

lzuidema@dordt.edu Office: CL 217 Office hours: _____	<b>Grammar &amp; Composition</b>  English 101, Sections 01 & 02 Leah Zuidema Fall 2006  <a href="http://homepages.dordt.edu/~lzuidema/eng101.htm">http://homepages.dordt.edu/~lzuidema/eng101.htm</a>	T & Th _____ Classroom: CA 317 Mailbox: CL 127 Office phone: 722-6328
---	---	--

*One of the few ways I can almost be certain I'll understand something is by sitting down and writing about it. Because by forcing yourself to write about it and putting it down in words, you can't avoid having to come to grips with it. You might be wrong, but you have to think about it very intensely to write about it. So I use writing as a learning tool." ~Hunter S. Thompson*

### Course Description

This section of English 101 takes an inquiry approach to introduce practices, resources, theory, and research related to writing—especially academic writing, but also civic and workplace writing. We will explore questions about writing processes and products. As a class, we will work together to construct answers to the following groups of focus questions:

- What is writing? What is academic writing? Why do people write?
- What do writers do? For whom? Under what circumstances? How?
- How do writers attend to ethical considerations in their processes and products?
- When is writing successful? How do we know? How do we respond to writing?
- What can our study of the nature and uses of language teach us about writing?

We will engage in writing workshops and discussions as we work to clarify and complicate our answers to the questions. You will be asked to complete reading and writing assignments and to participate in large and small group discussions and activities. It is important to realize that any writing that you do for this course may be shared with your classmates and me.

Our work toward answering the focus questions should inform your own writing processes and products. Upon completion of the course, you should be able to

- offer answers to the focus questions,
- critique the ways in which you and others answer these questions, and
- demonstrate your knowledge about writing through reflective practice and practiced reflection.

Your work should reflect a developed and accurate understanding of the principles addressed throughout our semester of study.

### Required Texts

Required texts are selected to stimulate discussion and to further our understanding of course topics; my selection of a required text is not necessarily an endorsement of an author's views.

- Devitt, Amy, Mary Jo Reiff, and Anis Bawarshi. *Scenes of Writing: Strategies for Composing with Genres*. New York: Pearson Longman, 2004.
- VanderMey, Randall, et al. *The College Writer: A Guide to Thinking, Writing, and Researching*. 2<sup>nd</sup> ed. Boston: Houghton Mifflin, 2004.
- Articles and chapters available online.
- Additional texts to be chosen by students for completion of course assignments.

## Policies and Procedures

1. Regular attendance and participation are required to succeed in English 101 and will be taken into consideration when I calculate your professionalism score for the semester. Missing class and/or coming unprepared more than 2 times will usually result in a .5 reduction per subsequent incident from your final grade (on a 4.0 scale).
2. Use class time for time on task and be courteous and respectful to everyone.
3. Homework assignments should be typed in an appropriate format. This usually means 12-point Times New Roman or 11-point Arial font, one-inch margins, centered title, a staple in the upper left corner, and header information in the upper left corner of the first page (your first and last name; course name, number, and section; and date turned in). Also, include your last name and the page number in the top right hand corner of subsequent pages. Please single space unless instructed to do otherwise.
4. Homework is due at the beginning of class. I do not accept late work unless you have been absent or have secured an extension from me. If you miss class, you are responsible to turn in missing assignments—as well as the current assignments—at the beginning of the class period in which you return. (Assignment information may be found on the course website at <http://homepages.dordt.edu/~lzuidema/eng101.htm>.)
5. If you have a valid reason for not turning in your homework on the due date and do not want your grade to be affected negatively, you may ask me for an extension. I will consider requests made before the due date (and, in extenuating circumstances, requests made on or after the due date), but be sure to show me any completed work in order to demonstrate that you are making progress. I reserve the right to deny extensions.
6. Academic honesty is required. Copying another person's spoken or written words, graphics, or ideas and presenting them as though they were your own (i.e., plagiarism), resubmitting all or part of a paper or project written for another class or occasion (i.e., double-dipping), or submitting a paper or assignment prepared by someone else (i.e., falstaffing) is cheating. Students who cheat or allow cheating will not receive credit for the assignment in question and may fail the course. Per college policy, the chair of the student life committee will be informed of cheating incidents.

## Getting Help

As you work on your course assignments, you will receive feedback from your classmates and from me. If you need additional help with your course work, I encourage you to talk with me before or after class or to contact me by e-mail. Another useful (and free!) resource is the ASK Center, which is located in the basement of the library adjacent to the computer lab and online at [http://www.dordt.edu/academics/ask\\_center/](http://www.dordt.edu/academics/ask_center/). The peer tutors there are prepared to help you with any stage in the writing process. To make an appointment, call the ASK Center at 722-6487 or stop by during their regular hours. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please notify me during the first week of class so that we can make appropriate adjustments with the assistance of Marliss Van Der Zwaag, the Coordinator of Services for Students with Disabilities (722-6490).

## Assignments and Grading

Handouts detailing purpose, audience, requirements, procedures, and grading standards for each assignment will be posted on the course web site. Please reference these carefully as you complete your course papers. Print them out, read them, write on them, ask questions about them, read them again. The assignment sheets are guideposts to success in English 101. All assignments will be graded on a 4.0 scale as shown:

A	B	C	D	F
4.0	3.0	2.0	1.0	0.0

Your final grade for the course will be calculated based on your performance in the five weighted categories below.

**Professionalism (15%):** Your attendance, preparation, and participation all factor into professionalism. Because we are a community of learners, your contributions to our discussions and activities are important. Note that mere attendance is not the same as full preparation and participation. Another important note about preparation: please have hard and electronic copies of all your course writings available at all class sessions. Saving documents to your Dordt G: drive network space (and regularly backing them up elsewhere) is one easy way to file all of your documents so that they are readily available.

**Writer's Notebook (15%):** Your Writer's Notebook (WN), consisting of entries written throughout the course, will serve as a chronological record of your thoughts, ideas, questions, and activities as we pursue answers to the course focus questions. It will also help you to document and reflect upon your work as a writer and scholar of writing. I will assign prompts for your writing throughout the semester—some due at the beginning of the following class period, some to be written in class at the time they are announced. Be sure to keep all of your writer's notebook entries in order so that at the end of the semester you can reflect (in writing, of course) on your work throughout the term.

**Polished Papers (55% total):** Our inquiry in this class will focus on writing and, more broadly, on the nature and uses of language. For each assigned paper, handouts detailing the purpose, audience, requirements, procedures, and grading standards will be posted on the course web site.

1. **Critical Analysis (10%):** After familiarizing yourself with the genre of online writers' portfolios, critically analyze one writer's online portfolio. Explain and evaluate ways that the writer uses (or modifies or resists) genre conventions to mediate between her own purposes, the needs and expectations of the audience(s), and the particulars of the context and situation.
2. **Literature Review (15%):** Choose a topic that relates to the nature and use of language and that lends itself to a variety of scholarly perspectives and opinions. Survey scholarly literature on the topic, presenting a synthesized explanation of themes or trends in scholarship on the topic.
3. **Position Paper (15%):** Develop and articulate your researched position on a specific issue related to the nature and use of language. Engage the opinions of classmates and secondary sources to help you to compose an informed, persuasive position on the issue.
4. **Research Paper (15%):** Conduct (and document) primary and secondary source research on a topic of inquiry related to the nature and use of language. In your paper, establish the context for your inquiry and write about the methods, outcomes, and implications of your research.

**English Department Usage Test (5%):** The English Department requires that all students complete a usage test near the end of the ENG 101 semester. If tests like these make you nervous, it may help to bear in mind that you are practicing and testing your usage every time you write and speak.

**Writer's Portfolio (10%)** For your final project, create a Web portfolio that showcases polished selections from the compositions you have completed for this course and that reflects upon your development as a writer and scholar of writing. During portfolio workshop sessions, I will offer instruction in using the Web design software available at Dordt, Microsoft FrontPage. Since many users who are familiar with Microsoft Word find that they adjust intuitively to FrontPage, I encourage you to try your hand at Web design at your earliest convenience.

### Tentative Course Outline

This schedule is dynamic, not a static calendar. Daily assignments are subject to change up to one class period before the due date. Daily assignments will be announced in class and on the website at <http://homepages.dordt.edu/~lzuidema/eng101.htm>. Due dates for assignments in **bold** are firm, though I reserve the right to change them in extenuating circumstances.

Most weeks, we will begin on Tuesdays with discussion of assigned readings and then transition on Thursdays into a workshop focused directly on your own writing processes and products. The readings, writing assignments, and activities are designed to contribute to the ways in which you think about writing processes and products, think about, discuss, and develop your own writing processes and products. Regardless of what is assigned for homework on a given day, it will be important for you to have electronic and hard copies of your course writings at class.

Finally, a note about workshops and workshop drafts. Many students express surprise at the amount of work required to fully prepare for and engage in the scheduled writing workshops. As you plan ahead for the semester, assume that the work load required prior to and during workshop class periods will be similar to that in class periods focused on discussion of assigned readings.

Date	Due at the Beginning of Class
Th 8/31	(Section 2 meets from 12:10-1:25)
T 9/5	Devitt, Reiff, & Bawarshi Ch. 1, "Understanding Scenes of Writing" and Ch. 2, "Using Genres to Read Scenes of Writing"; scan Ch. 5, "Understanding Academic Scenes and Writing Courses"
Th 9/7	VanderMey et al pp. 79-80, "Revising Collaboratively" Peer conferencing guidelines Paper 1 workshop draft
T 9/12	The Writing Center, University of North Carolina at Chapel Hill, "Summary: Using It Wisely" Devitt, Reiff, & Bawarshi Ch. 3, "Using Genres to Help You Write" and pp. 148-162 of Ch. 4, "Critiquing and Changing Genres"
Th 9/14	Schmidt, "Old-Style Writing" Paper 1 workshop
T 9/19	<b>Paper 1 due</b>
Th 9/21	The Writing Center, University of North Carolina at Chapel Hill, "Literature Reviews" VanderMey et al Ch. 32, "Drafting a Paper with Documented Research" and Ch. 34, "APA Documentation Format"
T 9/26	Core readings on structure and direction of language (TBA)
Th 9/28	Paper 2 workshop: readings; outline with thesis, placeholder introduction, opening body paragraph(s)
T 10/3	Devitt, Reiff, & Bawarshi, pp. 231-289 of Ch. 6, "Writing Analyses and Arguments" Review Crespo, "Our Transnational Anthem" and other readings (TBA)
Th 10/5	Dordt Reading Days, no class
T 10/10	The Writing Center, University of North Carolina at Chapel Hill, "Conclusions" and "Introductions" Paper 2 workshop
Th 10/12	<b>Paper 2 due</b>

T 10/17	Devitt, Reiff, & Bawarshi, pp. 286-300; 320-332 of Ch. 6, "Writing Analyses and Arguments"; pp. 334-347; 384-438 of Ch. 7, "Writing Research-Based Genres" Sample position papers (TBA)
Th 10/19	The Writing Center, University of North Carolina at Chapel Hill, "I: When to Use It" Paper 3 workshop
T 10/24	VanderMey et al Ch. 17, "Strategies for Argumentation and Persuasion" Sample position papers (TBA)
Th 10/26	Valentine's language guidelines (handout) Paper 3 workshop
T 10/31	<b>Paper 3 due</b>
Th 11/2	Devitt, Reiff, & Bawarshi Ch. 8, "Writing in Unfamiliar Academic Scenes and Genres" The Writing Center, University of Wisconsin-Madison, "Scientific Reports" VanderMey et al, pp. 556-564, "Sample APA Paper"
T 11/7	VanderMey et al Ch. 29, "Getting Started" and Ch. 30, "Conducting Primary and Library Research" Paper 4 research plan
Th 11/9	VanderMey et al Ch. 3, "Planning" Paper 4 workshop: introduction
T 11/14	Paper 4 workshop: research instruments
Th 11/16	Project Work Day (no class—National Council of Teachers of English Convention)
T 11/21	Flower and Ackerman, "Evaluating and Testing as You Revise" (handout) Paper 4 workshop: revisions; methods & results
Th 11/23	U.S. Thanksgiving Day (no class)
T 11/28	Vander Mey et al Ch. 6, "Editing and Proofreading" Paper 4 workshop: discussion/conclusions
Th 11/30	<b>Paper 4 Due</b>
T 12/5	VanderMey et al, "Writing and Designing for the Web" Mundi, "Principles of Graphic Design"
Th 12/7	<b>English Dept. Usage Test</b> Portfolio workshop: design and usability
T 12/12	VanderMey et al Ch. 5, "Revising" Portfolio workshop
Th 12/14	<b>Writer's Portfolio due</b>

When you have suggestions to improve the course, please share them with me in person, in a note, or in an e-mail message. Your education is at stake: do what you can to improve it.