

English 101/H024
Fall 2016
Class Period: TTH 1:00-2:15
Class Room: LAB 205

Dr. Joyce Inman
joyce.inman@usm.edu or @joyce_inman
<http://www.joyceinman.com/>
Office Hours: LAB 370/TTH 9:00-11:00; and by
appt.

ENG 101: Composition I

COURSE DESCRIPTION

English 101 introduces students to some of the strategies, tools, and resources necessary to becoming successful communicators in a range of academic, professional, and public settings. English 101 students learn not only to think carefully *through* writing, but also to reflect critically *about* writing by engaging a variety of discursive forms, from the academic essay to opinion pieces, from essays to advertisements.

In this section of ENG 101, we will explore the concept of place and conduct cultural and academic explorations about the ways our identities, experiences, and knowledge are intimately tied to place. According to Tim Cresswell, place can be defined as a “meaningful location” and is also “a way of seeing, knowing, and understanding the world.” Thus, I hope our readings and writings for this course will allow us to reflect on, critique, and rethink our notions of place and its relationship to culture, identity, language, and power in productive and exciting ways.

REQUIRED MATERIALS

- Trimbur, John. *The Call to Write, 6th ed.* Cengage, 2014.
- Blackboard Supplemental Readings

STUDENT LEARNING OUTCOMES

ENG 101 is a GEC-required course at USM, and students taking this course are ultimately expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation;
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage;
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument;
4. the student can find, use, and cite relevant information.

In order to assist students in meeting these GEC learning outcomes, the Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses that are meant to complement the GEC outcomes. At the completion of ENG 101, students will be able to:

- See that writing is a form of social interaction;
- Analyze rhetorical situations and make effective choices based on audience and context;
- Responsibly synthesize material from a variety of sources;
- Make claims and support them with appropriate evidence;
- Use writing to critically explore, explain, evaluate, and reflect on their experiences and on those of others;
- Understand and effectively use a range of genres/forms;
- Use conventions of expression appropriate to situation and audience;
- Effectively revise and provide substantive feedback to others on their writing;
- Articulate a revision strategy based on an understanding of their own writing processes;
- Recognize the importance of technology in research, writing, and other forms of social interaction.

COURSE CONTRACT REQUIREMENTS

This course uses a contract system of grading. While many courses that include writing ask you to submit your writing to the professor in return for feedback and a grade, I believe that such a system emphasizes a graded product and not the process of becoming a better writer. I want us, as writers, to learn to make strategic choices about our writing and to take risks with our writing; and traditional methods of grading often mean that we are not focused on becoming better writers but, rather, on trying to meet some mysterious standards of quality writing. This means we often forget that the process of writing—the daily work involved in using language effectively and improving that usage—takes work (and play) and lots of revision. Thus, our course will emphasize the work and processes of strong writing because I am confident that no matter how you feel about yourself as a writer, if you do the work this course requires, you will become an even better writer.

Indeed, I am so confident in this idea that you are assured a grade of a B in this class if you meet the expectations listed in our course contract and perform them in the manner and spirit in which they are asked. This contract is an agreement between the two of us, and, like any contract, it is voluntary. If you choose not to sign our course contract, there is a standard grade weight option provided at the end of the syllabus.

Attendance

The framework of this course – with its emphasis on class discussion and group work – demands that you attend class regularly. In order to meet the terms of our contract, you can only miss two classes. You are expected to come to class on time or early. Two tardies will count as one absence. More than four absences (i.e., two weeks of class) in a semester can result in your failing the course.

Timely Assignments

Meet due dates and writing criteria and include all components for all assignments. If you turn an assignment in on time, you have the opportunity to revise any and all *formal writing* in the course until it is time to begin preparing final revisions for portfolios. All revisions, however, will involve discussions and time that we set together. If you find yourself in a situation that you believe legitimately warrants submitting your assignment late, you must contact me prior to the paper deadline and explain the situation in order to receive full credit for your assignment and maintain the right to revise it.

Preparation

Come to class prepared and with all required materials. You are expected to have your textbook with you at every meeting and to bring printed copies of any assigned supplemental readings. You may use electronic devices (a tablet or laptop) to bring your readings to class but **only** if you use an annotation program or bring written notes to class along with the e-reading. Complete (and be prepared to show evidence of completion) all reading and informal writing assignments. You will be awarded one “pass” in terms of unpreparedness, but this does not apply to days that drafts or peer review activities are involved.

Informal Writing Projects

This course includes significant informal writing projects, and you are expected to complete these assignments on time. We will use an online discussion forum on Bb to cover many of our reading and writing assignments, and I will randomly check completion and quality of responses (see above note on “passes”). Successful completion of posts means you have successfully addressed prompts and submitted those responses on time.

Major Writing Projects

Complete, edit, and submit all major writing projects to the correct Bb dropbox by the due date. Assignments must meet the criteria listed on the assignment sheet in order to fulfill the contract (this will include due date, length, and three genre-based learning outcomes that we will determine as a class). You are expected to sustain effort and investment on each draft of all assignments. If you submit a final project that has not been edited or does not meet the criteria we establish, it will be returned without feedback. When you submit each

draft to me, you will be required to analyze your effort and investment via a dear reader note in Bb. This will also be your opportunity to explain what issues you would like me to consider as a reader of your essay.

Sketches, Drafts, and Peer Review

Submit all sketches and drafts, and come to class on draft days with printed draft materials. Participate in all peer review activities. Participation involves thoughtful peer feedback during class workshops and working faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, group discussions, etc.).

Revision

Make substantive revisions when the assignment is to revise—extending or changing the thinking, focus, style, or organization—not just editing or touching up. Remember, revision is reseeing.

Classroom Citizenship

An important aspect of our contract involves our classroom community and your responsibilities as a member of this community. You are expected to participate in our activities and discussions and to do so in a manner that shows respect for our community and our work together. Your communications with me with me and with your classmates should always involve honesty and respect. We are all different people with different stories, and we can celebrate this in our classroom community.

Good classroom citizenship includes our uses of portable electronic devices. You are encouraged to use these devices for constructive purposes that allow our community to better function and understand the goals of the day's lessons. However, inappropriate and/or distracting uses of technology are unacceptable. Students who use technology in ways that are distracting to our classroom community will be considered in violation of our contract.

Academic Honesty

Attribute language, ideas, images, information and original material to the source. Avoid plagiarism by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources, (b) attempting to cite all sources correctly even in first drafts, (c) looking up citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own. Most importantly, know that fraudulent uses of the work of other writers—intentionally portraying someone else's work as your own—is grounds for failure. You can find USM's official academic integrity policy under the "additional notes" section of our syllabus.

As you can see, the B grade stipulated in this contract focuses on behaviors and actions that lead to successful writing. In order to receive an A in this course, it is expected that you will abide by this contract, perform exceptionally in class, and submit work that is of exceptional quality. In addition, striving for excellence is also always rewarded. Students who break the contract will have their grades lowered. For every two minor breaches (e.g., missing a reading response, skipping a reading, failing to fully participate in a workshop, etc.) your grade will be lowered by half a letter grade. Major infringements (e.g., submitting a major assignment late without permission, missing more than four class sessions, failure to revise an assignment that has been returned for revision, etc.) will result in the loss of a half letter grade for each individual breach. It is possible, however, to raise lowered grades via exceptional final portfolios.

PROJECTS

Project One: A Memoir

An essay in which you will analyze and reflect on a moment and place in your life and make it relevant to an outside audience.

Project Two: A Rhetorical Analysis

An essay in which you will examine the ways in which one of our course readings (all of which are selected based on their relationship to place) is organized and works in relation to its audience and context.

Project Three: A Position Paper

An argument essay in which you illustrate your ability to summarize, analyze, and synthesize course readings. You will have the opportunity to choose from a selection of our readings on discussions related to place as you determine the direction of your argument.

Project Four: A Writing Redux

An opportunity to revise one of your primary assignments for a new audience in a completely new medium. In addition to the “redux,” you will write a head’s up paper explaining your rhetorical choices.

Final Portfolio Project

A portfolio including one strategically revised essay, one polished essay, and a reflective essay (which will ask you to critically reflect on and discuss nearly every aspect of your work for this course)

Discussion Forum and Daily Writings

You are expected to keep a three-ring binder for our class notes, informal writing assignments, and in-class projects. You are also expected to participate actively on our Bb discussion forum. Spread out over the semester, your entries will help you and the class think about our readings and writing topics in greater depth. You will have thirteen opportunities to participate in discussion forum assignments, and you are required to complete ten of thirteen posts (posts must be made prior to class).

Note: For program assessment purposes, some final portfolios may be randomly selected for institutional review at the conclusion of the semester. In such cases, portfolios will be collected anonymously from among all available sections of English 101. This review is intended solely to improve the quality of the curriculum and will not affect your grade in any way.

ADDITIONAL NOTES

ONLINE ACCESS

To access the online components of this course, you must first go to <https://usm.blackboard.com>, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Blackboard material for this course, please call the iTech Help Desk at 601-266-4357 or helpdesk@usm.edu. You can also get specific instructions on how to use components of Blackboard by visiting www.usm.edu/elo.

GRADE WEIGHTING

If you choose not to participate in our contract, you will be graded based on the following grade scale: Project One (15%); Project Two (15%); Project Three (15%); Project Four (15%); Portfolio (25%); and Informal Writings and Participation (15%). Note that you cannot pass the class without having submitted all four major writing assignments and the final portfolio.

ACADEMIC INTEGRITY

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others' work)
- Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's Academic Integrity Policy: <https://www.usm.edu/institutional-policies/policy-acaf-pro-012>. Note that repeated acts of academic misconduct will lead to expulsion from the University.

ADA NOTICE

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email ODA at oda@usm.edu.

THE WRITING CENTER

The Writing Center is a free program available to all student writers at the University of Southern Mississippi. It offers one-on-one help with any kind of writing project, at any stage of the writing process. The Writing Center is located in Cook Library 112. For more information, and hours of operation, you may contact The Writing Center at 601-266-4821, or visit the website at: www.usm.edu/writingcenter.

THE SPEAKING CENTER

The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. The center also offers several practice rooms for recording presentations and practicing with delivery aids (PowerPoint and internet access are available). Visit the center in Cook Library 117, call the center at 601-266-4965, or visit the website at www.usm.edu/speakingcenter.

PLACE

TENTATIVE SCHEDULE

Week 1: Introductions

8/25 Introductions, Syllabus Review, Writing Sample

Week 2: Writing, Rhetoric, and Writing Assignments

8/30 *TCTW* Chapter 1 “What is Writing Today?”

8/31 [Financial Drop Date]

9/1 *TCTW* Chapter 20 “Case Study of a Writing Assignment”
Introduce Project 1
DF 1 DUE

Week 3: A Memoir

9/6 *TCTW* Chapter 5 “Memoirs”
DF 2 DUE

9/8 Bb Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian* (excerpt)
DF 3 DUE

Week 4: Drafting, Workshopping, Revising

9/13 Project 1 Draft Workshop

9/15 Project 1 Draft Workshop

9/17 Project 1 DUE

Week 5: A Rhetorical Analysis

9/20 *TCTW* Chapter 2 “The Choices Writers Make”
TCTW Didion’s “Los Angeles Notebook” (pp. 97-101)
Introduce Project 2

9/22 Bb Jhumpa Lahiri’s *In Other Words* (excerpt)
DF 4 DUE

Week 6: Thinking Through the Choices Authors Make

9/27 Bb Brent Staples’ “Just Walk on By: Black Men and Public Space”
TCTW Chapter 4 “The Shape of the Essay”
DF 5 DUE

9/29 Bb Jonathan Swift’s “A Modest Proposal”
DF 6 DUE

Week 7: Authors Make Lots of Choices

10/4 Bb Marjane Satrapi’s *Persepolis* (excerpt)
DF 7 DUE

10/6 Bb Gloria Anzaldua’s *Borderlands/La Frontera* (excerpt)
DF 8 DUE

Week 8: Drafting, Workshopping, Revising

10/11 Project 2 Draft Workshop

10/13 Project 2 Draft Workshop

10/14 Project 2 DUE

Week 9: Taking a Position: The Challenges and Opportunities of Place

10/18 TCTW Chapter 3 “Persuasion and Responsibility”
Place Cluster Readings
Introduce Project 3
DF 9 DUE

10/20 Fall Break—No Class

Week 10: Summarizing and Analyzing the Arguments of Others

10/25 Place Cluster Readings
DF 10 DUE
10/27 Place Cluster Readings
DF 11 DUE

Week 11: Constructing Your Own Argument

11/1 Place Cluster Readings
DF 12 DUE
11/3 Place Cluster Readings
DF 13 DUE

Week 12: Drafting, Workshopping, Revising (and a glimpse at the Redux)

11/8 Project 3 Draft Workshop
11/10 Project 3 Draft Workshop
Introduce Project 4
11/11 Project 3 DUE

Week 13: MultiGenre/MultiModal Writing and Revising

11/15 TCTW Chapter 12 “MultiGenre Writing”
TCTW Chapter 17 “Visual Design”
11/17 Establishing Genre Criteria

Week 14: Drafting and Design

11/22 Studio Day
11/24 Thanksgiving—No Class

Week 15: Drafting, Workshopping, and Revising

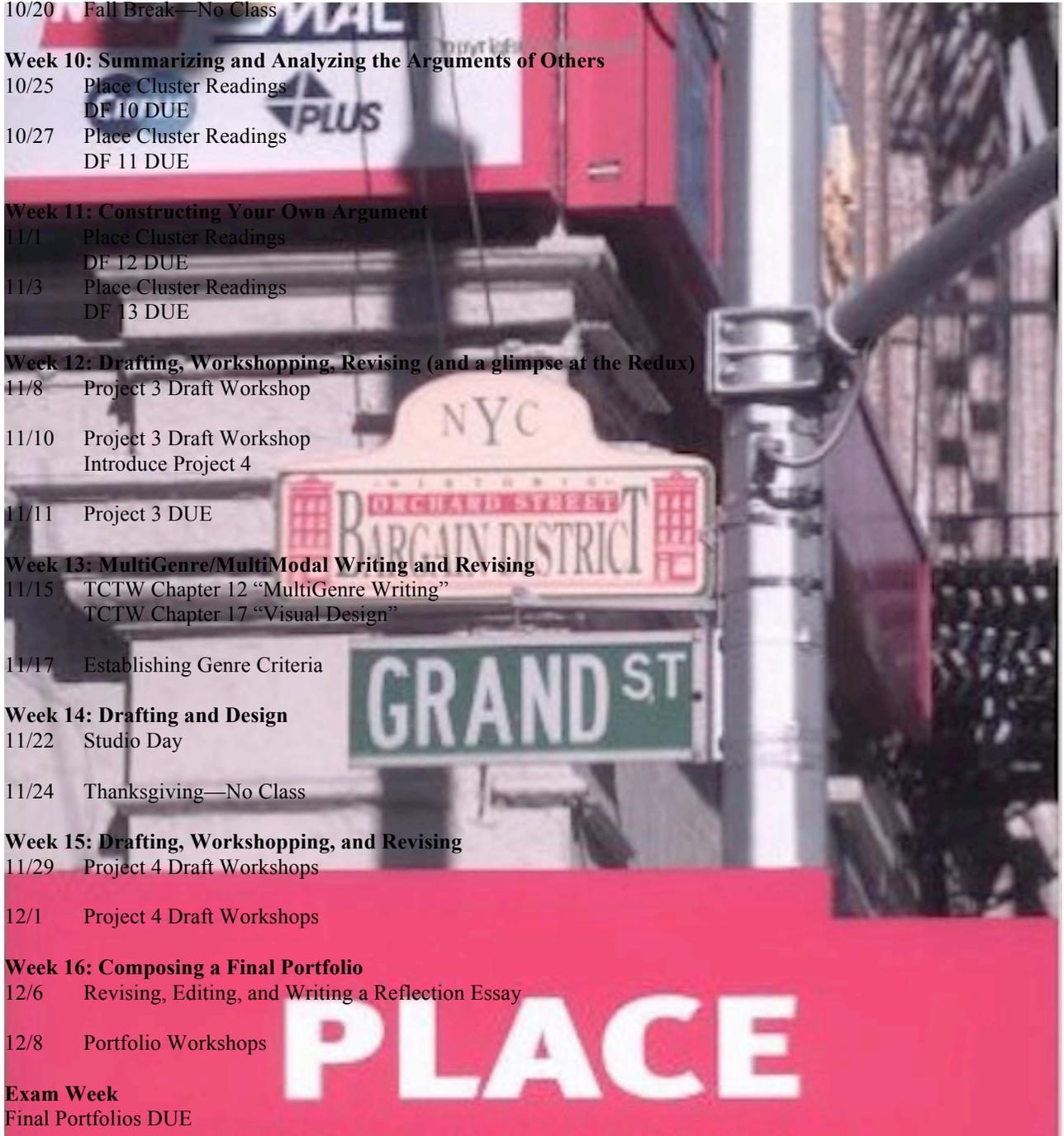
11/29 Project 4 Draft Workshops
12/1 Project 4 Draft Workshops

Week 16: Composing a Final Portfolio

12/6 Revising, Editing, and Writing a Reflection Essay
12/8 Portfolio Workshops

Exam Week

Final Portfolios DUE



**This schedule is tentative and subject to change at my discretion.*

**The image used as a watermark in this syllabus is the cover art for Tim Cresswell's book, Place: A Brief Introduction.*

ENG 101 Course Contract

By signing below, I am indicating that I have read, I understand, and I accept our course policies and our course contract.

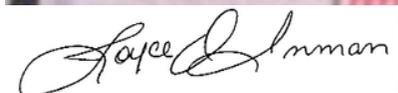
Student Name: _____

Student Signature: _____

Date: _____

By signing below, I am indicating my willingness to do everything in my power to help our class create a community of writers and thinkers. I will provide timely, extensive, and substantial feedback related to your writing. I will meet with you as often as you like to assist you in your efforts to become a more accomplished writer. Essentially, I will do all of the things I know how to do to assist you in your efforts as a writer (and be willing to try new things as well).

Dr. Joyce O. Inman



Date: 19 August 2016



PLACE