**University of Memphis**

**Fall 2016**

**ENGL 1010––English Composition Syllabus**

**Instructor: Hosea Room: M100 e-mail:** **hoseamw@scsk12.org**

**Description**

Writing is not only something that we *do*: it is also something we can study. This course is designed to provide you with guided practice to help you develop into a more effective college writer and reader. This course is also designed to provide you with an introduction to writing studies, which is the academic inquiry into the ways writers write and writing works in the world. You will read and respond to an array of writing research that will help you better understand your own writing as well as the writing done in––and beyond––the university. You will analyze your own literacy practices and those of others, and you will conduct original research into an aspect of writing that interests you.

**Learning Outcomes**

The work assigned in ENGL 1010 is designed to develop in first-year college writers a deeper understanding of the complexities of writing through instruction and guided practice in the skills, processes, and strategies necessary for effective, successful writing.

Students should develop and demonstrate the abilities to do the following:

A) Identify how an author’s purpose, audience, genre, and context determine effective writing

B) Discover, develop, and explain ideas through writing processes that include generating, planning, revising, editing, and proofreading multiple drafts of a text

C) Compose an effectively organized essay that focuses on a clear purpose and that develops major points that support its main idea(s) in reasonable and effective ways

D) Adopt appropriate voice, tone, and level of formality

E) Critique their own and others’ writing

F) Control features such as sentence structure, grammar punctuation, spelling, and appropriate documentation (MLA)

**Required Texts** (Provided by Shelby County Schools)

Wardle, Elizabeth and Doug Downs. *Writing about Writing: A College Reader*.Second Edition*.* Boston: Bedford/St. Martin’s, 2014. (ISBN-13: 9781457636943 / ISBN-10:1457636948)

Hacker, Diana. *Rules for Writers.* Seventh Edition. Boston: Bedford/St. Martin's 2012. (ISBN-13: 9780312647360 / ISBN-10: 0312677359)

**Policy on Absences**

Your regular, punctual attendance is expected. Coming to class late or leaving early disrupts everyone and should be avoided. Arriving more than fifteen minutes late for class, or departing more than fifteen minutes early, will be marked as an absence. You are accountable for submitting work due on its assigned due date to receive full credit whether you are in class or not.It is also your responsibility to see the instructor about handouts or changes to the class schedule you missed due to absence.

**Policy on Grade of Incomplete**

A grade of “I” will be awarded only when all but a minor portion of the course work has been satisfactorily completed and only at the discretion of the instructor. An “I” will not be awarded to a student who has not submitted work according to the assigned due dates during the course of the semester. An “I” will convert to an “F” as per University policy.

**Policy on Late Papers**

Due dates for assigned work are clearly noted on the course schedule. It is expected that you will comply with those due dates. Should there be circumstances that prevent you from submitting an assignment on its due date (school-related field trips, etc.), it is your responsibility to notify the instructor to discuss a mutually acceptable alternative BEFORE the absence occurs. Otherwise, a late final draft of a major writing assignment will only be accepted one class period after the posted due date and will be marked down one full letter grade. No homework assignments will be accepted late for credit. **(Refer to high school syllabus for email policy for papers.)**

**Policy on Academic Honesty**

The University of Memphis Code of Student Conduct identifies cheating, plagiarism, forgery, and falsification as acts of academic misconduct. The guiding principle of academic honesty is that your submitted work is your own with accurate attributions to, and citations of, others' work where appropriate. Academic misconduct will result in failure on the assignment or other consequences as per university policy, which can include failure in the course, suspension, and/or expulsion from the university. See the Office of Judicial and Ethical Programs website for full descriptions of academic misconduct and its consequences.

Your written work may be submitted to [Turnitin.com](http://Turnitin.com/), or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in [Turnitin.com](http://Turnitin.com/)'s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.

**Format for Assignments**

Unless otherwise indicated, all assignments should be submitted typed, double-spaced, in a standard 12-point font, with one-inch margins and numbered pages. Documentation and citations should conform to MLA specifications. Assignments submitted electronically should be similarly formatted and submitted as either a Microsoft Word file or in rich text format (RTF). Assignments submitted in other formats will be considered late (see policy above). Name your electronic submissions as follows: *Yourlastname\_Onewordassignmentname* (e.g., Smith\_Narrative).

**Course Requirements and Grading**

***Semester Grade Percentages***

|  |  |  |
| --- | --- | --- |
| **A+**  (98 – 100) | **A** (94 – 97) | **A-** (90 – 93) |
| **B+**  (87 – 89) | **B** (84 – 87) | **B-** (80 – 83) |
| **C+**  (77 – 79) | **B** (74 – 76) | **B-** (70 – 73) |
| **D+**  (67 – 69) | **D** (64 – 66) | **D-** (60 – 63) |
|  | **F** (0 – 59) |  |

***Assignments***

A separate handout and/or verbal explanation that describe the purpose and process for each major assignment as well as its grading criteria will be presented and discussed in class.

 *Assignment Final Grade %*

 Literacy Narrative 15%

 Discourse Community Analysis 20%

 Writing Research 20%

 Letter w/Portfolio 10%

 Drafts 15%

 Homework and In-class Assignments 15% *Total* 100%

 **Fall 2016**

**Weekly Schedule**

***NOTE:*** This schedule is subject to revision. Revisions will be discussed in class. You are responsible for tracking schedule revisions. Unless indicated otherwise, readings will be found in *Writing about Writing* (*WaW*). Unless directed otherwise, please bring your notebook and both textbooks to every class session.

**Unit One – Learning to Read and Write**

**Week One – The Study of Writing**

Monday, August 22

In class: • Introduce course and review syllabus

• Why Study Writing? *WaW* 1-6.

Wednesday, August 24

In class: Where Do Your Ideas about Writing and Reading Come From?

Worksheet “Conceptions, Misconceptions, Constructs”

Homework > Read “Learning to Read” (*WaW* 119-27) and prepare responses to “Questions for Discussion and Journaling” (QDJ) 2 and 3 (*WaW* 127) and QDJ 1 and 4 (*WaW* 131-32)

Friday, August 26

Before class < Consider “Questions for Discussion and Journaling” (QDJ) 2 and 3 (*WaW* 127) and QDJ 1 and 4 (*WaW* 131-32)

In class: Can Literacy Transform Lives?

Homework > Read “Sponsors of Literacy” (*WaW* 43-62) and prepare responses to QDJ 1, 2, and 5 (*WaW* 63)

**Week Two – Literacies**

Monday, August 29

Before class < Review key ideas from “Sponsors of Literacy” (*WaW* 43-62)

In class: What Are Literacy Sponsors?

Homework > Consider QDJ 3 and 4 (*WaW* 127) and QDJ 3 (*WaW* 131)

Wednesday, August 31

Before class < Review key ideas from “Sponsors of Literacy” (*WaW* 43-62) and QDJ 3 and 4 (*WaW* 127) and QDJ 3 (*WaW* 131)

In class: What (Who) Are Your Literacy Sponsors?

Homework > Read “Excerpt from *Bootstraps: From an Academic of Color*” (*WaW* 107-18) and prepare responses to QDJ 1, 2, 3, and 4 (*WaW* 117)

Friday, September 2

Before class < Review QDJ 1, 2, 3, and 4 (*WaW* 117)

In class: What Does Race Have To Do with Literacy?

Homework > • Read “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” (*WaW*) 533-46) and prepare responses to QDJ 1, 2, 4 (*WaW* 545)

• Begin drafting Literacy Narrative

**Week Three – Composing Literacy Narratives**

Monday, September 5

***Labor Day: No class meeting***

Homework > Read “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” (*WaW*) 533-46) and prepare responses to QDJ 1, 2, 4 (*WaW* 545)

Continue drafting Literacy Narrative

Wednesday, September 7

Before class < Review “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” (*WaW*) 533-46) and responses to QDJ 1, 2, 4 (*WaW* 545)

In class: What Can You Learn about Your Literacy from the Experiences of Others?

Homework > Continue drafting Literacy Narrative

Friday, September 9

Before class < Review QDJ 1, 2, and 3 (*WaW* 205)

In class: What Rules Have You (Mis)Learned?

Homework > • Read “Responding––Really Responding––to Other Students’ Writing” (*WaW* 16-25)

 • Continue drafting Literacy Narrative

**Week Four – Reading and Responding to Writing**

Monday, September 12

Before class < Prepare draft of Literacy Narrative for class workshop

In class: **DUE: Full Draft of Literacy Narrative Essay**

 Writers’ Workshop

Homework > Revise Literacy Narrative draft

Wednesday, September 14

Before class < Revise Literacy Narrative draft

In class: Writers’ Workshop

Homework > Revise Literacy Narrative draft

Thursday, September 15

Before class < Edit/proofread Literacy Narrative; Review late paper and email policy on syllabus and class rules

In class: **DUE: Literacy Narrative Essay Final Draft**

Homework > Read “The Concept of Discourse Community” (*WaW* 215-29) and prepare response to QDJ 1 (*WaW* 229)

Friday, September 16 No School

**Unit Two – Writing Happens in Communities**

**Week Five – Discourse Communities**

Monday, September 19

Before class < Review “The Concept of Discourse Community” (*WaW* 215-29) and QDJ 1 (*WaW* 229)

In class: What is a Discourse Community? Discourse Community essay assignment.

Homework > Begin AEI 3 (*WaW* 229)

Wednesday, September 21

Before class < Consider QDJ 2, 4, and 6 (*WaW* 229)

In class: What Discourse Communities Do You Belong To?

Homework > Complete AEI 3 (*WaW* 229)

Friday, September 23

Before class < Review AEI 3 (*WaW* 229)

In class: Lexis List

Homework > Begin Discourse Community Analysis research and prewriting

**Week Six – Discourse and Language Use**

Monday, September 26

Before class < Begin Discourse Community Analysis research and prewriting

In class: How Can We Study Discourse Communities?

Homework > • Read “A Stranger in Strange Lands: A College Student Writing across the Curriculum” (*WaW* 230-61) and prepare response to QDJ 1 (*WaW*) 261

 • Continue Discourse Community Analysis research

Wednesday, September 28

Before class < Review “A Stranger in Strange Lands: A College Student Writing across the Curriculum” (*WaW* 230-61) and QDJ 1 (*WaW*) 261

In class: How Are Classrooms Discourse Communities?

Homework > Prepare responses to QDJ 5 and 6 (*WaW* 261); Continue Discourse Community Analysis research.

Friday, September 30

Before class < Review responses to QDJ 5 and 6 (*WaW* 261)

In class: How Do You Discourse in Classrooms?

Homework > • Read “Joining the Engineering Community: How Do Novices Learn to Write Like Engineers?” (*WaW* 640-46) and prepare responses for QDJ 1 and 6 (*WaW* 645-46)

• Begin drafting Discourse Community Analysis

**Week Seven – Studying Discourse in Discourse Communities**

Monday, October 3

Before class < Review “Joining the Engineering Community: How Do Novices Learn to Write Like Engineers?” (*WaW* 640-46) and responses for QDJ 1 and 6 (*WaW* 645-46)

In class: What Is Involved in Studying a Discourse Community?

Homework > Continue drafting Discourse Community Analysis

Wednesday, October 5

Before class < Review notes and materials collected for your Discourse Community Analysis

In class: Research Forum

Homework > • Read “Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community” (*WaW* 262-72)

• Continue drafting Discourse Community Analysis

Friday, October 7

Before class < Consider QDJ 1, 2, and 3 (*WaW* 672)

In class: What Else Can a Discourse Community Analysis Look Like?

**DUE: Full Draft of Discourse Community Analysis.** Writers’ Workshop

Homework > Revise Discourse Community Analysis draft

**Week Eight – Analyzing Writers, Analyzing Composing**

Monday, October 10 through Friday, October 14 ***Fall Break***

Homework > Revise Discourse Community Analysis draft

**Unit Three – Writing Research**

**Week Nine – Reading Writing Research**

Monday, October 17

Before class < Edit/proofread Discourse Community Analysis

In class: **DUE: Discourse Community Analysis 2nd draft. Peer Review.**

Wednesday, October 19

**FINAL DRAFT DUE: Community Analysis Essay**

In class < • “Researching Writing” assignment. Prepare list of feasible research questions

Homework > Read “Revisualizing Composition: Mapping the Writing Lives of First-Year College Students” (*WaW* 724-39) and prepare responses to QDJ 1, 3, 5, 6, and 7 (*WaW* 738)

Friday, October 21

Before class < Review list of feasible research questions

In class: Read/Discuss “Past Experiences and Future Attitudes in Literacy” (*WaW* 191-98)

Homework > • Read “Writing, Technology, and Teens: Summary of Findings” (*WaW* 710-18 and prepare responses to QDJ 1, 2, and 3 (*WaW* 717)

• Begin research for Writing Research assignment

**Week Ten – Surveying Writing (Field Trip?)**

Monday, October 24

Before class < Consider QDJ 1 (*WaW* 717)

In class: What Can Surveys Reveal about Writing? Read “College Admissions Essays: A Genre of Masculinity” (*WaW* 460-68) and prepare responses for QDJ 2 and 3 (*WaW* 467-68)

Homework > Continue research for Writing Research assignment. Create survey to distribute in class.

Wednesday, October 26

Before class < Consider QDJ 1 (*WaW* 467)

In class: What Can Writing Research Look Like? Survey due for peer review.

Homework > Continue research for Writing Research assignment. Revise survey and make copies to distribute.

Friday, October 28

Before class < Prepare for Research Forum. Make copies of survey.

In class: Research Forum. Complete and collect surveys.

Homework > Read “Revision Strategies of Student Writers and Experienced Adult Writers” (*WaW* 576-89) and prepare responses to QDJ 1, 3, 5, and 7 ((*WaW* 587-88)

**Week Eleven – Researching Writing**

Monday, October 31

Before class < Consider AEI 1 (*WaW* 588)

In class: What Do We Know about How Writers Write?

Homework > Continue drafting Writing Research assignment

Wednesday, November 2

Before class < Preview “The Maker’s Eye: Revising Your Own Manuscripts” (*WaW* 610-14)

In class: What Do You Know about How You Write/Revise?

Homework > Continue drafting Writing Research assignment

Friday, November 4

In class: What Else Can Writing Research Look Like? Read “Fanfiction, Poetry, Blogs, and Journals: A Case Study of the Connection between Extracurricular and Academic Writings” (*WaW* 653-72 questions TBA)

Homework > Continue drafting Writing Research assignment. Typed copy of first page due Monday.

**Week Twelve – Writing Research Writing**

Monday, November 7

Before class < Print copy of first page.

In class: Read/Discuss “Shitty First Drafts” (*WaW* 527-31)

Homework > Continue drafting Writing Research assignment

Wednesday, November 9

Before class < Prepare draft of Writing Research assignment for class workshop

In class: **DUE: Full Draft of Writing Research assignment.** Writers’ Workshop

Homework > Revise Writing Research assignment draft

Thursday, November 10

In class Peer Review. Bring full draft of Writing Research assignment.

Friday, November 11 VETERANS’ DAY no school

**Week Thirteen – Writing about Learning**

Monday, November 14

Before class < Edit/proofread Writing Research assignment

In class: **Due: Writing Research assignment final.** Read “Writing What Matters: A Student’s Struggle to Bridge the Academic/Personal Divide” (*WaW* 199-205) and prepare responses to QDJ 1, 2, and 3 (*WaW* 205)

Wednesday, November 16

Before class < Consider QDJ 1, 2, and 3 (*WaW* 205)

In class: What Bridges Have You Built? • Read “I Stand Here Writing” (*WaW* 565-75) and prepare responses to AEI 2 and 3 (*WaW*) 575

Homework > • Begin drafting Reflective Portfolio Letter

Friday, November 18

Before class < Consider QDJ 8 (*WaW* 574) and Meta Moment (*WaW* 575)

In class: How Have You Changed as a Writer?

Homework > Continue drafting Reflective Portfolio Letter

**Week Fourteen – Writing about Learning**

Monday, November 21

Before class < Prepare draft of Reflective Portfolio Letter for class workshop

In class: **DUE: first page Draft of Reflective Portfolio Letter**; Writers’ Workshop

Homework > Continue drafting Portfolio Letter; compile portfolio

Wednesday, November 23 through Friday, November 25

***Thanksgiving Break: No class meeting***

Homework > Continue drafting Portfolio Letter; compile portfolio

**Week Fifteen – Writing as Reflection**

Monday, November 30

Before class < Prepare draft of Reflective Portfolio Letter for class workshop

In class: Writers’ Workshop

Homework > Edit/Proofread Reflective Portfolio Letter; finalize portfolio

Wednesday, December 2

**DUE: Reflective Portfolio Letter with portfolio**