ENG 101
Fall
2010

Composition as Critical Inquiry

Room: STV 0250 G

Times: Monday/Wednesday/Friday 9:00-9:50am

Instructor: Meghann Meeusen

Contact Information:
mfmeeus@ilstu.edu/mmeeusen@davenport.edu   586-651-0289
I prefer email as the method to contact me with inquiries regarding class, and check for messages regularly. Please only use my private phone for dire emergencies and keep in mind I am not always available to answer.

Office Hours: Monday/Wednesday 11:00am-12:30pm or by appointment

Course Materials: *Text Requirements*:
1. English 101 Reader/Guide (available at bookstore)
2. Enrollment in CompClass (roughly $18)
3. USB Drive and Headphones
4. Printing will be required for this class—you will need regular access to a printer or money on your Redbird Card to print in class

COURSE OBJECTIVES
For a detailed listing of course objectives, please see the appendix to this document.

COURSE CONTENT: The semester is broken into three major units as follows.

- Narrative: Students will explore the parameters of genre by using juxtaposition to write a creative personal narrative about an important moment in their lives, placing this real life event in the context of a new genre (aka, either fictionalizing it using a specific formula or presenting via unconventional means). This essay will ask students to be reflective about a single event that changed the trajectory of their life experiences, then tell the story of that event using a genre radically different than the traditional memoir style. In an effort to deconstruct the idea of genre, students will maintain some of the elements of personal narrative while placing the story within a new formulaic genre to demonstrate their understanding of a genre's parameters, conventions and expectations. The narrative unit also includes a set of genre related margin notes.

- Research: Students will thoroughly research a self-selected topic of personal and social significance. They will present their findings using nontraditional written media of their own design to explore a unique multiform genre that connects directly to the topic. This assignment asks students to explore the parameters of either an established genre or one of their own creation, using this format to present information they have collected and documented through sophisticated research techniques.

- Rhetoric: Students will analyze a specific genre of spoken rhetoric of their choosing and compose a short document which identifies the important elements or characteristics of this form of communication and analyzes a specific example of a text in that genre. Then, students will mimic the genre by creating a new, original text which effectively uses these elements to deliver a message of personal importance, presenting this to the class either in live form or via a technical visual presentation.

ATTENDANCE

As active participants in the process of writing studies, students must attend class every day. Students are allowed a maximum of three absences before penalization begins. For every absence after the third, irrespective of cause, the final grade will be penalized 3% of the final grade for each additional absence. If students miss more than 20% of class, they will fail the course (10 classes being just slightly more than 20%). To save time, students will take their own attendance via compclass, and are responsible for entering a code during class time to log presence. This code only works during class time, and the instructor still makes final markings and has administrative authority over the attendance tally. Any student caught being dishonest about online attendance tabulation will be penalized an additional 3% for each offense.

If a student must be absent, he/she is responsible for knowledge of all content missed during that class, including turning in assignments on their given due date. Please demonstrate professionalism by arriving to class on time. Any health conditions that prevent students from regular attendance should be discussed with me at the beginning of the semester.

LATE WORK

I do not accept late work. Although I reserve the right to make exceptions to this policy, this is both rare and unlikely, and is only possible after a meeting with me. All assignments must be submitted online unless previous arrangements are made.

GRADING SCALE/BREAKDOWN

93%-100% A
83%-92% B
73%-82% C
63%-72% D
0-62% F

ASSIGNMENT BREAKDOWN

Assignment	Grade	Due Date
Narrative Project	30%	October 1
Research Project	30%	November 1
Rhetoric Project	30%	December 10
Discussion Board	10 %	

ASSIGNMENT CONTENT

Discussion Board- 10% of final grade

The online discussion board space is an avenue by which students will share their ideas with colleagues regarding topics related to class in order to reinforce class concepts and objectives. Students have relative flexibility in their decisions to respond to individual prompts provided, and will be graded on their participation via the following specifications:

- **Requirement**: 15 Discussion Posts **per unit**, must post on **at least twice each week**
- **Length/Content**: Posts must be **100 words to count for credit**. Grades are based on substantial participation in discussion, clarity of post, thoughtfulness of answer, and readability (sentence level writing). Although posts are casual in nature, they are expected to have formal grammatical structure (aka, punctuation, capitalization, etc).
- **Grading**: Although the DB will only be given a grade once each unit (as part of the project packet grading), all DB posts for the semester will be combined to account for 10% of your final grade (three unit grades averaged). Scores will be based on completeness, thoughtful content and quantity (as well as meeting requirements).
- **Response Format**: In addition to speaking to the topic, must respond specifically to what someone else has written (except the first person to post on the topic). This means that for at least 2/3 of all posts, students should be hitting reply and responding directly to the ideas of a colleague.

Three Major Projects- each unit constitutes 30% of the final grade

The semester will be broken into three units: narrative, research and rhetoric. For each unit, all assignments will be collected and graded on a singular due date, including discussion posts, homework and in-class assignments, the genre analysis document and the final project. Each major project will be broken down in the following manner:

"Project Lites": Homework /In-Class Activities/Participation
10% of the final grade for each unit

- **Requirement:** This section include all assignment completed in preparation for class (homework) and those assignments completed in class as part of an activity. **Expect**

that on most days, you will be responsible for completing an assignment and bringing it to class. This category includes, but is not limited to readings, reflections, short essays, materials for class, drafts, proposals, etc.

- **Grading**: Project Lites will be evaluated based on participation, completeness, thoughtfulness and content.
- **Individual Due Dates**: Most homework assignments act as either preparation for a class activity/discussion or a "check in" of components of the major project. Thus, although these assignments are not graded until they are collected as part of the project packet, participation in class is often dependent upon having the daily homework. For this reason, failure to have completed a "project lite" assignment on the individual due day will result in **a 10% deduction** from the cumulative project lite grade (which is the equivalent of 1% of the student's final grade, not to exceed 10% per unit).
- **Submission:** All assignments will be submitted electronically through compclass. However, some assignments will also need to be printed and brought physically to class; thus, students will be required to have printing capabilities/resources.

Genre Analysis Documents (self-created assessment tool) – 5% of the final grade per unit

For each project, students will produce a text in a specific genre and therefore be responsible for researching and analyzing the elements of that genre. To demonstrate this, students will create an assessment tool/text of their own design which outlines all components necessary to produce a proficient example of the genre they have chosen. Although this document will vary from project to project, in each case students will be expected to demonstrate in-depth understanding of the genre they have selected and be able to articulate what a successful text in that genre would look like. This self-created "rubric" will then be an integral part of assessing the student's final project. Therefore, although it is worth less than the project itself, **a successful major project is contingent upon a thoughtful and thorough genre analysis document** and failure to meet this criteria will not only be reflected in the genre analysis grade, but in the major project grade as well.

Projects—15% of the final grade per unit

Final projects will typically involve various parts, including written and non-traditional elements. Please see project handouts for details. All written portions should be turned in electronically (or by hand in the case of some multimodal projects) on the assigned due date.

PROJECT PACKET SYSTEM

For each major unit, students will be evaluated by their "project packet," which includes all materials produced for that project. Although daily assignment and discussion posts may have individual due dates (based on when they will be needed for class activity and discussion), grades will not be given until the entire project packet is completed. The packet and all corresponding parts are submitted electronically through comp class and will include daily assignments (aka, project lites), the major project itself and a genre analysis tool.

Completing "project lites" allows students to demonstrate their understanding of relevant learning goals throughout the unit and receive informal instructor feedback on how well they seem to be "getting" it. In this way, students will be able to revise not only their texts through various means, but also revise their ideas. Students will then showcase their cumulative understanding in their final project and genre analysis document, which together will be evaluated for how well they demonstrate learning processes related to both producing textual artifacts and understanding how such artifacts are produced.

OTHER PROCEDURAL INFORMATION

Student Conduct: As adults in the academic community, a respectful and appropriate behavior code is expected at all times. However, should this behavior code be broken by a disruptive or disrespectful student, he/she may be asked to remove him/herself from class for the day. Furthermore, if a student is sleeping during class, he/she will be marked absent for the day. For information on specific behavior expectations, please see the ISU Student Conduct Code.

Academic Integrity/Plagiarism: Students are responsible for making themselves aware of and understanding the policies and procedures found in the Student Code of Conduct, including those policies regarding academic dishonesty and plagiarism. Although plagiarism comes in many forms, students are expected above all to produce their own work in an ethical and honest way. Additionally, issues of correct citation and use of resources are crucial to both work as a student and development as a writer, and students are expected to consider carefully these tenets in the production of all class texts. Students should consult with the instructor if they are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Accommodations: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).

Computers in the Classroom: Students will be working in a computer lab equipped with the Internet. While students are welcome to check email, Facebook, or browse the Internet before class, once class begins every student should be engaged in class work.

Saving Files: It is the student's responsibility to save files in as many locations as possible. A cheap USB drive is a must for transporting files to and from the computer labs. Students are required to save all work to multiple locations (aka, a USB, home computer, and in compclass where it will be submitted for grades). Lost files are **not an excuse** for not handing in a project. Students are also required to name each file according to directions given either in project calendars or in class. All files must be saved as Word files. Additionally, students should keep in mind that student texts in English 101 are considered public writing, which means that other students in the class will be reading and commenting on them.

Appendix 1: Course Objectives
ENG 101 Fall 2010

Identifying Genres:
- Students should be able to identify the features of multiple genres, and articulate (through verbal or written communication) the differences that separate these genres (this ability to include both academic and nonacademic genres).
- Students should be able to document (through verbal or written communication) how the features of a particular genre work to shape the genre's content, style, and structure through visual, conceptual, stylistic constraints, as well as through the expectations of the reader/user.
- Students should be able to demonstrate (through verbal or written communication) how choices in their own writing either conform (or don't) to the established features of the genre in which they are working.
- Students should be able to compare how the features of different genres shape content (and knowledge making) in different ways.

Creating Content:
- Students should be able to create content in multiple genres.
- Students should be able to employ cognitive/conceptual skills related to argument and analysis in their textual productions, and be able to identify the use of these strategies in their own productions.
- Students should be able to employ a range of other skills (rhetorical strategies, mechanics, style, etc.) and defend these choices as thoughtful response to specific writing and genre situations.
- Students should be able to identify the organizational structures that govern different kinds of writing genres.

Technology/Media:
- Students should be able to identify the technologies (print or digital) and tools necessary to produce a text in a given genre.
- Students should be able to decide on and use appropriate digital and print technologies to produce a genre (based on the genre's required features).
- Students should be able to demonstrate (through written or verbal communication) how a given text is affected by the use of different technologies or media (in terms of its conception, production, and distribution, as well as the potential ways the text may be taken up by users).

The Trajectories of Literate Activity:
- Students should be able to trace the trajectories of a text (the path a text takes in its production, distribution, and use) in reference to the context and history that shape a genre or a writing situation in a particular ways. This includes the way a particular instance of text is shaped by interactions with people, materials, and technologies; the social and cultural forces that shape how a genre is understood and identified; and the potential uses (both intended and unintended) that reader/users may devise for the text and its content.

Flexible Research Skills:
- Students should be able to demonstrate knowledge of how to find a variety of source materials for research purposes. This should include using digital databases, print material, and archival resources.
- Students should demonstrate an awareness of the various methods which can be used to collect data (e.g., experiment, observation, various kinds of survey, and interview methods)

Using Citation Formats and Citing Source Material in Multiple Genres:
- Students should be able to cite sources correctly according to one or more academic citation formats (MLA, APA, CBE, Chicago Manual of Style).9
- Students should be able to integrate source material into their written projects in ways appropriate to the projects' genre(s). This includes the ability to cite material correctly, to quote and paraphrase source material, and to effectively integrate source material to support an argument, persuasive goal, or analysis.
- Students should be able to investigate and demonstrate how different methods of citing source material (including academic and non-academic attribution) are shaped by the goals and intentions embedded in the citation style.

Grammatical Usage and Sentence Structure:
- Students should be able to identify how specific genres are defined, in part through the use of sentence structure, grammar, punctuation, and vocabulary.
- Students should demonstrate the ability to make informed decisions regarding the appropriate sentence structure, grammar, punctuation, and vocabulary in their own writing (based on an assessment of the various genre features required in a particular writing situation).
- Students should be able to identify the match between an example of a genre that they've produced and a representative example of that genre (in terms of grammar, usage, style).
- Students should be able to identify in their own writing projects the aspects of sentence structure, grammar, punctuation, and vocabulary which require improvement, and demonstrate through multiple revisions the ability to address these problem areas.

Cultural & Social Contexts:
- Students should be able to identify cultural, political and social interactions that shape or influence how writing happens in a particular genre or situation. These might be local interactions within a particular group that specifically constrain how a particular text is produced, or interactions that take place at a national or international level and impact texts and genres more generally.
- Students should be able to identify (within their own writing and the writing of others) specific examples of how content/form/genre/style respond to cultural, political and social influences and pressures.