

ENGLISH 10803.031 – Introductory Composition: Writing as Inquiry

Instructor: Ms. April Patrick
Email: april.patrick@tcu.edu
Office: Reed Hall 312
Office Hours: MWF 9:00am-9:50am and by appt

Course Section: English 10803.031
Class Location: Winton-Scott Hall 147
Time: MWF 11:00am-11:50am
Course Blog: <http://patrick10803.blogspot.com/>

OVERVIEW AND OUTCOMES

Welcome to English 10803. This course is a writing workshop focused on writing as a kind of inquiry and the critical thinking that occurs *while* you write—not *before* you write. You'll engage in processes of invention, critical reading, drafting, revision, and editing as you complete a range of writing tasks—from personal essays to argument essays—that include primary and secondary research. As we write, we will discuss everything from getting a first sentence on the page to revising a last draft. If we all do our part, together as a class we will have learned about ourselves as writers, readers, and thinkers and can talk about how this course can help us continue to write as we move through college and beyond.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. By the end of English 10803, students should:

RHETORICAL KNOWLEDGE

- Understand the importance of the rhetorical situation—audience, purpose, genre—to the construction of any piece of writing
- Be able to write in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
- Be able to produce a text with a focus, thesis, or controlling idea and recognize such in others' texts.
- Provide appropriate support for claims.
- Use conventions of format and structure appropriate to the rhetorical situation, including being able to create appropriate organizational structures in the absence of models.

CRITICAL THINKING, READING, AND WRITING

- Use writing and reading for inquiry, learning, thinking, and communication
- Understand that critical reading involves reading for main ideas and arguments, for use of genre conventions, for rhetorical strategy, and for the position of the author
- Be able to summarize, respond to, and critique texts.
- Be able to find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.
- Use outside sources of various kinds (print, digital, primary) effectively as support for their own ideas. Integrate the language of outside sources with their own language.
- Understand how various media and technologies affect reading and writing practices.

PROCESSES

- Understand a writing assignment as a series of tasks (invention, drafting, revising, editing)
- Understand writing as a recursive process that can lead to substantive changes in ideas, structure, and support through multiple revisions.
- Be able to work both inductively and deductively to develop a focus, claim, or thesis (e.g. to begin with a point and build evidence to support it AND begin with data and develop a point based on an analysis of the data)
- Understand that writing is a social activity that is frequently collaborative; students should be comfortable giving and receiving critical response to drafts.
- Make judgments about developing texts, based on stated criteria.

CONVENTIONS

- Understand that there are different formats for different kinds of texts.
- Be able to edit for conventions of Edited American English.
- Summarize, paraphrase, and quote from sources using appropriate documentation style.

Note about Potential Changes: Any English course is an organic thing. No two are ever the same. As a result, if necessary, some assignments, due dates, or other aspects of the course may be changed. Please note that it is your responsibility to attend class and be aware of any and all syllabus changes. A copy of this syllabus, including any changes discussed in class, is available on eCollege.

REQUIRED TEXTS AND MATERIALS

- Ballenger, Bruce. *The Curious Writer. Brief Edition.* 2nd Edition. Longman, 2006.
- \$\$ for copying/printing drafts and readings not in text
- Access to a computer and printer to complete assignments and to print readings and assignments
- 4 two-pocket folders to use as portfolios for submitting each essay and its associated work

ASSIGNED REQUIREMENTS

[Note: Except for in-class writings, everything you turn in should be typed.]

ESSAYS

We'll be producing four essays in the course, totaling 20-30 pages of text. Each essay will go through subsequent drafts and revisions, and can be revised throughout the semester. **Every version of each essay must be accompanied by an author's note—always (see below).**

Essay 1: Personal Essay

Essay 2: Research Essay

Essay 3: Mini-ethnographic Essay

Essay 4: Argument Essay

Before each essay is due, you'll receive a detailed assignment sheet.

DAILY WORK

Daily work includes in-class writings, informal out-of-class writings, pop quizzes, written feedback to peers, etc. This work, while informal, will be some of the most important work we do for the course, and while each piece is ungraded, they are a part of the grade within the portfolios (see below) in that not doing them adequately (or not doing them at all) can hamper your grade. The goal of daily writing is to generate ideas, thinking on the page, not about having a finished product.

DRAFTS & WORKSHOPS TOWARD ESSAYS

For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me. Each draft should include an author's note explaining to readers [1] the state of your draft (first draft, third, etc.) and what you were trying to accomplish in this draft; [2] what you think is going well; and [3] what you are having trouble with or would like advice on. Failure to bring *full* drafts when due can affect your portfolio grades for each assignment. During workshops, you are expected to read your peers' drafts carefully and provide a thoughtful, substantive response. During the semester, you will be asked to evaluate the performance of your peers as responders and these evaluations will contribute to my final evaluation of your work.

CONFERENCES

Several times throughout the semester, we'll meet one-on-one and in small groups to discuss your goals and work for the course. When we meet, please come prepared—with questions or items you would like to discuss with me—because you will plan the agenda for our time together. Attendance is required for these conferences; if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence. Missed conferences will count as two absences.

BLOGGING

Each student must set up a blog at Blogger.com for the purposes of this course. Even if you already have a blog, you will need to set up a separate blog for the explicit purpose of English 10803. You will be writing responses to the readings and discussing class matters on their blogs. Since the purpose of these entries is to prepare you for class discussion, **late blog entries will not count for credit.** (you can, of course, post them early if you know you will be gone.) Student blogs for this course will be hosted on Blogger. Full instructions for setting up your blog and your first blog activity are in a separate handout. Remember that this is a graded portion of the class and that a blog is a public forum, so please keep in mind how Professionalism impacts your grade and compose your blog entries with your readers (both your instructor and your classmates) in mind. **Your blog will total 15% of your grade.**

PRESENTATION/FINAL EVALUATIVE EXPERIENCE

At the end of the course, during our scheduled final exam time, you will give a five-minute presentation, and part of your presentation grade will be based on asking questions of others' presentations. The presentation is meant to demonstrate the learning and thinking you've done in the course, and you'll receive more details as we move into the semester.

COURSE POLICIES

ATTENDANCE

Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. It is a Composition Program policy that in writing workshop courses, only official university absences are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. **Three weeks of unexcused absences (nine classes in a MWF course) constitute grounds for failure of the course.** Absences due to illness, sleeping, and long weekends are unexcused—they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. This means that, even with a doctor's note, the absence is not automatically excused.

Impact to your Grade: **Absences under the three-week maximum can still affect your grade adversely.** After three unexcused absences, each additional absence will cause your final grade to drop half a letter grade (i.e.: if you are at a B and miss four classes, your grade would be a B-, with five, a C+, with six, a C, etc.). Students whose absences are due to circumstances beyond their control may appeal this policy by scheduling a meeting with the Director of Composition.

Generally, the Director of Composition does not excuse additional absences without documentation. To do well in this course, you must come to class.

TARDIES

Please be on time for class. Students who are tardy (five minutes late or more) are a distraction to the whole class. Because in-class discussion and activities cannot be made up, **three tardies will equal an absence for the course.**

EVALUATION

For each essay assignment of the semester, you'll turn in a first draft for workshop activities (and sometimes for teacher evaluation), and then with the second draft, you'll turn in a portfolio that contains both drafts of the essay, informal work toward the essay (in-class writing, research notes and articles, etc.), and author's notes.

Pencil and Firm Grades: After the second peer review workshop, you will have 24 hours to make additional revisions on the essay. At this point, each portfolio will receive a "Pencil Grade" (or a tentative grade). You may choose to make the Pencil Grade a "Firm Grade" for the essay portfolio (meaning it will be the grade recorded for the semester), or you may choose to *substantively* revise the essay again. (Revising the essay doesn't guarantee the grade will be improved; we'll talk much more in-depth early on in the semester about making the decision whether or not to revise.)

Revisions: If you want to resubmit any essay portfolio, you must first submit a half to full-page revision plan a week before the final due date for each essay portfolio (see class schedule for due dates). If you don't submit a revision plan by the deadline, your Pencil Grade will automatically become a Firm Grade for the course (Note: if you turn in a revision plan and then decide not to revise, there is not a penalty; your Pencil Grade will simply convert into a Firm Grade.). You'll receive a handout that explains in more detail how the portfolios are graded as the class gets underway. In preparation for constructing your portfolios, please keep all of the writing that you do for this class—reading responses, drafts (including those with my comments and those of your peers), in-class writing, etc., together. **SAVE ALL WRITING YOU DO FOR THIS COURSE!**

How your grade is earned: It is important to remember that simply fulfilling the *minimum* requirements of the course warrants an average grade (as in C), not an A. Coming to class every day and doing assignments is not something that earns "extra credit" or an automatic A; it's expected by you being in the course. A higher grade will be based on the distinctive quality and development of your work, on your ability to guide a piece of writing through the various stages of revision, and on a willingness to explore new subjects, genres, and techniques. Below is a thumbnail breakdown of how I view letter grades; as we move into the semester you'll receive more detailed descriptions and we'll talk more about how I evaluate your writing:

- A—excellent overall
- B—good with some excellent aspects
- C—adequate
- D—mostly adequate with some unacceptable aspects
- F—unacceptable overall

GRADE BREAKDOWN

Essay 1 Portfolio	20%
Essay 2 Portfolio	20%
Essay 3 Portfolio	20%
Essay 4 Portfolio	20%
Blogging	15%
Presentation	5%

LATE WORK

Work will be due by its assigned due date and will be considered late thereafter. If an assignment is due at the beginning of class, it will not be accepted at the end of class.

Absences: If you know you will be missing a class, you need to submit the assignment ahead of time. As explained in the attendance policy, all assignments due during an official university-mandated activity need to be submitted in advance of the absence.

Portfolios: On all four portfolios, one letter grade will be deducted for each calendar day the draft is late. Any paper that is not turned in within four calendar days of its original due date will be given a zero.

Other Assignments: Because completion of the daily assignments is necessary for active participation in class each day, assignments other than the portfolios (including daily work, reading responses, etc.) will not be accepted late for any reason. Again, if an assignment is due at the beginning of class, it will not be accepted at the end of class.

Technology: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submittal of your assignments. Also, please note that many assignments related to this course will be submitted online through eCollege, and some of those deadlines will be 11pm the night before class.

This late work policy applies to all work for the course unless the instructor has agreed to late submission in advance of the due date.

CLASSROOM ATMOSPHERE

The fact that you have enrolled in college implies that you intend to operate as a professional adult in society. Our class will operate in many ways as a 'real world' work environment, and each member of the class is expected to participate professionally—being punctual, meeting deadlines, collaborating, pulling your 'weight,' and respecting both your fellow students and me. Professionalism also includes regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing.

Mobile Technology: Out of respect, please refrain from using any mobile technology—regardless of whether or not it is silenced—including but not limited to MP3 players, cell phones, text messaging, camera phones, etc. Laptops are certainly allowed for note-taking and other in-class activities; however, if you chose to use a laptop in class, please limit your computer activities to those related to the class activities. Also, please turn mobile phones to silent mode during class unless someone's life depends on it. If that is the case, please discuss this with me prior to class.

Discussion: Classroom discussion should be civilized and respectful to everyone and should be relevant to the topic we are discussing. Everyone is entitled to his/her opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences. Any discussion from class that continues on any listserv, discussion board, blog, or even in the hallway should adhere to these same expectations.

Emails: Throughout the semester, some correspondence will be via email. While your emails will not be graded on grammar, spelling, and punctuation, you are expected to remain professional in communicating electronically. Please ensure that the subject line clearly represents the content of the email and refrain from excessive slang and internet abbreviations. Also, note that discussions about grades or evaluation of assignments will not take place over email. Please meet with me in person to discuss such important issues.

Conferences: At several points in the semester, class meetings will be cancelled and students will instead be required to attend a conference with the instructor. Failure to attend a scheduled conference will count as two absences, and conferences cannot be rescheduled. Tardiness or completely missing a conference shows blatant disrespect.

OFFICE HOURS

During the office hours posted above, I will be in my office and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don't work for you, come make an appointment with me.

TECHNOLOGY

Many activities in this section of English 10803 will require access to a computer with an internet connection. Students have access to the university-provided computers in the library as well as computers in a variety of labs on campus. The location and hours of those labs are available at <http://www.is.tcu.edu/helpdesk/labs/index.html>. Inability to print, get online, etc is **never** an acceptable excuse for not completing assignments in a timely manner. As computers can be unreliable at times, you are advised to plan ahead and back-up files frequently to avoid problems.

eCollege: In order to log in to our course site, go to www.tcuglobal.edu. At the Login ID box enter your TCU ID number. Tab to the Password box. Students who are NEW to eCollege, will use their birth date (format mmdd) as their password. Students who exist on eCollege already will continue to use their same eCollege passwords. If you are unable to login, select the link titled "Login Help" located under the password box and complete the form by entering your first and last name and then using the tab to go to the User ID box and where you enter your TCU ID number. You will receive an email to your TCU mail account providing you with your login credentials. You can also contact the tcuglobal helpdesk by sending an email to helpdesk@tcuglobal.edu or by calling 1-800-826-1665.

Helpdesk Information: If you need assistance with logging in to this course or have issues with eCollege, contact the eLearning staff by writing to eLearning@tcu.edu. For immediate assistance on weekends, please page us by dialing 817-227-0516. The eLearning staff will check email various times on the weekends, no less than a minimum of 4 times each day.

TCU Information/Resources

THE WRITING CENTER

Please refer the [TCU Undergraduate Studies Catalog](#), quoted here: "The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction. The ten PCs in the center's computer lab are available for the use of any TCU student during normal office hours and provide email and Internet access. Located in Suite 244 of the Rickel Academic Wing of the University Recreation Center, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make an appointment by accessing an online scheduling service through the center's website (at <http://www.tcu.edu>) or by calling 817-257-7221. Students may also use the Center for Writing's annex at the library Monday through Friday from 2 p.m. to 5 p.m., Saturday from noon to 4 p.m., and Sunday through Thursday from 6 p.m. to 9 p.m. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within 48 hours."

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Please refer to the [TCU Undergraduate Studies Catalog](#), quoted here:

“Policy Statement: Texas Christian University complies with the Americans With Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. No otherwise qualified individual shall be denied access to or participation in the services, programs, and activities of TCU solely on the basis of a disability. The University shall provide reasonable accommodations for each eligible student who (a) has a physical or mental impairment that substantially limits a major life activity, (b) has a record or history of such an impairment, or (c) is regarded as having such an impairment.

Procedures: Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator of Services for Students with Disabilities. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws.

Documentation presented to the Coordinator shall be reviewed by appropriate University professional(s) to verify the existence of a disability. Further documentation may be required from the student to substantiate the claim of a disability or to assist the University in determining appropriate accommodations. The Coordinator of Services for Students with Disabilities may be contacted in the Center for Academic Services located in Sadler Hall, room 11 or at (817) 257-7486.

Eligible students seeking accommodations should contact the coordinator as soon as possible in the academic term for which they are seeking accommodations. The Coordinator will prepare letters to appropriate faculty members concerning specific, reasonable academic adjustments for the student. The student is responsible for delivering accommodations letters, conferring with faculty members, and returning validation of the receipt of information to the Coordinator. The Coordinator consults with the student and with University faculty and staff to ensure delivery of appropriate support services and serves as liaison between the student and the faculty member as needed. Students who wish to appeal a decision regarding appropriate accommodations shall do so in writing to the Affirmative Action Officer, who shall decide the appeal.”

ACADEMIC DISHONESTY

All cases of suspected academic misconduct will be referred to the Director of Composition. Sanctions imposed for cases of academic misconduct range from zero credit for the assignment to expulsion from the University. This policy applies to homework and drafts as well as final papers. Refer to the [TCU Undergraduate Studies Catalog](#) as quoted here: “An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a “sense of fair play,” which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive. **Academic Misconduct** is any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. Cheating. Includes, but is not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.

B. Plagiarism. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

C. Collusion. The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials. Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

G. Multiple submission. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. Complicity in academic misconduct. Helping another to commit an act of academic misconduct.

I. Bearing false witness. Knowingly and falsely accusing another student of academic misconduct.”

TENTATIVE COURSE SCHEDULE (if necessary, this is subject to change.)

WEEK	MONDAY	WEDNESDAY	FRIDAY
Week 1 1/14-18	Introduction to course and syllabus Assign Writerly Roles Activity	Blog with Introductory Letter Due Chapter 1 (sans exercises), 3-31	Chapter 2 (sans exercises), 33-67 Assign Essay 1 Bring collected writerly roles artifacts Invention activity for Essay 1
Week 2 1/21-25	No Class—MLK Day	Chapter 4, 91-95 Staples, "The Power to Alter Public Space" (eC) Cofer, "The Myth of the Latin Woman" (eC) Brainstorming for Essay 1	Topic for Essay 1 Due Cofer, "One More Lesson," 103-06 Hughes, "Salvation" (eC)
Week 3 1/28-2/1	Pre-writing activities for Essay 1	Workshop sample essay and author's note Discuss drafting, in-class writing, and grading rubrics	First draft of Essay 1 due for workshop. Bring 2 copies (for small group and for me).
Week 4 2/4-8	No Class—Conferences (MTW)	No Class—Conferences (MTW)	Revised draft of Essay 1 due for peer response. Bring 2 copies. Essay 2 assigned
Week 5 2/11-15	Portfolio for Essay 1 Due Chapter 11, 429-433 Holmquist, "An Experience in Acronyms" (eC) Crister, "Let them Eat Fat" (eC) Brainstorm for and discuss Essay 2	Topic, Question, and Rationale due Chapter 12, 491-518 only Electronic research and TCU resources Finding and evaluating sources	Chapter 13, 531-40, 550-56 Using and citing sources and MLA documentation
Week 6 2/18-22	3 sources with evaluations and summaries due In-class work on drafting	First draft of Essay 2 (using 3+ sources) due for workshop. Bring 2 copies.	Discuss grading rubric for Essay 2 In-class work on revising your essay
Week 7 2/25-29	In-class work on polishing your essay	Revised draft of Essay 2 (using 5+ sources) due for workshop. Bring 2 copies.	Portfolio for Essay 2 Due Midterm Reflection Letter (in-class) Chapter 10, 371-374 Essay 3 Assigned and Discussed
Week 8 3/3-7	Chapter 12, 521-29 Klein, "Pumping Iron" (eC) Orlean, "The Maui Surfer Girls" (eC) Discuss Primary Research Brainstorm for Essay 3	Wright, "The NASCAR Subculture" (eC) Select topic for Essay 3 & begin planning	Discuss and refine topics Plan research activities for spring break
3/10-14	SPRING BREAK		
Week 9 3/17-21	Workshop initial research, discuss plans where more research is needed Pre-Writing activities for essay	Workshop pre-writing for essay Organizing and drafting Essay 3 <i>Last Day to Withdraw from Course</i>	No Class—Good Friday
Week 10 3/24-28	First draft of Essay 3 due for workshop. Bring 2 copies.	Discuss grading rubric for Essay 3 In-class work on revising essay	No Class—Conferences (MTW)
Week 11 3/31-4/4	Revision of Essay 3 due for workshop. Bring 2 copies.	Portfolio for Essay 3 Due Chapter 8, 267-77 Bradsher, "Gimme an SUV—ASAP" (eC) Assign and Brainstorm for Essay 4	Drezner & Farrell, "Web of Influence" (eC) Kristof, "Death by a Thousand Blogs" (eC) Magid, "Internet's Hate Sites can be Hidden" (eC)
Week 12 4/7-11	Pre-writing activities for essay Prepare for whole class workshop	Whole class workshop of Essay 4 (4 drafts)	Whole class workshop of Essay 4 (4 drafts)
Week 13 4/14-18	Whole class workshop of Essay 4 (4 drafts)	Whole class workshop of Essay 4 (4 drafts)	Whole class workshop of Essay 4 (4 drafts)
Week 14 4/21-25	Revised Draft of Essay 4 due for workshop. Bring 2 copies. Last Date to Submit Revision Plans for Essays 1-2	Portfolio for Essay 4 Due Chapter 2, 54-66 Rhetorical Revision and Presentation Assigned and Discussed	Pre-writing/Brainstorming for Presentation
Week 15 4/28-5/2	Prepare for Presentation Course Evaluations Last Date to Submit Revision Plans for Essay 3-4 Last Date to Re-submit Portfolios for Essays 1-2, if applicable	Prepare for presentation Last Date to Re-submit Portfolios for Essays 3-4, if applicable	No Class—Study Day
FINALS 5/5-9			11:30am-2:00pm Final Exam