</b>		
<b>MON</b>	<b>(10/27)</b>	<b>Read for Today:</b> "Star Witness" <b>In Class Plan:</b> discussion
<b>WED</b>	<b>(10/29)</b>	<b>In Class Plan:</b> group debates
<b>FRI</b>	<b>(10/31)</b>	<b>Due Today:</b> Annotated Bibliography for Paper 3 <b>In Class Plan:</b> discussion about Paper 3, research, and other important things
<b>WEEK ELEVEN - STIFF WEEK I</b>		
<b>MON</b>	<b>(11/03)</b>	<b>Read for Today:</b> <i>Stiff</i> chapter 1 & 2 <b>In Class Plan:</b> discussion
<b>WED</b>	<b>(11/05)</b>	<b>Read for Today:</b> <i>Stiff</i> chapter 3 <b>In Class Plan:</b> discussion/ informal group activities
<b>FRI</b>	<b>(11/07)</b>	<b>Due Today:</b> Paper 3 (first draft) <b>In Class Plan:</b> peer review of Paper 3
<b>WEEK TWELVE - STYLE WEEK</b>		
<b>MON</b>	<b>(11/10)</b>	<b>*** NO CLASS ***</b> <b>We will be in our offices from 10-2 for anyone who wants to drop in and talk about their work.</b>
<b>WED</b>	<b>(11/12)</b>	<b>In Class Plan:</b> lots of stuff about next week's group work, and revisions. <b>IMPORTANT STUFF.</b>
<b>FRI</b>	<b>(11/14)</b>	<b>Due Today:</b> Paper 3 (revised) <b>In Class Plan:</b> more about revision and the final portfolio
<b>WEEK THIRTEEN - STIFF WEEK II</b>		
<b>MON</b>	<b>(11/17)</b>	<b>In Class Plan:</b> Groups 1,2,3 Presentations on <i>Stiff</i> chapters
<b>WED</b>	<b>(11/19)</b>	<b>Due Today:</b> Written responses to Group Presentations 1, 2, 3 <b>In Class Plan:</b> Groups 4, 5, 6 Presentations on <i>Stiff</i> chapters
<b>FRI</b>	<b>(11/21)</b>	<b>*** NO CLASS ***</b> <b>Toria will be at a conference for smart academics. Julie will be sad and lonely, which is a good reason to cancel class (this last sentence is untrue on both counts, but class is still cancelled).</b>
<b>WEEK FOURTEEN - HOLIDAY WEEK: NO CLASSES</b>		
<b>MON (11/24) – FRI (11/28)</b>		

<b>WEEK FIFTEEN</b>		
<b>MON</b>	<b>(12/01)</b>	<b>Due Today:</b> Written responses to Group Presentations 4, 5, 6 <b>In Class Plan:</b> Groups 7, 8 Presentations on <i>Stiff</i> chapters; prepare for Final Portfolio work in the lab on Wed and Fri.
<b>WED</b>	<b>(12/03)</b>	<b>MEET IN AML</b> [sec 4: room 103; sec 43: room 103; sec 36: room 105; sec 38: room 103] <b>Due Today:</b> Written responses to Group Presentations 7, 8 <b>In Class Plan:</b> open lab work on Final Portfolio construction
<b>FRI</b>	<b>(12/05)</b>	<b>MEET IN AML</b> [sec 4: room 103; sec 43: room 105; sec 36: room 103; sec 38: room 103] <b>In Class Plan:</b> open lab work on Final Portfolio construction
<b>WEEK SIXTEEN</b>		
<b>MON</b>	<b>(12/08)</b>	<b>In Class Plan:</b> No class meeting; work on portfolios, come to our offices during class time and/or office hours for questions regarding portfolio construction.
<b>WED</b>	<b>(12/10)</b>	<b>In Class Plan:</b> No class meeting; work on portfolios, come to our offices during class time and/or office hours for questions regarding portfolio construction.
<b>FRI</b>	<b>(12/12)</b>	<b>In Class Plan:</b> No class meeting; work on portfolios, come to our offices during class time for last-minute questions regarding portfolio construction.

**FINAL PORTFOLIOS WILL BE DUE Monday 12/15 by 6pm  
(drop-off to your instructor in person, in their office)**