

Syllabus - ENG 101 - English Composition
Spring 2023
Dr. Kenneth Sherwood

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Zoom: <http://bit.ly/ZoomKS>

Sherwood's Course Theme: Digital Culture: What's the future of writing in the era of Powerpoint, audio podcasting, Wikipedia, Twitter essays, Ted Talks, TikTok and AI? Does writing well matter in 2023? Has "good" writing changed? Is writing just a matter of saying what's on our minds, no matter how or on what platform? Or "Is Google Making us Stupid?" as Carr argues, and we'd be better off pulling the plug and getting out our pencil and legal pad? Should everyone cultivate their writing ability or can we leave it to the specialists? Does online conversation build relationships? Does social media encourage civic engagement or threaten democracy through misinformation? This semester you'll practice writing in various forms, developing your "skills" while also grappling with arguments about how the digital world impacts us and exploring your own position on these important debates.

Catalog Description: In this first-year writing course, students compose projects in multiple written genres that address specific rhetorical situations. Uses memory, observation, critical reading and viewing, analysis, and reflection to draft, peer review, revise and edit projects.

University-Wide Learning Objectives

1. Identify and apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to both short and more sustained writing tasks.
2. Write in a variety of genres in response to specific rhetorical situations (i.e., recognize the role of audience, purpose, and context in creating and analyzing text) that take place in diverse print and digital environments.
3. Analyze their own writing and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into their own writing.
4. Reflect critically on their own writing process, rhetorical effectiveness, and how learned skills and concepts can be applied in other writing contexts by cultivating effective habits of mind (e.g., curiosity, openness, metacognition).
5. Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own.

Required Texts

Graff, Gerald and Cathy Birkenstein. They Say/I Say: The Moves That Matter in Academic Writing. (5th Edition) NY: Norton, 2021. [** New paperback book should come with ebook access and a **registration code** for The Little Seagull Handbook Ebook and InQuisitive for Writers. New should cost about \$28. If you acquire a used edition, you will still need the online access to the handbook and Inquisitive. Avoid "rental" because you'll have to buy the online access on top of it.]
Bullock, Richard, Michal Brody and Francine Weinberg. Little Seagull Handbook (ebook) NY: Norton,

2021. [****Do not purchase separately**]

Other Readings

Content readings will primarily be drawn from They Say/I Say and external resources (web pages and PDFs) that I have selected. Online readings will generally be linked through the course website; you will need to click through to D2L to read in Perusall, an interactive reading platform. This platform allows for you to make marginal notes in the reading *and* share those notes in conversation with your classmates. I use this to encourage and assess active reading; Perusall logs this information and sends it to D2L.

Requirements and Grading

Participation - 25%

Writer's Journal
Oral and online class discussion
Peer-response on classmates' writing

Other Activities – 20%

Homework (may include reading, listening, viewing, or writing activities)
Reading
Norton “Inquisitive” activities and tutorials
Quizzes or other miscellaneous work

Formal Writing Assignments 45%

1. Summary and Response – Shorter formal essay with an emphasis on understanding, synthesizing, and representing another's ideas. (10%)
2. Argument – Extended essay that develops the student's unique claim, in reference to a context of multiple perspectives (summarizing and quoting effectively from sources). (10%)
3. Rhetorical Analysis – Extended essay making a claim about and evaluating or analyzing a central source with attention to content, style, and format – what is said AND how it is said. (10%)
4. Un-Essay – Audio podcast script, proposal, Powerpoint (with speakers notes) or another specific genre of informative writing chosen by the student and approved by the professor. It should demonstrate *They Say/I Say* awareness and appropriate style. This is a chance to write something that reflects the norms in your prospective major or to practice transferring your skills into a new domain. (10%)
5. Reflection letter / Final Exam – In the form of a professional cover letter, you will reflect on your progress through the semester, referencing the formal writing assignments and discussing specific challenges, growth, and work to be done in the future. (5%)

*All formal writing assignments will include submission of process documents such as brainstorming or outlining and at least one preliminary draft. Final drafts alone won't be accepted.

Bonus Opportunities

- Perfect attendance earns you + 5% on the final grade.
- Successful completion of extra “Inquisitive” activities beyond those assigned, +0.5% on the final grade for each one completed, up to a maximum of ten.

Final Grade Scale

100-90	= A
89-80	= B
79-70	= C
69-60	= D
59 -	= F

Overview Rubric - Formal Writing Assignments

Content (10-0): The quality or depth of information, insightfulness, strength of argument, and complexity of ideas communicated.

Organization (10-0): The structure of the writing suits the ideas being conveyed, usually with a clearly articulated focus (thesis/research question), sequential development, and conclusion. Also includes the grouping and subordination of ideas within logically constructed paragraphs.

Mechanics (10-0): The surface quality of the language and document format suit the assignment and do not distract from communication (including spelling, punctuation, word-choice, grammar and sentence structure). Ideally, the reader is able to appreciate the style of language and “voice” of the writer.

Revision (10-0): Evidence of transformative growth in the movement from draft to finished product. Distinct from "editing" to correct errors, revision involves adding, subtracting, rearranging, and substantially rearranging material within a draft. Revision can only be assessed when process documents such as a preliminary draft are included.

Classroom Technology

Contemporary research and writing involve computers. You must have regular access to a laptop or desktop and good internet access. You cannot easily complete the work for this class with just a phone.

Sherwoodweb.org is the course jumping off point, from which I will integrate and link a few other tools such as:

D2L – Secure submission of graded course assignments and feedback will be shared via D2L.

Norton Inquisitive – linked through D2L, your course book includes a separate quiz/activity platform that reinforces class concepts. **You can repeat any assigned exercises to earn 100%**. (See note above regarding extra credit.)

Perusall - Our common readings will be linked through D2L on a platform called Perusall. I have selected this platform because it encourages note-taking while reading and facilitates a "conversation" in the margins with your classmates; it also gives me a way to reward students spending the time doing careful reading.

Other - We will do considerable course work with the mediation of online tools including IUP-supported platforms (may include: MS Teams, MS OneDrive, etc.). I will provide technical support if you are unfamiliar or have difficulties.

Class Format and Expectations

My ideal class is always discussion-based, but the interchange of ideas through dialogue is even more important in writing classes, because good writers learn to think more clearly by explaining their ideas as well as giving and receiving feedback. We will often use the classroom computers to complete writing exercises or explore writing techniques. Attendance and active participation, including collaborative work

with peers, will prepare you to succeed in the reading, thinking, writing, and editing that are the cornerstones of this class. We will spend some class time actively writing. There will be a few online class days scheduled when you will benefit from additional time on a writing/editing phase. But you should be prepared to do significant writing and reading outside of class time as well.

Policies

Preparedness

Please come to class having completed assigned writing or reading. If you miss a class, consult the website, your peers, or me so that you are not behind when you return.

Attendance (The stick and the carrot)

Presence in class is assumed. Each student is allowed three (3) absences, beyond which the student's final average will be reduced 5% per absence. Please do not submit doctor's notes, etc. Students who anticipate missing more than six classes for health, family, or other personal reasons should consider taking the class at another time. Students attending IUP sponsored events (eg. athletes) should notify the professor in advance via email; a typed, 350-word discussion of any assigned reading will be expected within one week of such absences; any prescheduled assignments should be submitted in advance.

Credit for attendance and participation will be withheld from students who arrive late or leave early (.5 absence). On days when assignments are due, students must arrive promptly with work completed, posted, and/or printed out as required.

Students with perfect recorded attendance will receive a 5% bonus to their semester grade.

Make-up Work, Computer Breakdown, and Other Exigencies

Successful mastery of course material requires students to complete assignments in a timely fashion. Make-up work does not serve the learning process and so will not generally be permitted. Writing assignments should be handed-in (or submitted electronically, when appropriate) on the due date/time assigned (this will normally be 11:59pm on the due date). The grade of a late assignment will be reduced by a 1/2-letter-grade for each day or portion of a day it is late; after one week, a grade of F will pertain, though the student should still submit a paper in order to avoid getting a zero.

Computers have not saved us from Murphy's Law: anything that can go wrong will. Much of your work for this class will be drafted in MS Word online. It will help make back-up copies. You should always save work done on computers in least two different locations (learn how to save to a flash drive and a cloud service such as Dropbox or MS Onedrive). Do this today if you're not computer literate.

I will guide you on how to save save intermediate drafts (d:/comp-essay1-draft-001, d:/comp-essay2-draft-002, etc.) Your formal writing especially requires the submission of multiple drafts. If you save over your rough draft, you will not be able to show your progress.

I know intimately how unreliable technology can be, but you are responsible for submitting work despite the gremlins.

Cell Phones, Social Media

Cell phone use is distracting to your professor, your classmates and yourself. (Seriously, [read about](#) the "proximity effect," how having your phone nearby can affect your focus and creativity even when you aren't using it.) Please silence cell phones during class time and keep them in a bag or pocket. Please do not text or otherwise use your phone during class time. If you will need to respond to a call for some emergency reason (e.g. a relative near death, a pregnant spouse), you should discuss it with me in advance. Use of Instagram, Reddit, TikTok and other social media will be tempting, since we often use computers during class. Refrain from using them once class has begun, unless doing so is part of your research for a paper! Inappropriate use will affect your participation grade; and you may be asked to leave the class.

Academic Integrity: Cheating, Plagiarism, and Fabrication

<https://catalog.iup.edu/content.php?catoid=7&navoid=965>

Academic dishonesty is a serious matter. We will spend some time in class learning about summary, quotation, and appropriate source attribution. Plagiarism is a form of cheating and includes:

- 1) having another person write your work;
- 2) copying from web sources;
- 3) summarizing from web or print sources without attribution;
- 4) rewording, patchwriting, Google translating, or loosely imitating others' documents.

Unintentional plagiarism is still a violation. I am savvy and vigilant in detecting students who use unattributed web sources, "borrowing of work" from fellow students beyond approved forms of collaboration, or who utilize other "clever" methods to enhance their grades. I know that deadlines and procrastination can encourage students to seek shortcuts. I encourage you to submit only your own work and take the grade you honestly earn on an assignment. Should a classmate attempt to use your work, refuse; I make no distinction between cheaters and those who aid them. A plagiarized assignment will earn you a zero for the assignment, at a minimum, and may result in failure of the course or university-wide disciplinary action. In order to help enforce academic honesty, I may require the submission of electronic copies of formal work to Turnitin.com. Please be familiar with the IUP Academic Integrity Policies and Procedures.

Artificial Intelligence Tools

Chat GPT and similar (text generating) technologies present new ethical and practical challenges for the teaching of writing. Perhaps someday AI will be as normal as using a calculator in Math class. Today, in this class, you are prohibited from using AI tools to "author" drafts, revise writing, summarize, or otherwise shortcut the process of inventing, drafting, revising and editing. While many universities are still adapting their policies, IUP allows faculty to define the constraints of an assignment – so use of AI will count as plagiarism in Sherwood's English 101. Be aware that the "Fabrication" prohibition in IUP's policy may be interpreted as applying to AI even in classes where it is not specifically mentioned. Check with your faculty member.

If you have questions about academic honesty, citation, how to find sources, etc., I encourage use of the IUP Writing Center; tutors will give you "feedback" from which you can learn and improve your writing, but they will not rewrite or correct your work for you. You must not allow a peer or parent to give more than feedback either. Using spell and grammar checking is acceptable.

Workload and Help

I hope you will find this to be an enjoyable but challenging course. Unlike some other courses, writing classes at IUP tend to require daily activities, and significant group-work, including peer-critique. Your contribution to group activities will not only benefit your classmates but also help you to become a better thinker, editor, and writer. I aim to schedule work in a way that distributes it as evenly as possible over the course of the semester. Observing the writing "process" is nearly as important as the quality of the product, so please do not plan to skip steps in the process!

If you have trouble with an assignment, please send an email to sherwood@iup.edu or attend an open office hour. It is crucial that you seek help as soon as you think you may need it.

Finally, note that the **IUP Writing Center** is a wonderful resource of tutors who can provide a

fresh set of eyes for your writing. Use this service; your fees pay for it!

Office Hours

Current office hours are listed on the front page at Sherwoodweb.org. I use this space to notify you because many students lose their syllabi and so that if a meeting or other scheduling issue causes me to change the day or time, you will know in advance. My office is Leonard 318, down the hall from the classroom. If you cannot attend in person or if Covid complicates our in-person meetings, I will be make appointments via Zoom. Please feel free to schedule a meeting with me before or after class or via email. If I am already meeting with a student when you arrive, you'll be in the "waiting room." Please hang out there; I'll admit students in the order they arrive. Zoom office hours will take place via my Zoom room <https://iupvideo.zoom.us/my/profsherwood>

Title IX

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet with commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (under the age of 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

Learning Differences and Accommodations

Indiana University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Department for Disability Access and Advising (D2A2). If you have any kind of disability, whether apparent or non-apparent, learning emotional, physical, or cognitive, chronic or short-term, please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your access needs. All discussions will remain confidential. You must be registered with D2A2 and have requested them to provide your accommodation letter to me, before I can accommodate you. If you have not yet contacted D2A2, and would like to request accommodations or have questions, you can make an appointment by emailing (preferred) D2A2 at disability-access@iup.edu. All services are confidential.