



COURSE SYLLABUS

COURSE TITLE: ENGLISH COMPOSITION I

TERM & YEAR: Fall 2017

COURSE & SECTION NUMBER:

ENG 103.13

ENG 103.16

TIME & PLACE:

T/R 9:30-10:45 Digital Classroom

T/R 12:30-1:45 Taylor L-17

NUMBER OF CREDIT HOURS: 3-0-3

INSTRUCTOR: Dr. Alison Witte

OFFICE LOCATION/HOURS: 213 Taylor Hall

T 2:00-4:00

W 9:00-3:00

By Appointment

OFFICE PHONE: (260) 665-4774

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COURSE DESCRIPTION: Intensive training in methods of exposition leading to the ability to write coherent, clear, and persuasive essays.

PREREQUISITES: Adequate SAT verbal score or ACT English score, class rank, and high school G.P.A., or successful completion of non-credit preparatory English courses.

REQUIRED TEXTS:

1. Ballenger, *The Curious Writer: Brief Edition, MLA Update, 5th ed.*, 2012. Bedford St. Martin ISBN-13: 9780134703268.
2. Shetterly, *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped with the Space Race*. William Morrow, ISBN-13: 9780062363602.

REFERENCES:

OTHER MATERIALS:

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

1. Implement the writing process of planning, drafting, and revising.
2. Organize ideas effectively.
3. Develop concise and coherent paragraphs.
4. Develop and support a thesis statement.
5. Edit for grammatical accuracy and effective usage.

HABITS OF THE MIND

As you progress in your academic and professional careers, you will be expected to do more writing on your own and to write about topics and information that more original and unique than simply reporting or regurgitating other people's information. To be successful as a writer, you'll need to develop more than your knowledge of paragraphs and vocabulary. You need to develop habits that will help you accomplish all sorts of writing tasks.

In this class, we will focus on:

- **Intellectual Curiosity:** Successful writers ask questions and actively seek answers.
- **Critical Reading:** Successful writers read texts of all kinds for both what they say and how they say it to learn about the world around them, about what people think about that world, and how people use writing to describe and influence that world.
- **Collaboration:** Successful writers work with others to develop their ideas, to write documents, and to rework and polish documents they've written.

COURSE REQUIREMENTS:

DIAGNOSTIC WRITING ASSIGNMENT

Students in every section of first-semester writing are required to complete a diagnostic writing assignment during the first week of classes. This persuasive essay will be written using a computer. This essay is used to get a better sense of your abilities as a writer and will be viewed by a departmental committee. You may not pass this class without completing this assignment.

The score you receive for this assignment is only for completing the assignment, and is not a reflection of how well or poorly you did on the assignment.

WEEKLY CITATION ACTIVITIES

Each Tuesday, you will be assigned a citation task to complete on Moodle. These tasks will include using signal phrases, doing in-text citations, creating and formatting works cited entries and labeling charts, graphs and images. **These activities are due Thursday before class starts.**

READING ANNOTATIONS

You are required to annotate (take notes in/about) any assigned reading. I will check these annotations on a regular basis and you will be graded on completing the annotations and on how well the annotations are done.

RESPONDING TO THE READING

You will write 4 papers in response to the assigned readings and *Hidden Figures*, and supplemental essays on Moodle. You will have the opportunity to revise each paper during the first half of the semester.

Science, Society, and the Human Person: (*Hidden Figures*): This paper will ask you to respond to one of three assigned prompts that explore themes we've discussed in our reading of *Hidden Figures*. You will need to make a clear claim in response to the prompts, supported by research and examples/quotes from the book.

Food, Family, & Community: The project will have you look at the ways your family, friends, and community shaped your identity by looking at your experiences with food. Food is a central part of many communities, and is one way that values, beliefs, and traditions are passed from one community member to another. In this paper, you will discuss an important food-related event connected to your friends, family or community. Your goal is to demonstrate (1) why this event is important to your community—i.e. what values, beliefs, or traditions does it reveal, support, and pass on? and (2) how this event shaped your personal identity.

Education in America: This project will have you look at identity from an even broader standpoint—how does culture shape the identities and experiences of students and professionals? Since you currently find yourselves in these contexts, where you will be asked to do a variety of writing, this project asks you to examine how culture and experiences shape people's approaches to and expectations of education. Your goal is to make a broader claim about how cultures shape people as students, supporting the claims you make with your personal experiences, and sources you find on your own.

Hidden Figures at Trine: In this two-part collaborative project, you'll combine archival, ethnographic and secondary research to (1) compose a written biography of one of Trine's female engineering graduates and (2) select a minimum of 2 objects from the Trine archives and compose a proposal-style paper that argues for why these artifacts are significant and why they should be included in our exhibit about Trine's engineering history. This project will require interviewing (both your alumna and other people on campus), library research and citation of sources.

HIDDEN FIGURES EXHIBIT (Final Exam):

For your final exam, the class will be creating an exhibit based on the biographical and archival research done in the last project of the semester. In your groups, you will (1) create a visual depiction of the biography you wrote that includes relevant pictures and information about your alumna and (2) compose museum placards for the objects you've chosen from the archives.

WRITING DAYS

Every Thursday we will write in class for 50 minutes of the class period. Some Thursdays the topic will be assigned and you will turn in your writing at the end of class. Other Thursdays, especially as the semester progresses, will be open writing time for you to work on whichever paper or revisions you wish to work on. You will have to submit a completed response or a document that clearly shows and describes the work you have done (depending on the assignment). For assigned prompts you will be graded on the depth of thought in your answer, the use of evidence to support your answer, and the quality of your writing. For work on your own projects, you will be graded on the quality of work you complete and your explanation of how the work is helping you complete the project.

REVISION PROCESS

We will be revising/reworking our papers throughout the semester to give you the opportunity create the best possible work before receiving a final grade. Workshops are mandatory and part of your final grade for the course. To earn credit for workshops, you must be present the day of the workshop with a meaningfully revised draft of the paper being workshopped. You must provide feedback to your peers on their documents as well.

Notes on Revision: You **MUST** participate in the workshops to turn in revisions to me for comments. You **MUST** also submit revisions by the initial deadlines to continue to submit revisions throughout the semester.

ACHIEVEMENT WRITING ASSIGNMENT

Students in every section of first-semester writing are required to complete a final writing assignment. This persuasive essay will be written using a computer.

Your essay will be scored by two other writing professors in the Department of Language and Humanities and will account for 10% of your grade in this course. **You may not pass this class without completing this assignment. Further, you cannot pass this class if you complete the assignment, but earn a score of 0 from both scorers.**

ATTENDANCE/PARTICIPATION:

Attendance in this class is expected. You need to arrive on time and prepared for class—having done your reading and any additional homework—to be considered in attendance. When you come to class unprepared you inhibit my ability to teach, as I prepare for each class assuming you have done your reading and work, and you waste not only my and your classmate's time, but your own.

Timeliness is also a part of attendance. I will take attendance at the beginning of class, before any other activity. If you are not present when I take attendance, you will be marked absent for that day. If you arrive late, you must speak to me after class and ask me to mark you present; I will not do this automatically. If you fail to speak to me; you will be considered absent.

If you must miss class for any reason, you **MUST** contact me ASAP concerning your absence if you expect to stay on track to complete the course. **You may miss up to 3 classes**, but choosing to miss class may mean missed in-class work that will negatively impact your final grade. For each class you miss beyond the 3, you may have 10 points deducted from your final grade.

You are also responsible for completing any reading or work that is assigned on the calendar for the days you miss and for the day you will return to class. Again, failing to come to class prepared wastes both my time and yours.

GRADING/EVALUATION:

ASSIGNMENT	POINTS
Diagnostic Writing Assignment	10
Weekly Citation Activities (10x5 points)	50
Annotations	50
Writing Day Assignments	100
Responding to Reading #1: Science, Society & The Human Person	100
Responding to Reading #2: Food, Family, & Community	125
Responding to Reading #3: Education, Culture, & Expectations	125
Responding to Reading #4: Hidden Figures at Trine	150
Workshop Participation (4x10 points)	40
Achievement Writing Assignment	100
Museum Display & Placards	100
Final Reflection & Debrief (Final Exam)	50
TOTAL	1000

You must complete
✓ ALL 4 Responding to the Reading papers
✓ Diagnostic Writing Assignment
✓ Achievement Assignment
to pass this course.

FINAL GRADE	POINTS NEEDED
A	900-1000
B+	870-899
B	800-869
C+	770-799
C	700-769
D+	670-699
D	600-669
F	Less than 600

OTHER POLICIES:

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

LATE PAPERS

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course. **Papers submitted within 48 hours of the due date will be accepted with a 10% grade deduction, and will receive NO feedback, only a grade.** Without this feedback it will be difficult for you to successfully revise or make improvements for your next papers. Papers will not be accepted more than 48 hours past the due date.

REVISION

You have the option to revise all the papers you write this semester to earn a more successful grade. For me to accept your revisions, you must:

- Participate in workshops
- Submit your original draft on-time
- Submit revisions before the deadline listed on the schedule

Papers that earn enough points to be an A will not be eligible for revision and papers that are revised to earn enough points to be an A will receive no additional feedback, even if they have not earned the full amount of points.

EMAIL

You are expected to send professional e-mail to professors and any other people you contact on or off-campus as part of this class. Professional emails should be polite with a greeting and signature, use complete sentences, and use correct grammar, spelling and punctuation.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

OFFICE HOURS

I will make every attempt to be available to meet with you during my office hours on campus. I can also be available by email, Skype or Google Plus by appointment.

If you make an appointment to meet with me, please be respectful of my time and that of your classmates by arriving on time and prepared for your appointment. If you must cancel, please let me know ASAP so that I don't wait for you and that I can give that time to someone else.

ELECTRONIC DEVICES

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Here's the deal...you are in control of your own learning, so you are in control of your devices (computers, tablets, phones, etc.)—that means you choose whether or not to bring them to class and whether or not to turn them off. You can decide whether they will distract, hinder, or help you.

But you are also a member of this class and need to be respectful of your classmates, so if you bring your devices to class, please keep them on vibrate or silent. If you must take a call, please leave the room, quickly and quietly.

COURSE CALENDAR/SCHEDULE:

CW=The Curious Writer

HF=Hidden Figures

WEEK 1 WHAT IS ACADEMIC WRITING?		
8/22	IN CLASS: Course Introduction Getting to know each other as writers (Exercise 1.4)	FOR NEXT CLASS: ✓Set up Moodle profile using provided instructions ✓Read: <i>CW</i> Chapter 2
8/24	IN CLASS: Discuss Readings: What is academic writing & How do you read it? (Exercise 1.1) How to Annotate Readings using Double Entry Journaling Introduce <i>Hidden Figures</i> Writing Day #1	FOR NEXT CLASS: ✓Read: <i>HF</i> Chapters 1-5 (1-49)
WEEK 2 HIDDEN FIGURES		
8/29	IN CLASS: Discuss Readings Discuss Diagnostic Writing Assignment Introduce Responding to the Reading #1: Science, Society & the Human Person	FOR NEXT CLASS: ✓Prepare for the Diagnostic Writing Assignment ✓Read: <i>HF</i> Chapters 6-11 (50-115)
8/31	IN CLASS: Assign Weekly Citation Activity #1 IN CLASS: Diagnostic Writing Assignment	FOR NEXT CLASS: ✓Read: <i>HF</i> Chapters 12-16 (117-173) ✓Read: <i>CW</i> pages 417-428
WEEK 3 HIDDEN FIGURES		
9/5	IN CLASS: Discuss Readings MLA/APA Introduction/Review Bring <i>CW</i> to class	FOR NEXT CLASS: ✓Weekly Citation Activity #1 ✓Read: <i>HF</i> Chapters 17-20 (175-211) ✓Read: <i>CW</i> pages 211-225
9/7	DUE: Weekly Citation Activity #1 IN CLASS: Review answers to Citation Activity #1 Reading/Writing Arguments Writing Day #2	FOR NEXT CLASS: ✓Read: <i>HF</i> Chapters 21-Epilogue (213-265)

WEEK 4 FOOD, FAMILY, & COMMUNITY		
9/12	IN CLASS: Discuss Readings Introduce Responding to the Reading #2: Food, Family, & Community	FOR NEXT CLASS: ✓Read: A Quenched Thirst, A Clear Conscience—The Best Part of Waking Up” from Moodle ✓Weekly Citation Activity #2
9/14	DUE: Responding to the Reading #1: Science, Society, & the Human Person for Teacher Review Weekly Citation Activity #2 IN CLASS: Review answers to Citation Activity #2 Discuss Readings Building an Argument Writing Day #3	FOR NEXT CLASS: ✓Read: “Zombies vs. The Joy of Canning: Motivation in the Productive Home” from Moodle ✓Read: “The Future of Food Production” from Moodle“
WEEK 5 FOOD, FAMILY, & COMMUNITY		
9/19	IN CLASS: Discuss Readings Community Values Activity	FOR NEXT CLASS: ✓Draft of Responding to the Reading #2: Food, Family, & Community ✓Weekly Citation Activity #3
9/21	DUE: Draft of Responding to the Reading #2: Food, Family, & Community Weekly Citation Activity #3 IN CLASS: Review answers to Citation Activity #3 Food, Family, & Community Workshop Writing Day#4	FOR NEXT CLASS: ✓Read: CW pages 341-346 & 382-400
WEEK 6 EDUCATION, CULTURE, & EXPECTATIONS		
9/26	IN CLASS: Introduction to Library Research Assign Responding to the Reading: Culture, Education, & Expectations	FOR NEXT CLASS ✓Read: “Lessons from My Year as a Freshman” from Moodle ✓Responding to the Reading: Food, Family, & Community for Teacher Review ✓Weekly Citation Activity #4
9/28 No Class	DUE Weekly Citation Activity #4 Responding to the Reading #2: Food, Family, & Community for Teacher Review IN CLASS: Education Inventory Writing Day #5	FOR NEXT CLASS: ✓Read: “Lives on Hold” from Moodle ✓Read: CW pages 341-346

WEEK 7 EDUCATION, CULTURE, & EXPECTATIONS		
10/3	IN CLASS: Discuss Readings Writing a Research Essay Integrating Sources Review	FOR NEXT CLASS: ✓ Read: “On the Uses of Liberal Education” by Edmundson from Moodle ✓ Read: “On the Uses of Liberal Education” by Shorris from Moodle ✓ Weekly Citation Activity #5
10/5	DUE: Weekly Citation Activity #5 IN CLASS: Review answers to Citation Activity #5 Discuss Readings Writing Day #6	FOR NEXT CLASS: ✓ Read: CW pages 99-106; 115-125
WEEK 8 EDUCATION, CULTURE, & EXPECTATIONS		
10/10	IN CLASS: Introduce Responding to the Reading #4: Hidden Figures at Trine Create initial interview questions	✓ Responding to the Reading #3 Draft for Workshop ✓ Read: CW pages 175-180
10/12	DUE: Draft of Responding to the Reading #3: Education in America for Workshop IN CLASS: Responding to the Reading #3: Culture, Education, & Expectations Workshop Prepare for Archive Day Writing Day #7	FOR NEXT CLASS: ✓ Weekly Citation #6
WEEK 9 HIDDEN FIGURES AT TRINE		
10/17	NO CLASS—FALL BREAK	FOR NEXT CLASS: ✓ Weekly Citation #6
10/19	DUE: Weekly Citation Activity #6 Responding to the Reading #3: Education in America IN CLASS: Review answers to Citation Activity #6 Archive Day	FOR NEXT CLASS: ✓ Read: CW pages 401-406
WEEK 10 HIDDEN FIGURES AT TRINE		
10/24	IN CLASS: Revise interview questions	FOR NEXT CLASS: ✓ Weekly Citation Activity #7
10/26	DUE: Weekly Citation Activity #7 Confirmed Interview Date & Delivery of Questions to interviewee by CCing Dr. Witte IN CLASS: Review answers to Citation Activity #7	FOR NEXT CLASS:
WEEK 11 HIDDEN FIGURES AT TRINE		
10/31	IN CLASS: Archive Day	FOR NEXT CLASS: ✓ Weekly Citation Activity #8
11/2	DUE: Weekly Citation Activity #8 IN CLASS: Review answers to Citation Activity #8 Interview Progress Check-In Writing Day #8	FOR NEXT CLASS:

WEEK 12	HIDDEN FIGURES AT TRINE	
11/7	IN CLASS: Responding to the Reading #4 Collaborative Work Day	FOR NEXT CLASS: ✓ Draft of Hidden Figures at Trine Biography & Artifact Proposal ✓ Weekly Citation Activity #9
11/9	DUE: Weekly Citation Activity #9 Draft of Hidden Figures at Trine Biography & Artifact Proposal IN CLASS: Review answers to Citation Activity #9 Workshop Hidden Figures at Trine Biography & Artifact Proposal	FOR NEXT CLASS
WEEK 13	HIDDEN FIGURES AT TRINE	
11/14	IN CLASS: Review for Achievement Writing Assignment	FOR NEXT CLASS: ✓Prepare for Achievement Writing Assignment
11/16	DUE: Hidden Figures at Trine Biography & Artifact Proposal for Teacher Review IN CLASS: Achievement Writing Assignment	FOR NEXT CLASS ✓ Read: CW pages 474-511
WEEK 14	HIDDEN FIGURES AT TRINE	
11/21	IN CLASS Review Museum Exhibit & Placards Project Analyzing Images & Visual Argument Activity Writing Day #9	FOR NEXT CLASS: ✓ Read: Klein & Shackelford “Beyond Black on White” from Moodle ✓Bring materials to work on display and placards for exhibit
11/23	NO CLASS-THANKSGIVING BREAK	
WEEK 15	VISUAL ARGUMENT	
11/28	IN CLASS: Visual Argument Activity Continued Museum Exhibit & Museum Placards Work Day	FOR NEXT CLASS: ✓ Weekly Citation Activity #10 ✓Bring a draft of display and placards for Workshop
11/30	DUE: Weekly Citation Activity #10 Review answers to Citation Activity #10 IN CLASS: Copy of Exhibit Visual & Museum Placards for Workshop	FOR NEXT CLASS: ✓Bring completed display and placards (and artifact copies, if necessary) for exhibit set-up
WEEK 16	VISUAL ARGUMENT	
12/5	IN CLASS: Set up exhibit for afternoon opening	FOR NEXT CLASS:
12/7	DUE: IN CLASS: Tour Completed Exhibit Writing Day #10	FOR NEXT CLASS: ✓ Complete Final Individual Reflection & Prepare for Debrief
WEEK 17	FINAL EXAMS	
FINAL EXAM	Section 13 (9:30): Thursday 11:00-1:00 Section 16 (12:30): Thursday 8:00-10:00	Reflections are due to Moodle MONDAY @ noon regardless of Final Exam time.

**ADDITIONAL INFORMATION:
WRITING CENTER**

The Writing Center offers free one-on-one help with papers for any class to all main campus students. Tutors in the Writing Center can assist with choosing a topic, developing a thesis statement, organizing a paper, basic research, and issues with grammar and usage.

The Writing Center is located in Shambaugh Hall on the second floor, and is open Monday-Friday. Advance appointments can be made at trinewrite.com. Depending on the availability of tutors, walk-ins are welcome, but students with appointments receive preference.

CANCELLATION POLICY

If you cannot attend a scheduled appointment, you must cancel 24 hours before your scheduled appointment by emailing the Writing Center at writingcenter@trine.edu or logging into your TrineWrite.com account and cancelling. Failing to cancel in a timely manner takes appointments from students who need them and prevents others from getting the help they need.

Students who fail to cancel or cancel less than 24 hours before their appointments 3 times will be prohibited from making additional appointments.

ADVICE (from former students)

- When you're in a group, DO the work.
- Take advantage of the Writing Center.
- Use all your resources (your professor, other professors, Writing Center, classmates, & friends).
- Use your time wisely. Check for homework DAILY.
- Do your citation activities.
- Be confident.
- Turn in as many revisions as possible.
- Go to class.
- Don't procrastinate.