

Syllabus for Writing I, Spring 2014

English 1010

Instructor: Dr. Ula Klein

TR 3PM/4:30PM (T HH306B, R HH307A)

Office: HH214 Mailbox: HH318

Office Hours: W 11AM-1PM; R: 1-3PM & by appt.

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*****DO NOT THROW THIS SYLLABUS AWAY.** Refer to it and bring it to class every day.

Required Texts & Materials: (textbooks available at university book store)

Ede, Lisa. *The Academic Writer: A Brief Guide*. 2nd Ed. New York: Bedford St. Martin's, 2011. Print.

Lunsford, Andrea A. *Easy Writer: A Pocket Reference*. 4th Ed. Boston: Bedford St. Martin's, 2010. Print.

Readings & Worksheets on iLearn, USB drive, Notebook & pen/pencil for in class note-taking or laptop; folder or binder for papers

Course Description: English 1010 introduces students through a clear and definite sequence of writing assignments to expressive, expository (or referential), and persuasive writing. Emphasis is placed on the latter two categories. Information for expressive writing assignments is based on knowledge gained from personal experience (knowledge from participation); information for expository and persuasive writing assignments is based on knowledge gained from research (knowledge from observation), such as interviews, surveys, observation and printed sources.

Enrollment Requirement: Students must register for the required courses in English for each consecutive semester enrolled (except summer term) until the following sequence of requirements is met: ENGL 1010, 1020, and ENGL 2130, 2230, or 2330. Once enrolled, a student may not withdraw from English 1010 or 1020. An earned grade of C or better in ENGL 1010 serves as a prerequisite for enrollment in ENGL 1020.

Learning Support Lab: Students who enroll in ENGL 1010 and who have ACT English subscores lower than 18 must also enroll in a section of READ 1100 (Learning Support Lab--Writing/Reading), an additional weekly tutorial-based course designed to support students' success in ENGL 1010.

Departmental Objectives for English 1010:

- To make students familiar with writing and basic research processes
- To engage students in critical thinking and reading, and problem-solving skills
- To introduce students to collaborative learning
- To help students work within time constraints
- To introduce students to computer technology

English 1010 meets all of the General Education Requirements in the Communication category. By the end of the course, students will be able to demonstrate the ability to

- Think and read critically.
- Communicate effectively both orally and in writing.
- Communicate with focused and sustained attention to purpose.
- Understand and employ rhetorical concepts and writing processes.
- Make appropriate distinctions among sources, appeals, and evidence.

Goals Assessment

Course goals are assessed through class and group discussion; informal writing assignments, major writing projects; in-class activities; reading and research notes, logs, or journals; grammar quiz; improvement over the course of the term, especially as reflected in the rewrite.

Course Requirements: The Skinny

- Readings and reading question answers
- In- and out-of-class writings
- Active participation in discussions (class and on-line)
- Timely completion of course work
- Drafts and revisions
- Four major writing assignments + Annotated Bibliography
- Participation in Festival of Writing + Accompanying visual aide and presentation
- Revised research paper showing changes

Course Requirements: In-Depth

Writing Projects: The course will comprise of four major (graded) writing assignments, one of which must be revised and resubmitted at the end of the semester. Since learning how to edit and improve a paper is part of the writing workshop, submitting one rewrite is mandatory. Each project will be described in detail in a separate writing prompt. As this course is designed as a writing workshop that deals with expository writing on contemporary topics, **students should expect a significant amount of reading and writing both in and out of class.**

Diagnostic Essay: On the first day of class (or in my office if you miss the first day; you may not continue attending class until you have completed the diagnostic and it cannot be done at home) you will read Dorothy Allison's short piece "Panacea" and write your own food memory essay. This must be emailed to me at the end of the allotted time and it will be kept on file.

Food Memory: The food memory paper can either be an extension of the diagnostic or it can be a completely different food memory. It should deal with a single food or dish that you have a strong connection to (either positive or negative, humorous or sentimental). Use the food memoirs we have read as an inspiration and be creative. You may submit a recipe and/or photos along with the food memory, but they are not required.

Food Trend Profile:

Food History/Food Trend: Write a report in which you discuss the history of your favorite food *or* describe the rise in popularity of a specific "trendy" food (think about the profiles we read of Greek yogurt and hot chilis). Use 3-5 sources to explain its history, variations and rise in popularity. Make sure to also include your own experience with this food as well.

Annotated Bibliography: Students will choose a food trend or issue to research for the multi-source analysis, which will also be the same topic for the festival of student writing. (Topic must be ok'ed by me first.) The annotated bibliography will start with a paragraph containing a clear statement of 5-7 sentences explaining your argument and how you plan to develop it into a full-length paper. You might want to include an overview of what you plan to discuss, arguments and counterarguments. After this paragraph, you will include citations and annotations for a minimum of 8 sources relating to your research paper. Citations should be in MLA style, listed alphabetically by author's last name. Annotations should be 5-7 sentences long and include a

quote or two from the text. They should summarize the main idea of the text and explain how it will function in your paper.

Festival of Student Writing Presentation & Board:

The project will showcase information about a food trend or issue (healthy eating; vegetarianism/veganism; organic vs GMO; specific foods that are “trendy” [ex. kale or Greek yogurt]; eating out; Slow Food movement, etc.) that you chose for your research paper. You will need to provide on the board a bibliography of at least 7 sources, up to 3 of which can be from the course syllabus. You will need to create a 3-panel presentation board as well as a short presentation (with minimum 5 index cards) about a food or food-related issue. You may also choose to provide other presentation components, such as foods for tasting (or touching, in the case of grains or vegetables) or other objects that are relevant to your presentation. You will also use this board and presentation at the end of the semester to present to the class.

Final Argumentative Research Paper on a Food-Related Issue: 6-7 pages in which you develop an argument relating to a food issue, with 5-7 sources.

Rewrite: The rewrite allows the students to rewrite the profile or the research paper for a better grade. Because the rewrite is content-based, you will be expected to add new content in addition to deleting content that does not work. Additionally, the rewrite must use 2 more sources than the original, and must be a page longer than the original. Significant changes must be made to the original in order to raise the grade on the paper. Students will be required to submit the rewrite with the “track changes” function turned on so the changes to the original are obvious.

Classwork: Students are expected to participate actively and attentively in class during group work, in-class writing, computer lab work, worksheets, peer revisions, and class discussions.

Readings: There will be readings throughout the semester. Students will have reading questions to answer about them that they will bring to class. Readings are PDFs on iLearn. Pay close attention to the syllabus in order to know which readings are due. “Not knowing” where to find a reading is not an excuse for not doing the reading. Students are expected to have read and taken notes on the reading and to be prepared to actively discuss the given reading/s for that day.

Computer Lab Days: The class will meet in the computer lab each week on Tuesday. Students are expected to work diligently at the computers on the given assignment for that day and to promptly save all work and log out of computer accounts when given instructions to do so (generally twenty minutes before the end of class). Use of non-class related websites in the computer lab is absolutely not allowed and will take away points from the classwork grade.

Notebook: You are required to have a notebook every day in class in which to take notes. Quite often short writing tasks will be assigned in class for which the notebook will be indispensable. You may use a laptop instead, but you **must** stay on task or you will lose that privilege.

Quizzes: The instructor reserves the right to administer quizzes if necessary.

Email: Students are expected to use their TTU email addresses for all class-related communications. Please make a habit of checking this email address **every day**, as I will often send out reminders via email. I will answer student emails that **do not** pertain to issues already explained in the syllabus (i.e. check the syllabus first before emailing!). While I cannot “read

over” a paper before it is due, I can certainly look over a thesis statement or introduction. Please note that it may take up to 24 hours to answer a student email, so please do not wait until the last second to email me with an important question.

Grading Policy

Each percentage is one point. The course grades out of 100 total points.

Classwork & Participation: 20%

Reading Questions: 10%

Grammar Quiz: 10%

Papers

-Food Memoir: 10%

-Food Trend Profile: 10%

-Topic Proposal: 2%

-Annotated Bibliography: 8%

-Research Paper: 15%

-Rewrite (effort & completion): 5%

Visual Board for Festival & Index Cards: 5%

Presentation: 5%

*In order for you to be eligible to pass this course, you must turn in ALL 5 written assignments, plus the visual board & presentation.

Late Policy

No late papers will be accepted. If you have extenuating circumstances (extended illness, death in the family, etc.), see/email me *before* the paper/ project is due to discuss how to pass the class.

Revision Policy

Petitions for revisions must be submitted to me in person (not over email) and only for papers receiving a D or an F. All students have the opportunity to revise the research paper at the end of the semester regardless of grade.

Final Exam

There is no final exam in this class.

Attendance Policy

The course is a workshop: your attendance is mandatory.

Students may miss up to 3 class meetings with no adverse effects on the grade, though students are strongly encouraged not to miss any class meetings, and if a student must miss a class meeting, he/she is strongly encouraged to get in touch with me about any missed work. **There are no “excused absences.”** After the 3 “freebie” absences, students have 3 more absences, each of which lowers the overall class grade by 5%, and lowers the participation grade by 5%.

Students fail the class at the 7th absence. Absences cannot be made up with extra credit or any other assignments.

Conferences

Students are required to meet with the instructor during the weeks prior to turning in the research paper. Students will sign up online and meet with the instructor during the appointed time,

bringing all relevant work, papers & books with them and being prepared to discuss in depth the project at hand. Missing the conference or coming and being inadequately prepared will result in points off the final research paper.

The same requirements are true of any and all meetings in the instructor's office. Meetings are generally 15 minutes, and students should come with all necessary materials (outlines, rough drafts, books, prepared questions, etc.). Students are strongly encouraged to meet with the instructor throughout the semester, especially before papers are due to avoid confusion on assignments, or after papers are handed back in order to understand how to improve for the future.

Plagiarism: When you summarize, paraphrase, or quote someone else's media, words, or ideas, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, email, social network sites, websites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from online databases, or from interviews—failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment or an "F" for the course; additionally, the instructor reserves the right to file official charges of Academic Misconduct.

Food & Drink: I will allow drinks with caps or lids in our regular classroom. No food in class, ever. There is no food or drink allowed in the computer classroom.

Cell Phones & other electronic devices should be turned off and out of sight for all of class time.

Student Conduct: Students are expected to be respectful of the instructor, classroom space and furniture, and each other in their speech, attitude and behavior. Lack of such respect will result in a request to leave the classroom and being marked absent. If such a request occurs more than once, the student may be required to meet with other university personnel to remedy the situation.

Students with a Disability: Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, at the latest by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112, phone 372-6119.

Writing Center: TTU's Writing Center, located in Volpe Library's Learning Commons, is available to all students who would like help with their writing. Students must sign up in the Writing Center for appointment times to meet with tutors. When meeting with any tutor, students should bring their instructor's assignment sheet and the most recent draft of their text, along with any instructor feedback received on previous drafts of the assignment. Students should understand that tutors should not and will not provide a proofreading service. Students should have specific questions for the tutors and an idea of what kind of assistance would help them most. The Writing Center's hours of operation this semester will be announced by the end of the first week of classes.

Tentative Schedule of Classes (May change if necessary. Check iLearn often for updates.)

- T 1/21 Intro & Diagnostic
R 1/23 Grammar & Language Diagnostic; Discuss “Panacea”
- T 1/28 Study Skills Worksheet; Sedaris & Whitehead essays + RQ
R 1/30 Plagiarism Worksheet; Dunham & Smith essays + RQ
- T 2/4 Grammar Review 1 Worksheet; Food memory peer edit
R 2/6 **Food memory due**; Grammar 2 Worksheet (radio/podcast in class?)
- T 2/11 Punctuation & Mechanics Worksheet 1; Goodyear supperclubs essay + RQ
R 2/13 Punctuation & Mechanics Worksheet 2; Mead essay + RQ
- T 2/18 Strategies for Reading Worksheet; Collins essay + RQ
R 2/20 Invention Strategies; Goodyear exotic foods essay + RQ; **Preliminary topics due**
- T 2/25 **Library research day for profile**; Research Worksheet
R 2/27 Source evaluation worksheet; Bring 1 source to evaluate
- T 3/4 MLA Documentation Worksheet; Profile Peer Edit
R 3/6 **Profile due**; Discuss research project & possible topics
- M-F 3/10-14 (no class) **HAPPY SPRING BREAK!**
- T 3/18 Rhetorical Situation Worksheet; Start Food Documentary
R 3/20 Finish food documentary; turn in worksheet on documentary
- T 3/25 Swanson essay + RQ; Discuss research paper topics
R 3/27 Argument & Evidence Worksheet; Pollan & Maxfield essays + RQ
- T 4/1 Thesis & Planning Worksheet; Computer research day; **Research Paper Topics Due**
R 4/3 Quoting & Citing Worksheet; Bring sources for annotated bib.
- T 4/8 **Annotated bibliography Due**; Work on rough draft in class of research paper
R 4/10 Rhetorical Situation Worksheet; **Peer edit of PRINTED research paper**
- T 4/15 Using Visuals Worksheet; **Research paper DUE**
R 4/17 Oral presentations Worksheet; Bring Index Cards
- T 4/22 **Festival of Student Writing**; Revisions Worksheet
R 4/24 **Presentations In-class**; Language & Wording Worksheet
- T 4/29 **Peer edit of rewrite**
R 5/1 (last day) **Presentations In-class; Rewrite DUE**