

Writing 101-49, Fall 2014

Introduction to College Composition

Instructor: Whitney Lew James

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Class Time and Location: TR, 2:00-3:45 p.m.,
Walker 518

Office Hours: Tuesday, 4-5:00 p.m.

Office Location: Ansin TBD

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First-Year Writing Program

The mission of the First-Year Writing Program (FYWP) is to provide the foundation of an education in writing for Emerson undergraduates through the two-course sequence, WR 101: Introduction to College Writing and WR 121: Research Writing.

As General Education requirements, WR 101 and WR 121 have the goals of helping students develop an awareness of situation, purpose, audience, and genre so that they can approach writing tasks with confidence, a flexible repertoire of rhetorical strategies, and an understanding of how forms of writing are produced and take on consequence.

WR 101 Course Description

Whatever your academic or professional goals, the ability to express yourself clearly is crucial. This course is a chance to improve your skills at critical interpretation, and to learn to work with texts—including image, film, music, and other media—to formulate and support your own opinions. Through four main writing projects that concentrate on drafting, peer review, and revision, you will learn to be constructive readers of each other's writing and to understand the rhetoric of intellectual inquiry. By the end of the class, you will be equipped with the tools and techniques to approach increasingly different rhetorical situations with confidence.

WR 101 Learning Objectives

The goal of this course is to enable students to

- ❖ Work with a range of texts, media, and cultural practices to develop writing projects that identify and come to terms with significant issues through analysis and interpretation.
- ❖ Understand how academic and intellectual discourse operates as a conversation in which writers forward and counter what others have written in order to articulate their own approach to significant issues. Use this understanding to locate your own rhetorical stance in relation to what others have said and the way issues have been framed.
- ❖ Identify and work in your own writing with rhetorical strategies that are typical of the reasoning in academic and intellectual writing, such as putting issues in context, stating propositions, giving reasons, evaluating evidence, justifying assumptions, negotiating differences, and pointing out implications.
- ❖ Recognize that writing is a process by learning to write peer reviews and multiple drafts.

General Course Requirements

Unit 1: Crash Course on <i>Short Course</i> (WA1-3)	Two short essays (3 paragraphs, 500-750 words) with peer reviews and writer's responses and a third essay (4 paragraphs, 1,000 words) that is a revision of a previous assignment.
Unit 2: Coming to Terms and Forwarding (WA4)	3 page essay with peer review
Unit 3: Countering (WA5)	5 page essay with peer review
Unit 4: Taking an Approach (WA6)	5-7 page essay
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 coming to class—you can't participate in class if you haven't completed outside work.

Required Texts

- ❖ *A Short Course in Writing*, Custom Edition, Kenneth A. Bruffee
- ❖ *Reading Culture: Contexts for Critical Reading and Writing*, Diana George and John Trimbur
- ❖ *Rewriting: How to Do Things with Texts*, Joe Harris

Additional readings will be made available online through Canvas.

A Note on Grading This course will use a grading contract, rather than the traditional grading system. While this doesn't make the coursework easier or more difficult, it does give you a wider latitude to produce pieces of writing that are exciting to you and to experiment with ideas or techniques you might not typically consider. For more details, refer to the course grading contract.

Office Hours and Conferences I am available on Tuesdays from 4:00-5:00 p.m. in Ansin or by appointment. 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 TR at 2:30 p.m. (seriously, 2:30 p.m.—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.

Per First Year Writing Program policy, more than three unexcused absences in a thrice-weekly class will result in your grade being lowered by one half letter grade (e.g., B+ becomes B), and more than five absences will result in further reduction of your grade and possible failure of the course. 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). Please note that being tardy twice will count as an absence.

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 exercises, or inappropriate behavior during class discussion. As affirmed by WLP Department policy, failure to participate actively in these activities could lead to a significant reduction of the final course grade.

Late Work Don't be late! Turning in late work hinders my and your peers' abilities to give you feedback and it compromises your ability to complete the next assignment. A late working draft will exclude you from participating in workshops or peer review. On the day an essay or assignment is due, it should be submitted to Canvas. Other assignments will not be accepted late. Students should not expect teacher comments on late work. Any variance in this policy will be at my discretion.

Cell Phones and Computers 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 days, computers will be used, but I'll let you know before the class period. If you would like a laptop provided for you, please let me know ahead of time and we can make arrangements.

Comfortable with Being Uncomfortable There will be subjects and themes in our course materials that are so at the nerve of particular issues we are likely to feel uncomfortable talking about them, let alone writing about them. One way to think about this and help build a classroom space where we can critically and sensitively discuss such subjects is to recognize that we are uncomfortable with certain issues (such as racism, sexism, etc.), and then accept that it makes sense we would be uncomfortable talking about it. We might start with developing the ability, as individuals and as a class, to be comfortable with being uncomfortable.

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. I will make every effort to ensure that an inclusive environment exists for all students. If you have any concerns or suggestions for improving the classroom climate, please do not hesitate to speak with me or to contact the Office of Diversity and Inclusion at 617-824-8528 or by email at diversity_inclusion@emerson.edu.

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, and appropriating creative works of art in whole or part (images, sounds, lighting designs, audio tracks, scripts, etc). Please refer to the Student Handbook, Rules and Regulations section, and the Emerson College Policy on Plagiarism.

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.

Resources and Services

Academic Assistance The Writing and Academic Resource Center (WARC) provides a tutoring service for all students who are seeking extra help and feedback on their work. The WARC is a great resource and offers free individual tutorial sessions. Please call them in advance to schedule an appointment at (617) 824-7874. They are located on the 5th floor of 216 Tremont Street.

Disabilities If you believe you have a disability that may warrant accommodations in this class, please register with Emerson College's Associate Director of Disability Services, Diane Paxton. She can be reached by phone at (617) 824-8592. Together you can develop methods that will support your work in this class.

Emerson College, Iwasaki Library We have a great staff of librarians who can help you with research. You should take time to become familiar with the resources and organization of the library. You can access library services online at www.emerson.edu/library as well as in person the the 3rd floor of the Walker building.

Counseling Center Beginning your first year of college can be a turbulent time, and it is important to have a safe and separate venue to air any emotional concerns you have. The Emerson Counseling Center is located at 216 Tremont, 6th floor, x8595.

The Elma Lewis Center for Civic Engagement and Office of Diversity and Inclusion. Both of these centers are located on the 10th floor of the Walker Building. Not only do they have resources for students, but there is a common area for studying, talking, or just taking a break (there's a good chance there will be free food too!) The establishment of the Elma Lewis Center for Civic Engagement, Learning, and Research affirms Emerson's ongoing commitment to civic and community engagement in its most robust form: as a commitment to partnership between Emerson College and the communities in which it participates, in ways that strengthen both. The Office of Diversity and Inclusion leads Inclusive Excellence at Emerson College. Our primary goal is to ensure access and success for everyone at Emerson. We provide resources and support to faculty, staff, and students using Inclusive Excellence as the foundation for all other goals at Emerson. We believe Inclusive Excellence leads to academic excellence.

Course Calendar and Due Dates

Unit 1: Crash Course on *Short Course*

Writing Assignment 1	Thursday, September 18
Writing Assignment 2	Thursday, October 2
Writing Assignment 3	Thursday, October 9

Unit 2: Entering the Conversation/Coming to Terms and Forwarding

Writing Assignment 4	Tuesday, October 28
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Unit 3: Staging a Conversation/Countering

Writing Assignment 5	Tuesday, November 18
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Unit 4: Taking an Approach/Tracing Influences

Writing Assignment 6	Tuesday, December 9
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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 & peer critics.
- ❖ Submitted to Canvas. I will give you typed critiques of your writing and send to you through Canvas.
- ❖ 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
 - Noodlebib at www.noodletools.com
 - Emerson's knowledgeable and friendly WARC staff and librarians
- ❖ Work-in-progress and final papers must meet the minimum page requirement. Those that do not will be considered incomplete and may be returned for completion.
- ❖ Final revision of writing assignments should be proofread carefully.