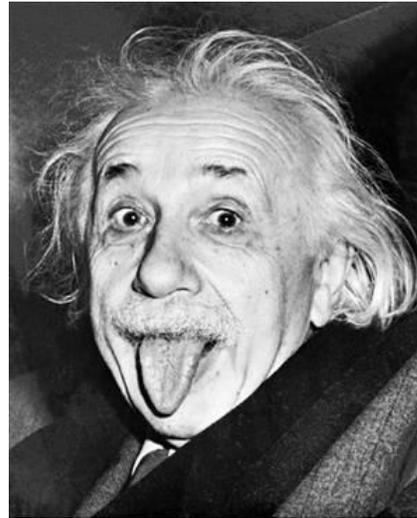


## English 101 Composition

### Contact Information

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Office Hours:



“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.”  
Albert Einstein

### Course Description

#### Course Goals:

English 101, Composition, is designed to increase your range of writing abilities and to give you more conscious knowledge and control of the writing choices you can make. Although you already know how to write, we will work to *understand* writing better so that you can make more knowledgeable *choices* when you write. You will also practice a method for learning how to write in *new* situations. These skills reach far beyond the University and will empower you to forge confidently into a world that demands endless flexibility in writing.

Based on national standards, the writing program at KU has established a set of objectives for students in English 101 (elaborated in the Composition and Literature pamphlet). By the end of English 101, you should be able to:

- Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.
- Demonstrate your rhetorical flexibility within and beyond academic writing
- Revise to improve your own writing

**Also, this course satisfies KU Core Goal 2, learning outcome 1.**

#### Required Materials:

You will need to have all of these materials **by the second day of class.**

- Spiral Notebook (bring this to class each day)
- Lunsford, Andrea, et al. *Everyone's an Author*. New York: Norton, 2013.
  - If buying from a source other than the KU Bookstore, don't buy the version with readings.
- Department of English. Composition & Literature. Lawrence: University of Kansas, 2012.
- For writing handbooks, you can choose from the following free, online options:
  - The Owl @ Purdue: <https://owl.english.purdue.edu/owl>
  - KU Writing Center: <http://writing.ku.edu>
  - UNC Writing Center: <http://writingcenter.unc.edu/handouts>

### Written Work

This is a writing course. Expect to write. A lot. In addition to the three major papers and final project listed on the schedule of assignments, you will be writing in and out of class, individually and in groups.

## **Writing Projects:**

You will compose four formal projects in this course in addition to daily informal writing. Each project will build on skills and understandings you have gained in previous assignments.

NOTE: *All written assignments are to be submitted through the Blackboard drop-box in .doc or .docx form.*

- **Writing Project #1 Literacy Narrative**  
Examine yourself as a reader and writer of texts (written or otherwise) in multiple contexts and communities through the literary narrative
- **Writing Project #2 Academic Genre Analysis**  
Locate a collection of work operating within a specific genre and analyze its varied contextual/cultural influences through writing an academic analysis paper
- **Writing Project #3 Community Writing**  
Choose your own genre/audience/values/purpose and create a collaborative collection that adheres to your chosen vision
- **Writing Project #4 Revision**  
Practice a thorough rewrite of Project #1 or #2, trying new revision strategies and including supporting materials that demonstrate how your writing and understanding of your writing have developed

Details on all these projects will be provided as the semester progresses.

## **Other Writings and Class Activities:**

As we work toward each of the major projects, I will ask you to read, write, and talk your way through a series of daily assignments. These are designed *to help you succeed* in the major projects and achieve other course goals. The more you engage in these smaller tasks, the easier it will be to write your major papers. During class time, you might be experimenting with a new writing task in your journal, commenting on or applying some topic from the day's assigned reading, responding to other students' writing, dialoguing with me, or working in teams to achieve smaller goals. Out-of-class work will range widely as well, from making lists in preparation for a project to writing summaries of readings, from completing a paper draft to reviewing someone else's draft.

These writings and activities usually will be graded on completion. If you are present to participate or turn in your work, you will receive credit. If you are not present, you will miss out on those points.

## **Emphasis on the *Process* of Writing**

There is much more to writing than first thoughts, first words, first pages, and first drafts. I prioritize the process of writing – brainstorming, reflection, free-writing, web-clusters, drafting, more reflection, and revisions. A writer learns most by engaging throughout the *entire* process of writing – treating each step in the process with equal respect. As such, all of the smaller reading/writing activities and assignments leading up to your paper are treated as valuable parts to the whole.

## Grading

Your final grade for the course will be based on the following weightings for your graded work.

- Project #1 15%
- Project #2 25%
- Project #3 25%
- Project #4 20%
- Participation (i.e. journals, in-class activities, peer review, conferences etc.) 15%

CAL defines grades as follows: A = outstanding quality, B= high quality, C= acceptable quality, D= minimally passing, F= failing. You will be graded on a +/- scale.

## Policies and Expectations

### Classroom Environment:

We will be doing a lot of partner exchanges, group work and class discussions. Respect your own thoughts and the thoughts of your classmates. All of our voices are valid and valuable and will be treated as such. (Read three more times with self-induced italics before proceeding.)

### Late Work:

It is important to complete the assigned work on time in order to gain the fullest benefits. This is especially true for the daily work that is designed to prepare you for larger projects. Unless we have made arrangements *in advance*, I will grade down a late writing project by one-third of a letter grade for each day it is late (for example, a project earning a B will become a B- if one day late, a C+ if two days late, and so on). According to Department of English policy, you must turn in all four major projects to pass the course, even if a project is so late that it will have earned an F. *I will not accept late or give make-up work for other writings and class activities* (excepting religious holidays and university-sanctioned events, of course). Check your schedule for potential conflicts well ahead of due dates, and speak with me *ahead of time* if you will have trouble meeting a deadline.

### Participation:

What we do in class is important for meeting the goals I listed above. In other words, good attendance/participation is expected. To attend a class well means not only being physically present and on time but also being *prepared* – having read the assignment well enough to be able to participate in discussion and having completed any preparatory writing assignments. **Attending class well will earn you five participation points each day. If you miss class, you miss out on the five participation points.** (*If you are late, not prepared, disengaged during, or on your cellphone during class time, I reserve the right to reduce your points for class participation that day.*) Since participation accounts for 15% of your final grade, your grade will suffer from any absences and overall lack of participation by missing in-class work.

## **Attendance**

**After four absences, your grade will drop ½ of a letter grade for every successive absence.** If you carry out the math, missing too many classes will automatically result in an F for the course. Again, this reduction of your final grade does not kick in until you've missed more than 4 classes. You can use these four classes for anything – sick days, family emergencies, doctor's appointments, flat tires, or slept-in-too-late days. Of course, speak with me if you have a medical or other crisis that will make you miss several classes.

## **How To Succeed In This Class:**

1. Prepare for class, come to class, engage in class.
2. Do your assignments and hand them in on time.
3. Even when you think you can't, keep trying.

## **Disabilities:**

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

## **Academic Honesty:**

Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

## **Policy on Student Academic Creations:**

Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others. Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this

class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

**Drop Policy:**

If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the following website: <http://www.registrar.ku.edu/current/schedule.shtml>. **February 8** is the last day to withdraw/drop the class without a “W” on your transcript. **You may not drop or withdraw after April 18.**

**Other Policies:**

Be sure to read Composition & Literature thoroughly for all other Departmental policies.

**Writing Help:**

For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writing Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://www.writing.ku.edu/students/> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

**Schedule of Goals and Major Assignments**

This schedule is partial and tentative. Since I want to adjust the course as I discover your abilities and goals, I reserve the right to change this schedule with oral notice in class. Page numbers refer to *Everyone’s an Author* unless otherwise specified. “BB” stands for Blackboard. Homework and in-class activities will be added and will be announced in class. Assignments listed are due at the beginning of class unless otherwise indicated.

**IF YOU HAVE A READING ASSIGNMENT, PLEASE BRING THAT BOOK TO CLASS ON THE DUE DATE.**

| DATE                   | AGENDA  | DUE TODAY   |
|------------------------|---|---|
| Day 1                  | Introduction to Course                                      | /////   |
| Day 2<br><u>UNIT 1</u> | Finding Your Writing Process//Writing in Different Contexts | <input type="checkbox"/> Read p. 24-28 and 515-525  |
| Day 3                  | What is a Literacy Narrative? // Introduce Project 1        | <input type="checkbox"/> Read Sedaris, “Me Talk Pretty One Day” and Alexie, “The Joy of Reading and Writing” (both on BB)<br><input type="checkbox"/> Journal Entry: Based on the literacy narratives you read for your assignment (Sedaris and Alexie), what would you say are the defining characteristics of a literary or personal narrative essay? Think about topics/themes, language used, intended audience, etc. You will be writing in this genre for Writing Project 1. What are some important things to keep in mind when you write your own personal narrative essay? |

|                                       |   |  |
|---------------------------------------|---|--|
| <b>Day 4</b>                          | Exploring Nontraditional Literacies                             | <input type="checkbox"/> Read Mirabelli, “Learning to Serve” (on BB: just read “Lou’s Restaurant,” “The Menu,” and “Conclusion” sections)  |
| <b>Day 5</b>                          | <i>Stephen Fry in America</i> // Sign up for a conference times | <input type="checkbox"/> Read Project 1 prompt and write down any questions you have<br><input type="checkbox"/> Watch episode 1 of <i>Stephen Fry in America</i> available on Netflix and Youtube<br><input type="checkbox"/> Journal Entry: Answer the following questions about ONE of the communities or subculture shown. 1) What methods do community members use to communicate? 2) What sorts of texts (written or otherwise) are used in this community? How are they used? 3) What seems to be important to this community? What do they want the world to know about them? 4) What are some of the things you would need to know to be considered a literate member of this community? 5) How can participation in this community can be considered a type of literacy? |
| <b>Day 6</b>                          | Writing Your Narrative  | <input type="checkbox"/> Read p. 108-117 and 122-127   |
| <b>Day 7</b>                          | <b>Individual conferences, no class meeting</b>                 | <input type="checkbox"/> Conference draft  |
| <b>Day 8</b>                          | <b>Individual conferences, no class meeting</b>                 | <input type="checkbox"/> Conference draft  |
| <b>Day 9</b>                          | Plagiarism//Peer Review   | <input type="checkbox"/> Complete rough draft (bring 2 copies)   |
| <b>Day 10</b><br><b><u>UNIT 2</u></b> | Rhetorical Situations//Intro to Genre Analysis                  | <input type="checkbox"/> <b>Project 1 and Unit 1 Reflection due by midnight</b><br><input type="checkbox"/> Read p. 18-23  |
| <b>Day 11</b>                         | Writing Analytically  | <input type="checkbox"/> Read Project 2 prompt and write down any questions you have<br><input type="checkbox"/> Read p. 141-147   |
| <b>Day 12</b>                         | Practicing Analysis   | <input type="checkbox"/> Bring to class at least one example of a collection (e.g. magazine, journal, themed collection of artwork)<br>*Note: if you want to use an electronic collection, make sure that you bring the technology to show it.   |
| <b>Day 13</b>                         | Audience, Purpose, Values//Drawing Conclusions                  | <input type="checkbox"/> Read p. 152-154<br><input type="checkbox"/> Journal: Considering the texts gathered in your collection, describe the situation of this magazine – provide a couple sentences description of the participants, subjects, purpose, and setting of this magazine. Be specific.   |
| <b>Day 14</b>                         | Building a Thesis   | <input type="checkbox"/> p. 85-86<br><input type="checkbox"/> Journal: Write down at least 5 possible thesis statements for your analysis paper.   |
| <b>Day 15</b>                         | Optional Conferences  | <input type="checkbox"/> Bring Conference Draft  |
| <b>Day 16</b>                         | Peer Review   | <input type="checkbox"/> Complete rough draft (bring 2 copies)<br><input type="checkbox"/> <b>Project 2 and Reflection due by midnight</b>   |
| <b>Day 17</b>                         | SPRING BREAK  |  |
| <b>Day 18</b>                         | SPRING BREAK  |  |
| <b>Day 19</b><br><b><u>UNIT 3</u></b> | Project 3//Community Writing                                    | <input type="checkbox"/> Read Project 3 prompt and write down any questions you have   |

|   |  |  |
|---|--|--|
| <b>Day 20</b>   | Collaboration  | <input type="checkbox"/> Read p. 29-35   |
| <b>Day 21</b>   | Looking at Alternative Communities   | <input type="checkbox"/>   |
| <b>Day 22</b>   | Speed-Dating//Finding Your Community//Sign-Up for Groups                                 | <input type="checkbox"/> Journal Entry: Imagine the kind of collection you would love to contribute to. What values would it hold? What would be its driving force? Who would read it? What subjects might it address? What would be some of the larger goals of this collection? What kind of tone or stance would the collection present? What would it look like? Would it have a lot of images? What kinds? What medium would this collection be in? Electronic? Hard copy? <i>Write at least one full page in your journal.</i> |
| <b>Day 23</b>   | Determining Your Rhetorical Situation  | <input type="checkbox"/> Review p. 20-23   |
| <b>Day 24</b>   | Peer Review: Round 1   | <input type="checkbox"/> Bring 2 hard copies of a detailed outline of the pieces you plan to contribute to the collection  |
| <b>Day 25</b>   | Peer Review: Round 2   | <input type="checkbox"/> Using the feedback provided by your group, bring 2 copies of each piece you will contribute to the collection   |
| <b>Day 26</b>   | <b>Group conferences, no class meeting</b>   | <input type="checkbox"/> Conference draft  |
| <b>Day 27</b>   | <b>Group conferences, no class meeting</b>   | <input type="checkbox"/> Conference draft  |
| <b>Day 28</b>   | Unit 3 Presentations and Reflection  | <input type="checkbox"/> <b>Project 3 and Unit 3 reflection due by midnight (NOTE: projects limited to hard-copy forms should be submitted during class today)</b>   |
| <b>Day 29</b>   | Intro to Project 4// Determining Which Paper to Revise// Determining Revision Priorities | <input type="checkbox"/> Read the Project 4 prompt and bring questions to class  |
| <b>Day 30</b>   | Global Revision  | <input type="checkbox"/> Project 4 revision plan<br><input type="checkbox"/> Make revisions according to the strategies and issues discussed in class<br><input type="checkbox"/> Bring most recent draft to class   |
| <b>Day 31</b>   | Local Revision   | <input type="checkbox"/> Make revisions to WP4 according to the strategies and issues discussed in class<br><input type="checkbox"/> Bring most recent draft to class  |
| <b>Day 32</b><br><b><u>LAST DAY</u></b><br><b><u>OF CLASS</u></b> | Final Revision and Reflection // Closing Festivities                                     | <input type="checkbox"/> Last Day of Class<br><input type="checkbox"/> Revise according to the strategies and issues discussed in class<br><input type="checkbox"/> Bring most recent draft to class   |
|   |  | <input type="checkbox"/> <b>Final revision paper, reflection paper, and end-of-semester reflection due to Blackboard by midnight</b>   |