

ENGLISH 103

DR. CAMPBELL | SALISBURY UNIVERSITY | FALL 2016 | T/TH 2-3.15

Office: HH 351

Office hours: M,W 10-noon, T,Th 10-Noon
or happily by appointment

Email: tcampbell-hanson@salisbury.edu

dr. campbell

Course Description

A Metaphor for the Classroom

Alchemy, the applied study of transformation, is my primary metaphor of teaching. The early alchemists believed that every atom in the universe was slowly becoming more refined, gradually becoming the purest element, gold. They believed it was possible, through means *both* chemical *and* philosophical, to accelerate the transformation of particles in time by combining all of the elements--earth, air, fire, and water--in the right combinations, then adding the great mystery ingredient: the philosopher's stone.

The classroom is the crucible, the space of possibility; language is the prime mover, and everyone in the room can change for the better through the exchange of thoughts and ideas. The philosopher's stone is the page, and whether we are studying the process of writing or reading words already written and responding to them, alchemy is happening, people are changing, perspectives are becoming clearer, and the classroom community increases and expands the capacities of each individual. The world changes, one idea at a time, one word at a time, one soul at a time.

You must begin by forgetting that you are a student. From the first minute of the semester, **you must consider yourself a writer**. No exceptions. You are a writer in the mental gymnasium, and you are going to study language from many perspectives, and you will be reading, writing, and thinking a lot (these are the pushups and crunches of the gymnasium). Some have told me that the writing load is heavy, but if you take the challenge the course offers, you will hone your skills throughout the semester and emerge with strengths you never knew you had. The first step is shedding your student-identity and adopting the writer-identity. If you read carefully, the authors we'll read (and that includes all of you, as well as those in the book) will invite you to see the world in a way you probably have not considered it before. All of the readings challenge you to discover your own thoughts and to expand your thoughts. The course is about learning to write your world as it expands.

In a final note: your writing, your oeuvre—so to speak—will be shared in class regularly. You should expect your audience for each piece to be not only me, but your fellow writers as well. In other words: you should imagine your writing to be public.

Course Objectives

Composition and Research fulfills a statewide requirement. C level work in it demonstrates that a student is able to:

- Formulate and support a thesis.
- Inform, argue, and persuade.
- Address a variety of audiences effectively.
- Analyze, synthesize, evaluate, and formulate arguments.
- Support claims with adequate and relevant evidence.
- Support generalizations with specific evidence.

The goal of this course is to prepare you for the different writing tasks you will face during your college career. The strategies you learn are applicable to any writing situation you face, especially academic writing. By the end of this course, you should be able to do the following:

- Describe content, organization, and style in the work of other writers.
- Choose effective strategies for overcoming problems in your own writing process.
- Use appropriate evidence, organizational patterns, and styles for specific writing tasks.
- Summarize, paraphrase, and evaluate textual evidence – including evidence that presents views opposing your own – and incorporate it into your own writing.
- Analyze the purpose, audience, and requirements of different writing tasks.
- Critically evaluate your argument and the arguments of others.
- Find, evaluate, and use sources from the library and online.
- Use proper grammar and mechanics.
- Write analytical and critical papers that defend a thesis with specific evidence including evidence from library and online sources.

****Note:** This course is a requirement for all students at Salisbury University. **You must earn a C or better in this course in order to pass and in order to graduate.**

Course Materials

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 3rd ed. Boston and New York: Bedford/St. Martin's, 2012.

Lunsford, Andrea. Ed. *The Everyday Writer*. 5th ed. Boston and New York: Bedford/St. Martin's, 2012.

SU English Department: *Manual for 103 2016-2017*. Available at SU bookstore.

Supplemental Texts will be provided by the professor.

Computer Access with Internet Connection.

Course Policies and Procedures

Attendance: As this course is designed to be more of a workshop than a lecture, it is crucial that you attend all class sessions. **You are allowed a total THREE before your final grade will be affected. Each absence BEYOND THREE is a letter grade deduction.** You are the person responsible for finding out what you may have missed if you are absent and for keeping your reading and writing assignments current. **You will be marked absent for each class that you come to unprepared. Coming in late and leaving early are one-half absence deductions as well.** THERE ARE NO EXCUSED ABSENCES.

Plagiarism: The English Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. As outlined in the Student Handbook under the "Policy on Student Academic Integrity," plagiarism may receive such penalties as failure on a paper or failure in the course. The Department's Plagiarism Committee determines the appropriate penalty in each case, but bear in mind that the committee recognizes that plagiarism is a very serious academic offense and makes its decisions accordingly.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy. As a condition of participating in this course, all required papers may be subject to submission for textual similarity review and plagiarism detection through Turnitin. All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law. In English 103, you will be asked to directly submit major written course assignments to Turnitin through MyClasses.

Classroom Decorum: The way that you conduct yourself in class has direct bearing on your ethos as a student and on the climate of the class. I expect you to behave in a courteous and respectful manner toward your classmates. When we conduct class discussions, peer workshops, and presentations, I expect you to give your classmates full attention, participate in discussions, and be an active member of the class. If you miss a class, **it is your responsibility** to ask one of your classmates what you missed. Likewise, I expect you to behave in a respectful way to me as well. **Turn off your cell phones and put them away until after class. I**

do not allow computers, ipads or other technology in class unless I specify. Please take notes by hand. There is a lot of research to support the argument that students learn more without laptops and Internet distractions.

If your conduct is not respectful, I reserve the right to ask you to leave class for the duration of that class period and count you as absent. Also, if you have a question about assignments, something covered in class, a comment you don't understand, or workload, please visit me during my office hours or set up a time for an appointment.

Technology requirement: All students taking this course to fulfill their English/Secondary Education [or TESOL] requirement must begin a technology portfolio and must include at least one paper/project from this course in the portfolio.

Writing Across the Curriculum: All writing assignments, both formal and informal, are in support of Salisbury University's Writing Across the Curriculum Program.

Writing Assignments

Discussion Board Comments

The Discussion Board gives you an opportunity to discuss a text we've read by writing about it (and reading your classmates' comments) in an on-line environment. As this work will be completed prior to discussing the text in class, the Discussion Board will enhance your preparation for further conversation in class.

Unless otherwise stated, your Discussion Board comments should be a **minimum of 300 words**, which is roughly equivalent to one double-spaced page. Note that 300 words is a minimal requirement; thoughtful comments may be more elaborate. The other minimal requirement is that you **respond to at least one of the ideas presented by students who posted their comments before you**. (Obviously you won't have to do this if you are the first person to post his or her comment on a given week.) While you don't have to focus your whole comment on the ideas of others, it's important that you approach your writing as part of a conversation rather than as a solitary voice speaking on its own.

All Discussion Board comments must be posted by 10:00 pm on the night before the class in which they'll be discussed. To post your writings on-line, go to myclasses.com.

Essays

Students sometimes assume that the essays they write for Composition and Research should be similar to those they've written in high school—with an Intro/Body/Conclusion format; a thesis statement supported by three examples; and a voice that sounds like that of a detached journalist or scholar. But you will **not** be expected to adhere to such a formula in this course. To the contrary, this course is about giving you options for composing your papers and then studying the effects of the choices you make. The idea is to approach your work as a writer who may structure his or her essay in any number of ways, depending on what you want it to do.

While some enjoyment may come from being free of the high school formula, you're also likely to find the lack of restrictions a challenge. After all, a formula simplifies things by structuring your essay for you: all you need to do is plug in the pieces. It can be considerably more difficult to have your choices expanded, with no clear-cut answer as to which path will work best. Attempting various approaches, seeing what happens as a result, then making a fresh attempt through revision—this is the way you'll be encouraged to work on your essays in this course.

All writing assignments, including drafts and all writing to be turned in to the professor must be submitted as a word-processed document. **Double space all writing assignments. Font regulations: Times New Roman, 12 pt. font, 1 inch margins, stapled.** You will receive a detailed assignment sheet correlating to each major writing assignment as the semester progresses. Discussions boards and other writing will not be accepted late. **If you turn in a major assignment late, you will be subject to a one letter grade deduction per day it is late.**

Writing Exercises

You'll often be asked to do writing exercises intended to help you develop your facility with style and syntax—that is, with the ways sentences are put together to create different effects. These exercises will also help you develop a deeper awareness of the conventions of edited English and the reasons why it can be useful to follow or challenge them. Unless done in class, **all exercises must be posted on the course website by 10:00 pm on the night before the class in which they'll be discussed.**

Final Exam: You will be given a final exam, which asks you to demonstrate mastery over skills such as summary, synthesis, citation format, and selecting appropriate evidence. This final will also demonstrate your ability to read and write critically.

Drafts/Share days: Because the work of revision is essential to your progress as a writer, the drafting process will be counted as fulfilling the assignment. **If you miss a peer workshop or are not prepared with draft in-hand when a draft is due to your peers or to me, I will deduct ten points from your final paper grade.**

A note on language in the syllabus:

"Discuss" means a discussion either of your essays as our text or other essays as our texts.

"Share essay" usually means some kind of peer review.

"Evaluate essay" refers to student self-evaluation. Often students will write a self-evaluation in class or at home, after the peer review session.

"Exercises" usually involve some kind of work with sentences.

MyClasses

Many assignments must be submitted electronically to MyClasses. It is your responsibility to ensure that the assignment was properly uploaded. Double-check all MyClasses submissions before logging out. If you encounter technological issues with MyClasses, you must email the assignment to me as an attachment prior to the time it is due. You should also contact the Help Desk at 410-677-5454 to assist you with the problem. All assignments submitted to MyClasses or emailed to me must be uploaded as word-processed documents. Please include your last name in the file name of each assignment (ex: Morres_Lit_Review.doc).

Grading

Your grade will be determined by the final exam and a review of your writing twice during the course of the semester—once at midterm and once during final exam week. In other words, rather than grading each and every paper individually, I'll write comments intended to help you revise your essays before I grade a folder of your work at the end of the term. Discussion Board posts and Exercises will generally not receive individual comments, but student responses to these assignments will often be photocopied and discussed in class.

At midterm, I'll schedule a conference with you to discuss your progress and give you a provisional grade. You should also feel free to visit me during my office hours to discuss your work at any point during the semester. A final grade will be determined in response to your final folder, which is due on December 12th at 4:00 pm. Your folder will include all your work for the term and be graded according to the following scale:

Essays & evaluations	70%
Disc. Boards, exercises, & all other writing	30%

I may also choose to raise your final grade by one-third (e.g., B to B+) in order to recognize exemplary participation in class discussion.

However well you've done in high school, bear in mind that this course will set higher standards for writing than you've probably experienced before. It's not uncommon for papers that might have earned an "A" in high school to be considered no better than a "C" in college. Here's how Salisbury University defines each grade level:

- A = superior attainment
- B = meritorious attainment
- C = adequate attainment
- D = minimal attainment
- F = failure

Note that “meritorious” means commendable or praiseworthy: a “B,” in other words, reflects a well-written paper, not an average result. Part of our work in this course will be to locate pieces of writing that deserve praise and to identify the reasons why.

Additional Resources

Conferences: Please come to see me during office hours or schedule an appointment to see me at least once during the semester to discuss your writing and/or progress in the course.

At the **University Writing Center** (directly above the Fireside Lounge in the Guerrieri University Center), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. **All undergraduates are encouraged to make use of this important student service.** For more information about the writing center's hours and policies, visit the writing center or its website at www.salisbury.edu/uwc.

Special Assistance: Salisbury University offers support services for students with disabilities. If you have a physical, learning, or emotional impairment that has an effect on your grades, please call Disability Support Services at 410-543-6080.

Final Exam:

THIS DATE AND TIME IS ABSOLUTELY NONNEGOTIABLE. YOU MUST BE THERE FOR THE FINAL EXAM. IF YOU CANNOT BE THERE AT THIS DATE AND TIME, YOU WILL RECEIVE A ZERO ON THE FINAL.

Schedule

Tuesday

8/30 Introduction

9/6 Discuss essay 1

Due: *WR* Intro (1-10)
& *Inquiry* 1-14
Due: Disc. Board 1

9/13 Share Essay 1

Due: **Essay 1** (1 to myclasses + 1 in class)

9/20 TBA

In Class: exercise 1
In Class: Evaluate essay 1

9/27 Graff (22-26)

Due: Imitation of Rodriguez (DB)

10/4 Share Essay 2

Due: **Essay 2** (myclasses + in class)

10/11 *Inquiry* ch 10 (273-294);

Due: Disc. Board 3
Due: Evaluate essay 2 (my classes)

10/18 Write Intro midterm port. in class

Due: **Essay 3: revision/Folder**

Thursday

9/1 Placement

9/8 Discuss Kipnis (390-411)

In Class: Kipnis Imitation
Read: Kipnis (390-411 on myclasses)

9/15 Workshop Essay 1

9/22 Rodriguez (15-22)

Due: Disc. Board 2

9/29 LN discussion

Due: Imitation of Graff
In class: exercise 2

10/6 Workshop Essay 2

10/13 Intros & Conclusions Workshop

In class: exercise 3

10/20 Midterm Conferences

No class

10/25 Conferences

Due: No class

10/27 Begin Essay 4:AB, intro to Rhetoric

Due: Disc. Board 4

Due: *Inquiry* Ch. 2 & 3 pp. 29-72

Read: Kilbourne, *Inquiry* pp. 457-480

11/1 Discuss rhetorical terms

Due: *Inquiry* ch. 4 pp73-98

Due: Imitation of Quindlen

Due: 1-page discussion of your Inquiry (myclasses)

11/3 AB, sources discussion

Due: *Inquiry* Ch. 6 pp. 120-138

Due: Disc. Board 5 and 2 printed sources to class

11/8 Share Essay 4: AB

Due: **Essay 4: AB** (myclasses + in class)

11/10 No class

Due: evaluate essay 4: AB (to myclasses Disc. B)

11/15 Begin Essay 4: LR

In class: Entering the conversation

Due: *Inquiry* Ch. 7 pp 139-198

Due: Disc. Board 6

11/17 No Class: Peer Review Share Essay 4: LR

Due: **Essay 4: LR** (myclasses + in class)

In class: exercise 4

11/22 Workshop essay 4: LR

Due: Evaluate Essay 4: LR (Disc. Board)

11/24 Thanksgiving break

11/29 Begin Essay 4: AP

Due: *Inquiry*, Zakaria pp 610-623

Due: Disc. Board 7

In class: Imitation

12/1 Discussion/ exercise 5

Due: *Inquiry*, hooks pp 431-437

Due: Disc. Board 8

In class: Imitation

12/6 Share Essay 4: AP

Due: essay 4: AP

In class: exercise 6

12/8 Workshop Essay 4: AP

Monday, December 12th at 8am-10.30am: Final Exam

Thursday, December 15th by 5pm: Final course portfolio (with introduction + revisions)