

English W131 Basic Writing

Reading, Writing, & Inquiry I

Section 13398 • MWF 12:20-1:10PM • Sycamore Hall, Room 212

Ms. Sarah Line

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Office Hours: MWF 1:10-2:10pm

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Required Texts

- *Reading Critically, Writing Well*, 11th Edition. Axelrod & Cooper. [RC]
- *Rules for Writers*, 8th IUB Edition. Hacker. [RFW]
- In addition to these textbooks, please purchase a folder to be used for your reading journal.

Course Goals

The goal of W131 is to introduce you to a variety of reading, writing, and thinking strategies that will better enable you to meet the challenges of future academic writing tasks. Accordingly, this course will provide you with instruction in and opportunities to practice strategies for reading texts with understanding (including techniques for annotating, paraphrasing, and summarizing texts), strategies for explaining concepts, evaluating texts, analyzing causes and effects, and proposing solutions to problems, and strategies for developing your own argument on an issue using outside sources. To this end, virtually all formal writing assignments in this class will require the use of at least one outside source.

Learning Outcomes

Upon the completion of this course, you will be able to

- employ knowledge and needs of different audiences, and the feedback of instructors and peers;
- produce substantial revisions of drafts, as distinguished from editing and proofreading;
- read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
- conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the
- language and ideas of others to avoid plagiarism;
- develop a focused thesis and link it to appropriate reasons and adequate evidence;
- use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
- edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Course Policies and Resources:

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 Short Assignments and Essays in order to qualify for a passing grade this semester.**

Extra Credit. There will be no extra credit offered in this course. I encourage you to keep this in mind as you complete assignments.

Tardiness. Lateness 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.

Plagiarism. Plagiarism will not be tolerated in this course, or in any course on IU's campus for that matter. Indiana University's official statement on plagiarism is as follows:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement.
- b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:
 - 1. Directly quoting another person's actual words, whether oral or written;
 - 2. Using another person's ideas, opinions, or theories;
 - 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - 4. Borrowing facts, statistics, or illustrative material; or
 - 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

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.

Counseling and Psychological Services (CAPS). If you are struggling with your mental health, I highly encourage you to check out CAPS, located on the 4th floor of the IU Health Center. It is important to take care of yourself physically and mentally, and CAPS provides a variety of services including: academic concerns, relationship concerns, stress management, power and privilege, time management help, sleeping issues, adjusting to college life, anxiety, depression, substance use, body image, eating and exercising concerns, and sexual assault or abuse. Sessions with CAPS are offered in English, Spanish, and Mandarin. You can schedule appointments at 812-855-5711, or contact their 24-hour crisis line at 812-855-8900.

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, or veterans.indiana.edu.

WRITING TUTORIAL SERVICES [WTS]:

Be sure to take advantage this semester of the tutors at Writing Tutorial Services in the Information Commons on the first floor of Wells Library. These tutors are happy to talk to you about your papers, no matter what stage of the writing process you're in--brainstorming, outlining, drafting, or editing. WTS is open from 10:00 am to 8:00 pm Monday through Thursday, and from 10:00 am to 5:00 pm on Friday. Please call 855-6738 between 9:00 am and 5:00 pm for an appointment.

FINAL GRADES:

Your final grade in W131 will be determined by your performance on the following assignments:

Short Assignment 1:	Summary	(1 page)	5 points
Short Assignment 2:	Summary	(1 page)	10 points
Short Assignment 3:	[Annotated Bib for E4]		20 points
Essay 1:	Explanation	(2 pages)	20 points
Essay 2:	Evaluation	(2-3 pages)	30 points
Essay 3:	Analysis	(3-4 pages)	40 points
Essay 4:	Proposal	(4-5 pages)	45 points
Essay 5:	Position Paper	(4-5 pages)	50 points
Reading Journal:			20 points
Supplemental Activities	various activities		15 points
Peer Reviews	5 @ 2 pts. each		<u>10 points</u>
Total:			265 points

A = 238.5-250 B = 212-238 C = 185-211 D = 159-184 F = 0-158

NOTE: You have the option of revising one essay (not including Essay 5 nor any other essay you did not initially submit) and resubmitting it for a grade before or on the last day of class.

GRADE DEFINITIONS:

- A = EXEMPLARY: Praiseworthy to the extent that it may serve as an example or model of excellence to others.
- B = PRAISEWORTHY: Fully meets all requirements and exceeds basic competence, giving the work distinction.
- C = SATISFACTORY: Fully meets all requirements of the assignment or course with basic level of competence for students entering college.
- D = MARGINAL: Fails to meet all requirements; what has been completed may be at least competent; or meets all requirements but below a basic level of competence; or fails to meet all requirements and to achieve a basic level of competence, but is not considered failing.
- F = FAILING: Falls significantly short of requirements, or basic competence, or both.

Note: There is no final exam for this course. The final essay and the revised essay (if you choose to complete it) are due on the last day of our class meeting.

Daily Schedule		
<p>Key: RC = Reading Critically, Writing Well RFW = Rules for Writers</p>		
Date	Reading Assignment	Writing Assignment
M 01-07	<i>Welcome to W131 Basic Writing.</i>	
W 01-09	RC, Chapter 2: "Annotating," "Taking Inventory," and "Outlining" (16-23) UPCOMING: SHORT ASSIGNMENT 1	Journal Entry 1 Prompt: What reading strategies do you typically employ? Where did you learn them? Have them been helpful? Why or why not?
F 01-11	RC, Chapter 1: "Academic Habits of Mind: Joining the Conversation" (1-11); "Me Talk Pretty One Day" by David Sedaris (57-61); Descriptive Outlines handout on CANVAS	Journal Entry 2 Prompt: Describe a time where you felt "out of the loop" in a conversation. Why did you feel excluded? How did you respond? OR free response to "Me Talk Pretty One Day"
M 01-14	RC, Chapter 2, "Summarizing" and "Paraphrasing" (24-26); Summary by Wilhoit on CANVAS	Journal Entry 3 Prompt: Summarize the reading assignment. You may also draft your first Short Assignment (Summary of a Concept).
W 01-16	RC, Chapter 1, "From Reading Critically to Writing Well" and "The Writing Process" (12)	No writing assignment. Work on Short Assignment 1.
F 01-18	"Effective Paragraphing" on CANVAS UPCOMING: SHORT ASSIGNMENT 2	Short Assignment 1: Summary-- bring 2 copies and submit on CANVAS
M 01-21	MLKJ Day. Classes do not meet.	
W 01-23	"Paragraph as a Sandwich" by Losh; RFW "Building Effective Paragraphs" (50); Bring: RFW.	(2) Peer review sheets for Short Assignment 1
F 01-25	RC, Chapter 6, "A Guide to Reading" (183-190)	Short Assignment 2 [i.e., revised Short Assignment 1]--bring 1 copy and submit on CANVAS

	UPCOMING: ESSAY 1: EXPLAIN A CONCEPT	Journal Entry 4 Prompt: What mistakes did you make on the first Short Assignment? What did you do to correct them?
M 01-28	RC, Chapter 6, "The Machine Zone" by Alexis C. Madrigal (199-205)	Journal Entry 5 Prompt: Free response to "The Machine Zone"
W 01-30 (SNOW DAY)	RC, Chapter 6, "A Guide to Writing Essays Explaining Concepts" (226-236); APPENDIX, "Using Sources to Support Your Ideas" (499-508)	No writing assignment. Work on Essay 1. Outlines, etc
F 02-01	RC, Chapter 6, "Cannibalism: It Still Exists" by Linh Kieu Ngo (220-224)	Essay 1, first draft ; bring 2 copies
M 02-04 (NO CLASS)	Drafts of E1 by peer reviewed by group members; Bring: RFW (editing workshop)	Continue working on E1
W 02-06	Introduction to Evaluation. RC, Chapter 7 (238); "Asking, Giving, Taking" on CANVAS	Journal Entry 6 Prompt: What difficulties did you have with Essay 1? Did you expect these difficulties? What did you do to resolve them? (2) Peer review exercises
F 02-08	RC, Chapter 7, "A Guide to Reading Evaluations" (239-249) UPCOMING: ESSAY 2: EVALUATE A FILM	Essay 1, final draft --bring 1 copy, submit on CANVAS Journal Entry 7 Prompt: Describe a time when you had to evaluate someone (it doesn't have to be in an academic context). What did you have to do? Who were you evaluating for? Why?
M 02-11	RC, Chapter 7, "What College Rankings Really Tell Us" by Malcolm Gladwell (259-264)	Journal Entry 8 Prompt: Claims + TAKE AP analysis on "What College Rankings Really Tell Us"
W 02-13	RC, Chapter 7, "A Guide to Writing Evaluation Essays" (281-293)	Work on Essay 2, outlining, planning, etc.
F 02-15	RC, Chapter 7, "Jessica Statsky's 'Children Need to	Journal Entry 9

	Play, Not Compete': An Evaluation" by Christine Romano (274-279)	Prompt: Free response
M 02-18	Drafts of E2 by peer review group members	Essay 2, first draft; bring 2 copies
W 02-20	Bring: RFW for in-class editing exercise	(2) Peer review exercises
F 02-22	RC, Chapter 9, "A Guide to Reading" (356, 359-363) UPCOMING: ESSAY 3: ANALYZE A PROBLEM	Essay 2, final draft --bring 1 copy, submit on CANVAS Journal Entry 10 Prompt: Draw a thought map/flow chart (as we discussed in class) about the causes of something you struggle with.
M 02-25	RC, Chapter 9, "How Did Sleep Become So Nightmarish?" by Eve Fairbanks (364-368)	Journal Entry 11 Prompt: Free response on "How Did Sleep Become So Nightmarish?"
W 02-27	RC, Chapter 9, "A Guide to Writing Essays" (399-412)	Journal Entry 12 Prompt: Free response
F 03-01	RC, Chapter 9, "#socialnetworking: Why It's Really So Popular" by Clayton Pangelinan (391-396)	Work on Essay 3. Planning, outlining, etc.
M 03-04	Drafts of E3 by peer review group members	Essay 3, first draft; bring 2 copies
W 03-06	Bring: RFW for in-class editing exercise	Journal Entry 13 Prompt: Free response. (2) Peer review exercises
F 03-08	No class. Essay 3, final draft due by 5pm.	
M 03-11	Spring Break. Classes do not meet.	
W 03-13	Spring Break. Classes do not meet.	
F 03-15	Spring Break. Classes do not meet.	
M 03-18	RC, Chapter 10, "A Guide to Reading" (414-423) UPCOMING: ESSAY 4: PROPOSE A SOLUTION	Journal Entry 14 Prompt: How do you convince your audience that you have the authority to solve a problem?
W 03-20	In class source discoveries. Bring laptops to class.	Journal Entry 15 Prompt: What types of research projects have you done? How were they effective? OR free

		response
F 03-22	RC, Chapter 10, "A Guide to Writing" (453-465); APPENDIX, "Planning a Research Project," (466-473)	Work on Short Assignment 3
M 03-25	RC, APPENDIX "Finding Sources," (474-481) "Field Research," (482-490) and "Evaluating Sources" (490-496)	Short Assignment 3 --bring 2 copies
W 03-27	RC, Chapter 10, "Why Not a Football Degree?" by William F. Shughart II (434-438)	Journal Entry 16 Prompt: Free response to "Why Not a Football Degree?"
F 03-29	RC, Chapter 10, "More Testing, More Learning" by Patrick O'Malley (446-451).	Essay 4, first draft ; bring 2 copies
M 04-01	"A Modest Proposal" by Jonathan Swift (on CANVAS).	(2) Peer review exercises
W 04-03	Bring: RFW for in-class editing exercise	Essay 4, final draft --bring 1 copy and submit on CANVAS
F 04-05	RC, Chapter 8, "A Guide to Reading" (295, 299-300, 341-342) UPCOMING: ESSAY 5: POSITION PAPER ON SHORT STORIES	Journal Entry 18 Prompt: Free response
M 04-08	RC, Chapter 8, "In the Name of Love" by Miya Tokumitsu (326-333)	Journal Entry 19 Prompt: Free response to "In the Name of Love"
W 04-10	"The Lottery" by Shirley Jackson on CANVAS	Prewriting exercises for Essay 5
F 04-12	"The Carnival" by Michael Fedo on CANVAS	Prewriting exercises for Essay 5
M 04-15	"2BR02B" by Kurt Vonnegut on CANVAS	Prewriting exercises for Essay 5 Journal Entry 20 Prompt: Outline the overlaps you see in the short stories. Which may be fruitful for writing your final paper?
W 04-17	Essay 5 Workshop—readings TBA	
F 04-19	Peer reviewing activities	Essay 5, first draft ; bring 2 copies
M 04-22		Peer review exercise

	Drafts of E5 by peer review group members	
W 04-24	Individual OH meetings, no class.	
F 04-26	Last day of class. Essay 5, final draft —bring 1 copy and submit on CANVAS; also revised essay if necessary.	