

English 150 – Writing: Rhetoric as Inquiry – Spring 2015

Instructor: Ashanka Kumari

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Office Hours: M/W 2:30-4 p.m. or by appointment

Course Section: 060

Meeting Times: M/W/F 1:30-2:20 p.m.

Meeting Location: Andrews 037

Welcome & Course Description

Welcome to English 150! Over the course of this semester, we will do a lot of writing, but more specifically, we will use writing and rhetorical concepts such as purpose, audience, and context to **pose and investigate problems** that are **meaningful in *your* life and/or communities**, explore open **questions**, and/or **examine complex tensions**.

This specific section of English 150 will focus on writing in different modes, genres, and styles for a variety of audiences. It is my hope that the readings, writings, lectures, and class discussions will work together to complicate your conceptions of writing. Instead of one model for a single purpose, in this class, we will find that there are many forms of academic writing, each shaped for and by different audiences, conversations, and rhetorical purposes. Further, it is my hope that the work you do in this class will be helpful across all disciplines and will continue to serve you throughout your academic, professional, and personal lives.

TL;DR: You will do lots of writing about problems, questions, and tensions in this course with an emphasis on ones ***you*** find meaningful.

Learning Objectives

- We will **practice with composing processes** (including invention, drafting, revision, and final editing) and will use writing as a means of discovery, problem-solving, and communication. We will go through the process of constructing four finished texts in various forms (the equivalent of 25-typed, double-spaced pages) in addition to a series of short writing assignments leading (directly or indirectly) to the finished, formal pieces.
- We will **experiment with writing and inquiry**. We will pay particular attention to developing working knowledge of rhetorical concepts such as audience, purpose, context for writing, and genre that we can apply to the production and revision of our own writing.
- We will practice multiple strategies for **constructively responding to drafts-in-progress** (our own and our peers'). We will learn to engage in dialogue about each other's writing in terms of rhetorical concepts such as audience, purpose, context, and genre.
- We will learn to **analyze published texts using rhetorical concepts** of audience, purposes, contexts for writing, and genre, and learn to build knowledge about particular topics through dialogue (articulating relationships among diverse opinions, ideas, and positions on a subject).
- We will have guided opportunities to inquire into and **reflect on the development of our writing and learning**.
- We will practice with **basic research-related skills**, including conducting primary or secondary research appropriate to our topics and goals for writing; synthesizing and integrating the ideas of others into our own writing (through paraphrase, summary, analysis, and evaluation); and identifying (and conforming to) appropriate stylistic conventions (MLA, APA, Chicago, etc.).
- We will gain experience with **sentence-level editing and proofreading** of our writing.

Course Texts & Required Materials

- This class **does not require a textbook**. Instead I have selected a **variety of short readings** (between 2 and 20 pages) that will be available to you on our Blackboard page under the "Course Readings" folder. It is your responsibility to ***print these readings, read and annotate them, and bring them with you to class*** on the day they are assigned.
- **A reliable printer** from which you can print readings and any writing as well as any resources I may ask. I require all assignments to be typed, double-spaced, printed, and stapled unless otherwise stated. I **do not** accept emailed assignments unless prior arrangements are made or otherwise dictated. Familiarize yourself with the many printing resources* on campus; you can print at the Student Union, the basement of Andrews Hall, or at Love Library, to name a few places.
*Note: Most on-campus printing locations require money to print, so be sure you have some spare change to pay the cost of your printing project(s).
- **A reliable computer** on which you can access Blackboard, send emails, and write outside of class. Make sure you familiarize yourself with some of the many computer labs on campus as soon as possible if you cannot access your own computer readily.

- **A journal/notebook** that you can bring with you each class period in addition to note taking materials of your choice. We will use these during almost every class session this semester.
- **Sturdy folders/binders** for submitting writing projects and your final portfolio. Further, you must keep an organized folder or binder of all class materials, including handouts assignments, drafts, and readings. Your final grade will be based on a portfolio of accumulated work, so do not throw away materials from this class during the semester.
- **Pens (no pencils, please) and plenty of paper** that you bring to class each day.

University Policies & Procedures

ACE Requirement Fulfillment

This course is certified as an Achievement Centered General Education (ACE) Outcome 1 course. Therefore, ENG 150 will help you meet the following general education outcome: “Write texts, in various forms, with an identified purpose, that respond to particular audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of form and structure.” To help you achieve this outcome, English 150 will provide you opportunities to draft, receive feedback on, and revise three extended writing projects, composed for different purposes and audiences. You’ll have a chance to integrate outside sources into your texts, which you’ll document in conventions appropriate to the form employed. You’ll also be invited to draw and reflect on your existing knowledge, using the writing process to see your experiences in new ways. At the end of the term, a few randomly selected students may be asked to provide samples of their work (the final version of each major project) so we may assess the course’s overall effectiveness in helping students to achieve ACE-1 requirements. Please let me know if you have questions about this collection process.

Access Policy

Services for Students with Disabilities (SSD) provides individualized academic support for students with documented disabilities. SSD not only accommodates students who have visible disabilities, but also students with other varying types of disabilities that impact college life. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of UNL to provide flexible and individual accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the SSD office. If you do not have a documented disability but are having difficulties with your coursework, you may schedule an appointment with SSD (402-472-3787) to discuss the challenges you are experiencing.

Writing Center

The University of Nebraska-Lincoln Writing Center can provide you with meaningful support as you write for this class, other classes, or for nonacademic purposes including creative writing, cover letters, resumes, applications for graduate school, and a wide range of other forms and genres. Knowledgeable peer consultants are available to talk with you as you plan, draft, and revise your writing. Please check the Writing Center website (www.unl.edu/writing), or stop by the main center in 115 Andrews Hall, for locations, hours, and information about scheduling 25- or 50-minute consultations.

Grading & Assignments

Grade Distribution

Your final grade for this class will be calculated as a percentage total out of 100 percent distributed as follows:

- Writing Project & Mini-Portfolio #1: (10%)
- Writing Project & Mini-Portfolio #2: (15%)
- Writing Project #3: (15%)
- Writing Project #4: (15%)
- Final Reflection Essay: (10%)
- Class Participation (15%)
- Blackboard Posts & Journals (20%)

I use the following percentage-to-grade conversion to determine your final semester average*:

- | | | |
|----------------|---------------|-----------------|
| ▪ 100-97% = A+ | ▪ 86-83% = B | ▪ 72-70% = C- |
| ▪ 96-93% = A | ▪ 82-80% = B- | ▪ 69-60% = D |
| ▪ 92-90% = A- | ▪ 79-77% = C+ | ▪ Below 60% = F |
| ▪ 89-87% = B+ | ▪ 76-73% = C | |

***Note: I will not post grades on Blackboard; however, if you would like to know your current grade at any time, feel free to come by office hours or email me.**

Class Participation

Our classroom will involve discussion, small group work, workshops, and informal reading and writing assignments. Because student participation is so important to the success of this course, you will be graded on your contributions. It is imperative that you show up prepared each day and remain engaged throughout class. See also **Respect**. As long as you follow these simple guidelines, you should earn full participation points, but you will lose credit for the following:

- Never or rarely contributing to class discussion
- Lack of preparation (not printing/annotating readings, forgetting to bring your assignments, etc.)
- Continually arriving to class late or leaving early
- Insufficient participation in group work/workshops
- Failure to complete in-class writings or assignments
- Use of cell phones or social media during class

Peer Response Groups

One of the best ways to improve your writing is to solicit a wide variety of feedback from different readers. Early in the semester, I will assign you to small writing groups that will meet at least three times to discuss drafts of our major writing projects. I hope you will become comfortable with these group members, as they can be incredibly helpful to your writing and thinking in the class. **Before** peer workshop days, you will be responsible for distributing copies of your drafts to each group member, reading group members' drafts, and commenting on group members' drafts on your computer or neatly on a print copy. I will check that you have done this during peer workshop days as part of your **class participation** grade. I will provide you with more detailed instructions for small writing groups as the semester progresses, but know that they are an important part of your grade and our class's success as a writing community.

Blackboard Posts

Each week, you will be required to post a 400-500 word Blackboard post responding to **at least one** of that week's class readings or a given prompt I will provide on weeks we don't have readings (See **Course Schedule**). These are informal, open-ended exercises, so feel free to be creative, ask questions, express confusion, and experiment with different styles or ideas. You are **not allowed**, however, to simply summarize the readings or regurgitate class discussions.

In addition to these posts, you will respond to **at least three** of your classmates. These responses should be at least 100-250 words in length. Your initial Blackboard post should be posted by midnight on Wednesdays, and responses should be completed by midnight on Sundays.

These posts will not be graded on grammar, syntax, or correctness strictly. Instead, I will be looking for evidence that you have read the piece(s) carefully and thought critically about how to approach them. Each post will be graded on the $\sqrt{}$, $\sqrt{+}$, $\sqrt{-}$ as follows:

- $\sqrt{+}$: Writer goes above and beyond in demonstrating careful close reading skills, unique insight into the texts, and creativity in her/his writing approach; writer skillfully connects and discusses multiple class readings.
- $\sqrt{}$: Writer shows basic knowledge of at least one text with some insight.
- $\sqrt{-}$: Writer shows no evidence of having read the text.

Journals

At the beginning of almost every class, we will write for 5-15 minutes* on a given video, image, text, etc., of my choosing. This is a low-stakes writing assignment intended to provoke your thoughts and inspire you to write about something different from the other things we will read or discuss in and outside of class. During this writing time, I expect the following:

1. View the video, image, text, etc. of my choosing
2. Freewrite – I expect you to write during the entirety of the given time limit. This means that you must write for the whole 5-15 minutes without stopping – don't look back, don't self-edit. If you get stuck, rewrite the same word over and over until you have something to say.

We will not spend much if any class time discussing these writing prompts, but I would be happy to discuss them further with you during my office hours. When you come to meet with me for your two required conferences, you must bring your journals with you for an informal discussion about what you've written and how the class is going as designated on the **course schedule**. I will also be paying attention during class and take note if you do not write for the entire duration.

* This time will vary based on the artifact and/or the lesson plan for the day.

Writing Projects & Final Portfolio

Over the course of the semester, we will work on three extended writing projects (detailed handouts will be provided later). **Each project will require three separate drafts**. I will read and give feedback to one early draft as well as the final draft of each project.

- **The First Draft or *The Shitty First Draft***
 - This draft should be approached like a free write.
 - Don't self-monitor, don't expect it to be good. Let it be messy. Just write. The goal is to get your ideas on the page.
- **The Second Draft or *The Heavy Lifting Draft***
 - This draft should represent the bulk of the writing work.
 - This is where you should expand your first draft so that it is clear, concise, and well crafted. This is where you clean up the mechanics and reorganize.
- **The Final Draft or *The Polished Draft***
 - This draft should be clean. That means you took the time to edit on the sentence level. Fix any surface errors and take a good look at your word choices.

Author's Notes

Please include a 1-2 paragraph author's note with each draft of your writing projects – note, the author's note does not count as part of your final page count. Your author's note should include:

1. A statement about where the text is in the process of development.
2. Your own assessment of this piece – for example, is there a particular section you are struggling with in writing this piece?
3. An explanation of the specific kind of feedback you would like.

Writing Projects:

- **Writing Project & Mini-Portfolio #1: Doyle Essay (3-4 pages):** You will write a 3-4 page essay modeled on Brian Doyle's "Joyas Voladoras."
- **Writing Project & Mini-Portfolio #2: TBD**
- **Writing Project #3: TBD**
- **Writing Project #4: TBD**
- **Final 3-4 page Reflection Essay:** You will write a 3-4 page reflection essay based on detailing your growth and progression as a reader, writer, and thinker.

****Note:** You will receive more detailed assignments and guidance for your three major writing projects, the multimodal project remix, and final reflection essay later. This is just an initial outline to help you visualize the scope and progression of the course.

Course Policies & Procedures

Attendance & Tardies

I understand that sicknesses and emergencies happen in everyone's life, but this class is designed to be interactive and participatory. You can't participate if you aren't here. However, you are allowed **three** absences in this class for whatever reason. Consequently, each absence after three (a week of class) may result in lowering your final grade. As per the department's policy, if you miss more than nine days (three weeks' worth), you will receive an "F." There is no difference between "excused" and "unexcused" absences, so I do not need any type of excuse if you have to miss class. Further, if you miss a group workshop day or a conference, it is the equivalent of missing two class days.

Tardies are unacceptable. We have only 50 minutes together each day and will begin promptly at 1:30 p.m. Three tardies will count as an absence and may affect your grade.

Late Work

I do not accept any late work for any reason. Assignments must be turned in by the end of class on the due date or you will receive a 0 for that assignment. Deadlines are listed in the syllabus, and it is your responsibility to complete your work ahead of time. Personal/family emergencies, transportation problems, or technology issues are **not** excuses for missing a deadline and will result in a 0. If, however, you know you will need to miss class on the day an assignment is due, communicate with me **at least 24 hours in advance**. Otherwise, you will receive a 0 for that assignment.

Communication

Communication is an important part of success in this course. I am available to meet with you during my office hours (M/W 2:30-4p.m., Andrews 316) or by appointment to discuss assignments, questions, and/or issues. I also check my email several times a day (ashankakumari@gmail.com), so this is the easiest way to contact me outside of class. **However, please note that I may not respond to emails between 8 p.m. and 7 a.m.** Please see the **Respect** section below for details on sending respectful emails. I often send clarifications about assignments via email, as well as notification of any emergencies or changes

to class meeting times. I also post the syllabus, schedule, readings, and major assignments to our course Blackboard site, which is available for you to access at any time.

Accountabilibuddy: Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support – we’re all in this together! These classmates might be the first ones you turn to when you are confused, have a question about what’s due, or are running late to class.

Name	Email Address	Phone Number
1.		
2.		

Respect

Each class is made up of diverse individuals with a variety of backgrounds and beliefs, so we won’t always agree with one another on every issue. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, I welcome those moments, as they often lead to greater insight and understanding. However, rudeness and insults will not be tolerated. Our classroom should be a respectful space where we all feel comfortable sharing our thoughts, and professionalism and boundaries are very important to me as an instructor. These respect guidelines also apply in feedback and email correspondences we will have with one another. **Emails should include** proper opening and closing salutations, proper spelling, and a clear message.

Assignment Formatting

Assignments for this class **must** follow MLA guidelines for formatting, style, and citations. Although you may end up using a variety of citation styles in your future discipline, it is important to me that you learn how to find and follow the rules of an established research method. We will discuss MLA guidelines further in class, but if you have any questions about whether your paper does or does not meet these guidelines, do not hesitate to stop by my office hours; I would be happy to discuss them further with you. With the exception of handwritten, in-class assignments, assignments must be typed in 12 pt. Times New Roman or Georgia font, double-spaced, and **stapled**. I **will** deduct points for unstapled assignments. Please include a header at the top right of each page with your last name and page number (Smith 1), as well as a double-spaced heading at the top left corner with your name, my name, the course name, and the date.

Conferences

Each student will meet with me for a fifteen-minute conference two times during the semester. The first will be during **Week 8** of the semester (see **Course Schedule**). The second conference can be set up at any point between **Week 3** and **Week 16** (except Week 8 of course), but it is the student’s responsibility to set up this conference. These conferences provide an opportunity for in-depth discussion and analysis of your work, as well as time for you to ask me more specific questions and clarify any confusions or difficulties. If a student misses a required conference, it is the equivalent of missing two class periods and may lower his/her final grade.

Revision

You will receive a grade for each major writing project you turn into me along with feedback on how you might rethink or improve your work. You have the option to revise **one** of these major writing projects for re-grading with the exception of the **Project 4**. These revised projects must be turned in during **Week 15** of class (See **Course Schedule**). The revised grade will be the average of your grade on the first submitted draft and the revised draft. Revised drafts must show evidence of substantial revision, which we will discuss further in class.

Plagiarism/Cheating

When you use the ideas, words, or writing of someone else without documentation or with incorrect documentation, you are plagiarizing – a form of academic dishonesty not tolerated in this class. On the first incident of plagiarism, you will receive a 0 for the assignment; if you plagiarize again, you will fail the course and face possible disciplinary action from UNL. I am always happy to discuss questions about how to document a source or whether a particular rhetorical choice constitutes plagiarism; please ask me these questions *before* you risk failing the assignment and/or the class.

Use of Electronic Devices/Technology

I would prefer if you did not use electronic devices during class. With that said, I understand that electronic devices are sometimes part of our learning processes. If you prefer to take notes on an electronic device, you may do so, but note that I will ask you to leave the classroom if I catch you on a website unrelated to our discussion. I understand cellphones are a big part of our lives, but please refrain from texting/using them during class. If your phone rings or interrupts us during class, you must apologize to the class by bringing a treat for the class at our next class meeting (PS: I love Goldfish, Pizza, Muffins, Cookies, and Hummus/Pita Chips...)

Course Schedule

***This schedule is always subject to change at my discretion and will be updated regularly on our course Blackboard site. I will let you know in advance about any changes to assignments or scheduled class meetings.

FNT = For Next Time – You must complete these readings & assignments by next class meeting.

Week	Monday	Wednesday	Friday
1	<p style="text-align: center;">1/12</p> <p style="text-align: center;">First day of class</p> <p>Welcome & Introductions Generate Party Questions</p> <p>FNT: Read & Annotate the Syllabus; send Ashanka an email addressing questions (questions located on our Blackboard page)</p>	<p style="text-align: center;">1/14</p> <p>Discuss Syllabus; TL;DR Activity Read Around Questions</p> <p>FNT: Write 10 “I’m a writer who” statements – bring a printed copy for credit Friday</p>	<p style="text-align: center;">1/16</p> <p>Discuss “I’m a Writer Who” assignment Read “Joyas Voladoras”</p> <p>FNT: Print, Read, & Annotate <u>Mike Bunn’s “How to Read Like a Writer”</u> and Reread & Annotate <u>Brian Doyle’s “Joyas Voladoras”</u></p>
2	<p style="text-align: center;">1/19</p> <p style="text-align: center;">Martin Luther King Day – No Class</p>	<p style="text-align: center;">1/21</p> <p>Discuss Mike Bunn’s “How to Read Like a Writer” and Brian Doyle’s “Joyas Voladoras”</p> <p>FNT: Print, Read, & Annotate <u>Anne Lamott’s “Shitty First Drafts”</u></p>	<p style="text-align: center;">1/23</p> <p>Brainstorm Doyle-Shaped Essays Discuss “Shitty First Drafts” & Examples of Doyle Student Essays</p> <p>FNT: Write a “Shitty First Draft” of your Doyle-Shaped Essay – Print and bring copies for your group members and Ashanka to discuss Monday.</p>
3	<p style="text-align: center;">1/26</p> <p style="text-align: center;">Due: Project #1, Shitty First Draft</p> <p>Group Workshop “Shitty First Drafts” of Project 1 Write a Revision Plan</p> <p>FNT: Focus on going through your revision plan and continue working on your essays. Print, read, and annotate <u>William Zinsser’s “The Lead and the Ending”</u></p>	<p style="text-align: center;">1/28</p> <p>Discuss “The Lead and the Ending.”</p> <p>FNT: Focus on revising your 1st draft. Bring a printed copy of your 2nd draft for me Friday.</p>	<p style="text-align: center;">1/30</p> <p style="text-align: center;">Due: Project #1, Heavy Lifting Draft</p> <p>Discussion “Danger of a Single Story” & Credibility</p> <p>FNT: Print, Read, and Annotate <u>David Sedaris’ “Giant Dreams, Midget Abilities”</u></p>
4	2/2	2/4	2/6

	<p>Discuss “Giant Dreams, Midget Abilities”</p> <p>FNT: Print, read, and annotate <u>William Zinsser’s “The Sound of Your Voice”</u></p>	<p>Discuss “The Sound of Your Voice”</p> <p>FNT: Work on revising draft 2 of your papers (polished/final Doyle-Shaped portfolio due Friday!)</p>	<p>Due: Polished Project #1 & Mini-Portfolio</p> <p>FNT: Print, Read, and Annotate the <u>introduction to Warren St. John’s <i>Rammer Jammer, Yellow Hammer</i></u>. Think about a person or place you might focus on for your second project.</p>
	<p>2/9</p> <p>Discuss <i>Rammer Jammer, Yellow Hammer</i> introduction.</p> <p>FNT: Print, Read, and Annotate William Zinsser’s “Writing About People.” Set up an interview/begin conducting interviews with the person you would like to interview for project 2 by the end of the week.</p>	<p>2/11</p> <p>Discuss “Writing About People” and Interviewing Strategies</p> <p>FNT: Conduct your first interviews and complete assignment on Blackboard by the end of class time Friday.</p>	<p>2/13</p> <p>Ashanka at SWPACA Conference – No Class</p> <p>Complete Blackboard Assignment and Work on Project #2.</p>
6	<p>2/16</p> <p>Library Instruction Day – meet at Love Library South</p> <p>FNT: Work on paper drafts and begin conducting research</p>	<p>2/18</p> <p>Discuss research strategies, citation, and <i>StoryCorps</i>.</p> <p>FNT: Work on writing a first draft of your project 2 paper. Bring one typed, printed copy to class Friday for in-class peer workshop.</p>	<p>2/20</p> <p>Due: Project #2: Shitty First Draft</p> <p>In class peer-workshop day.</p> <p>FNT: Print, Read, and Annotate “<u>Profiles in Real Life: Dan M., New York, NY</u>” AND Listen to a <u><i>StoryCorps</i> story</u> of your choice, be prepared to discuss the one you chose in class Monday.</p>
7	<p>2/23</p> <p>Discuss <i>StoryCorps</i>, Writing About People through the Malala and Baldwin profile examples.</p> <p>FNT: Use this time to work on your heavy-lifting draft. <u>Read Gloria Anzaldua’s “How to Tame a Wild Tongue”</u> by Friday.</p>	<p>2/25</p> <p>Wrap up any remaining discussions from previous class and discuss any challenges that might have arisen from project 2 development; begin discussing “How to Tame a Wild Tongue” as time permits.</p>	<p>2/27</p> <p>Due: Project #2: Heavy-Lifting Draft via Email</p> <p>Ashanka out of town – No Class</p> <p>FNT: Attend scheduled conferences and continue to work on your project 2 papers. <u>Read Roxane Gay’s “Peculiar Benefits”</u></p>

		FNT: Work on your Heavy-Lifting Draft. Email me the draft by class time Friday.	
8	3/2 No Class – Mid-Semester Conferences <u>Read “What’s That You’re From” by Susan Atefat Peckham</u>	3/4 No Class – Mid-Semester Conferences <u>Read “Why I Write” by Elie Wiesel</u> – email Ashanka a discussion question or inquiry point on either/and Anzaldua, Peckham, Gay, and/or Wiesel by Thursday at noon.	3/6 Part 1 of identity and privilege discussions from Anzaldua, Peckham, Gay, Wiesel. FNT: <u>Read Audre Lorde’s “Uses of Anger,”</u> continue to work on project 2.
9	3/9 Part 2 of identity and privilege discussions from Anzaldua, Peckham, Gay, Wiesel, Lorde. FNT: Focus on wrapping up Project 2. Portfolio due Wednesday.	3/11 Due: Polished Project #2 Portfolio Part 3 of identity and privilege discussion from Anzaldua, Peckham, Gay, Wiesel, Lorde, Sedaris. FNT: Begin drafting blended personal narrative essay – bring a rough paper copy or your laptop with copy on it to class Friday.	3/13 Discuss Project #3 Wrap up any discussions from previous week FNT: Complete Blackboard assignments. Focus on building draft of “Explorations of Identity and Privilege” essay and bring a complete SFD to class following Spring Break.
10	3/16 Ashanka at CCCC – No Class – Work on Project #3	3/18 Ashanka at CCCC – No Class – Work on Project #3	3/20 Ashanka at CCCC – No Class – Work on Project #3
11	3/23 Spring Break – No Class	3/25 Spring Break – No Class	3/27 Spring Break – No Class
12	3/30 Due: 4-5 page Shitty First Draft of Project 3 In-class peer workshop FNT: Work on Project #3 HLD; Print, Read, and Annotate “Myths of Writing” by Frank Smith	4/1 Discuss “Myths of Writing” and workshop volunteered essays as a class. FNT: Work on Project #3; Heavy-Lifting Draft due Friday by email.	4/3 Due: Heavy-Lifting Draft of Project 3 FNT: Print, Read, and Annotate “Why I Ride” by Jana Richman
13	4/6 Discuss “Why I Ride” and Mentor Texts FNT: Continue working on project #3; begin skimming mentor texts for project #4. Select a text by Friday 4/10.	4/8 Wrap up discussion of mentor texts and workshop volunteered essays as a class. FNT: Continue working on Project #3 and skimming mentor texts for project #4. Have one selected, printed,	4/10 Discuss mentor texts and writing values FNT: Reread your mentor text whenever you get a chance; wrap up working on Project #3, due Monday.

		read, and annotated for in-class Friday.	
14	<p>4/13 Due: Polished Portfolio for Project 3</p> <p>Discuss Final Presentations/Teaching Days and work with mentor texts.</p> <p>FNT: Continue to work with your mentor text and begin crafting your first draft essay for project #4.</p>	<p>4/15 TBD</p>	<p>4/17 Due: Shitty First Draft Project 4</p> <p>In-Class Peer Workshop</p> <p>FNT:</p>
15	<p>4/20 TBD</p>	<p>4/22 Due: Heavy Lifting Draft Project 4</p>	<p>4/24 TBD</p>
16	<p>4/27 Presentation Day #1</p>	<p>4/29 Presentation Day #2</p>	<p>5/1 Due Polished Draft of Project 4. Presentation Day #3 Last day of class</p>
17	<p>5/4 – 5/8 : Finals Week ***Final Reflection Essay Due Tuesday, 5/5 by Noon</p>		

English 150: Writing as Inquiry
Spring 2016

Instructor: Brita Thielen
Email: bmthielen@huskers.unl.edu
Office: Andrews 312
Office Hours: T/Th from 2-3 PM
W 10:30-11:30 AM
or by appointment

Course Section: 060
Meeting Times: M/W/F 1:30-2:20 PM
Meeting Location: Andrews 16

Course Description

Welcome to ENGL 150: Writing and Inquiry! During this course, we will explore the ways in which our identities are influenced by our society and culture. I believe we compose our lives in ways that are similar to composing a piece of writing. Certain events and relationships help shape our sense of self and influence the way we live in the world, and we receive these messages through various oral, written, and visual “texts.” I also believe we can (and should) critically examine these texts to make conscious decisions about the things that shape our life narratives. We are often told that we as individuals have the power to shape our own destinies. While I think there is truth to this statement, I also feel we are constantly influenced by our surroundings, especially in an increasingly digital world. Writing is a powerful tool we can use to reciprocally shape our socio-cultural environment because it allows us to communicate our ideas, beliefs, and lives to a larger community.

So how do we critically examine our life narratives, and how does writing contribute? We will spend the next 16 weeks exploring these questions. It is my hope that as a learning community we can develop critical thinking and writing strategies that will serve you throughout your academic, professional, and personal lives.

I believe writing is a process. Therefore, we will spend time on every aspect of writing an essay: generating ideas, outlining, composing rough drafts, peer review, and revising, revising, revising! We will also examine published “model texts” for rhetorical strategies we can add to our writing toolboxes.

Required Texts

There are no required textbooks for this class. All readings will be distributed in class or found on Blackboard. All readings should be printed, read, and annotated for the class period for which they are assigned.

Course Requirements

Participation

Our time in the classroom will primarily involve full-class discussion and small group work—I strive to lecture as little as possible because I believe that it takes all of us working together to create the most learning. Because student participation is so important to the success of this course, you will be graded on your contributions. I measure student participation in the following ways: regular class attendance, arriving prepared for class, completing assigned Blackboard posts, participating in in-class free-writing and other classroom activities (worksheets, small

group work, etc), and contributing vocally to large-group discussion. Following these guidelines should ensure that you receive full participation points.

Blackboard Posts

English 150 is a class where we use writing to discover and learn instead of just writing to show others what we know. Every day I will be asking you to write in and out of class. In between formal drafts of projects, you will complete Blackboard Posts that allow you to try various techniques for development, focus, and style. This low-stakes writing is typically 500 words and is graded on a four-point scale as follows:

- 0 – did not complete assignment
- 2 – completed assignment but missed crucial aspects (e.g. not the necessary word length, not considering parts of the prompt, etc)
- 3 – you did all of the necessary requirements but did not move beyond “surface” analysis or reflection
- 4 – you met the basic requirements and showed excellent depth of thinking and analysis

Peer Workshops/Peer Review

Peer Workshop/Peer Review is an extremely important component of this class. It allows you to practice critically analyzing and providing feedback on your peers’ writing, receive peer feedback on your own writing, and get ideas for your own drafts by seeing your peers as models. Therefore, it is vital that you respect your classmates by arriving to peer review and workshop sessions on time and prepared. More detailed peer review guidelines will be provided before our first session.

Writing Projects

In addition to the more informal Blackboard posts you will be completing over the course of the semester, there will be three formal writing projects (see next section). These projects will always include an Author’s Note that explains your goals, accomplishments, and struggles with each project (more information on Author’s Notes will be provided before Project 1). While a brief description of each project is provided below, you will receive a detailed assignment sheet at the beginning of each unit.

Writing Projects

Project 1: Collage Essay: The purpose of this project is to explore a new form of essay writing and investigate a topic from multiple (and not always obviously connected) perspectives. Ideally, the core of your essay should hold some personal meaning for you. (4-5 pages)

Project 2: Pop & the Personal: The purpose of this project is to critically examine your relationship with a pop culture artifact. For this essay you will need to incorporate a combination of personal narrative and research. (5-6 pages)

Project 3: Explorations of Identity and Privilege: The purpose of this project is to examine the ways that different forms of privilege, which are dictated by the greater social hierarchy, contribute to the ways we view ourselves and others. For this essay, you will need to incorporate a combination of personal narrative, research, and cultural criticism. (5-6 pages)

Project 4: Final Portfolio: The final portfolio contains the following 3 components (you will be provided with a detailed assignment sheet for this project towards the end of the semester):

- A 3-5 page (double-spaced) general reflection essay
- A 1-2 page (double-spaced) reflection on peer workshop
- A 1-2 page (double-spaced) reflection on a Blackboard post that you feel best shows off your critical thinking/analytic skills in action.

Grading

Grade Breakdown

15% Participation
15% Blackboard Posts
15% Peer Response
15% Project 1
15% Project 2
15% Project 3
10% Final Portfolio

Grade Scale

I use the following percentage-to-grade conversion to determine your final semester average:

100-97% = A+
96-93% = A
92-90% = A-
89-87% = B+
86-83% = B
82-80% = B-
79-77% = C+
76-73% = C
72-70% = C-
69-60% = D
Below 60% = F

There will also be a few extra credit event opportunities available throughout the semester. To receive extra credit, you must attend the event and write a 1 to 2 page response paper due to me by the next class period. Opportunities will be announced in class as they arise.

Course Policies

Attendance Policy

Emergencies and challenges come up in everyone's life, so you are allowed three absences in this class without it affecting your grade. However, I do not distinguish between excused or unexcused for these absences, so use them wisely. Missing an individual conference with me will count as TWO absences. *More than three absences will lower your grade by half a letter grade for each absence over three, and more than eight absences will result in automatic failure of the course.* You are responsible for finding out what you missed when you are absent. If you have a

serious issue that will require you to miss multiple classes (e.g. medical emergency, severe illness, death in the family, etc), please bring these to my attention on a case-by-case basis.

Tardy Policy

Out of respect for my time and the time of your fellow classmates, I expect you to arrive to class on time. If you are repeatedly late (three or more times), your tardiness will count as an absence.

Late Work Policy

I do not accept late work. Assignments not turned in by the end of class on the due date will receive a 0. Deadlines will be communicated to you well in advance, and it is your responsibility to complete your work ahead of time. If you are unable to attend class on the day an assignment is due, email the homework to me the same day *before* the beginning of class. Otherwise, it will be considered late and will not be graded at all. If for some reason you feel you will be unable to meet a deadline, *you must contact me more than 24 hours in advance of the assignment due date* to discuss the possibility of an alternative assignment or extension.

Respect

Every classroom consists of individuals with a variety of backgrounds and beliefs. We will read and discuss texts and topics in this class that might make you feel challenged or uncomfortable. In fact, the goal of this course is to examine how your identity has been shaped by society and culture, and such self-reflection can be disconcerting at times. Therefore, it is your responsibility to keep the classroom a safe space for your peers. Disrespectful, dismissive, or derogatory speech will not be tolerated. Instead, we will practice expressing disagreement in a constructive and open-minded manner. Any person causing a hostile environment will be addressed privately and may be removed from the class if the behavior persists.

Grievances

If you have any issues or problems with the class, please discuss them with me as soon as possible. I address student grievances on a case-by-case basis, and I am always happy to meet with you outside of class. You will also have the opportunity to complete an evaluation at the end of the semester to share your thoughts on my teaching, policies, and assignments. *One note: if you wish to appeal a grade that you received on an assignment, I request that you wait 24 hours* from the receipt of the grade before approaching me. When we meet, I expect you to come prepared with a *written* justification for a higher grade.

Communication

Communication is essential for success in any career, as well as in this course. I am available to meet with you during my office hours or by appointment to discuss assignments, questions, and/or issues. I also check my email throughout the day, and I recommend you use this method to contact me outside of class. However, *I may not respond to emails between 7 PM and 7 AM* (I, too, am a student with friends, family, etc). Also, I do not have a smartphone and therefore am not connected to my email 24/7. The course syllabus, assignments, readings, and daily announcements/homework assignments are available on our course Blackboard site. *You are responsible for checking Blackboard to keep track of homework assignments.*

Formatting

I require papers to be written using MLA guidelines for formatting, style, and citations. I recognize that MLA is not used in every discipline; however, it is the standard for English

courses. All essays must be typed in *12-pt. Times New Roman font, double-spaced, and stapled* in the upper-left-hand corner. Please include a header at the top right of each page (except the first) with your last name and page number (Thielen 1), as well as a double-spaced heading at the top left corner of the first page with your name, my name, the course name, and the date (1 November 2014). If you have questions about using MLA citations in your papers, I recommend first checking the Purdue Owl website (<https://owl.english.purdue.edu/owl/resource/747/01/>) *before* emailing me to see if you can find the answer. The Writing Center is also a wonderful resource for such questions.

Academic Integrity and Plagiarism

When you use the ideas, words, or writing of someone else without documentation or with incorrect documentation, you are plagiarizing. Plagiarism is a form of academic dishonesty that is not tolerated in this class. On the first incident of plagiarism, you will receive a 0 for the assignment. If you plagiarize a second time, you will automatically fail the course and face possible disciplinary action from UNL. I am more than happy to discuss questions about how and when to document sources, and UNL's Writing Center is also an excellent resource as well. Please visit me or the Writing Center *before* you risk failing the assignment and/or the class.

University Policies and Resources

ACE Requirement Fulfillment

This course is certified as an Achievement Centered General Education (ACE) Outcome 1 course. Therefore ENGL 150 will help you meet the following general education outcome: "Write texts, in various forms, with an identified purpose, that respond to particular audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of form and structure."

To help you achieve this outcome, English 150 will provide you opportunities to draft, receive feedback on, and revise three extended writing projects, composed for different purposes and audiences. You'll have a chance to integrate outside sources into your texts, which you'll document in conventions appropriate to the form employed. You'll also be invited to draw and reflect on your existing knowledge, using the writing process to see your experiences in new ways. At the end of the term, a few randomly selected students may be asked to provide samples of their work (the final version of a major project) so we may assess the course's overall effectiveness in helping students to achieve ACE-1 requirements. Please let me know if you have questions about this collection process.

Access Policy

Services for Students with Disabilities (SSD) provides individualized academic support for students with documented disabilities. Support services can include extended test time, textbooks and handouts in alternative formats (electronic texts, Braille, taped texts, etc), classroom notes, sign language interpreters, and transcriptionists. SSD not only accommodates students who have visible disabilities, but also students with other types of disabilities that impact college life. If you have a documented disability that is impacting your academic progress, please call SSD at 472-3787 and schedule an appointment with the Director, Veva Cheney, or the Assistant Director, Barbara Woodhead.

If you do not have a documented disability but you are having difficulties with your coursework (such as receiving low grades even though you study more than your classmates or find you run out of time for test questions when the majority of your peers finish their exams in the allotted time), you may schedule an appointment with Veva Cheney or Barbara Woodhead to discuss the challenges you are experiencing.

UNL Writing Center

The UNL Writing Center is a wonderful resource for extra help on your writing projects. Trained peer consultants are available to talk with you as you plan, draft, and revise your writing. I strongly encourage you to take advantage of this free service. Please visit the Writing Center website, www.unl.edu/writing, for locations, hours, and information about scheduling appointments. *The Writing Center is not only a resource for students who are struggling. ALL writers benefit from discussion and collaboration with other writers. I myself use the Writing Center regularly for my own writing projects.*

Course Calendar

IC: In Class

HW: Homework

Week	Monday	Wednesday	Friday
1	<p>1/11</p> <p>Intro to Class/Syllabus</p> <p>HW: Read syllabus; bring questions to next class</p>	<p>1/13</p> <p>IC: Perspective/Audience Activity</p> <p>HW: Compose 300 to 500 words introducing yourself and sharing your past experience with and relationship to writing. Turn in physical copy to me on Friday.</p>	<p>1/15</p> <p>IC: Discussion: What makes “good” writing?</p> <p>HW: Read “Joyas Volardores” by Brian Doyle. Blackboard Post.</p>
2	<p>1/18</p> <p>No Class – MLK Day</p>	<p>1/20</p> <p>IC: Discuss “Joyas Volardores,” particularly how it is different from the types of writing we discussed on Fri. Consider how we tell verbal stories—we don’t start a story by saying, “this is the moral, or point, to my story, and now I am going to tell you the story.”</p> <p>HW: Read “The Lyric Essay” by Deborah Tall and “The Collage Essay” by W. Todd Kaneko on Blackboard. Write (expand) on one of the topic ideas you generated in class.</p> <p>Blackboard post: Individually brainstorm a list of 10 possible topics to make up your “collage.” Pick 3 of them. Identify larger message.</p>	<p>1/22</p> <p>IC: Discuss previous night’s readings—what is a lyric essay and collage essay? How does Doyle’s essay fit within this context? Read Student Example Essays. Distribute Project 1 Assignment guidelines.</p> <p>HW: Read “Getting Started” by Lamott. Read Project Guidelines. Take one of your individual topic ideas and try to write a section about it.</p>

		Extra-Credit Opportunity: Free Screening and Discussion of Chi-Raq	
3	1/25 IC: Quick quiz on “Getting Started” (most helpful thing they got from the reading). Breaking down the Doyle essay activity. HW: Read “Shitty First Drafts” by Ann Lamott. Record 3 things you learned that you want to remember/apply to writing your own rough draft. Work on another topic of your essay.	1/27 IC: Discuss “Shitty First Drafts.” Guidelines for Peer Review. Assign Peer Workshop groups. HW: Create a “finished” draft of your essay for peer workshop.	1/29 IC: Drafts due to Peer Workshop Groups Description Activity. HW: Prep for Peer Workshop
4	2/1 No Class – Peer Workshops	2/3 No Class – Peer Workshops	2/5 No Class – Peer Workshops HW: Read “What Does it Mean to Know Grammar?” Blackboard post. Revise drafts from peer workshop.
5	2/8 IC: Writing Center Visit. Briefly discuss “What does it mean to know grammar?” In-Class Peer Review (targeted concerns). Author’s Note Guidelines. HW: Work on final drafts.	2/10 PROJECT 1 DUE IC: Read excerpts from “Students’ Right to Their Own Language” and discuss. Introduce Project 2 – What do we think of when we hear the term “pop culture”? What is a pop culture object? HW: Read “8 Things Everyone Should Know About Pop Culture” and “A Close Reading of Ke\$ha” from ThoughtCatalog. Bring a pop	2/12 IC: Go over Project 2 Assignment Guidelines. Discuss ThoughtCatalog articles and examine class examples of Pop Culture Objects HW: Watch Anita Sarkeesian Video “Damsel in Distress” Part 1 – Blackboard post.

		culture object to class and write Blackboard post analyzing object rhetorically.	
6	2/15 IC: Discuss Sarkeesian video. K.will music video activity. HW: Blackboard post expanding on class discussion + lenses. Begin thinking about a pop culture object you might choose for your paper.	2/17 IC: Read student example essays. Compare to rubric – how are they meeting/not meeting rubric requirements? HW: Read “The Trouble with Prince Charming. . .” by Roxane Gay. Blackboard post. Tentatively decide on pop culture object for paper	2/19 IC: Discuss Gay’s essay. HW: Write at least 500 words about personal relationship to pop culture object. Extra-credit opportunity: Read “How Shows Like 'Will & Grace' And 'Black-ish' Can Change Your Brain”– Blackboard post
7	2/22 Library Research Training Day HW: Look for scholarly articles for paper. Continue expanding drafts.	2/24 IC: Show students a sample of my writing about the song “Rude” by Magic! Discuss how I could incorporate research and analysis of the object into my paper. Ask them–as my audience, what more do they want to know about my object? What kind of research should I do? HW: Locate places for research in own personal narrative. Continue research.	2/26 IC: In-Class Writing Day with 4 possible activities. HW: Integrate research into your paper. Remember, you must have at least 2 sources, one of them scholarly!
8	2/29 IC: Thesis Statement Activity. Begin talking about citations and resources. Also watch TEDTalk: “How Statistics Can Be Misleading”	3/2 IC: Review Peer Guideline Requirements. More citation discussion. HW: Prepare draft for Peer Review	3/4 Drafts due to Peer Workshop Groups IC: Citation Scavenger Hunt Activity.

	HW: Prepare draft for Peer Review		
9	3/7 In-Class Peer Review HW: Revise from Peer Review	3/9 IC: Various housekeeping things and paired editing of drafts HW: Prepare final draft	3/11 PROJECT 2 DUE Conference Proposal “Call for Papers” activity HW: Watch Chimamanda Ngozi Adichie’s TEDTalk “The Danger of a Single Story.” Blackboard Post.
10	3/14 IC: Discuss expectations for discussion in Unit 3. Discuss TEDTalk. Activity: Defining the word “privilege.” 5-minute reflection writing HW: Read “Peculiar Benefits” by Roxane Gay. Blackboard post on Gay: Do you feel/think differently about what privilege means after reading and discussing Gay’s essay? What emotions do you feel when you hear the word “privilege”? Describe a time you experienced privilege in your own life or noticed other people experiencing privilege. 500 words.	3/16 IC: Discuss Gay’s essay and her rhetorical moves. 5-minute reflection writing HW: Read “Straight White Male: The Lowest Difficulty Setting There Is” by John Scalzi, “Explaining Privilege to a Broke White Person,” and watch “First-Generation Students Unite.” Write a 500-word Blackboard post that brings these 3 pieces into conversation with one another: How do these blog and video platforms evolve your understanding of privilege? What thoughts/feelings do these pieces provoke in you as the reader/viewer?	3/18 IC: Break into 3 groups to discuss the Scalzi blog post, the BuzzFeed video, and the First Gen. video and their rhetorical moves (one piece per group). Move to large group discussion and share group’s ideas. 5-minute reflection writing HW: Read “The Subtle Linguistics of Polite White Supremacy” by Yawo Brown and “Pollution, Poverty and People of Color: Living with Industry” by Jane Kay and Cheryl Katz Blackboard Post. Also read 1 of the following essays of your choice: 1) “Black Workers Really Do Need to Be Twice as Good” by Gillian B. White 2) “When You’re Accustomed

			to Privilege, Equality Feels Like Oppression” by Chris Boeskool 3) “What Goes Through Your Mind: On Nice Parties and Casual Racism” by Nicole Chung
11	3/21 No Class – Spring Break	3/23 No Class – Spring Break	3/25 No Class – Spring Break
12	3/28 IC: Discussion of the Race Privilege articles. Knapsack Questionnaire. Writing activity about identity markers. 5-minute reflection writing HW: Read “How to Tame a Wild Tongue”. Post a 500-word response to this essay on Blackboard by Tuesday at 9 PM.	3/30 IC: Discuss Assignment Guidelines and “How to Tame a Wild Tongue.” 5-minute reflection writing HW: Write an essay draft of at least 500 words that expands on one of the ideas of privilege the student listed on Unit Day 1 or Day 3. The draft should also try to engage with at least one of the questions from the student’s reflection on Day 2. This is a Shitty First Draft. Explore some of your current thoughts about privilege in connection to a specific moment from your life.	4/1 IC: SPENT online game and reflection AND (if time) Fair Representation Writing Activity HW: Read “Collateral Damage.” Post a 500 word response to this essay on Blackboard by Sunday at 9 PM.
13	4/4 IC: Discuss “Collateral Damage” 5-minute reflection writing HW: Expand rough draft from 500 to 1000 words.	4/6 IC: Fair Representation Writing Activity and CRAAP test source activity HW: Finish rough draft, including Works Cited.	4/8 Rough Draft of Essay Due to Brita. Include Works Cited. IC: Discuss excerpt from “Innocence & Experience: Voice in Creative Nonfiction” by Sue William Silverman

			HW: Continue research and work on papers
14	4/11 No Class – Conferences	4/13 No Class – Conferences	4/15 No Class – Conferences Drafts due to Peer Workshop Groups
15	4/18 In-Class Peer Review	4/20 IC: Peer editing. Introduce Final Portfolio Guidelines HW: Revise Final Draft	4/22 PROJECT 3 DUE IC: Decompress Day: What did you like/hate about this essay? What did you learn? What would have made it more rewarding? Discuss reflection essays. HW: Begin composing reflection essays
16	4/25 IC: Portfolio Work Day; Student Evaluations HW: Work on Portfolio	4/27 IC: Portfolio Work Day HW: Work on Portfolio	4/29 Last Day of Classes Class Party and Wrap-up