

ENGL 11011: College Writing I
MW 2-3:15, Main Hall 215
Fall 2019

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Office Hours: MW 11-12:30, 1-1:45; TR 11-1:45. Walk-ins welcome!

Important Note: All information in this syllabus is subject to change. All policy and schedule changes will be announced in class and emended on the syllabus. All revisions will be made to the syllabus as posted on Blackboard. It is crucial that you check the syllabus on Blackboard regularly.

Theme: Writing Is a Radical Act

Writing is a radical act. This semester we'll practice our own radical skills of literacy by reading texts that illuminate the power of reading and by writing our own treatises on the power of literacy. From slave narratives that argue the power of literacy in humanizing those systemically dehumanized to personal essays that ruminate on the life-changing effects of doggedly sticking to a reading schedule, the texts on the syllabus invite us to consider the ways in which acts of reading and writing are fundamental to our culture, to our society—to our very humanity.

In order to become better writers and readers, we'll study textbook chapters that guide the student writing process from inquiry to formal prose. Additionally, we'll work on various genres of writing, including a literacy narrative, rhetorical analysis, proposal and annotated bibliography, and a research paper. In the end, you will have crafted and polished over 20 pages of graded writing. Since good writing doesn't happen in one draft, we'll take our works through several drafts before submitting a so-called "final" one (see my note below on revisions). The goal of this course is both immediate and long-term: to give you the skills to succeed in upper-level academic writing and to foster critical literacy skills desperately needed in our changing world.

Required Texts and Materials

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Norton Critical Edition.
Ramage, Bean, and Johnson. *The Allyn and Bacon Guide to Writing*, any edition.
Paper and writing implements. Bring to every class.
Additional required readings will be provided as PDFs.

Assessment

In this course, you will be graded on the quality of your written work and the effort you put into it. You are expected to turn work in on time prior to class (even in the event of an absence) unless otherwise instructed.

Literacy Narrative/Position Paper 15%

Rhetorical Analysis (Douglass)	15%
Proposal and Annotated Bibliography	10%
Research Essay	35%
Drafts, Outlines, Conferences	15%
Quizzes	10%
Total: 100%	

Grading Scale:

94-100 points	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	Below 60	F

FAQs

Where do I find the assignment instructions for each essay or assignment? You will receive an assignment prompt or assignment sheet at the beginning of every written assignment unit. These will also be posted on Blackboard. You should always closely reference the assignment sheet while working on any assignment. A note about quizzes: Essays are not the only way to earn credit in this course. My quizzes are designed to check comprehension of material covered in class discussion and in the readings. Most quizzes will be announced ahead of time, but pop quizzes are always a possibility, especially if it seems students are not pulling their weight by doing the reading.

How do I submit my work? All drafts and assignments are due **on Blackboard before class unless otherwise noted**. It is your responsibility to make sure you have access to a computer and internet connection. Assignments are due by the deadline even if you miss class. **DO NOT** email me your essay; I do not accept assignments through email. Use the Assignments folder on Blackboard to submit assignments. The portal will remain open for one week after each deadline, though you will incur a late penalty each day an assignment is late; I will not accept assignments more than one week late.

What if I turn in an assignment late? See the policy on late assignments, below.

I don't like my grade on an essay. Can I talk to you about it? Absolutely! However, I ask that you wait 24 hours before discussing a grade on an assignment with me. Let the dust settle, so to speak. I am always willing to explain a grade and to suggest strategies for improvement. Understand, however, that discussing a grade is **not a negotiation** for a higher grade but rather an opportunity to improve subsequent work. If you are unsatisfied with your performance on a given assignment, you may have the opportunity to revise it for a higher grade (see "Revisions" below).

Can I get extra credit? No. There are no extra credit opportunities in this class. Too often, such exercises feel like busy work or grade grubbing. If you wish to improve your grade (and your skills), however, you may revise an essay. See the policy below on revisions.

How do you calculate grades? Each essay assignment is scored using rubrics posted on Blackboard. Some assignments have their own rubrics, such as the Proposal and Annotated Bibliography. Those rubrics are posted on Blackboard as well. All other assignments, such as quizzes, are scored according to the total number of points and the value of points per question. Don't be misled by the number of points on a quiz. Even if a quiz is worth 25 points, it is not worth 25 points toward your *final* grade. Rather, quizzes are collectively weighted under the 10% Quizzes portion of your grade.

What is my current grade in the class? You can check your current grade average at any time by clicking My Grades on our Blackboard site. Ungraded items do not count toward your average but will be factored in once they are graded.

I'm struggling—help! There are several resources available to students at Kent State Stark. Here are a few:

- The Writing Center: If at any point you feel you are struggling in the class or if you just want a bit of an extra boost, visit the Writing Center for **free** writing help! Walk-ins welcome. The more you visit, the better your writing will be.
- The Library: If you need help finding sources for your research paper or narrowing down your topic, chat with a librarian. The library has a wealth of resources just waiting for you to explore, and librarians can help you find just what you need.
- Academic Success Center: Additionally, for assistance in any class you can visit the Academic Success Center, which offers free online tutoring services. Check them out here: www.kent.edu/stark/tutoring-services .

Policies

Note: You are responsible for reading and understanding each of the following policies. If you have questions, please see me in office hours or speak to me after class. Be aware that these are policies, not negotiations.

Daily Expectations: Bring the *Allyn and Bacon Guide*, any required readings for the day, and paper and writing instruments to every class. I expect students to **come to class, do the reading and/or homework, bring it to class, and be ready to discuss it**. Failure to meet these basic expectations will significantly affect your ability to perform well (AKA earn a good grade) in this class! I reserve the right to ask you to leave if you repeatedly come to class unprepared or unwilling to participate. If disruptive or potentially threatening behavior occurs, I may contact Student Support Services. Additionally, in order to practice and improve your writing skills, you must be willing to talk about your writing with your peers. This is a safe environment; we are all learning and growing. Come to class with an open mind and a willing attitude.

Attendance and Tardiness: Attendance is required. It's simple: come to class. And come to class prepared. I take attendance every class (even if you don't hear me call roll). You may miss up to 2 classes without penalty, though you are responsible for any work missed. Please do not email

me asking me to tell you “everything” you missed—you missed an entire class period, so it would take an entire class period for me to catch you up thoroughly. Instead, consult the class schedule on the syllabus, speak to your classmates, and borrow notes from a classmate or two, as well as soliciting a succinct summary of the class from me. If you miss more than 2 classes without an acceptable formal, written excuse (usually for medical reasons or funeral services), your final grade will incur a penalty. For each absence in excess of 2, your final grade will drop one-third letter grade. For instance, if your final grade is a B-, your grade after a third absence would now be a C+. Furthermore, be considerate and come to class on time. Three instances of tardiness will equal one absence. Leaving class early also constitutes as tardiness.

Classes Cancelled /Campus Closings: Announcements of class cancellations and/or campus closings will be made on the campus home page. In the case of an emergency, weather-related or otherwise, please check the web page at www.kent.edu/stark for information on the buildings and times of the closing. While information may be broadcast by radio and television, this should be confirmed by the web page, which is the official announcement of the campus and which will be the information used to determine issues related to student attendance, rescheduling of tests, and other concerns.

Emergency Absences: If serious illness, family emergencies, or other crises occur during the term which may result in prolonged absence, you will need to obtain appropriate documentation in order to validate your absence. Even in cases of emergency and excused absences, you may not be able to fully make up assignments, especially if you missed peer review, quizzes, or in-class work. I reserve the right to determine the appropriate course of action depending on the circumstances.

Participation: Now that you are in class, you should chime in! Let your voice be part of the conversation. Ask questions. Make observations about the reading. Respond to others. Think of it another way: if I were to close my eyes and listen to a group of people talk one at a time, would I be able to identify your voice out of the crowd? If not, you probably haven't let your voice be heard enough for it to have made an impression. Historically, students who have conscientiously participated in my classes have earned higher grades than those who were content to be wallflowers. Engagement is key to success.

Revisions: I recommend that you revise one of the early essays as part of the composition learning objectives for 11011. Good writing happens over time and through multiple drafts, so I want you to have the opportunity to see your writing grow even after the so-called “deadline.” You may revise any one of the first three essays in this course. You may only revise an essay that has been turned in; if you did not turn in the original assignment, you cannot (by definition) turn in a revision. You will have extra time at the end of the semester to work on a revision of your choosing. Instructions and requirements will be given at that time.

Late Papers or Missed Work: All assignments are due on the date specified on the class schedule, **regardless of absence**. Do not email me your essay; I do not accept assignments through email. If you are ill or otherwise unable to come to class, it is incumbent upon you to upload assignments to Blackboard before class. Blackboard portals will remain open for one week after an assignment deadline, so you may still turn in an assignment after the deadline,

though you will incur a late penalty for each day late. Failure to submit assignments on time will result in a drop of one-third letter grade (e.g. a B+ becomes a B) each day until the work is submitted. This policy also applies to weekends and holidays. **I will not accept assignments more than one week late.** Additionally, I will not administer make-up quizzes or make-up in-class work, unless you can document extenuating circumstances (e.g. hospitalization, doctor-ordered bedrest, death in your immediate family, etc.). If you miss a quiz, conference, or peer review, you forfeit those points.

Classroom Etiquette: Just be respectful. Follow the golden rule. Speak in turn. Respond respectfully to others' opinions and statements. Don't leave class abruptly or without reason (you will get a zero for all class work that day). Silence your cell phone. Close all social media apps. Put your phone away. Don't distract others. Speak only when we are having an open discussion. Stay awake and attentive in class. I will not tolerate disruptive or disrespectful behavior in my classroom and reserve the right to ask you to leave if I feel necessary. It has happened! Conversely, feel free to eat and drink in class; but don't go overboard. You may leave class to use the restroom or get a drink without asking permission, but please do so quietly and courteously. All policies for classroom misconduct are discussed in the current Kent State *Code of Student Conduct*, which can be found here: <https://www.kent.edu/studentconduct/code-student-conduct>. Students are advised to read the policies carefully and know that I strictly adhere to them.

Academic Honesty: Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Repeat offenses result in dismissal from the University. University guidelines require that all infractions be reported to the Office of Student Conduct. Kent State University policy on academic honesty can be found at: <https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

Plagiarism: It's simple: don't plagiarize. If you think you may be plagiarizing, err on the side of caution and cite sources meticulously. Students have failed my courses before due to plagiarism. Any work that you submit at any stage of the writing process—draft, thesis, outline, bibliography, etcetera, through the final version—must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly attributed and documented. Failure to do either of these things is plagiarism. You are responsible for knowing and abiding by University guidelines. Ignorance of the rules is not justification for plagiarism. In this course, the penalty for **plagiarism is probable failure of the course**, to be judged by me, and **a definite zero on the project**. You are responsible for seeking help if you are unsure about how or when to cite sources—librarians and myself are happy to help!

Notice of Copyright and Intellectual Property Rights: Any intellectual property displayed or distributed to students during this course (including but not limited to syllabus, power points, notes, quizzes, examinations) by me, Jessica Conrad, remains his/her intellectual property. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of myself, Jessica Conrad.

Students with Disabilities: University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-244-5047 or visit <http://www.kent.edu/stark/student-accessibility-services> for more information on registration procedures).

ENGL 11011 Learning Outcomes

- **Rhetorical Knowledge**--By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that
 - Have a clear purpose
 - Respond to the needs of intended audiences
 - Assume an appropriate stance
 - Adopt an appropriate voice, tone, style, and level of formality
 - Use appropriate conventions of format and structure
- **Critical Thinking, Reading, and Writing**--By the end of their Tier I writing course, students should be able to
 - Use reading and writing for inquiry, learning, thinking, and communicating
 - Analyze relationships among writer, text, and audience in various kinds of texts
 - Use various critical thinking strategies to analyze texts
- **Knowledge of Composing Processes**--By the end of their Tier I writing course, students should be able to
 - Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing
 - Recognize that writing is a flexible, recursive process
 - Apply this understanding and recognition to produce successive drafts of increasing quality
- **Collaboration**—By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to
 - Work with others to improve their own and others' texts
 - Balance the advantages of relying on others with taking responsibility for their own work
- **Knowledge of Conventions**—By the end of their Tier I writing course, students should be able to
 - Employ appropriate conventions for structure, paragraphing, mechanics, and format
 - Acknowledge the work of others when appropriate
 - Use a standard documentation format as needed
 - Control syntax, grammar, punctuation, and spelling
- **Composing in Digital Environments**—Developments in digital technology are expanding our understanding of “writing.” To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

Class Schedule ENGL 11011

Assignments and readings are due **on** the date listed. You are required to bring readings to class on the day for which they are assigned.

ABGW= *Allyn and Bacon Guide to Writing*

All PDFs will be disseminated through Blackboard, as marked by (Bb).

Due dates and assignments subject to change.

Week	Date	Topic	Due
Week 1	Mon., 8/26	Why Write? Review syllabus and rubric	None
	Wed., 8/28	Intro to Literacy Narrative. Syllabus quiz.	Study Syllabus
Week 2	Mon., 9/2	LABOR DAY	NO CLASS
	Wed., 9/4	Discuss DG Strong. Writing literacy narratives. Brainstorming.	Read DG Strong, "How Shakespeare Got Me Through Unemployment" (Bb)
Week 3	Mon., 9/9	Discuss Malcolm X. Thesis statements in open-form essays.	Read Malcolm X, "Literacy Behind Bars" (Bb). Read ABGW chapter 19, Strategies for Writing Open-Form Prose
	Wed., 9/11	From prewriting to drafts, understanding the writing process	Read ABGW chapter 7, Writing and Autobiography. Read Lamott, "Sh*tty First Drafts" (Bb).
Week 4	Mon., 9/16	Conferences	Rough draft of Literacy Narrative
	Wed., 9/18	Conferences	Rough draft of Literacy Narrative
Week 5	Mon., 9/23	Intro to Rhetorical Analysis. Intro to Douglass.	Final draft of Literacy Narrative
	Wed., 9/25	Douglass quiz (?) and discussion. EPL.	Read Douglass to chapter 4. Read ABGW chapter 4, How Messages Persuade.
Week 6	Mon., 9/30	Douglass quiz (?) and discussion. EPL.	Read Douglass to chapter 10.
	Wed., 10/2	Douglass quiz (?) and discussion. EPL. Lit Narrative comments review.	Read Douglass to chapter 11.
Week 7	Mon., 10/7	Douglass quiz (?) and discussion. Thesis statements.	Read Douglass to end.

	Wed., 10/9	Unity and Coherence	Read ABGW pages TBD, in Strategies for Writing Closed-Form Prose. Detailed outline of Rhetorical Analysis due.
Week 8	Mon., 10/14	Conferences	Rough draft of Rhetorical Analysis
	Wed., 10/16	Conferences	Rough draft of Rhetorical Analysis
Week 9	Mon., 10/21	Intro to Research Essay, Proposal and Annotated Bibliography	Final draft of Rhetorical Analysis
	Wed., 10/23	How to research. Meet in Library.	Read ABGW chapter 22, Evaluating Sources. Bring in topics and central questions
Week 10	Mon., 10/28	Library day. Evaluating sources.	Find 3 scholarly sources in class.
	Wed., 10/30	Quiz on reading. Discuss ABGW.	Proposal and Annotated Bibliography due. Read ABGW pages TBD in Writing a Classical Argument.
Week 11	Mon., 11/4	Counterargument. Organization/ Breakdown of argument.	Read ABGW pages TBD in Writing a Classical Argument.
	Wed., 11/6	Smooth source integration and explication. Plagiarism and patchwriting.	Read ABGW chapter 23, Incorporating Sources. Detailed outline due.
Week 12	Mon., 11/11	VETERANS DAY	NO CLASS
	Wed., 11/13	APA in-texts. Topic sentences.	Bring in 2 paragraphs with integrated sources, typed and printed
Week 13	Mon., 11/18	Humpty Dumpty. Building paragraphs. Transitions. Introductions, conclusions, titles.	6 paragraph minimum rough draft, special printing instructions*
	Wed., 11/20	Conferences	5-page minimum rough draft due, typed and printed
Week 14	Mon., 11/25	Conferences	5-page minimum rough draft due, typed and printed
	Wed., 11/27	THANKSGIVING	BREAK
Week 15	Mon., 12/2	Cumulative quiz. ATF outlines. SSIs.	Bring ABGW to class. Study! Bring draft to class (laptop is fine).
	Wed., 12/4	Revision workshop. Self-evaluation.	11:59 PM: Research Essay Due; Optional Revision Due.
Finals Week	Mon., 12/9	Research Essay pick up.	Meet me in my office, sign-up sheet will be posted outside my door.

*Print each paragraph on a separate page, single-sided. Remove everything except the paragraphs themselves (remove your name, header, heading, title, page numbers, etc.).