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## **WRTG120: Composition I: Writing the College Experience**

**M W, 11-12:15 p.m., Room: PH414, CRN: 15191**

Instructor: Brianne Radke

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Course Website: <http://radkewrtg120.weebly.com/>

Office: Pray-Harrold 613P

Office Hours: M W 9:45-10:45 a.m.

## Course Description

Introduces use of writing and reading for inquiry. Students write extended essays about subjects relevant to the college experience using conventions of standard written English; assignments may also incorporate other genres and styles. Emphasis is placed on using writing and reading as a process for discovery, and on communicating ideas to audiences.

## Course Overview

Welcome to WRTG120! This semester you will gain grounded, practical experience with the conventions of academic discourse. The subject of the course is *writing*: how effective writers write in and beyond college, what successful writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful communicator. WRTG120 is a small, studio-based course, which means you will spend considerable time writing, workshoping drafts, and discussing writing and related concepts with your peers and your instructor. The course progresses through a series of “projects.” We refer to them as projects because they involve a gradual build-up among many different components, much of which will be assembled into a portfolio at the end of the semester.

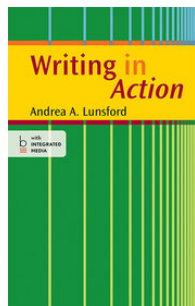
The three major projects for the course are 1) Quickstart: a literacy narrative, 2) Project Two: rhetorical analysis, and 3) Project Three: rhetorical enactment. Each project will accompany an Invention Portfolio--a collection of in-class writing and shorter pieces you prepared as you developed the project. The course portfolio will include a reflective essay that introduces its contents, recounts striking moments of learning and insight, and draws explicit connections between the work of the course and course outcomes.

**Habits of Mind** (excerpted from the WPA’s Framework for Success in College Writing)  
Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students’ success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing.

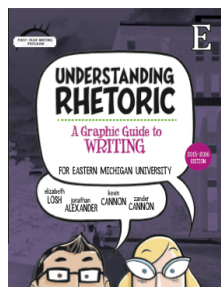
- Curiosity - the desire to know more about the world
- Openness - the willingness to consider new ways of being and thinking in the world
- Engagement - a sense of investment and involvement in learning
- Creativity - the ability to use novel approaches for generating, investigating, and representing ideas
- Persistence - the ability to sustain interest and attention to short- and long-term projects
- Responsibility - the ability to take ownership of one’s actions and understand consequences of those actions for oneself and others
- Flexibility - the ability to adapt to situations, expectations, or demands
- Metacognition - the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge

WRTG120 Course Outcomes	Description
Rhetorical knowledge	You will have <b>practiced</b> using language consciously and identifying rhetorical qualities in composing situations.
Writing process	You will have <b>engaged</b> in invention, drafting, and rewriting, providing explicit evidence of a writing process.
Genre conventions	You will have <b>demonstrated</b> awareness of academic writing genre conventions, including mechanics and syntax.
Multimodal transformation	You will have <b>adapted</b> your writing to distinct rhetorical contexts, drawing attention to the way composition transforms across contexts and forms.
Reflective practice	You will have <b>applied</b> feedback from instructor, peers, and individual reflection to rethink, re-see, and ultimately revise your work.

### Course Texts and Materials



Lunsford, Andrea A. *Writing in Action*. Boston: Bedford St. Martin's, 2014. ISBN 978-1-319-00314-2. (required)



Losh, Alexander, Cannon, and Cannon. *Understanding Rhetoric (EMU Custom Edition)*. Boston: Bedford St. Martin's, 2014. ISBN 978-1-319-00314-2. (required)

These two texts are available as a bundle at the EMU Student Center Bookstore. Copies are also on reserve in Halle Library. Supplemental readings will be available to you as PDFs and hyperlinks accessible on our course website. You should access these materials for reading on the screen or, if you prefer, for printing and reading. Plan to spend as much as 20 USD on printing and photocopying over the course of the semester. Students are also required to dedicate one 2-pocket folder to this class.

### Feedback

You will receive many different kinds of feedback to your writing during this course. Some responses will come from fellow students and some will come from your instructor. All forms of feedback, including responses you receive from scheduling individual or group appointments in the University Writing Center or the Academic Projects Center, are important; they tell you in various ways how your readers are responding to your writing. This will also help you learn how to assess your own work.

### Grading

The breakdown of graded items is as follows:

Project One: Quickstart - Literacy Narrative and Invention Portfolio 10%

Project Two: Comparative Visual Analysis and Invention Portfolio 30%

Project Three: Rhetorical Enactment and Invention Portfolio 40%

Course portfolio with reflective cover letter 20%

Each of the projects will be described fully in separate prompts that I will circulate at an appropriate time in the semester. All project and assignment details will be posted to our course website [[radkewrtg120.weebly.com](http://radkewrtg120.weebly.com)]. Students are expected to check the site regularly for any adjustments to the schedule. Grades on projects will adhere to the University's A-F system. All grades will be posted in the Canvas gradebook associated with this course. You must complete all major projects, the portfolio with reflective cover letter, and attend the Celebration of Student Writing on Thursday, December 1, from 4-5:30 p.m. to be eligible for a passing grade in WRTG120.

### Grading Scale

94-100% A	87-89% B+	77-79% C+	67-69% D+
90-93% A-	83-86% B	73-76% C	60-66% D
	80-82% B-	70-72% C-	< 60% F

### Turning in Writing/Keep Everything

Sometimes you will turn in shorter assignments in class. Longer assignments and any homework will be turned in via Google Drive before the start of class (11 a.m.) on the day the assignment is due. If we will be engaging in peer review, you must bring a hard copy to class (leaving class to print will result in an unexcused late mark, so plan ahead). Keep everything you write for the class, because you will gather the invention portfolio and drafts of projects three times throughout the term.

### Late Work

All work must be submitted before the start of class on the due date to be considered on time and therefore eligible for credit. This policy applies whether or not you are in class on a given day. In other words, if you miss class, you are still responsible for meeting all related deadlines, including the submission of work to my mailbox or via Google Drive. Late work will not be accepted for credit. However, in the spirit of understanding, you each begin the semester with ONE two-day project deadline extension. My best advice is that you save this for the moment when you absolutely need it.

### Attendance and Presence

WRTG120 is a course in language learning, and language is learned in communities, usually by social interactions; therefore, it is essential that you attend class and participate in a manner respectful of differing learning styles and worldviews. Participation, involvement, and engagement with the activities of the class will be factored into your overall grade in association with the writing due that day. This class is structured as a workshop. Students are expected to actively participate. Absences, tardiness, and lack of preparation for class will affect your classmates' work as well as your own. The work you do in and in preparation for each class is vital to our daily sessions. In addition, our syllabus and schedule are only a projection and may be subject to occasional changes and revisions as it seems appropriate, necessary, or just interesting.

Students enrolled in English Department classes are expected to participate in daily interactive activities. They will, for example, routinely discuss reading assignments, write in class on impromptu topics, participate in collaborative activities, or engage in peer review of drafts. Students who miss these activities regularly cannot reasonably make them up. As a result, *students who do not participate regularly should expect to receive lower grades in the course*, and *students who miss more than the equivalent of two weeks of class should consider withdrawing and taking the class in a future semester*. I do not anticipate any of you will be in that position, however, and I would greatly prefer to see everyone become invested in the coursework, come to class, learn a lot, and make WRTG120 a meaningful experience.

We will meet this term in **Pray Harrold 414**. You may at times be tempted to use laptops or mobile devices for checking email or browsing the web. As a rule of thumb, I ask that your in-class uses of mobile devices (e.g., cell phones) and computers be focused on class-related activities. Obviously, you should silence your phones before coming to class. As long as everyone is respectfully attentive when someone is speaking, in-class technology use will not be a problem. In-class attentiveness, engagement, and preparedness (i.e., having read and prepared for each class) are what I mean by "presence."

### Participation and Decorum

After every class meeting, I will quietly make note of who participated in class (it is not my style to publicly harass students, but it is fair to warn you that I do take note). Participation includes the following elements:

- Attending class
- Being courteous and professional at all times
- Helpfully contributing to class discussions
- If it is a workshop day, actively doing your work

Students who are unkind, rude, or unprofessional in any way will receive a deduction from the participation points. I reserve the right to deduct points as I see fit. Among other things, unprofessional behavior includes working on assignments for other classes, reading your email, checking Facebook or websites unrelated to class discussion, text messaging, napping, or generally disengaging from the class. In addition to the loss of points, I may ask you to leave for the day if a respectful level of decorum is not maintained.

Respectful use of technology is expected in this class. Phones must be silent; however, students are welcome to keep them visible during class. Common sense should be exercised regarding what kind of use is acceptable and what is not (i.e., hopping onto Google to search a definition vs. engaging in a chat about weekend plans). If a student must take/make a time-sensitive call, this should be done outside of the room with regard to other classes in progress. This policy is subject to change to more stringent terms as I see fit.

### **Computer and Internet Usage**

We will be interacting with a variety of sites on the Internet during the course. Please let me know if you have not had any experience using a browser such as Firefox, Chrome, or Safari. When using a computer, save your work frequently, always make backup copies, and plan your projects with extra time allowed for unexpected challenges.

Much of the work you do for this class will be typewritten. When turning in documents like this, please use an easily readable typeface, such as Times New Roman 12. Assign one inch margins and adhere to the page layout and documentation conventions established by MLA. It is advisable that you do not use your phone for writing larger assignments. There are computers available to students both in Pray-Harrold and in Halle library. Whatever the format of the assignment, I strongly urge you to plan ahead, to familiarize yourself with file formats and with the submission process, and to approach me with questions about submissions well in advance of the due dates.

### **Communication with Peers; Communication with the Instructor**

While you can expect a fair amount of leadership and direction to come from me, you should also make arrangements early in the semester to communicate with your peers. In other words, you are strongly encouraged to identify one or two (perhaps more) peers in the class with whom you can discuss readings and assignments, work through questions brought up in the class, and approach when you find something unclear. In short, my hope is that we all will prefer a climate in which dialogue and interaction runs between the instructor and students and *also* between and among students when questions come up. Finally, you should always be proactive about asking questions when you have them, either by raising questions during class or contacting me or one of your peers privately. I consider communication between the student and the instructor a key factor in maximizing students' learning.

### **Email**

To communicate by email we will use our emich.edu accounts, accessible via mail.emich.edu. You can send email to me or to classmates via the Canvas site associated with this course. You should contact me by email to set up an appointment to meet with me on campus or to ask a question. With rare exceptions, I will respond to all email inquiries within 48 hours (72 hours on weekends).

### **Academic Integrity**

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. For example, turning in another's work as your own is plagiarism. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class. For a more detailed explanation of Eastern Michigan University's stance on academic integrity, refer to Section V.A. of the Student Conduct Code.

### **Disability Resource Center (DRC)**

If you have a documented disability that affects your work in this (or any other) class, the Disability Resource Center can provide support for you. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this class. If anyone believes they may have trouble participating or effectively demonstrating learning in this course, please meet with me (with or without a Disability Resource Center (DRC) accommodation letter) to discuss reasonable options or adjustments. During our conversation, I may suggest the possibility/necessity of your contacting the DRC (240 Student Center; 734-487-2470; swd\_office@emich.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about such issues, but it is always best if we can talk at least one week prior to the need for any modifications. Also, since the DRC's recommendations are not retroactive, it is imperative that students make me aware of any additional needs as soon as possible.

### **Academic Projects Center**

The Academic Projects Center is located in 116 Halle Library (487-0020, extension 2154). The Center is open M-Th from 11-5 and is staffed by University Writing Center consultants, Halle Librarians, and Information and Communications Technology staff who can help with writing, research, or technology needs. No appointment is necessary. When you visit the Academic Projects Center, be sure to bring a draft of what you're working on, your assignment sheet, and our UWC confirmation sheet with you. You will not be required to use these resources unless you will be absent for scheduled Peer Response activities, but it is highly recommended that students take advantage of this "second set of eyes" opportunity.



**University Writing Center**

The University Writing Center (115 Halle Library; 734-487-0694) offers one-to-one consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they're working on and their assignment details. The UWC opens for Fall 2015 on Monday, September 14, and will close on Monday, December 14.

**Important Dates**

Students are expected to check the course website for daily reading and writing assignments. Due dates for major projects are listed below.

**Unit One - Literacy Narrative**

9/21 - Half Draft

9/28 - Final Draft and Invention Portfolio

**Unit Two - Rhetorical Analysis**

10/26 - Half Draft

11/2 - Final Draft and Invention Portfolio

**Unit Three - Rhetorical Enactment**

11/30 - Half Draft

12/7 - Final Draft and Invention Portfolio

**Final Portfolio Due - 12/12**

Student attendance at the **30th Semiannual Celebration of Student Writing**, Student Center Grand Ballroom, 4-5:30 p.m., **December 1**, is a requirement to pass WRTG 120. You have a reasonable amount of time to make arrangements to be there.



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