

Writing 101, Fall 2015

Pilot Section: Writing I

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Office Hours: T/R, 1-2:00 p.m.
Office Location: Ansin TBD

Section 04 (Year-Long)
TR 2:00-3:45 p.m.
Walker Building 524

Section 17
TR 4:00-5:45 p.m.
Walker Building 529

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.

A Note on the Pilot Program This course is part of a pilot program. What's a pilot program? It's an experiment version of a course in the midst of great change! As part of the pilot, we'll be experimenting together and reflecting on the uses and limits of this curriculum. That means we will be trying new things together, some of which will work and others will not. As such, your honest feedback throughout this course will be invaluable to the department. I look forward to taking this journey together!

General Course Requirements

Unit and Title	Assignment Description	% of Final Grade
Unit 1: An Approach to the Academic Essay (WA 1-3)	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.	WA 1-2: 10% WA 3: 20%
Unit 2: Essays that Challenge (WA 4)	5 page rhetorical analysis	20%
Unit 3: Visual and Multimodal Essays (WA 5)	Multimodal and/or visual essay (lengths will vary based on medium) and rhetorical reflection (1-2 pages)	20%
Unit 4: Meta-text on the Essay Genre (WA 6)	Group-based final project and presentation that seeks to answer the following research question: What is the essay?	15%
Blog and Other Coursework	Blog entries, peer reviews, discussion board posts, etc.	5%
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, discussion questions, and blogs prior to coming to class—you can't participate in class if you haven't completed outside work.	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)

Required Texts

- *Writers and Readers: Creating Meaningful Essays and Supportive Writing Communities* (to be distributed as a PDF)
- *Reading Culture: Contexts for Critical Reading and Writing*, Diana George and John Trimbur
- *Rewriting: How to Do Things with Texts*, Joe Harris
- *Call to Write*, 6th edition, John Trimbur

Additional readings will be made available online through Canvas.

Canvas Canvas 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. Canvas will also be my main way of contacting the class as a whole through the announcements feature. You can find Canvas by going to canvas.emerson.edu and using your Emerson username and password to login. I recommend bookmarking this site and checking here frequently!

Blogs This semester you will be keeping a weekly blog. Blog posts (these should be between 500 and 1,000 words) must be posted before class every Tuesday. Some posts will have specific prompts, others will just ask you to reflect on your work in this class and as a student at Emerson. Don't think this blog is busy work! This is a place to express yourself and track your growth as a writer and intellectual as well as start work in a new medium and genre. Many students say this is their favorite part of the course.

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 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 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.

Per First Year Writing Program policy, more than three unexcused absences in a twice-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. The instructor 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 the course instructor 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 Lacerte Writing and Academic Resource Center aims to support Emerson students and faculty by developing personalized strategies for academic success. Writing Consultants are available for projects related to writing, research, and communication, while Academic Success Consultants work with students on time management, study approaches, academic problem solving, and English Language Learning development. Professional staff members advise and coach students who would like additional support. Content-specific peer tutors are also available by request. The WARC's mission is to develop confident and independent writers and learners. All appointments are free.

Disabilities Emerson College is committed to providing equal access to its academic programs and social activities for all qualified students with disabilities. While upholding this commitment, we require all Emerson students to meet the high standards of achievement that are essential to the College's programs and services. To advance these dual aims, the College will provide reasonable accommodations to disabled students who request accommodations through the College's Disability Services Office (DSO), if the DSO determines that accommodations are both medically necessary and reasonable. Please note that a requested accommodation will only be approved as 'reasonable' if it does not compromise any essential requirements of a course. Students who wish to request a disability accommodation must submit their request to the DSO, and not to faculty, since only the DSO is authorized to approve or deny any requests for accommodations. College employees and student's family members cannot request accommodations on a student's behalf. Rather, students who wish to request accommodations must themselves contact the DSO since Emerson's philosophy is that its students are independent and self determined and students with disabilities—like non-disabled students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions. Students who know at the start of a semester that they will need accommodations must submit their accommodation requests to the DSO within the first two weeks of the semester. If a student becomes ill or disabled during the course of a semester, or discovers after the start of a semester that he or she needs a disability accommodation, he or she is encouraged to submit his or her request to the DSO as soon as possible since the process of approving accommodations takes time, and approved accommodations will not be granted retroactively. The Associate Director for Disability Services can be reached at: 617-824-8592, dso@emerson.edu, 5th Floor 216 Tremont Street.

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.

Important Due Dates

This is the general course calendar for major assignments. Daily homework assignments can be found on Canvas. This schedule is subject to change.

- **Tuesday, September 15:** WA 1 Reflective Essay
- **Tuesday, September 29:** WA 2 Unranted Essay
- **Thursday, October 8:** WA 3 Re-vision
- **Thursday, November 5:** WA 4 Rhetorical Analysis of an Essay
- **Tuesday, December 1:** WA 5 Multimodal Essay
- **Tuesday, December 15:** WA 6 Meta-Text Essay

*Finals period: Tuesday, December 15 from 1:00-3:00 (section 04) or 3:30-5:30 (section 17)

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.

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 essay 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 essay both easy and enjoyable to read; no typos.	Writer presents a well-defended analysis/argument; the essay is anchored by a strong, debatable thesis that is supported with valid textual evidence and interpretation.	The essay exhibits understanding and mastery of genre elements discussed in class; writer shows awareness of conventions and responds accordingly.
Good B-Range	The essay 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 essay successfully includes genre conventions as discussed; writer attempts to respond to conventions.
Satisfactory C-Range	Reader is generally orientated to where they are in the paper but occasionally feels formulaic; writer occasionally announced what they are doing.	Writers either tends to take over the essay or obscure the subject or is conspicuously absent; writer doesn't feel comfortable in their 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.	Essay 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 discusses 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 essay suggests plagiarism or is suspiciously unlike the student.	An accumulation of distracting errors make it very difficult to read.	Writer submits a plagiarized paper.	Essay does not follow any of the conventions discussed and/or is written in a different genre.