

English 101-12 Introduction to College Writing

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Course Description

In this course, we will explore three topics. The first has to do with how you balance your unique identity with a new sort of anonymity here in college. We'll also be thinking about the ways that writing is a technology, as well as the ways technology affects our writing. There will be a lot of short weekly assignments, as well as four larger assignments. Each of you will create your own blog, and you will use it to share your writing assignments with the rest of the class. We will also spend a lot of time reading and writing about each others' papers and weekly assignments, so be prepared to share your work often with me and your classmates.

Schedule of Assignments

Date	What's Due:
Thur	Aug 26 Response to Langer
Tues	Aug 31 Response to Horner and Lu
Thurs	Sept 9 Response to Hass
Mon	Sept 13 Project #1 Proposal
Tues	Sept 14 Response to Sullivan
Thurs	Sept 16 Response to Baron
Sun	Sept 19 Project #1
Sun	Sept 26 Project #1 Revision
Tues	Sept 28 Response to Sanders
Thur	Sept 30 Response to Kelly & Glass
Sun	Oct 03 Response to Hughes
Tues	Oct 05 Response to Kelly
Tues	Oct 12 Response to Anzaldua
Sun	Oct 17 Project #2
Sun	Oct 24 Project #2 Revision
Tues	Oct 26 Response to Harris
Sun	Oct 31 Response to Rodriguez
Tues	Nov 02 Response to Rose
Mon	Nov 08 Project #3
Wed	Nov 17 Project #3 Revision
Mon	Dec 06 Final Portfolios
Tues	Dec 14 Portfolio Conferences

Assignments

Process Reflection: You'll write about the habits you've already developed for your writing process, and think about how those habits change for each different writing situation you encounter

From Where I Stand: You'll write about how you come to terms with your own unique identity and your new anonymity here in college.

Language Works: You'll write about how you use language as a tool to perform different kinds of work.

Final Portfolio: You'll collect your three major assignments and reflect on how they fit together.

Course Goals

By the end of English 101, students should demonstrate the ability to produce writing that:

- Focuses on a clear and consistent purpose
- Analyzes and responds to the needs of different audiences
- Uses a variety of genres or adapts genres to suit different audiences and purpose
- Identifies the purpose(s) for which a given text may have been constructed
- Identifies the audience(s) for which a given text may have been constructed
- Summarizes argument and exposition of a text accurately
- Demonstrates understanding of knowledge and information as existing within a broader context
- Demonstrates awareness of multiple points of view
- Demonstrates through reflection awareness of their own writing processes across multiple drafts
- Demonstrates ability to critique own work and work of peers
- Demonstrates control of such surface features as syntax, grammar, punctuation, and spelling

Participation: Attendance, Community, and Deadlines

We will have discussions and they will be good, so don't ditch class unless it's really important. If you must be absent, it is your responsibility to get caught up. Make sure you contact a classmate if you need to get the assignments.

You may accumulate up to 5 absences with no penalties beyond assignment deadlines. If you reach six or more absences, you'll have to visit me during office hours so that we can come up with a plan to get you back on track.

That might entail makeup work, extended deadlines, etc. It just depends on what your needs are. If you decide not to see me about

getting back on track, I won't really have much to go on in terms of cutting you some slack. In that case, I'll have to use my best judgment about adjusting your grade. For some students this will mean not passing. For others it will mean only a heavy reduction in the final grade for the course. It's not that I'm going to need a full explanation. It might be none of my business. But that doesn't mean you don't need to catch up with your classmates and invest as much as they do in the course.

I expect you to have your work done on time. Late submissions on your major assignments will be reflected in your grade for the assignment (at least a letter grade, sometimes more for extended delays) and class participation. Late "short writing responses" will not be accepted.

Course Prerequisites

English 101 is open to all incoming students.

Required Materials

Readings available on course Blackboard site. You will also be required to purchase a pair of headphones and USB drive with at least 1GB of space for this course.

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Grading and Feedback

Your final grade for this course will be determined according to three criteria. The most important will be your performance on four major writing assignments. Your active participation in the course will be assessed by the two remaining criteria: short writing responses, and your community interaction with your classmates on the discussion board, student blogs, and classroom discussions.

Respect

I probably don't need to mention these, but just in case... Don't talk over other people. Don't be rude. Avoid profanity unless it's really appropriate. Don't be late. Turn off your cell phones. When we're having a class discussion, that means one class discussion; let your neighbors pay attention. Brush your teeth. Eat your vegetables.

For most of the semester, you'll have the option to revise and resubmit any of your assignments for a better grade, provided you initially turned in a full length version on time. Also, if you think I've missed something in grading one of your assignments, and you'd like to make a case for a better grade, I'm always willing to listen. Be prepared to support your arguments with explanations and evidence about the quality of your work in terms of the major ideas for the course, assignment descriptions, lecture notes, etc.

Regarding the short writing responses, you'll receive full credit for these assignments if you a) do them, and b) give it your best effort when you do them. These assignments are designed to help you process information and think through the new ideas we're developing in the course through our readings, classroom discussion, and Blackboard interface.

In an effort to give fair warning, I will issue an "in-process" grade sometime before the final drop/add day. This will be an assessment of your work in the class to date, including—larger projects, weekly writing assignments, attendance, and participation.

The point distribution breaks down like this: Four major assignments: 50%; Short writing responses: 30%; Community Participation: 20%. Letter grades correspond following this chart:

A+	100-98	A	97-94	A-	93-91
B+	90-98	B	87-84	B-	83-81
C+	80-78	C	77-74	C-	73-71
D+	70-68	D	67-64	D-	63-61
F	60 and below				

Grievance Procedure

Students who have questions or concerns about their grades, the class, or an assignment are encouraged to see their instructor as soon as possible. If not satisfied with that discussion, students may see an assistant director of composition, HM 319F, 852-5919.

I reserve the right to make changes to this syllabus in order to address scheduling conflicts and/or class needs.

Plagiarism

The University defines plagiarism as "representing the words or ideas of someone else as one's own in any academic exercise." Thus, all writing you do for

this course must be your own and must be exclusively for this course, unless I stipulate differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask me. If you plagiarize, I reserve the right to grant you a failure for the course

and your case may be reported to the College of Arts and Sciences.

For additional information concerning plagiarism, please consult the undergraduate catalog and/or consult a writing specialist in the Writing Center on the third floor of the library.

General Education Statement

This course fulfills a General Education Written Communication Requirement. It focuses on writing as a process of thinking as well as a mode of expression and communication. Writing will be presented as an integral aspect of thinking and learning and will therefore be a pervasive activity in this class.

Disabilities Access

Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with instructor to identify, discuss and document any feasible instructional modifications or accommodations. Please inform instructor about circumstances no later than the second week of semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.