

University of New Orleans
ScholarWorks@UNO

University of New Orleans Syllabi

Fall 2015

ENGL 1157

Jade Hurter
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Hurter, Jade, "ENGL 1157" (2015). *University of New Orleans Syllabi*. Paper 404.
<https://scholarworks.uno.edu/syllabi/404>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

SYLLABUS
ENGLISH 1157: FRESHMAN COMPOSITION I

M/W/F 9:00-9:50 A.M., LIBERAL ARTS 312

Instructor: Jade Hurter

Office: 244, Liberal Arts Building

Office Hours: Mon. and Weds. 10:00-10:45 a.m.

- E-mail: jhurter@uno.edu
- *Appointments outside of my office hours may be arranged.

Required Textbooks

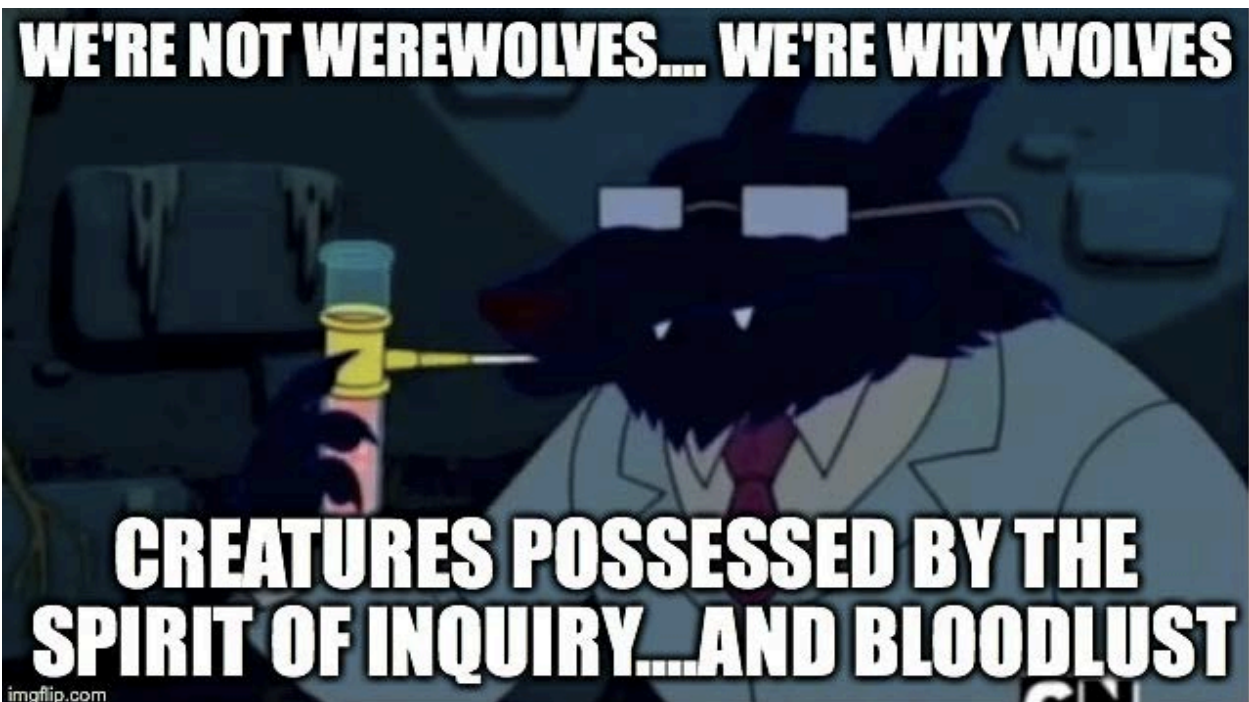
- Ballenger, *The Curious Writer*, UNO's Second Custom Edition
ISBN: 1-269-88765-3
- Kennedy, *Aunt Alice vs. Bob Marley*
ISBN: 978-1-60801-013-4

Materials

- Three folders
- Handouts and various websites organized in Moodle
- A notebook

Course Description & Goals

Why do writers write? Writers write not only to express an idea, but to explore that idea; to follow it to its logical conclusion and to learn in the process. Writing is a process of inquiry, and the skills you will learn in this class will teach you not only to be better writers, but also to be better learners. We will be using three major genres--the personal essay, the profile, and the review--to explore writing as a process of inquiry. We will focus on audience and purpose to determine the best means of getting our point across.



You are all, whether you know it or not, already writers. You write text messages, facebook posts, emails, and you might also tweet, use instagram, blog, or use snapchat. All these modes of communication involve composition with a purpose and audience in mind. We will be taking what you already inherently know about communicating in English and broadening it to include the scope of purposeful, academic writing, in order to prepare you for the rest of your college career.

The core of the class is the crafting of three long compositions, three short compositions, and the development of a writing portfolio that contains not just well-developed compositions, but also prewriting, sketches, drafts, and revisions, as well as letters of reflection. Because the writing process incorporates many more elements than simply writing itself, you will be responsible for nearly daily writing *and* reading, and you will respond critically in writing to your own work and to that of your classmates.

Since this is a course about writing, it is also necessarily a course about reading. You need to do the readings and be prepared to discuss them in class. As Stephen King says, "If you don't have the time to read, you don't have the time (or tools) to write." Reading is the single most important tool for the writer, and by reading and responding to model texts and the work of your peers, you will learn strategies that will make you a more effective writer, learner, and communicator.

Student Learning Outcomes

After successful completion of the English 1157 and 1158 sequence, you will be able to display proficiency in the following areas:

Rhetorical Knowledge

Students should be able to

- Determine purpose and audience in their own and others' writing.
- Understand how purpose, audience, and context affect writing style, voice, and tone.
- Apply appropriate rhetorical strategies for diverse writing situations.
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays).
- Demonstrate familiarity with and/or incorporate different media (such as PowerPoint presentations, web pages, pod casts, or visual essays)

Critical Thinking, Reading, and Writing

Students should be able to

- Analyze and/or interpret texts and other forms of discourse in multiple genres.
- Use logical reasoning.
- Summarize, analyze, evaluate, and respond to the ideas of others.
- Understand writing as a process that involves invention, drafting, collaboration, and revision.
- Identify and incorporate persuasive techniques.
- Write informative, analytical, and persuasive essays.
- Incorporate the ideas and texts of others.
- Use library and non-library research methods.
- Evaluate sources.

Knowledge of Conventions

Students should be able to

- Use standard grammar.
- Follow conventions for word choice, syntax, spelling, and punctuation.

- Follow conventions appropriate for the given genre and/or medium, such as style, diction, and format.
- Use a variety of sentence structures.
- Document sources in MLA style.

Course Writing

The work in this class will be comprised of three projects, each culminating in a **Long Composition (LC)**. To prepare you to compose each project's LC successfully, you will compose a **Short Composition (SC)** designed to help you understand the genre in which you'll be writing.

These major assignments will be supported with a number of activities, called **Process Work (PW)**, which we will complete both in class and as homework (including fast writing, brainstorming, group work, sketches, drafts, peer review, workshops, research, and more). At the end of each project, you will turn in a project packet that includes the final draft of your LC, your previously graded SC, all of your PW, *and* a **letter of reflection** in which you discuss your writing experience and address what revisions you would or would not make if you had more time.

At the very end of the course, you will compose a final **letter of reflection** in which you look back at your experience over the course. This reflection will serve as an introduction to your portfolio.

Assignments & Grading

Projects are graded on a 100 point (A-F scale, whereas an A=90-100, B=80-89, and so on). This should go without saying, but you must submit all the assignments required for this course in order to earn a final course grade higher than F.

- An “**A**” represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A “**B**” represents achievement that is significantly above the level necessary to meet course requirements.
- A “**C**” represents achievement that **meets the course requirements in every respect**.
- A “**D**” represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- An “**F**” represents achievement that fails to meet the course requirements to such a degree that it is not worthy of credit.

IMPORTANT NOTE: If you earn a ZERO on any major assignment (Long Composition, Short Composition, or Reflection), you are likely to fail this course.

- **Projects 1, 2, and 3 Long Compositions make up**
60% of your final grade
- **Projects 1, 2, and 3 Short Compositions make up**
25% of your final grade
- **Process work: journals, mini-essays, annotated bibliographies (when assigned), essay outlines (when assigned), short in-class freewriting, presentations (oral and PowerPoint) and conscientious reading of assigned published essays/articles and participation in all classroom discussions and activities, including reading quizzes and grammar quizzes**
10% of your final grade
- **Final reflective essay**

5% of your final grade

I reserve the right to alter or modify any of these weighted percentages.

Papers written at the beginning of the semester are graded under the same standards as papers written at the end of the semester, and a final draft is graded under the same standards as the first draft of an essay. Because of this, grades on drafts at the beginning of the semester are likely to be low, and the goal should be to improve the writing so that the grades improve throughout the semester as you become more adept at incorporating the approaches being learned into your writing.

Course Policies

The most important thing for us to foster in this classroom, besides writing skills, is community. I want you to feel safe and comfortable sharing your writing with me and with your peers, and to that end, I will not tolerate any disrespect of anyone else for any reason, including age, race, gender identity, sexuality, or ability. Furthermore, writing is often a deeply personal exercise, and I want you to be careful in your critiques to focus on the work, not on the person. If I see things getting personal, I reserve the right to intervene.

I will hold up my end of this deal, as well. You can expect that I will always treat you with respect. Our classroom is—and I hope, always will be—a place where we, as writers, explore ourselves and our world in a safe and supportive environment.

You are allowed to miss five classes without automatic grade deduction. After that, I will reduce your final grade by one grade for every absence. And remember, missing class means you will be missing process work, so your participation grade will be hurt by any absence unless you come to me during my office hours to make up what you missed. We will also have peer review days, and these are extra important not to miss. I will let you know when these days are scheduled ahead of time.

In addition to writing essays and major projects, you will read and respond to the writing of others (both professional writers and your classmates). You will complete grammar assignments, take quizzes on reading, writing, grammar, etc., participate in peer group workshops, write drafts, and complete other assigned work. Failure to participate in or satisfactorily complete any significant portion of this work is serious enough to result in an F for the course.

If you have a smartphone, feel free to bring it to class and keep it on silent or vibrate. Some of our class research and activities will require the use of your phone, and I will let you know when this is, but please do not text or play games on your phone in class.

If I suspect that any of your work is plagiarized—including but not limited to using a paper from another class, copying a paper from a classmate or the internet, getting someone else to write your paper for you, or using sources without proper attribution—there will be harsh consequences as per university policy. If you need help with proper citation or you aren't sure if something you are doing constitutes plagiarism, please come ask me.

Refer to the Student Code of Conduct for further information: www.studentaffairs.uno.edu.

Completion of all major projects is required to pass the course. A plagiarized project constitutes an incomplete project and results in failing the course.

Students must type (double-space) all essays and journals. Please use 12-pt Times New Roman and 1-inch margins (I know Arial takes up more space; I was in college once, too!) Please staple your pages. You must turn in both a hard copy of your paper and a copy on Moodle via Turnitin. Before

turning in the final draft of a project, students should also put all early drafts, journals, freewrites, outlines, and peer review comments (anything that contributed to the writing of the essay or project) in the manila folder.

Deadlines

All work must be typed and submitted by the assigned deadline on our course schedule, which is displayed on Moodle. No late work will be accepted without prior permission or valid excuse. If you were sick, I need a doctor's note. Any in-class essays written after the scheduled deadline must be made up during my next available office hours. Each out-of-class paper **will be penalized a full letter grade** for each class period it is late, without any exception, unless you contact me before said paper is due to explain your reason for failing to come to class.

I DO NOT ACCEPT LATE LOW-STAKES ASSIGNMENTS, SUCH AS QUIZZES AND JOURNALS.

Revision

Since writing is a process, you are allowed and encouraged to revise any or all of your three SCs or three LCs for an improved grade. You will be required to revise at least one LC this semester. For both optional and required revisions, you must submit a revision request (found on Moodle) via email to me within 5 days of receiving your graded essay in class. The request will ask you to name your deadline for submitting the revised essay. Please keep in mind, I reserve the right to deny or modify your revision request, at my discretion, if your PW was late or missing or if your SC or LC merited an "F" due to extreme insufficiency.

Portfolio

Students must keep ALL the work (graded and ungraded) they produce for each project, and at the end of the semester, they must submit this writing as their portfolio of work from the semester.

In each of your three folders, you will collect final, graded drafts of your major projects and ALL the other writing (formal and informal, high stakes and low stakes, in-class and out-of-class) contributing to the completion of these projects.

A **final essay** will be submitted at our final exam period, the topic of which will be a reflective essay in which the student analyzes his or her own writing from the semester. Students should bring their portfolios to the exam, so they can refer to specific elements of their work as they write this final essay.

You must submit your complete portfolio to me at the end of the course or you will receive an F. I will keep the portfolio for one semester. After that time, you may pick it up in my office.

Conferences

You have to meet with me for a private conference at least once during the semester. However, I commonly call students in for conferences more often. This time will enable us to discuss specific issues in your writing in a one-on-one setting.

Writing Center

The Writing Center, located in LA 334 (280-7054), is a great resource for your writing. I encourage you to take advantage of this resource and meet with writing coaches to discuss and revise your essays. We will be going to the WC to meet the coaches early in the semester. <http://www.uno.edu/lrc/writingcenter>

Accommodations for Students with Disabilities

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations.

<http://www.uno.edu/disability-services>

Course Schedule

As we go through the semester, I will give you a course schedule for each of the three units--the personal essay, the profile, and the review. These schedules are always subject to change.

- If you haven't already, for Monday, buy your textbooks and read Chapter 1 of *The Curious Writer*. Be prepared to do an in-class activity based on the reading.
- Read "Mother Tongue" by Amy Tan. We will be discussing this in class and writing about it.

This is an overview of our course schedule for the semester:

Wednesday 9/9: SC 1

Friday 9/25: LC 1 (Personal Essay)

Monday 10/12: SC 2

Monday 10/26 LC 2 (Profile)

Wednesday 11/18: SC 3

Friday 12/4: LC 3 (Review)

Wednesday Dec 9: Reflective Essay Due (This will be due at the beginning of our official exam period, which is scheduled for 7:30 a.m.)

