

# Course Policies and Syllabus Fall 2010

## English 101: Composition as Critical Inquiry

Section 16: MWF 10-10:50am STV 250J

Section 19: MWF 11-11:50am STV 250A

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Office hours: W 12:30-2:30, F 12:30-1:30 and by appointment

**Course Description:** This course challenges students to develop a range of rhetorical and intellectual abilities centered on writing and language. Students learn how to analyze the multiple dimensions and meet the multiple demands of a variety of written rhetorical situations. Students also learn writing process strategies including reading, brainstorming, writing to learn and think, drafting, research, giving and receiving helpful peer responses, revision, editing and proofreading, and techniques for researching writing processes, including their own.

**Learning Outcomes:** Students should be able to:

- identify the features of multiple genres and articulate what differentiates these genres.
- demonstrate how choices in their own writing either conform (or don't) to the established features of the genre in which they are working.
- create content in multiple genres.
- employ cognitive/conceptual skills related to argument and analysis in their textual productions.
- identify the organizational structures that govern different kinds of writing genres.
- identify the technologies and tools necessary to produce a text in a given genre.
- decide on and use appropriate digital and print technologies to produce a genre.
- demonstrate knowledge of how to find a variety of source materials for research purposes.
- cite sources correctly according to the MLA citation format.
- integrate source material into their written projects in ways appropriate to the projects' genre(s). This includes the ability to cite material correctly, to quote and paraphrase source material, and to effectively integrate source material to support an argument, persuasive goal, or analysis.
- demonstrate the ability to make informed decisions regarding the appropriate sentence structure, grammar, punctuation, and vocabulary in their own writing.
- identify in their own writing projects the aspects of sentence structure, grammar, punctuation, and vocabulary which require improvement, and demonstrate through multiple revisions the ability to address these problem areas.
- identify cultural, political and social interactions that shape or influence how writing happens in a particular genre or situation.

**Course Materials:**

- The ISU Writing Research Annual, available at campus bookstores
- Blackboard, ISU's course management system. Readings and assignments are posted there.
- Access to Microsoft Word (files must be saved in .doc or .docx format). Download the Microsoft patch to open .docx files in old versions of Word (see HelpDesk for details).

- Printing is required—you will need a printer or money on your Redbird Card (card can be loaded at Milner library or Bone Student Center)

**Attendance:** Attending class is important for your success in this course. Beginning with the fourth absence, your final letter grade will be lowered by 1/3 letter grade per absence and you cannot make up work missed during class. Students should notify the instructor about their absence as far in advance as possible, and it is always the student's responsibility to inquire about making up work. Since it is disruptive for students to come into class late, three tardies add up to one absence.

**Participation:** This classroom is a learning community, and all students must participate in order for it to function as one. Participation includes speaking during class discussion and being actively involved in all class activities. Keep cell phones off, do not have side conversations during class time, and do not use computers for unrelated activities.

**Overview of Semester:** The semester is divided into four primary units, each revolving around one essay. Here are the four major assignments and the point allocation, along with point allocation for other assignments:

Assignment	Points*	%
Literacy Narrative	100	12.5%
Rhetorical Analysis	125	15.6%
Position Essay	150	18.8%
Group Proposal	125	15.6%
Participation and Writing Process	150	18.8%
Other Assignments (memos, presentations, etc.)	150	18.8%
<b>TOTAL</b>	<b>800</b>	<b>100.0%</b>

*\*Only an estimate – actual point allocation will vary*

The grading scale for assignments and the final course grade follows the University's Grading Scale, which is as follows:

93-100 = A      83-92 = B      73-82 = C      63-72 = D      Below 62 = F

**Late work:** Essays are due at the beginning of class on the due date. Essays will be accepted late with a 5% deduction per calendar day. Homework assignments and Blackboard posts will be accepted late for half credit up to one week past the due date. Since situations do arise, I will consider requests for extensions that are made in advance of the due date.

**Plagiarism:** Here is an excerpt from ISU's Code of Conduct and Academic Dishonesty:

- Students are expected to be honest in all academic work. A student's placement of his or her name on any academic exercise shall be regarded as assurance that the work is the result of the student's own thought, effort, and study. Violations include but are not limited to:
- b) taking any action with intent to deceive the person in charge as to the student's acting without honesty to complete an assignment, such as falsifying data or sources, providing false information, etc.
  - d) plagiarizing. For the purpose of this policy, plagiarism is the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports,

- speeches, or other academic work. Students must ascertain from the instructor in each course the appropriate means of documentation.
- e) submitting the same paper for more than one University course without the prior approval of the instructors.

Note that plagiarism includes not only explicit acts of using someone else's work, but also misquoting, under-quoting, or inaccurately quoting, paraphrasing, or summarizing someone else's work. It also includes using a previously written paper or research as original work in this class.

Plagiarism will be reported to the Community Rights and Responsibilities Office. Penalties include failing the essay and failing the course.

**Technology:** This course requires technology. We meet in a computer classroom and use the computers to compose and save files. Save your files often (.doc or .docx format) and in multiple locations (personal computer, email, STV 250 folder, Blackboard, flash drive, Google docs, Datastore, etc.). Technological problems that occur at the last minute will not excuse you from an assignment that is due. Submit work ahead of the due date so that you have time to work through any technical problems. Being out of town and not having access to your computer or the internet is never an excuse for missing assignments.

Blackboard is our class management tool and is the central site for our class. I will use it to post all materials and assignments, and you will use it to submit posts, assignments, and essays. You should also use Blackboard to contact me and to check the syllabus often. In addition to Blackboard email, you are also responsible for checking your Redbird email account regularly for announcements, clarifications, questions, and more.

Note that your work for English 101 is public – files saved to certain places are accessible by anyone on campus. In addition, the Writing Program archives files for their own internal assessment practices. Therefore, do not write anything that you are not comfortable with other people reading!

**Accommodations:** Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice) or 309-438-8620 (TTY) as soon as possible.

**Julia N. Visor Academic Center:** Free outside writing assistance can be found at the Visor center, which offers tutoring in almost all subjects. Call 309-438-7100 to make an appointment or visit <http://ucollege.illinoisstate.edu/about/visor/> for more information.

### Syllabus:

Week 1	
Aug 23	Introduction to the course
Aug 25	<i>Blackboard post: Self Introduction</i> Discuss Language Issues
Aug 27	<i>Read Amy Tan's "Mother Tongue" available on Blackboard</i> Discuss Language Issues
Week 2	

Aug 30	<i>Blackboard post: Language Response</i> Read Anjanette Riley's "Rules Are [not always] Rules" out of <i>Research Annual</i> p. 27 Introduction and brainstorming on Literacy Narrative
Sept 1	Read Gina Cooke's "Nomenclature" out of <i>Research Annual</i> p. 93 Briefly discuss focus and paragraph unity Draft Literacy Narrative
Sept 3	<i>Blackboard Post: Topic Idea of Literacy Narrative</i> Read sample student essay (available on Blackboard) Discuss MLA Prepare for Peer Review
Week 3	
Sept 6	NO CLASS (Labor Day)
Sept 8	<b>Draft of Literacy Narrative Due</b> Peer Review
Sept 10	<b>Literacy Narrative Due</b> Introduction to Rhetorical Analysis
Week 4	
Sept 13	Read "Debate? Dissent? Discussion? Oh, Don't Go There!" (available on Blackboard) Be prepared to analyze in class
Sept 15	<i>Blackboard Post: Preference list on essay title and author</i> Read sample student essay (available on Blackboard) Discuss summarizing, paraphrasing, and quoting
Sept 17	<b>Revision of Literacy Narrative with Reflection Due</b> Discuss Plagiarism
Week 5	
Sept 20	<i>Brainstorming and Thesis Building Worksheet Due</i> Be prepared to give a short description of your article and your response In-class work day
Sept 22	<b>Draft of Rhetorical Analysis Due</b> Peer Review
Sept 24	<b>Rhetorical Analysis Due</b> Discuss revising and proofreading
Week 6	
Sept 27	No class - Individual Conferences <i>*missing a conference counts as an absence!</i>
Sept 29	No class - Individual Conferences
Oct 1	No class - Individual Conferences
Week 7	
Oct 4	Introduction to Position Essay
Oct 6	<b>Revision of Rhetorical Analysis with Reflection Due</b> MEET IN MILER LIBRARY – 164D
Oct 8	<i>Blackboard Post: Intended Topic</i> Read sample student essay
Week 8	
Oct 11	<i>Research Worksheet Due</i> Discuss "free web" sources and research time
Oct 13	<i>Blackboard Post: Website evaluation</i> In-class work day
Oct 15	<i>Proposal and Annotated Bibliography Due</i> Informal peer review
Week 9	
Oct 18	<i>Blackboard Post: Midterm Evaluation</i>

	Discuss sample student essay
Oct 20	<i>Read "It's A Stoplight; It's a Spring; It's a Semicolon!" by Amy Newday in Writing Research Annual p. 87</i> In-class work day
Oct 22	Have paper drafted and bring to class In-class work day
Week 10	
Oct 25	<b>Draft of Position Essay Due</b> Peer Review
Oct 27	Peer Review
Oct 29	<b>Position Essay Due</b> Presentations of Position Essays
Week 11	
Nov 1	Presentations of Position Essays
Nov 3	Introduction to Group Proposal
Nov 5	No class – meet with your groups!
Week 12	
Nov 8	<i>In-class work day</i>
Nov 10	<b>Proposal for Group Proposal Due</b> Discuss with groups in class
Nov 12	<b>Revision of Position Essay and Reflection Due</b> Discuss proposals with groups in class
Week 13	
Nov 15	Group Conferences
Nov 17	Group Conferences
Nov 19	<b>Group Proposal Due</b>
Week 14	
	NO CLASS (Thanksgiving Week)
Week 15	
Nov 29	Prepare for group presentations
Dec 1	Presentations of Group Proposal
Dec 3	Presentations of Group Proposal
Week 16	
Dec 6	In-class work day
Dec 8	<b>Revision of Group Proposal with Reflection Due</b>
Dec 10	<i>Blackboard Post: Reflection Memo</i>
Week 17	
Finals Week	NO CLASS

*\*This syllabus is subject to revision.*

*Blackboard Posts:* The posts are due by the time class starts on the given day. For example, the post listed under Aug 25 is due on Aug 25 at 10 or 11am, depending on your class time.

*In-class Work Days:* To participate during these days, you must bring your work in to class. You should be working on your essays electronically by these days, so upload your works in progress to Blackboard, bring work on a jump drive, or email it to yourself so that you have necessary materials in class.

# Literacy Narrative

Kristi McDuffie, English 101

## Your Task:

A literacy narrative is an autobiographical essay where you describe your experiences with reading and/or writing. For this assignment, we are focusing even more specifically on an experience (or experiences) with language.

Based on the concepts we have discussed in class, write about an encounter you have had with language. For instance, have you ever traveled abroad and not been able to communicate? Have you ever been judged by the way that you speak? Have you had to interact differently with different people in your life due to language?

First, narrate the experience as a story with as many details as you can remember. Then, reflect on those experiences and connect them to the concepts we have discussed in class. What did you learn from the experience at the time? How do you see the experience differently now that you have learned about relevant language concepts?

It bears repeating that the purpose of this essay is to be reflective and analytical of yourself. (The time will come in the future for you to be analytical about others.)

The tone of this essay is conversational (like a memoir) and the audience is your classmates. The essay should also have strong focus, paragraph unity, transitions, and appropriate word choices with few mechanical or grammatical errors.

## Details:

**First Draft Due:** Wed, Sept 8<sup>1</sup>

**Final Draft:** Fri, Sept 10<sup>2</sup>

**Revision Draft & Memo:** Fri, Sept 17<sup>2</sup>

**Points:** (100 – see breakdown below)

**Length:** At least three full pages

**Format:** Double-spaced in MLA format, 12-inch Times New Roman font with one-inch margins in Word format (.doc or .docx)

<sup>1</sup>Submit on Blackboard via the Discussion Post

<sup>2</sup>Submit on Blackboard via “mail” to me

## Assessment:

- Quality peer review comments (10 pts). Note that you will receive a 0 if your draft does not meet the requirements of the essay, including length and format.
- A final draft that fulfills the requirements of the essay, including having a strong narrative arc with ample and relevant details, followed by a critical reflection of the experience that includes a discussion of the language concepts we have discussed in class. See left for details on tone, etc. (75 pts)
- Writing process and participation, including class participation, topic post, quality revisions made on the revision draft, and revision memo. (15 pts)
  - A revision memo is a short paragraph describing what revisions you have made on the revision draft based on instructor and peer comments.

# Rhetorical Analysis

Kristi McDuffie, English 101

## Your Task:

The purpose of this assignment is to analyze the strength of the argument found in one article (translation: Is this a solid, convincing argument, and why or why not?). Use the following concepts in your analysis:

- Ethos: Appeal to the credibility of the author
  - Investigate how the author uses his or her credibility to persuade the reader of a point. Authors might accomplish this by giving credentials or by demonstrating knowledge and creating trust.
- Pathos: Appeal to emotions
  - Critique how the author appeals to the reader's emotions in order to persuade.
- Logos: Appeal to logic
  - Examine how the author uses logic to persuade the reader of his or her point. This may be done using proof such as statistics or expert testimony, or by the construction of the argument.

In addition to discussing these individual elements, make an overall judgment on the persuasiveness of the essay. (This overall judgment will be your thesis statement.) Remember that while you may need to give a short explanation of the article, this is NOT a summary paper.

Carefully cite the article using MLA format, including in-text citations and a Works Cited page.

## Details:

**First Draft Due:** Mon, Sept 22\*

**Final Draft:** Fri, Sept 24\*\*

**Revision Draft & Memo:** Wed, Oct 6\*\*

**Points:** (130 – see breakdown below)

**Length:** At least four full pages

**Format:** Double-spaced in MLA format, 12-inch Times New Roman font with 1-inch margins

\*Submitted via Discussion post

\*\*Submitted via Blackboard Mail

## Assessment:

- Quality peer review comments (10 pts). Note that you will receive a 0 if your draft does not meet the requirements of the essay, including length and format.
- A final draft that meets the essay requirements, including:
  - length and MLA format and citations.
  - an assertive thesis statement that evaluates the strength of the argument in the article.
  - detailed support of that claim that includes the rhetorical elements of ethos, pathos, and logos.
  - strong organization and paragraph unity with transitions.
  - appropriate tone with few mechanical or grammatical errors. (100 pts)
- Writing process and participation, including participating in class, preference list post, brainstorming and thesis building worksheet, quality revisions made on the revision draft, and revision memo (20 pts)
  - A revision memo is a short paragraph describing what revisions you have made on the revision draft based on instructor and peer comments.

# Position Essay

Kristi McDuffie, English 101

## Your Task:

In this essay, you will take a position on one of the language issues we have been discussing in class. This is essentially a researched argumentative paper where you argue for that position based on research.

You must use at least **five sources** in this paper, three of which must be from scholarly journals or texts. Website sources must pass the credibility criteria we have discussed. All sources are subject to approval and must be properly cited in MLA format both in-text and in the Works Cited page.

Here are some topic ideas. Your topic is subject to my approval, but you are not limited to the below:

- Bilingual education
- Sexist language or terms
- Gender difference in speech
- Dialects, such as African American English, Chicano English, Appalachian English, Southern Speech, and so forth
- Technology
- Slang (including specific terms)
- Linguistic profiling
- English Only movement

## Tips:

- Choosing an unfamiliar topic can actually help you write a better essay so that it will be based on research.
- Researching the history of a topic is often a good place to start.
- Narrow your topics and arguments. Narrower topics make for better papers. For instance, if you are interested in sexist language, consider writing about a specific term that has been used in a derogatory way. Or, if you are interested in slang, consider tracing the history and current use of a particular phrase.

## Details:

**First Draft Due:** Mon, Oct 25

**Final Draft:** Fri, Oct 29

**Revision Draft & Memo:** Fri, Nov 12

**Points:** 210 (see breakdown below)

**Length:** At least 6 full pages but no more than 8

**Format:** Double-spaced in MLA format, 12-inch Times New Roman font with 1-inch margins

## Assessment:

- Proposal and Annotated Bibliography (20 pts)
- Quality peer review comments (10 pts) *You will not receive full credit if your draft is not complete.*
- A final draft that meets the essay requirements, including:
  - length and MLA format and citations, including a correct Works Cited page.
  - an assertive thesis statement that takes a position on a language issue.
  - detailed support of that claim based on research.
  - Incorporation of at least five sources
  - strong organization and paragraph unity with transitions.
  - appropriate tone with few mechanical or grammatical errors. (150 pts)
- Writing process and participation, including quality revisions made on the revision draft, and revision memo (30 pts)
  - A revision memo is a short paragraph describing what revisions you have made on the revision draft based on instructor and peer comments.

# Proposal and Annotated Bibliography

Kristi McDuffie, English 101

## Your Task:

Before you write your Position Essay, you will write a **proposal**. Thoroughly answer each question:

1. What is your topic of interest and why are you interested in this topic? What is your anticipated position on this subject?
2. What are your main points and what support (examples, evidence, anecdotes, source material, and logical reasoning) will you provide? *Note: This discussion should be extensive. Use multiple paragraphs, bullet points, or whatever helps you be thorough.*

Next, you will write an **annotated bibliography** on the sources required, which means at least five sources, three of which must be from scholarly journals or texts.

An annotated bibliography is a full MLA citation followed by a summary of the article or source. The summary should be a long paragraph.

## Details:

**Due:** Fri, Oct 15

**Points:** 20

**Length:** Proposal should be about a page

**Format:** Single-spaced

## Assessment:

- Thorough and thoughtful answers to all questions on the proposal.
- Complete annotations on appropriate, relevant sources.

## Sample MLA Citations

### Essay in an anthology or academic text:

Snyder, Mark. "Self-Fulfilling Stereotypes." *Race, Class and Gender in the United States: An Integrated Study*. 7<sup>th</sup> ed. Ed. Paula S. Rothenberg. New York: Worth Publishers, 2007. 597-603. Print.

### Journal article obtained from a database:

Annas, Pamela J. "Style as Politics: A Feminist Approach to the Teaching of Writing." *College English*. 47.4 (1985): 360-371. *JSTOR*. Web. 2 Oct. 2010.

# Group Proposal

Kristi McDuffie, English 101

## Your Task:

You have now done a significant amount of research into one particular language topic. At this point, it is important to think about what could be done with your work outside of this classroom. Who might benefit by knowing what you have researched? Who might benefit from the information you gathered?

Your task is to put all of your work together and make a proposal to some person(s), entity, or institution about your topic (or a wider topic that incorporates all of your work). For instance, you could write a proposal to an administrator here at ISU about reducing sexist language in particular documents, or you could write a proposal to all incoming freshman about the danger of some perceived cultural norm.

Although the basis for this proposal will be a traditional written report, you have considerable latitude in what this looks like. You must incorporate some kind of visual aide, although the magnitude and sophistication of this aide is up to you. For instance, you can simply use tables and charts in your report, or you can create a video, a webpage, a comic strip, a blog post, a Facebook page, a PowerPoint presentation, or something else to supplement a somewhat shorter report.

You can decide what sections your report will have (potentially including summary, background, findings, recommendation, conclusion, supporting information, etc.), but you must cite all of your work appropriately, both in-text and through a Works Cited page.

## Details:

**Proposal Due:** Wed, Nov 10

**Final Draft and Work Logs Due:** Fri, Nov 19

**Revision Draft Due:** Wed, Dec 8

**Points:** 170 (see breakdown below)

**Length:** At least 10 single-spaced pages subject to reduction based on visual aide (NOT including a Works Cited page or appendices)

**Format:** Report format, single-spaced, 12-inch Times New Roman font with 1-inch margins

## Assessment:

- Proposal (20 pts)
- A final draft that meets the essay requirements, including:
  - length and MLA format and citations, including a correct Works Cited page.
  - a clear, specific proposal to a defined audience.
  - detailed support of that proposal based on research.
  - strong organization and format.
  - appropriate tone with few mechanical or grammatical errors.
  - incorporation of a visual aide, which is relevant, useful, and creative. (120 pts)
- Writing process and participation (20 pts)
  - The majority of these points will be based on your group participation. In addition to keeping a log of your communication and meetings, each group member will rate all other group members on their contributions to the project.
- Presentations (10 pts) See below

## Proposals:

Before you write your Group Proposal, you will write a **proposal** to me describing your plan. Once approved, this proposal will serve as a contract between us about the expectations for your Group Proposal.

Include at least the following in your proposal:

1. A clear articulation of what your topic is, who your audience is, and what your proposal is.
2. A plan for your proposal, including sections of the report and supporting details. Be specific about what points you will make and what research you will use for which section. *Note: This discussion should be extensive. Use multiple paragraphs, bullet points, or whatever helps you be thorough.*
3. A clear articulation of what your visual aide will be and whether you are requesting any page length reduction due to a large project. Note that the required minimum is tables and charts embedded in the report itself and those do not warrant a reduction.

## Work Logs:

- Keep a log of your group work, such as communication between group members, notes from your meetings, and what you and each group member contributes. This will be turned in to me privately and is to help you and your group members earn your participation points.

## Presentations:

The week after Thanksgiving, your group will present your proposal. This will be a 10-minute presentation where everyone in the group must speak. You are also required to create and use a PowerPoint presentation for this proposal.