

ENG 120, Spring 2016
Critical Reading and Writing I

Instructor: Whitney Lew James
Email: wjames@wheelock.edu

Office Hours: *Monday, 12:00-1:00*
Office/Mailbox: Library, Lower Level

“Monsters and the Monstrous”

Zombies, vampires, and werewolves, oh my! Monsters, the monstrous, and horror are fixtures in pop culture, and they often become real in news stories about people who have become what we might call “monstrous.” With such a dominant place in our psyche, art, and world, how we define and create monsters as well as what our monsters reveal about our culture deserve a second look, if you dare. We will begin the semester by exploring perspectives on the functions monsters and horror occupy. During this survey, you’ll be developing, refining, and experimenting with your academic voice by writing a series of short position essays using *They Say, I Say*. Then, we will turn to specific representations of what some have defined monstrous: werewolves, people in new worlds, vampires, and when humans become monsters. You will examine how texts relate to one another and stretch your muscles as educators and collaborators through group presentations. Finally, this semester of critical analysis will conclude with your own analysis of a monster we have not discussed. You will end by looking at a specific representation of a monster and producing your own, original critical analysis of the subject.

While the subject of “monsters” will unite all of the work we do this semester, this is not a class on literature, social studies, or psychology. This is a composition class whose primary goal is to help you improve as a writer and a thinker. So, while many of the assignments will ostensibly be about monsters, we will primarily be interested in using writing to generate new insights about the nature of why and how we create monsters and what the nature of the monstrous is. In the process, the class will help you develop and refine your academic voice by focusing your attention on the ways in which, regardless of content, we make and convey meaning with our words.

Learning Outcomes Statements

ENG 120 By the end of the semester, successful students will begin to achieve the following goals:

1. Embrace writing as a process that involves pre-writing, drafting, revising, editing, and sharing
2. Use writing both to engage in critical thinking and to illustrate the product of that critical inquiry for an audience
3. Generate productive questions and seek insightful answers both through formal research and thoughtful reflection
4. Recognize genre conventions as a way to anticipate the needs and expectations of a given audience
5. Craft rhetorically effective, logically cogent, and structurally sound essays that utilize the conventions of different genres
6. Use library resources (including FLO catalog and online databases) to conduct productive research
7. Demonstrate the literacy skills necessary to pass all portions of the WLCE

General Education English 120: Critical Reading and Writing I is a foundational part of your general education at Wheelock College. At Wheelock we believe that understanding written texts and communicating in written, visual, oral, and electronic form is critical to every academic discipline and profession and to success in private and public life. In order to ensure your success, we hope that by the end of your first year in college you will

1. Demonstrate rhetorically effective, accurate academic writing and communication across a variety of contexts, purposes, audiences and media;

2. Effectively generate, revise, edit, and proof-read written texts;
3. Develop abilities in critical reading across a variety of genres and media;
4. Develop skills in generating a logical argument and supporting it with evidence.
5. Develop and deliver effective oral presentations for a variety of audiences or settings;
6. Demonstrate research and information literacy skills by locating, evaluating, and synthesizing information.

Wheelock College Requirements and the WLCE

The WLCE (Wheelock Literacy and Communication Exam) measures the literacy skills necessary for entering into professional and civic discussion both inside and outside of the classroom. At the end of the semester, you will take both sections of the WLCE: (1) Copyediting, which assess grammar and mechanics, and (2) Critical Response, which assesses your ability to summarize another’s argument about a particular social issue and answer with a persuasive reply of your own to the issue. The WLCE serves two purposes:

1. It is a diagnostic that allows instructors to assess your strengths and weaknesses as a writer and then tailor their instruction to help you improve.
2. It is an assessment of the literacy skills taught in ENG 120/121, which reinforces the college’s commitment to producing students who are prepared for academic, professional, and civic life at and beyond Wheelock.

Your performance on the WLCE *does not* affect your grade in ENG 120/121. However, you must have passed the WLCE to enter into many required practica and to receive your degree. You will have multiple opportunities in this course to prepare for the WLCE mass administration at the end of the semester. If you do not pass the WLCE by the end of ENG 121, there are support systems available to help you pass.

General Course Requirements

Unit 1: Introduction to Critical Analysis (WA 1-4)	Three short position essays with the lowest grade dropped and a fourth essay that is a revision of a previous assignment.
Unit 2: Complex Critical Analysis (WA 5)	Group presentation and written position essay creating a conversation between two related texts. Each group will have different readings that focus on a distinct type of monster.
Unit 3: Conducting Critical Analysis (WA 6)	Position essay in which you choose a representation of a monster and complete your own critical analysis.
Participation	Participation in classroom activities, such as discussions, group work, exploratory writing, peer review, etc., is crucial to your success. Participation also includes completing readings and discussion questions prior to class—you can’t participate in class if you haven’t completed outside work.

See grade distribution and course calendar toward the end of this syllabus.

Required Texts

- *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein
- *Monsters* edited by Andrew J. Hoffman

Additional readings will be made available online through Moodle.

Moodle Moodle will be the homebase for this course—you will submit assignments here, find your homework, readings, and reminders here; and you should look here before asking any questions. Moodle will also be my main way of contacting the class as a whole through the announcements feature. You can find Moodle by going to wheelock.mrooms3.net or through the Wheelock Portal and using your Wheelock username and password to login. I recommend bookmarking this site and checking here frequently!

A Note on Grading This course will use a rubric to evaluate all written work as well as class participation. For a breakdown of the grading and the rubrics, see the end of this syllabus.

Office Hours and Conferences I am available by appointment in the lower level of the Library. Please do not hesitate to come by during office hours or set up an appointment. Office hours are an excellent opportunity for you to work with me before, during, and after your writing projects. I encourage you to take advantage of this opportunity, especially prior to completing assignments. Talking through ideas is often integral to the writing process and is often likely to generate more complex and developed analysis.

During the semester, I will require conferences outside of class-time. I will always work with you to set up these appointments so they will not conflict with your other academic responsibilities.

Classroom Policies

Attendance Regular attendance and participation are crucial to success in this course. Classes will be held at the appointed time (seriously, at the actual time class is supposed to start—you are late if you are walking in *at* the stroke of the clock) and attendance is mandatory. If you arrive more than 15 minutes late, you will be marked absent and it will be unexcused. *As per department policy, every absence lowers your final grade by one third of a letter grade; however, this penalty is not triggered until your third absence. For example, if you have a B average at the end of the semester but you have missed three classes, then your final grade will be a C. If you missed four classes, your grade would be a C-. Since arriving on time is just as important as being in class, two late appearances count as one absence.*

It is your responsibility to be familiar with college policies regarding what is and isn't counted as an excused absence (as explained in your handbook). If you know you will miss an upcoming meeting, it is your responsibility to notify me in advance (though notification does not necessarily mean the absence is excused).

Participation Writing workshops, peer review, in-class writing and discussion are the main components for your success in this course, and you will benefit from regular and enthusiastic participation in and out of the classroom. I will alert you if I feel as though you are not adequately participating. Inadequate participation could include failure to bring appropriate texts to class, insufficient or incomplete preparation for participation in peer review, failure to participate in in-class writing exercise, or inappropriate behavior during class discussion. As affirmed by department policy, failure to participate actively in these activities could lead to a significant reduction of the final course grade.

Late Work Late work will not be accepted. Please note this is a change from the previous semester. Work must be turned in at the start of class on the day it is due, either to Moodle or as a hard copy. Any variance in this policy will be at my discretion.

Technology in the Classroom Cell phones must be turned to silent prior to coming into the room and remain in backpacks/purses until the conclusion of class. In general, this also applies to laptop computers and tablets. This policy insures that we are all present for the duration of the class—it's disrespectful to you, your peers, and me if someone is distracted with a computer. During peer review and writing days, computers will be used, but I'll let

you know ahead of time. If you would like a laptop provided for you, please let me know ahead of time and we can make arrangements.

Diversity and Inclusion Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Issues of diversity may be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

Academic Misconduct Academic misconduct will not be tolerated, and includes traditional textual plagiarism and its manifestations, including self-plagiarism, falsifying work or academic records, cheating, substitution of work or the work of another, actively participating in or condoning these activities with others, appropriating creative works of art in whole or part (images, sounds, lighting designs, audio tracks, scripts, etc).

It is important to understand how plagiarism takes different forms:

1. **Fraud.** Borrowing, purchasing, downloading or otherwise obtaining work composed by someone else and submitting it under one's own name.
2. **Insufficient citation.** Writing one's own paper but including passages copied from the work of another (regardless of whether that work is published or unpublished or whether it comes from a printed or electronic source) without providing (a) footnotes, endnotes, or parenthetical notes that cite the source *and* (b) quotation marks or block indentation to indicate precisely what has been copied from the source.
3. **Patchwriting.** Writing passages that are not copied exactly but that have nevertheless been borrowed from another source, with some changes, by paraphrasing another writer too closely, whether or not the source is cited properly.

Fraud is academic misconduct and will be dealt with according to the procedures established at Emerson. Insufficient citation and patchwriting may be an intentional attempt to deceive but they may also be unintentional—and will be dealt with according to the circumstances.

Student Success COMPASS

COMPASS (Community Partnership for Student Success) is a comprehensive approach to student success designed to respond effectively to the needs of students by connecting them to the appropriate supports in our Wheelock community.

- ❖ **COMPASS Referral System** This referral system provides an opportunity for instructors and staff members to alert advisors and the Student Outreach Task Force to concerns they have about students. The COMPASS referral system is an important tool that creates opportunities for you to discuss your progress and utilize appropriate resources such as faculty, academic advisors, academic support, Student Life, Athletics, and the Counseling Center. You will know if a COMPASS referral has been submitted for you if you receive an email from compass@wheelock.edu.
- ❖ **Mid-semester Evaluations (For Undergraduate Students)** This assessment system provides faculty the opportunity to report the progress of each student in their class at mid-semester (applies to full-semester classes only). Each faculty member is encouraged to enter a grade of “satisfactory” or “unsatisfactory” on MyWheelock at mid-term in order to indicate your progress in meeting the goals and objectives of the class. This will help you assess your progress in each class and seek out appropriate support if necessary. These grades will not appear on your transcript, nor will they be part of your official record.

Academic Support Services

Wheelock College provides free academic support services to all students.

Academic Support Specialists in the Office of Academic Assistance are available by appointment for individual student consultations. They assist students in learning how to balance the many tasks they face on a weekly basis – including studying, working, reading, researching, and taking care of personal responsibilities. Academic Support Specialists can help students assess their academic support needs, manage academic tasks, and access appropriate resources.

More Info: Katherine Hala, Assistant Director of Academic Assistance, works in Suite 205 in the Library. You can reach her at khala@wheelock.edu or 617-879-2179, or you can schedule an appointment via MyCompass.

Peer Tutors work in the Office of Academic Assistance and provide content-based tutoring for a wide variety of undergraduate courses. Peer Tutors are also trained to help students with general academic skills such as time management, note-taking, and reading strategies. Peer Tutoring is a drop-in service, so appointments are not required.

More Info: Peer Tutors work in Suite 205 in the Library. Drop-in assistance is available Sunday through Thursday, afternoons and evenings. Visit www.wheelock.edu/peertutors to read more about tutor training and certification, browse tutor bios, view a complete list of supported courses, and check our most up-to-date drop-in schedule.

The Writing Center offers students individualized writing support through sessions with professional and peer writing consultants, peer workshops, writing labs, classroom visits, and a resource library. The Writing Center is a drop-in service; you do not need an appointment to have a consultation. Keep in mind, however, that the writing center is available to all undergraduate and graduate students. This means that at busy times of the day or the semester, you may have to wait for a consultation. It is always better to visit the writing center well in advance of your deadline.

More Info: The Writing Center is located on the lower level of the library and is open Sunday through Thursday, afternoons and evenings. Visit the center during drop-in hours or contact Gillian Devereux, the Writing Center Director, at gdevereux@wheelock.edu with specific questions about writing support.

Research Assistance and Consultations with Library staff are available seven days a week during fall and spring semesters, and six days a week during summer sessions. A Library staff member can assist you with topic formation, search strategies, citation and the location of quality sources for your course work. Drop-in research help is available at the front desk every day from noon until the library closes-- no appointment necessary!

More Info: You may also chat with us, email your questions, or set up an appointment by visiting our website: <http://www.wheelock.edu/library/research-help>. If you have any questions about library research assistance, contact us at 617-879-2222 or library@wheelock.edu.

Faculty and Peer Coaches in Oral Presentation are available to all students. Faculty coaches offer in-class coaching for oral presentations and increased class participation. Peer Coaches offer students individual and small group preparation for oral presentations, outside of class time.

More Info: Students can contact the peer coaches with questions or to set up a coaching time at thespeakingcenter@wheelock.edu. Faculty and students can contact Marianne Adams at madams@wheelock.edu or Ellie Friedland at efriedland@wheelock.edu for in-class coaching or for specific questions.

Disability Services It is the policy of Wheelock College to provide reasonable, appropriate, and equitable academic accommodations to students who have documented medical, learning, physical, cognitive, or psychiatric disabilities. To receive academic accommodations students must submit documentation of their disability, request services, and be approved through the Office of Disability Services before accommodations are provided. Please make an appointment with Jennifer Pike, Director of Disability Services, by going to <http://mycompass.wheelock.edu> to discuss eligibility, complete the intake process, or renew previously approved academic accommodations. While diagnostic information will remain confidential within the Office of Disability Services, students with disabilities are encouraged to meet with the course instructor to discuss barriers to learning or assessment. Academic Accommodations are intended to provide reasonable and effective access without altering course integrity.

More Info: If you have questions regarding disability services, please contact Jennifer at jpike@wheelock.edu or at (617) 879-2030.

Course Calendar and Important Dates

Unit 1: Introduction to Critical Analysis (Weeks 1-6)

WA 1: They Say, Analyzing a Position	Friday, January 29
WA 2: I Say, Developing a Position	Monday, February 8
WA 3: I Say, Distinguishing Your View	Friday, February 19
WA 4: Revising	Wednesday, March 2

Unit 2: Complex Critical Analysis (Weeks 7-11)

WA 5.1: Summarizing Sources	Wednesday, March 16
WA 5.2: Presenting Perspectives	March 21-April 1
WA 5.3: Developing Your Perspective	Wednesday, April 6
WA 5.4: Joining the Conversation Position Essay	Friday, April 15

Unit 3: Conducting Critical Analysis (Weeks 12-16)

WA 6.1: Analyzing Critical Analysis	Wednesday, April 20
WA 6.2: The Object of Study	Wednesday, April 27
WA 6.3: Developing Critical Analysis	Monday, May 2
WA 6.4: Critical Analysis Position Essay	Monday, May 9

**These dates may change based on the needs of the class

WLCE Dates

Copyediting	Wednesday, February 17 in class
Critical Response and Copyediting if needed	May 11 OR 12 at 9:00 am, exact day and location TBA

A Note on Formatting Your Work We will follow standard practice for academic writing; therefore, all papers should be submitted utilizing the following guidelines (unless otherwise stated):

- Typed, using 12pt font, double-spaced with 1” margins. Font must be legible to instructor and peer reviewers.
- Work-in-progress and final papers should use citation format appropriate to the assignment. Most assignments will be formatted according to MLA guidelines.
- Instructions for some citation formats can be found here:
 - owl.english.purdue.edu
 - Wheelocks’ knowledgeable and friendly tutoring staff and librarians
- Work-in-progress and final papers must meet the minimum page requirement. Those that do not will be marked down or returned for completion.
- Final revision of writing assignments should be proofread carefully.

Grade Distribution

Unit	Assignments	% of Final Grade
Unit 1: Intro to Critical Analysis (WA 1-4)	WA 1-3: three-paragraph position essays (lowest grade is dropped)	10%
	WA 4: revision of previous essay	15%
Unit 2: Complex Critical Analysis (WA 5)	Assignment Sequence (WA 5.1 and 5.3)	5%
	Presenting Perspectives Class Presentation (WA 5.2)	10%
	Joining the Conversation Position Essay (WA 5.4)	20%
Unit 3: Conducting Critical Analysis (WA 6)	Assignment Sequence (WA 6.1-6.3)	10%
	Critical Analysis Position Essay (WA 6.4)	20%
Participation	Overall course participation as laid out in rubric	10%

Grading: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D=60-69, F=0-60 (failing)

Evaluative Rubric: Participation

Excellent A-Range	Superior communication skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; student demonstrates enthusiasm and takes initiative, particularly during group activities.
Good B-Range	Good communication skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities
Satisfactory C-Range	Adequate communication skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities
Poor D-Range	Limited communication skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities. Performance may be marked by other flaws: consistent tardiness; disruptive; etc
Negligible F-Range	Weak communication skills; little to no preparation for class; little evidence of reading assignments (this includes not buying the course texts or not making up missed material); never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities

Evaluative Rubric: Written Work

	Organization	Voice	Language	Development of Ideas	Genre Conventions
Excellent A-Range	The paper is flawlessly held together with a strong internal logic that does not lend itself to needless repetition.	Writer adopts a mature, respectful tone that is unique in its style.	Exceptional diction, sentence structure variation, and vivid imagery combine to make the paper both easy and enjoyable to read; no typos.	Writer presents a well-defended analysis/argument; the paper is anchored by a strong, debatable thesis that is supported with valid textual evidence and interpretation.	The paper exhibits understanding and mastery of genre elements discussed in class; writer shows awareness of conventions and responds accordingly.
Good B-Range	The paper flows nicely from paragraph to paragraph and topic to topic with few jarring moments or questionable moves.	Writer presents the subject in their own voice with only minor intrusions that do not seem to fit.	Few problems with precision and repetition but nonetheless an adept use of language; few typos.	The writer crafts a unique proposition and supports it with textual evidence.	The paper successfully includes genre conventions as discussed; writer attempts to respond to conventions.
Satisfactory C-Range	Reader is generally orientated to where he/she is in the paper but occasionally feels formulaic; writer occasionally announced what they are doing.	Writers either tends to take over the paper or obscure the subject or is conspicuously absent; writer doesn't feel comfortable in his/her own academic voice.	May exhibit problems with awkward phrasing or cagey (i.e. apprehensive) approach but acceptable for a beginning writer; occasional typos.	The writer fulfills the basic assignment: writer provides a standard proposition and evidence, though the conclusions may be less than unique.	Paper shows an attempt at using genre conventions; rhetorical awareness is still developing.
Poor D-Range	Paragraphs seem to be islands of isolated information without an obvious connection between them; often announces intentions.	Writer adopts inappropriate tone that hinders the progress of the paper; reads more like spoken language than written, college-level writing.	Awkward phrasing, repetition in sentence structure, or inappropriate diction mar the paper, making it difficult to read at points; lots of typos	Writer does not fulfill the basic requirements of the assignment.	Genre conventions as discussed are used sparingly; writer has not developed rhetorical awareness at this point.
Negligible F-Range	Reads like it was written in a moment's notice.	The voice of the paper suggests plagiarism or is suspiciously unlike the student.	An accumulation of distracting errors make it very difficult to read.	Writer submits a plagiarized paper.	Paper does not follow any of the conventions discussed and/or is written in a different genre.

