

Mississippi Valley State University
College of Arts and Sciences
Department of English and Foreign Languages
EN 101- Freshman Composition
Course Syllabus

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****Other conference times may be arranged by appointment.****

Texts: *Steps to Writing Well*, 13th Edition by Jean Wyrick

Course Description: This course introduces students to the writing process and the rhetorical situation. You will develop strategies for different purposes, audiences, and contexts. Since writing is a social activity, students will learn to evaluate their own writing and that of their peers. They will use reflections to look back at the work they have done and think about the processes they used to write the paper, the quality and effectiveness of the paper, and the steps they can take to improve the process, quality, or effectiveness of their writing.

Course Objectives: In this course, students will be able to:

1. Recognize that writing fulfills a variety of purposes, is directed to specific audiences, and occurs within different rhetorical situations.
2. Engage in critical thinking processes such as questioning, abstracting, representing, incorporating, analyzing, creating, and synthesizing the ideas of others through writing.
3. Develop voice in their writing and understand the relationships among language, knowledge, and power.
4. Develop flexible strategies for generating ideas, composing and revising multiple drafts, and editing and proofreading to successfully work through the writing process.
5. Develop content that relates to their overall purposes and helps their audience understand their ultimate goals and intentions.
6. Understand the social aspect of writing and collaborate with peers in a group setting to improve each other's writing.
7. Produce finished writing that reflects appropriate academic textual conventions including grammar, punctuation, spelling, and documentation of sources.
8. Reflect on their writing and composing processes to grow as writers and develop confidence in their writing.
9. Increase awareness of their writing strengths and weaknesses, integrate feedback from others, and understand audience needs and expectations.

Course Outcomes: By the end of English 101, each student who earns a C or better will have done the following:

1. Written major assignments in a minimum of three genres.
2. Produced a portfolio that includes revised and edited assignments totaling 3750-5000 words (approximately 15-20 double-spaced pages).
3. Written and revised multiple drafts of each major assignment to improve and/or clarify the writing project's purpose, thesis, organization, supporting details, source material, conventions, and audience awareness.
4. Composed at least one major assignment that effectively synthesizes and incorporates texts that address the relationships between language and power.
5. Cited all outside sources correctly and consistently using the MLA documentation style.
6. Worked effectively in peer groups to give and receive substantive feedback on drafts.
7. Reflected on their writing process and growth as a writer, using writer's memos for each draft and an opening statement in the final portfolio.

The Writing Center and Lab: Students will use their writing center to receive individual attention to improve essays in progress and the writing lab to develop grammar skills for correcting surface errors in their essays.

Class Attendance Policy: Regular and punctual attendance is required. The absence or tardiness is an imposition on your classmates and on the instructor. You will be doing important work that requires your presence for everyone to succeed in the class. Some of this work cannot be reproduced outside the context of what was done in class during your absence. You will be allowed three unexcused absences and can be tardy three times without penalty.

Students may obtain an official excuse from the Office of Student Affairs due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially – authorized functions and authorized field trips sponsored by the University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up work that can be made up. Whenever students have three or more unexcused absences, faculty members are required to report the absences to the Office of Student Affairs. It is up to the instructor whether or not to accept the excuse.

Students will lose one point from their attendance grade for every absence over three. Eleven absences in a MWF class and seven absences in a TR class constitute automatic failure.

Cheating and Plagiarism Policy: Plagiarism is the deliberate submission of someone else's work as your own. It and other forms of academic dishonesty (such as cheating on exams) will not be tolerated. Students will receive a grade of "0" for plagiarizing or cheating on any given assignment.

Make-up Policy: No make-up work will be given if you do not turn in an assignment on time except for documented emergencies or official absence. In either case, the work can be turned in no later than the next class meeting following the student's return to class.

Late Paper Policy: It is crucial to turn your formal assignment drafts in on time. I will not accept a formal draft assignment unless an official excuse is presented.

Acceptable Draft Policy: You must turn in an acceptable draft of every formal assignment in order to be eligible to pass the course. I will make a draft unacceptable when it has not met key requirements of an assignment. Because reflection on your writing is such an important part of this course, drafts submitted without a writer's memo are also considered unacceptable. If I return a draft to you marked unacceptable, see me immediately. You only have one week to resubmit it.

Word Processing: All projects must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten.

Save Everything: For your own sake, keep copies of everything from the course—your drafts, memos, reflections, peer review sheets, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect yourself in the event of a clerical error on my part.

Changes to Syllabus: Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with any assignments due, even if you were absent when I announced the change. If you're absent, contact a classmate or me to make sure you know what to prepare for the class next time.

Emergencies: If you have any kind of emergency that is preventing you from attending regularly or getting your coursework done, please talk to me sooner rather than later. I am generally flexible and willing to give an extension when students keep me informed about illnesses or other problems. I am generally not flexible if a student disappears for several classes with no explanation and then wants to make arrangements for turning in late formal assignments.

ADA Statement

Students must inform the instructor of any special need(s) within the first week of class to ensure that such need(s) can be addressed in a timely fashion. It is the student's responsibility to contact the Office of Disability Service at 254-3446 and to submit appropriate documentation prior to receiving services

Teaching/Learning Strategies:

- Discussion
- Short Lectures
- Collaborative Groups
- Peer Review
- Demonstration and Explanation
- Reading
- Portfolio (Tentative)

Technology

- Web 2.0 Applications
- Internet Research
- Multimedia

Evaluation

Grades for the course will be calculated based on data from the following:

***Final Portfolio of Polished Writing (50%)**--In this class you have the opportunity to revise every formal essay that you write before it receives a grade. When you bring a draft for feedback, I will meet with you to talk about your paper, give you feedback, and suggest ideas for revision **but the draft will not receive a grade at that point.** You will need to continue to work revising the paper. At the end of the semester, you will compile a portfolio that includes your best revised writing and an introductory essay that reflects on your writing development throughout the course. I will give you more information about the portfolio later.

Drafts of Four Formal Assignments (10%)—In this class you will write complete drafts of four formal projects. If you are not ready for a peer review session, you will have ten points subtracted from the final grade of the paper. If you do not show up for conferences, you will have another ten points subtracted from your paper.

1. Literacy Narrative
2. Rhetorical Analysis of a Print Text
3. Synthesis Essay: Represent and Analyze Competing Perspectives
4. Visual Evaluation Essay

With each essay you turn in, you will include a **writer's memo.** The success of the portfolio will depend greatly on the quality of revisions you have made and why you made them. **A draft turned in without a writer's memo is unacceptable.** NOTE: Because each formal assignment addresses different course objectives and outcomes, you must have an acceptable draft of each formal project to be eligible to pass the course.

Participation (10%)—I expect each student to come prepared to participate actively in the day's work. Thoughtful participation is especially important on draft workshop days. Participation includes helping yourself and others learn by asking questions, asking someone to speak louder, challenging or extending the ideas of others, giving thorough and thoughtful critiques of your peers' writing, and listening actively to what others say in class.

Students participation will be lowered one letter for every tardy or if they do not fully participate in such activities as peer reviews, instructor conferences, class discussions, and group work.

Informal and Reflective Writing (10%)—Your paper will be subtracted ten points for not turning in an informal or reflective assignment related to the paper. This writing may include written responses to readings, informal writing in class, and announced or unannounced quizzes. Because these quizzes will take place at the beginning of the class, it is especially important to be on time; you can't make up a missed quiz, even if you show up as we are completing the quiz.

***Portfolio Cover Letter** (10%) A cover letter for your portfolio reflects on your writing during the period of the course. The cover letter may be the most important reflection since it talks directly with the portfolio readers about the development, writing, and issues you see in the portfolio. It is the one document that articulates directly what you have learned and done well (or not so well) in EN 101. (More directions for writing the cover letter will be given later in the course.)

Attendance: (10%) You should attend all classes since you have signed up for this course and know the dates and times it meets. If you know in advance you will be absent, please let me know. If not, let me know as soon as you return to class. When absent from class, it is your responsibility to know what work is missing and have all missed work completed the day you return. You will lose one point from your attendance grade for every absence over two (except those regarding university business).

Grading Criteria

90-100 = A 80-89 = B 70-79 = C 60-69 = D 59 and below = F

Bibliography:

Bartholomae, David, and Anthony Petrosky. *Facts, Artifacts and Counterfacts: Theory and Method for a Reading and Writing Course*. Portsmouth, NH: Boynton Cook, 1986.

Bruffee, Kenneth A. "Collaborative Learning: Some Practical Models." *College English* 34 (1973): 634-43.

Coles, William, Jr. *The Plural I: The Teaching of Writing*. New York: Holt, Rinehart and Winston, 1978.

Elbow, Peter. *Writing Without Teachers*. New York: Oxford UP, 1973.

Murray, Donald. *Learning by Teaching: Selected Articles on Writing and Teaching*. Portsmouth, NH: Boynton Cook, 1982.

Perl, Sondra, ed. *Landmark Essays on Writing Process*. Davis, CA: Hermagoras, 1994.

Tobin, Lad, and Thomas Newkirk, eds. *Taking Stock: The Writing Process Movement in the '90s*. Portsmouth, NH: Boynton/Cook, 1994

Course Outline

| Dates | In class today, we will . . . | For next class, you should . . . |
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| M Aug 20 | Introduction to Course | Be ready to write a diagnostic essay |
| W Aug 22 | Diagnostic Essay | Begin to think about a literacy narrative; read handout. |
| F Aug 24 | Introduce Literacy Narrative Assignment Discuss handout and write reflection | |
| M Aug 27 | Discuss handout and write reflection | Work on a complete draft Share with peer group |
| | | |
| W Aug 29 | Peer Response on complete draft and reflection on responses | Clarity 111-177 |
| F Aug 31 | Review section on clarity | Continue Clarity |
| M Sept 3 | Labor Day | |
| W Sept 5 | Share Writer's Memos with peer group | Handout |
| F Sept 7 | Discuss and reflect on handout | Clarity |
| M Sept 10 | Clarity | Turn in final drafts of writer's memo and literacy narrative |
| W Sept 12 | Writer's Memo Due Literacy Narrative Due | Discuss handout |
| F Sept 14 | Introduce Rhetorical Analysis Paper Begin discussion of handout and reflection | Continue to analyze handout |
| M Sept 17 | Continue Analysis of Reading | Continue to analyze handout |
| W Sept 19 | Continue analysis | Grammar 180-248 |
| F Sept 21 | Cover Grammar | Continue with Grammar |
| M Sept 24 | Cover Grammar | Write complete draft for peer review |
| W Sept 26 | Peer Review and Reflection | Revise draft based on feedback |
| F Sept 28 | Peer Review and Reflection | Continue Grammar |
| M Oct 1 | Grammar | Midterm Exam |
| W Oct 3 | Midterm Exam | Turn in Rhetorical Analysis and Writer's Memo |
| F Oct 5 | Writer's Memo Rhetorical Analysis Due | Discuss handouts |
| M Oct 8 | Introduction to Synthesis Discuss handouts | Analyze each article |
| W Oct 10 | Analyze Opposing Arguments | Work on synthesis |
| F Oct 12 | Synthesize Opposing Arguments | Submit complete draft and peer review |
| M Oct 15 | Complete Draft Peer Review and Reflection | MLA Style 457-533 Avoiding Plagiarism |
| W Oct 17 | Avoiding Plagiarism | Evaluating and Integrating Sources |
| F Oct 19 | Evaluating and Integrating Sources | Internal citations and list of works cited |
| M Oct 22 | Internal Citations and list of works cited | Group debate |
| W Oct 24 | Group Debate | Group debate |

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| F Oct 26 | Group Debate | Submit synthesis paper and writer's memo |
| M Oct 29 | Writer's Memo Synthesis Paper Due | Discuss handouts |
| W Oct 31 | Intro to Aural/Visual Evaluation or Project | Training (in computer lab in Room 225, Sutton Building) |
| F Nov 2 | Training in Aural/Visual Application | Training (meet same place) |
| M Nov 5 | Training in Aural/Visual Application | Punctuation 291-308 |
| W Nov 7 | Punctuation | Punctuation |
| F Nov 9 | Punctuation | Work on aural/visual presentation |
| M,W, Nov 12,14 | Work on aural/visual presentation | Share with group |
| F Nov 16 | Group Analysis | Thanksgiving |
| M Nov 19-23 | Thanksgiving | Present Visual/Aural Presentation |
| M Nov 26 | Presentation | Present Visual/Aural Presentation |
| W Nov 28 | Presentation | Write writer's memo |
| F Nov 30 | Wrap-up | Schedule Appointment During Exam Week |
| Dec 3-7 | Final Exams | |
| Dec 10 | Portfolio Cover Letter Portfolio Due | |
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