

**ENG-W 131 Reading, Writing, and Inquiry -- Fall 2015**

Cassopolis Ross Beatty Jr/Sr High School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Credits** | 3 | | **College of Arts and Sciences Education**  **CASE** | English Composition |
| **Instructor** | Brooke Brawley | | **Office** | Room 142 |
| **Email** | Your email address | | **Office Hours** | TBD |
| **Meeting Times** | 8:36-9:23 | | **Meeting Location** | Room 142 |
| **Prerequisite(s)** | None | | **Enrollment Cap per Section** | 24 |
| **Course Description** | ENG W131: Elementary Composition is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.  This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative. | | | |
| **Core Transfer Library Course** | Yes, CTL Name: English Composition I | | | |
| **Textbook Title & Author** | *Writing Analytically,* 7th edition, Rosenwasser and Stephen  *Writing and Reading for ACP Composition*, 2nd edition, Farris | | | |
| **Important Deadlines:** | **Drop**: Sunday, August 30, 2015 (Self-drop online)  **Automatic Withdrawal** (for any reason): Friday, October 23, 2015  **Late Withdrawal (**must be passing and must petition IU for approval): Thursday, December 3, 2015 | | | |
| **Learning Objectives** | Students proficient in English composition will demonstrate the ability to   1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers; 2. engage in substantial revision of drafts, as distinguished from editing and proofreading; 3. 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; 4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism; 5. develop a focused thesis and link it to appropriate reasons and adequate evidence; 6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas; 7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas. | | | |
| **How IU Grade will be Calculated** | Stages of Writing Assignments:   * Stage 1 (*Notes & Jotting*): Should include a main idea and rough plan or outline for subdivisions, the audience, and the purpose of the essay. * Stage 2 (*Legible Draft*): Typed first draft for peer review. * Stage 3 (*Editor’s Review Sheet*): The peer review workshop (in-class) will include a worksheet completed by one of your peers. * Stage 4 (*Revised/Final Draft*): Final draft must be typed according to MLA format. This should be stapled on top of the other required materials (detailed above).   Summary Paper 100 pts.  Critique Essay 150 pts.  Comparative Critique Essay 150 pts.  Comparative Analysis Essay 200 pts.  Writing Plan 50 pts.  Research-based Analysis Essay 250 pts.  Double-Entry Journal 50 pts.  Homework/Quizzes/Participation 50 pts. (*should instructor choose to include*)  Total 1000 points possible:  900-1000 A  800-899 B  700-799 C  600-699 D | | | |
| **How High School Grade will be Calculated** | Student’s high school grade will be calculated on a 4.0 scale. Honor points will be awarded if students receive a C or better in the class | | | |
| **IU Grading Scale** | Suggested | | | |
| A+: 97-100% | C+: 77-79.9% | | |
| A: 93-96.9% | C: 73-76.9% | | |
| A-: 90-92.9% | C-: 70-72.9% | | |
| B+: 87-89.9% | D+: 67-69.9% | | |
| B: 83-86.9% | D: 63-66.9% | | |
| B-: 80-82.9% | D-: 60-62.9% | | |
| **High School** **Grading Scale** | Cassopolis Grading Scale | | | |
| A: 93-100% | C: 73-76.9% | | |
| A-: 90-92.9% | C-: 70-72.9% | | |
| B+: 87-89.9% | D+: 67-69.9% | | |
| B: 83-86.9% | D: 63-66.9% | | |
| B-: 80-82.9% | D-: 60-62.9% | | |
| C+: 77-79.9% | F: 59.9% & below | | |
| **Schedule of Assignments** | **Course Intro (one week)**   |  |  | | --- | --- | | **Reading** | **Due Date** | | Plagiarism/MLA style/ Honesty Contract | September 14 | | Syllabus | September 14 | | Difference between High School and College | September 15 |   **Unit One: Summary – Cinderella Myth Unit**     |  |  | | --- | --- | | **Reading** | **Due Date** | | Writing Analytically:“Counterproductive Habits of Mind” (Ch. 1) | September 16 | | “The Five Analytical Moves” (Ch. 1) | September 17 | | *“Fairy Tales and a Dose of Reality”*  *Double Entry Journal* | September 18 | | Writing Analytically: “Breaking Out of 5-Paragraph Form” (Ch. 4) | September 22 | | Writing Analytically: “Interpreting Writing Assignments” (Ch. 3) “ | September 24 | | “*Cinderella not so Morally Superior”*  *Double Entry Journal* | September 25 | | “Summary” (Ch. 3) | September 28 | | “*The Truth about Cinderella”*  *Double Entry Journal* | September 29 | | “*Cinderella: A story of Sibling Rivalry and Oedipal Conflicts”*  *Double Entry Journal* | October 7 |  |  |  | | --- | --- | | **Writing** | **Due Date** | | Practice Summary | October 5 | | Final Summary | October 12 |     **Unit Two: Critique –** Weight Debate]   |  |  | | --- | --- | | **Reading** | **Due Date** | | “Focus on the Structure of Thinking and Reading” (Ch. 2) | October 13 | | “Introductions and Conclusions Across the Curriculum” (Ch. 9) | October 15 | | “Finding and Evolving a Thesis (Ch. 6) | October 16 | | *“Too Much of a Good Thing”*  *Double Entry Journal* | October 19 | | “Implications Versus Hidden Meaning (Ch. 5) | October 20 | | *“Fat and Happy?”*  *Double Entry Journal* | October 21 | | *“Fat and Happy”*  *Double Entry Journal* | October 22 | | “How to Write a Critique” (Ch. 2) | October 26 | | *“The Man Who Couldn’t Stop Eating”*  *Double Entry Journal* | October 28 |     Writing & Due Dates:   |  |  | | --- | --- | | **Writing** | **Due Date** | | Critique | November 1 |     **Unit Three: Comparative Critique –**Consumerism]   |  |  | | --- | --- | | **Reading** | **Due Date** | | “Six Strategies for Analyzing Sources” (Ch. 7) | November 3 | | “Linking Evidence and Claims” (Ch. 4) | November 5 | | *“The Mall as Setting for Authentic Life”*  *Double Entry Journal* | November 9 | | “Doing 1 on 10” (Ch. 4 ) | November 11 | | “*Endured. Encyclopedic. Enclosed: One Week at the Mall of America”*  *Double Entry Journal* | November 13 | | “Comparison/Contrast” (Ch. 3) | November 16 | | Writing a Critique | November 17 |      |  |  | | --- | --- | | **Writing** | **Due Date** | | Comparative Critique | November 24 |     **Unit Four: Comparative Analysis –** Obedience to Authority]   |  |  | | --- | --- | | **Reading** | **Due Date** | | “Making an Interpretation” (Ch. 5) | November 30 | | “Recognizing and Fixing Weak Thesis Statements” (Ch 12) | December 2 | | “*Abu Ghraib*”  *Double Entry Journal* | December 3 | | “Applying a Reading as a Lens” (Ch. 2) | December 7 | | “Seems to Be About X, But Could Also Be About Y” (Ch. 5) | December 9 | | “*Review of Stanley Milgram Experiments on Obedience”*  *Double Entry Journal* | December 11 | | *The Stanford Prison Experiment*  *Double Entry Journal* | December 14 | | *View: A Few Good Men* | December 15-December 18 |      |  |  | | --- | --- | | **Writing** | **Due Date** | | Comparative Analysis | January 8 |     **Unit Five: Research-based Analysis –**Obedience to Authority]   |  |  | | --- | --- | | **Reading** | **Due Date** | | *Review* “Reasoning from Evidence to Claims” (Ch. 4) | January 11 | | *Review* “Finding and Evolving a Thesis” (Ch. 6) | January 13 | | *Review* “Six Strategies for Analyzing Sources” (Ch. 7) | January 15 |      |  |  | | --- | --- | | **Writing** | **Due Date** | | Research-Based Analysis | January 22 | | Research-Based Analysis Presentations | January 25-28 | | | | |
| **Classroom Policies & Information** | You must bring your textbooks and binder to class daily. Keep all handouts, class notes, reading notes, and drafts in this binder. Rough drafts are part of the writing process and must be submitted with the final product. On days rough drafts are due, bring two copies of your draft. If you do not have a draft when it is due, you may not participate in peer reviewing. *Two clean copies of your final draft must be turned in on the day final papers are due.* You will not pass the course if all papers are not turned in, even if for no credit. You will need a C or better to pass this class | | | |
| **Attendance Policy** | *Attendance Policies may vary slightly depending on the instructor, but all should include the following guidelines:* students will be held responsible for any work missed; missing class is no excuse for not submitting an assignment; assignments submitted late may be penalized or not accepted at all; and students’ final grades will suffer from missing an excessive number of classes. The policy endorsed by the Composition Program is to lower the student’s final grade in the course by one-third of a letter grade--from a B- to a C+, for example--for each absence the student accumulates after the third, except under very special circumstances. | | | |
| **Late Work Policy** | *Late Policies may vary slightly depending on the instructor, but all should include the following guidelines:* students will be held responsible for any work missed; missing class is no excuse for not submitting an assignment; assignments submitted late may be penalized or not accepted at all. | | | |
| **Dual Credit-High School Credit Policy Statement** | The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course (while in high school) for college credit. | | | |
| **IU Academic Misconduct Statement and Plagiarism Policy** | The ***Indiana University Code of Student Rights, Responsibilities, and Conduct*** describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students’ work, as well as actions which endanger the University and the University community and possession of firearms. The *Code* also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in the *Code.*** [*http://www.iu.edu/~code/*](http://www.iu.edu/~code/)  **Academic dishonesty can result in a grade of F for the class** (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the *Code* can result in expulsion from the University.**  Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he does any of the following:   * Quotes another person's actual words, either oral or written; * Paraphrases another person's words, either oral or written; * Uses another person's idea, opinion, or theory; or * Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.   The definition and clarification related to academic misconduct is here:  <http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml>  Examples of Plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>  **Per IU Policy:**  **Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the *Code of Student Rights, Responsibilities, and Conduct* (*Code*) (Available online at:** [**http://www.iu.edu/~code/**](http://www.iu.edu/~code/)**). Cheating, plagiarism, or other violations of the *Code* may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.**  Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the *Code of Student Rights, Responsibilities, and Conduct,* especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at <http://www.iu.edu/~code/>.  *(University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; adopted by Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005; August 1, 2009)* | | | |