

# ENGLISH 101-65

## Introduction to College Writing

### Fall 2017

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#### Course Overview

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##### Course Information

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Instructor: Rick Wysocki  
Course Term: Fall 2017  
Office: Bingham Humanities LL4H, Carrel 59  
Email: [richard.wysocki@louisville.edu](mailto:richard.wysocki@louisville.edu)  
Office Phone: 852-0987 or 852-7068  
Class Meeting Times: 9:30am-10:45am T/Th  
Office Hours: 11am-1:pm M/W

##### Composing in College

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As a college student, you will be asked to compose and communicate using a variety of genres, modes, and technologies, and these compositions will be geared toward multiple and different purposes and contexts. While this course will not be able to cover every writing situation you will encounter in college, it will prepare you with processes, practices, and strategies for considering and carrying out the writing tasks you will encounter. Furthermore, this course will ask you to explore what it means to be part of a college learning community and how to ethically and responsibly respond to the different contexts, cultures, and individuals you will meet on campus.

As research on writing has shown, writing is a process and a mode of learning. This course will emphasize that fact, allowing you time and space to write and revise across multiple drafts. The purpose of this course is to learn about the practices of writing in college, not to produce “perfect” texts—such texts do not exist. For this reason, this course primarily asks you to think, to write, to read, and to draw connections between those activities and being a college student. We will, at times, inquire into difficult subjects, but

we will remain respectful—an intellectual community of friends.

##### Accessibility

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The official UofL statement on accessibility is contained under “Institutional Policies and Procedures” below. However, I want to state here that I am resolved to making our class as accessible as possible, and I am deeply committed to cultivating an accessible space across a range of potential concerns, including but not limited to: accommodating students with disabilities; attempting to engage a variety of learning styles and processes; and creating a safe and open space for all identities, including those intersecting race, class, sexual orientations, and gender. I am always available to discuss any difficulties you may have or start having, and am willing to work with you, to the best of my ability, to help you navigate those difficulties in this course.

##### Major Due Dates

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Major Assignment #1: September 14  
Major Assignment #2: October 5  
Major Assignment #3: October 26  
Major Assignment #4: November 30

##### Turning in Assignments

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All work will be turned in via Blackboard unless otherwise noted. Readings not included in the required text will be posted to Blackboard. You are allowed to revise final drafts throughout the semester for the possibility of a better grade, but they must be submitted within two weeks of the original due date.

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## Day to Day Policies and Procedures

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### Course prerequisites

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N/A.

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This course fulfills a General Education requirement in Written Communication.

### Required Texts

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Prendergast, Catherine. *Can I Use I?: Because I Hate, Hate, Hate College Writing*. Out of Pocket Press, 2015.

### Attendance

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You may have three absences, no questions asked; after that, 30 points will be taken off of your final grade per additional absence. If you miss more than 6 days of class (which equals three weeks for a T/Th course), you WILL fail the course. Coming to class late counts as one-third of an absence. Contact me as soon as possible if you are in a situation where you will miss more than the allotted four absences.

### Communication

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If you have any questions about materials or assignments, contacting me via email is usually the best option. If you don't get a response from me within 48 hours, please re-send your email. I also ask that you check your university email and

Blackboard at least once a day for any announcements about the course. Furthermore, I encourage you to come see me during office hours so that we may discuss any questions you have in person. If my office hours do not work with your schedule, you can always email me or see me after class to find a time to meet that works for both of us.

### Late Work and Extensions

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I will not accept late work. Because I do not accept late work, however, you do have the option of requesting an extension on an assignment if extenuating circumstances will prevent you from turning it in on time. You must contact me at least 48 hours prior to the date and time the assignment is due to ask for an extension, and extensions will be considered on a case-by-case basis.

### Electronic Devices

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All devices should only be used for class-related activities. If work/family/other conditions will lead to you needing to be on your phone in class, please let me know in advance. If you are repeatedly on your phone or using your computer to surf the Web or work on another class's material, you will receive an absence for the day.

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## Grading

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This course will be graded on a point system, so each category/assignment will be worth a certain number of points out of 1000. The points are distributed as follows:

Participation – 50 pts.

Note-taking – 50 pts.

Major Assignment #1 – 200 pts.

Major Assignment #2 – 300 pts.

Major Assignment #3 – 200 pts.

Major Assignment #4 – 200 pts.

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*Important Note: I reserve the right to alter the terms of this syllabus. Situations such as cancelled classes or changes in our learning objectives, for example, might warrant such a change.*

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## Institutional Policies and Procedures

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### **Plagiarism**

The University of Louisville's plagiarism policy applies in this course: "The University defines plagiarism as 'representing the words or ideas of someone else as one's own in any academic exercise.'" Thus, all writing you do for this course must be your own.... Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported to the College of Arts and Sciences."

### **Accessibility and Accommodations**

The University of Louisville states: "Students who have a disability (temporary or permanent) or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform your instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center (852-6938)."

### **Grievances**

If you have questions or concerns about your progress in this course, please do not hesitate to come by during office hours to discuss these issues. If you are not satisfied with our discussion, you may see an Assistant Director of Composition in Humanities 319F (852-5919).

### **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

### **University Grading Scale**

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A+ (97-100%)	A (93-96%)	A- (90-92%)
B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (73-76%)	C- (70-72%)
D+ (67-69%)	D (63-66%)	D- (60-62%)
F (-59%)		

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## Student Learning Outcomes

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As a core course in the General Education program, and one taught by a range of instructors, ENGL 101 has to meet two sets of outcomes to ensure a consistent experience across sections and outcomes that align with both the philosophy of the Composition Program and the philosophy underlying the General Education program. Following are the outcomes for both the Composition Program and the General Education program. We hope a thorough reading of both sets of outcomes will help you understand our expectations for the course and your engagement in the work of the course. You should also note how many of these outcomes will inform your work in every other course you take at UofL.

### Composition Program Student Learning Outcomes for English 101:

#### **Rhetorical Knowledge**

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

- Focus on a clear and consistent purpose
- Analyze and respond to the needs of different audiences
- Employ a tone consistent with purpose and audience
- Use a variety of genres or adapt genres to suit different audiences and purposes
- Choose evidence and detail consistent with purpose and audience
- Recognizes the utility of digital technologies for composition

#### **Critical Thinking**

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

- Summarize argument and exposition of a text accurately
- Demonstrate awareness of the role of genre in the creation and reception of texts
- Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed
- Incorporate an awareness of multiple points of view
- Shows basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

#### **Processes**

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

- Reflect a recursive composing process across multiple drafts
- Illustrate multiple strategies of invention, drafting, and revision
- Show evidence of development through peer review and collaboration

#### **Conventions**

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

- Use structural conventions such as organization, formatting, paragraphing, and tone
- Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling

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- Provide an understanding of the conventions of multimodal composition that comprise developing communication in the 21st century

### **Confidence and Ownership**

In fulfilling the above outcomes, students will take ownership of their work and recognize themselves as writers who:

- Have a growing understanding of their own voice, style, and strengths
- Demonstrate confidence in their writing through frequent drafts
- Can articulate their own positions relative to those of others

Adopted November 2014

### **General Education Written Communication Outcomes (WC)**

Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:

1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.
2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.
3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.
4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.
5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

### **Assessment of General Education outcomes:**

1. You will demonstrate understandings of writing-as-process through a series of compositions and revisions, both in class and out of class.
2. You will demonstrate an awareness of audience through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing.
3. You will demonstrate contextually and rhetorically appropriate understandings of academic conventions of writing in your written work.
4. Critical thinking will be assessed by way of your in-class participation, formal and informal written and multimodal compositions, and thoughtful revision.

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5. You will demonstrate to critically engage, assess, synthesize and employ multiple sources in your written work.

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