

# English W131

## Analytical Reading, Writing, & Inquiry

Section 5945 • MWF 8:00-8:50 • Sycamore Hall, Room 200

### Ms. Sarah Line

Office: Weatherly 109

Office Hours: M 9:00-11:00am; W 2:45-3:45pm

Email: [smline@iu.edu](mailto:smline@iu.edu)

### Required Texts

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Hacker, Diana and Nancy Sommers. *Indiana University Bloomington Rules for Writers*. Eighth Edition. New York: Bedford/St. Martin's, 2016.

Rosenwasser, David and Jill Stephen. *Writing Analytically*. Seventh Edition. Stamford, CT: Cengage, 2015.

Other texts will be made available online through Canvas. Always bring an annotated copy of the text to class on the day it is assigned.

*Ender's Game* and *Pan's Labyrinth*. Copies of these films will be made available through library course reserve, but you may want to secure other means of viewing them on your own.

***Pan's Labyrinth* contains some scenes of disturbing, graphic violence. If this makes you uncomfortable in any way, feel free to come and talk to me during office hours.**

### Welcome to W131!

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In this course, we will be developing skills of analytical thinking, reading, and writing that are key to your success as a university student. To meet that goal, we will examine essays, films, photographs, and a range of other cultural objects. In addition to drawing on your own personal experience, we will also consider the perspectives and concepts that other writers bring to the ideas we will discuss. Through your conscientious and dedicated work this semester, you will find yourself well prepared to participate in the forms of inquiry and expression that define academic discourse.

### Coursework

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We will complete two types of written assignments this semester. **Microtasks** are shorter opportunities for practicing the strategies of analytical reading and writing that we will be studying in class. **Essays** give you the chance to practice those strategies by making and developing claims about cultural texts that we will consider in class. Several short assignments throughout the semester will provide additional opportunities for us to enhance the skills we are learning. **You must complete and hand in all Microtasks and Essays in order to qualify for a passing grade for the course.** Assignments are weighted as follows.

Microtask One	Comparative Analysis Grid	50
Microtask Two	Summary	50
Essay One	Comparative Analysis	150
Microtask Three	Lens-based Analysis	50
Microtask Four	Lens-based Analysis with Film	50
Essay Two	Lens-driven Analysis	200
Microtask Five	Analysis of a Photograph	50
Microtask Six	Annotated Bibliography	50
Essay Three	Research-based Analysis	300
Short Assignment Points	Various	50
<b>Total Points</b>		<b>1000</b>

## Grades

The grades I assign to your work this semester are a measure of how successfully you have completed a task. Grades are an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student; they are also not a reward for the effort you have made toward completing an assignment. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after carefully considering my comments on your work, please ask me.

Grade	%	What it Means
A	97-100 A+	Superlative work. Addresses the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Almost entirely error-free. Leaves the reader thinking well after the last word goes by.
	93-96 A	
	90-92 A-	
B	87-89 B+	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
	83-86 B	
	80-82 B-	
C	77-79 C+	Adequate work. Meets the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall. Any lapses in correctness and style tend not to affect the reader's comprehension.
	73-76 C	
	70-72 C-	
D	67-69 D+	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
	63-66 D	
	60-62 D-	
F	Everything else	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.

## Course Policies and Resources

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The following policies for the course enable us to know what to expect from each other this semester. Please see me if you have any questions.

**Attendance.** Your attendance is an important factor in your success in this course. If you're not here, how can we learn from you? You may be absent three times this semester without penalty; I recommend saving these for illnesses and emergencies. Each absence beyond these three will lower your final course grade by a third of a letter (e.g., B to B-). It's best to notify me in advance if you must miss a class. Also be sure to inform me in advance of special circumstances, such as religious holidays or other university-excused absences, for which there will be no penalties (you must provide all relevant documentation). If you have an emergency or illness, please remain in contact with me by email so that we can make appropriate arrangements for you to keep up with assigned work. In general, remember that the sooner you inform me of any complications to your regular attendance this semester, the more options we'll have for ensuring that they have as little negative impact as possible on your performance. If you have been absent for reasons that you believe should be excused, it is your responsibility to discuss your situation with the Office of the Dean of Students. As a matter of university policy, I cannot receive doctor's notes, paperwork from the health center, or other forms of documentation about your absence; this is the function of the Office of the Dean of Students.

**Class roster.** If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to specify your preferred gender pronoun usage. If you have any questions or concerns, do not hesitate to contact me.

**Drafts and late assignments.** Revision is a critical part of inquiry and writing. For that reason, you will be required to bring drafts of your work to several of our class meetings. (Everything that is due in class is listed in red on the day it is due). Sometimes this will be a draft of a specific section, and sometimes it will be a complete rough draft of an assignment (which means a full-length version that addresses all of the requirements that are specified on the assignment sheet). Failure to bring and submit the required rough draft materials on the days they are due in class will result in a 10% penalty (that is, one letter grade) on the final assignment. Short assignments will be distributed at my discretion throughout the semester and cannot be made up without prior arrangements with me.

All assignments must be submitted at the beginning of the class meeting on which they are listed as due. You will be penalized 10% for every calendar day that an assignment is late. **You must complete and hand in all Microtasks and Essays in order to qualify for a passing grade this semester.**

**Tardiness** will be penalized at my discretion. Frequent tardiness or lateness that causes you to miss a large portion of a class meeting will count against your total absences. Four days of lateness will constitute an absence. Be sure to consult the syllabus section on the IU Promise for the full course attendance policy.

**Canvas.** Be sure to check Canvas regularly this semester for updates, announcements, and course materials. This is where you will find all of your readings for class that are not in your two textbooks.

**Technology in the classroom.** I welcome your use of laptops and tablets in class, with the understanding that you limit your use to tasks that are directly relevant to our coursework; other uses are an unfair distraction to those seated around you. Please do not use mobile devices of any kind for texting, checking email, or any other activities not directly related to class discussion. You will receive one warning about distracting use of technology in class; instances beyond that will cause you to be marked absent on that class day.

**Fair Use.** The essays and other copyright materials that you will be working with in the course have been made available to you within the provisions of "fair use," as explained in the US legal code that governs copyright. In general, this means that you will use these materials exclusively for their designated purposes within the course and that you will not post, email, or otherwise distribute them to others outside the class. If you have any questions about fair use, please ask me.

**Student disability services.** If you require assistance or appropriate academic accommodations for a university-documented disability, please speak with me after class, during office hours, or by appointment. If you have not yet established your eligibility for disability support services through the Office of Disability Services for Students in the Herman B. Wells Library, Suite W 302, please contact them first (812-855-7578).

**Veteran Services.** If you are a veteran, on active duty, in the reserves, in the National Guard, or a spouse/dependent of a veteran, please let me know if an aspect of your present or prior service affects your ability to fulfill the requirements of the course. I realize that you have no control over training and drill schedules, calls to active duty, GI Bill disbursements, and other aspects of service. I am happy to help in any way I can, especially by putting you in contact with university staff who are trained to assist you. Campus resources for veterans, service members, and families are located at Veteran Support Services on the mezzanine level in the Indiana Memorial Union. The VSS office can be reached at 812-856-1985, [vetserv@indiana.edu](mailto:vetserv@indiana.edu), or [veterans.indiana.edu](http://veterans.indiana.edu).

**Writing Tutorial Services (WTS).** I encourage you to visit a W131 tutor at Writing Tutorial Services for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all IU students. WTS is not a proofreading service. Rather, tutors do something much more valuable: they assist you in developing your ideas and skills in written communication. You can call WTS at 812-855-6738 for hour-long appointments in the Wells Library, and you can check their website ([www.indiana.edu/~wts](http://www.indiana.edu/~wts)) for hours at other WTS centers.

## Meeting with Me

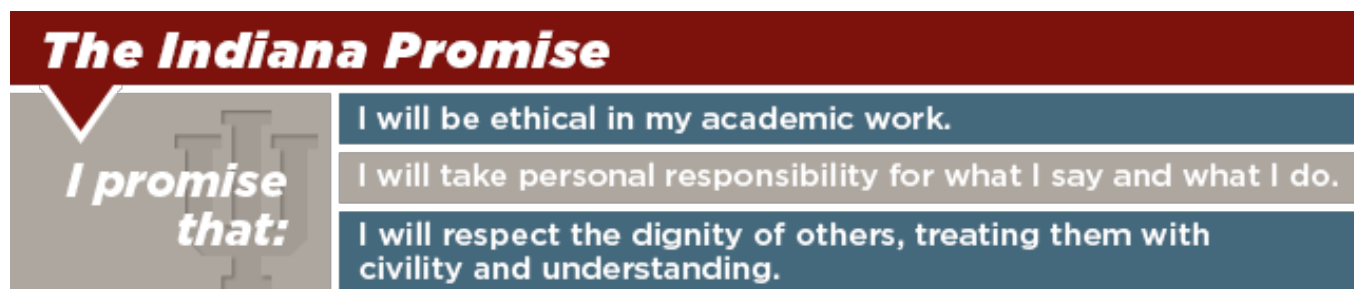
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The office hours listed on the first page of this syllabus are the dedicated times when I am available to talk with students about any aspect of the course, especially your written work. If you are unavailable during these times, talk with me or email me to see about scheduling an appointment for another time. I check my email once a day, so do not expect an immediate response. For conversations about your drafts and/or grades, please see me in person. Coming to office hours does not mean that you will necessarily do better on your assignments; it does ensure, however, that we will have a chance to enact some of the feedback, questioning, and conversation that all good writing requires before it can be great.

Again, welcome to W131, and I look forward to working with you and your writing this semester!

Ms. Line

## English W131 and the Indiana University Promise



As an Indiana University student, you have pledged to uphold the IU Promise. To do so as a student in English W131 means abiding by the following policies.

### Being Ethical in Your Academic Work

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The primary way for you to be ethical in your research and writing is to correctly and completely acknowledge the work of others. **Plagiarism** is the unacknowledged use of other people's words or ideas, whether deliberately or accidentally. Any written work with your name on it signifies that you are the author—that the ideas, wording, and structure are yours, with exceptions indicated by quotation marks and citations. Evidence of plagiarism will result in a zero on the assignment in question, and a report on your academic dishonesty will be filed with the Dean of your school and the Registrar. Receiving a zero on any assignment will make it difficult for you to receive a passing final grade in the class. Please see the Indiana University "Code of Student Rights, Responsibilities, and Conduct" at <http://www.iu.edu/~code/code/responsibilities/academic/>.

### Taking Personal Responsibility for What You Say and What You Do

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Your **attendance** is an important factor in the success of our course. If you're not here, how can we learn from you? You may be absent three times this semester without penalty; I recommend saving these for illnesses and emergencies. **Each absence beyond these three will lower your final course grade** by a third of a letter (e.g. B to B-). It's best to notify me in advance if you must miss a class. Also be sure to inform me in advance of special circumstances, such as religious holidays or other university-excused absences, for which there will be no penalties (you must provide all relevant documentation).

If you have an **emergency or illness**, please remain in contact with me by email so that we can make appropriate arrangements for you to keep up with assigned work. In general, remember that the sooner you inform me of any complications to your regular attendance, the more options we'll have for minimizing their impact on your performance. If you have been absent for reasons that you believe should be excused, please talk with me during office hours. While you can rely on me to be an advocate for your success in W131, absences can only be excused in exceptional circumstances. In such cases, these circumstances must be reviewed by the Director of Composition and the Director of Administrative and Instructional Affairs in the Department of English. In other words, illness, doctor's notes, or family hardships are not guarantees of excused absences. Moreover, even if your absences are excused, it is possible to miss such a significant portion of class that the English Department cannot grant you passing credit and will thus require you to withdraw or drop in order to retake the class at a time when are able to attend as required. If you have any questions or concerns about how an issue of your attendance has been handled, you should consult the Office of the Dean of Students. This includes absences for reasons that you might prefer not to discuss with me.

## Respecting the Dignity of Others

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I will rely on you to do your part to help foster a respectful and comfortable environment in our class. When you contribute to class discussion—and you will, of course, contribute!—please refrain from the use of potentially offensive or hurtful language, even in jest. One of the great benefits of class discussion is the range of beliefs and ideas it brings to light for our consideration. There will be many overlaps in our thinking, and there will be some differences as well. The goal of academic discourse is not that we all learn to think alike; the goal is that we all learn in an environment of civility and understanding. Please regard other people’s work and ideas with the kindness and respect we all deserve as we read, write, and inquire together this semester.

As an IU employee, I am responsible for helping to keep our campus safe for all students. Both Title IX and IU’s own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or if you know someone who has, the University can help. I encourage you to visit <http://stopsexualviolence.iu.edu/> to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus (their contact information is available at <http://stopsexualviolence.iu.edu/employee/confidential.html>).

Additionally, federal and university regulations **require** me to promptly convey any information about potential sexual misconduct to our Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, IU will work with a small number of others on campus to ensure that resources are made available to the student who may have been harmed and that any other appropriate measures are taken. Protecting student privacy is of utmost concern, and information will only be shared with those who need it in order to respond and assist in a sensitive and professional manner.

## COURSE SCHEDULE

DAY	DATE	ACTIVITIES AND ASSIGNMENTS
Key		<b>WA</b> <i>Writing Analytically</i> <b>RFW</b> <i>Rules for Writers</i>  All readings and assignments are due on the date listed. This schedule may change over the course of the semester, but readings and assignments will never be due earlier than they are indicated here. Any changes will be announced in class and on Canvas.
Unit One: Cultivating Analytical Habits of Mind		
1	M 8-21	<b>Welcome to W131! Introduction to our course and goals.</b>

2	W 8-23	<b>Introduction to each other. What is representation?</b> Read: course syllabus; WA 1-6, "Writing as a Tool of Thought"; WA 10-16, "Counterproductive Habits of Mind"
3	F 8-25	<b>Representation continued: Reading—and thinking—analytically.</b> Assign: Microtask 1 Read: WA 39-41, "Becoming Conversant Instead of Reading for the Gist"; RFW 66-70, "Read Actively: Annotate the Text"; RFW 410-15, "Take Notes Carefully to Avoid Unintended Plagiarism"
4	M 8-28	<b>What is summary?</b> Read: Berreby, "Rituals and Traditions: It Takes a Tribe"; Wilhoit, "Summary" (on Canvas); WA 17-21, "Notice & Focus (Ranking)"; WA 46-47, "Paraphrase X 3" <b>Annotated copy of "Rituals and Traditions: It Takes a Tribe" due in class</b>
5	W 8-30	<b>What is analysis?</b> Assign: Microtask 2 Read: "Tools for Textual Analysis" (Canvas); WA 26-32, "Move 4 . . . (The Method)"; RFW 50-51, "Stating the Main Point in a Topic Sentence" and "Sticking to the Point" <b>Part 1 of Microtask 1 due in class</b>
6	F 9-1	<b>Putting analysis into writing</b> Read: Losh et al., "The Paragraph as a Sandwich" (on Canvas); WA 196-98, "Integrating Quotations into Your Paper"; RFW 59, "Linking Ideas Clearly"; RFW 59-63, "Making Paragraphs Coherent"; RFW 323-26 "Quotation Marks"
-	M 9-4	<b>Labor Day—classes do not meet</b>
7	W 9-6	<b>Generating claims from analysis</b> Read: Hine, "From 'Goths in Tomorrowland'"; WA 21-23, "Move 3 . . . Asking 'So What?'"; WA 56-58, "Uncovering Assumptions"; WA 33-36, "Summing Up: Analyzing <i>Whistler's Mother</i> "

8	F 9-8	<p><b>What is comparative analysis?</b></p> <p>Assign: Essay 1</p> <p>Read: WA 82-83, “Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity”; WA 234-35, “Comparison/Contrast: Two Formats”</p> <p><b>Microtask 2 due</b></p>
9	M 9-11	<p><b>Composing analytical claims</b></p> <p>Read: RFW 14-16, “Draft and Revise a Working Thesis Statement”</p> <p>Review: WA 82-83, “Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity”</p>
10	W 9-13	<p><b>Developing an outline</b></p> <p>Read: WA 109-12, “Larger Organizational Schemes”; RFW 19-22, “Draft a Plan”</p> <p><b>Completed Microtask 1 due in class</b></p>
11	F 9-15	<p><b>Introduction to revision</b></p> <p>Read: Lamott, “Shitty First Drafts” (on Canvas); RFW 30-42, “Revising, Editing, and Reflecting”</p>
12	M 9-18	<p><b>Introduction to peer review. Thesis workshop.</b></p> <p>Read: “Asking, Giving, Taking Feedback” (on Canvas); WA 175-79, “Recognizing and Fixing Weak Thesis Statements”; WA 243-51, “Introductions and Conclusions Across the Curriculum”</p> <p><b>Thesis for Essay 1 due in class</b></p>
13	W 9-20	<p><b>Peer review</b></p> <p>Review: RFW 30-42, “Revising, Editing, and Reflecting”</p> <p><b>Essay 1 Rough Draft due (3 printed copies)</b></p>
14	F 9-22	<p><b>Introducing and concluding Essay 1</b></p> <p>Review: WA 243-51, “Introductions and Conclusions Across the Curriculum”</p> <p><b>Bring Essay 1 introduction and conclusion to class (3 printed copies)</b></p>
<p><b>Unit Two:</b> <b>Using Sources as Lenses</b></p>		



15	M 9-25	<b>Introducing Unit 2</b> <b>Final Essay 1 due (1 printed copy by the start of class)</b>
16	W 9-27	<b>Introducing our course keystone essay</b> Read: Cohen, “Monster Culture (Seven Theses)”
17	F 9-29	<b>Using the keystone as a lens</b> Assign: Microtask 3 Read: WA 63-68, “Apply a Reading as a Lens” Review: Cohen, “Monster Cultures (Seven Theses)”
18	M 10-2	<b>Using the keystone as a lens, continued.</b> Read: WA 105-106, “Doing 10 on 1: Saying More About Less” Review: WA 63-68, “Apply a Reading as a Lens” <b>Viewing guides for both <i>Ender’s Game</i> and <i>Pan’s Labyrinth</i> due.</b>
19	W 10-4	<b>Introducing film analysis. Specialized tools for analyzing film.</b> Assign: Microtask 4 Read: “Tools for Analyzing Visual Media” (on Canvas) Review: WA 105-106, “Doing 10 on 1: Saying More About Less” <b>Microtask 3 due</b>
-	F 10-6	<b>Fall break—classes do not meet</b>
20	M 10-9	<b>Film analysis continued. Specialized tools for analyzing film continued.</b> Review: “Tools for Analyzing Visual Media” (on Canvas)
21	W 10-11	<b>Composing “So What?” claims using lens-based film analysis</b> Review: WA 21-23, “Move 3 . . . Asking ‘So What?’”
22	F 10-13	<b>Readings for film analysis</b> Read: Gabler, “Our Celebrities, Ourselves”

23	M 10-16	<b>Using sources as lenses</b> Read: WA 189-91, "Strategy 4: Use Your Sources to Ask Questions, Not Just to Provide Answers" Review: WA 63-68, "Apply a Reading as a Lens"
24	W 10-18	<b>Thesis workshop: structuring lens-driven analysis</b> Assign: Essay 2 Read: WA 129-31, "Seems to Be about X, but Could Also Be... about Y" Review: WA 175-79, "Recognizing and Fixing Weak Thesis Statements" <b>Microtask 4 due</b>
25	F 10-20	<b>Lenses in conversation</b> Read: WA 191-93, "Strategy 5: Put Your Sources into Conversation with One Another" Review: WA 186-88, "Strategy 1: Make Your Sources Speak" <b>Working Essay 2 thesis due</b>
26	M 10-23	<b>Interpretive contexts</b> Read: WA 119-26, "Making Interpretations Plausible"
27	W 10-25	<b>Composing effective paragraphs</b> Read: RFW 49-64, "Building Effective Paragraphs" (skip section 3c) Review: WA 196-98, "Integrating Quotations into Your Paper"; RFW 445-57, "Integrating Sources"; Losh et al., "The Paragraph as a Sandwich" (on Canvas) <b>Bring two Essay 2 body paragraphs in which you are working with a lens</b>
28	F 10-27	<b>Peer review</b> Review: RFW 30-42, "Revising, Editing, and Reflecting" <b>Essay 2 Rough Draft due (3 printed copies)</b>
<b>Unit Three:</b> <b>Advancing Analysis through Scholarly Research</b>		
29	M 10-30	<b>Tools for analyzing photographs. Practicing visual analysis.</b> Assign: Parts 1 and 2 of Microtask 5 Read: "The Compositional Features of Photographs and Drawings" (on Canvas) <b>Final Essay 2 due</b>

30	W 11-1	<p><b>Finding an analysis-worthy photograph and analyzing it in context</b></p> <p>Read: Berger, “From <i>Ways of Seeing</i>”; WA 245-46, “Putting an Issue or Question in Context”</p>
31	F 11-3	<p><b>Photographs as representations</b></p> <p>Read: Jones, “The Meaning of 9/11’s Most Controversial Photograph” (on Canvas)</p> <p>Review: Berger, “From <i>Ways of Seeing</i>”</p> <p><b>Bring an analysis-worthy photograph from the library databases to class</b></p>
32	M 11-6	<p><b>Generating inquiry questions</b></p> <p>Assign: Part 3 of Microtask 5</p> <p>Read: WA 72-75, “Find the Analytical Potential: Locate an Area of Uncertainty”</p> <p><b>Bring a completed draft of Parts 1 and 2 of Microtask 5 to class</b></p>
33	W 11-8	<p><b>Finding productive secondary sources</b></p> <p>Assign: Microtask 6</p> <p>Read: RFW 416-22, “Evaluating sources”</p> <p><b>Microtask 5 due</b></p>
34	F 11-10	<p><b>Working with secondary sources: the annotated bibliography</b></p> <p>Assign: Microtask 6</p> <p>Read: WA 200-203, “What Does Plagiarism Do to the Conversation?” and “Frequently Asked Questions (FAQs) about Plagiarism”; RFW 428-29, “Writing Guide: Annotated Bibliography”; RFW 444-45, “Putting summaries and paraphrases in your own words”</p> <p>Review: WA 75-77, “Summary”</p>
35	M 11-13	<p><b>Finding lenses in secondary sources. Using one source to find another.</b></p> <p>Review: WA 17-18, “Notice &amp; Focus (Ranking)”; RFW 437-40, sections 53c and 53d of “Supporting a thesis”</p> <p><b>Bring one peer-reviewed source to class</b></p>
36	W 11-15	<p><b>Answering an inquiry question with an evolving thesis</b></p> <p>Assign: Essay 3</p> <p>Read: WA 156-75, “Making a Thesis Evolve”</p> <p>Review: WA 105-106, “Doing 10 on 1”</p> <p><b>Bring one completed annotation for a secondary source to class</b></p>

37	F 11-17	<b>Right writing?</b> Read: WA 289-96, “Expletives: Beginning with ‘It Is’ or ‘There Is’” through “The Politics of Language” <b>Microtask 6 due</b>
-	M 11-20	<b>Thanksgiving Break—classes do not meet</b>
-	W 11-22	<b>Thanksgiving Break—classes do not meet</b>
-	F 11-24	<b>Thanksgiving Break—classes do not meet</b>
38	M 11-27	<b>Refocusing on photo analysis</b> Review: “The Compositional Features of Photographs and Drawings” (on Canvas); WA 17-32, “Move 2” through “Move 4” <b>In-class analysis workshop: Bring all Essay 3 materials to class</b>
39	W 11-29	<b>Using secondary sources to develop your claim</b> Read: WA 186-95, “Six Strategies for Analyzing Sources” (portions are review) Review: WA 156-75, “Making a Thesis Evolve” <b>In-class thesis workshop: Bring all Essay 3 materials to class</b>
40	F 12-1	<b>Evolving thesis workshop</b> Review: WA 156-75, “Making a Thesis Evolve”; 175-79, “Recognizing and Fixing Weak Thesis Statements” <b>Bring completed thesis progression sheet with at least three theses to class</b>
41	M 12-4	<b>Getting in, getting out: introductions and conclusions revisited</b> Review: WA 243-51, “Introductions and Conclusions Across the Curriculum”; RFW 30-42, “Revising, Editing, and Reflecting” <b>Essay 3 workshop: Bring Essay 3 draft to class (3 printed copies)</b>
42	W 12-6	<b>Revising paragraphs</b> Read: WA 251-57, “The Idea of the Paragraph” through “Paragraph Structure #2” <b>Bring full Essay 3 draft to class (2 printed copies)</b>
43	F 12-8	<b>Last day! Course conclusion and semester in review</b> <b>Final Essay 3 due</b>

