English 1010     Section 024                                                           Amy Metcalf, Instructor

Basic Writing                                                              Office:  5057 Woodward, Ste. 10404.2

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Course Description

English 1010 prepares students for English 1020 by building upon their diverse skills to become critical readers and writers at the college level.  The main goals of the course are to teach students to integrate reading and writing in basic academic genres; to use a writing process that incorporates drafting, revising, and editing; and to write according to the conventions of college writing, including mechanics and documentation.  To achieve these goals, the course encourages students to read critically, respond analytically and critically, and write in a variety of academic genres, including analysis and argument for an academic audience.

Section Description

This section of English 1010 will set out to achieve the learning objectives for the course through the principles of self-directed learning. The definition of self-directed learning is as follows:

“In its broadest meaning, ’self-directed learning’ describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes” (Knowles 1972).

For the purposes of our course, assignments and instruction will be approached with these principles in mind. In other words, at several points throughout the course you will be asked to produce and reflect on work that involves **you** in planning and collaboration efforts to determine how the goals of English 1010 meet **your** needs as a student and individual both inside and outside of the classroom.

Learning Objectives

A passing grade in ENG 1010 indicates that students are able to:

* read college-level texts for information and for an understanding of multiple perspectives
* integrate ideas and information from sources with their own ideas in order to fulfill the requirements of specific assignments, using genres that include summary, response, analysis, and argument
* write with a clear and well-articulated thesis statement in a well-organized essay, providing supporting evidence in a clear and logical development
* write in well-developed paragraphs, with consistent focus, sufficient development, and logical order of sentences
* write using a flexible writing process that includes generating ideas, writing, revising, and providing/responding to feedback in multiple drafts
* edit and proofread for grammar, mechanics, and style, generating texts relatively free of surface errors
* avoid plagiarism by correctly citing and documenting sources in MLA style
* write and research using basic technologies, including word processing and the Undergraduate Library website

Required Texts

There is no textbook required for this course.

Any readings for our course will be provided at no cost to you.

Required Electronic Access for this Class

***Students in this class are expected to have DAILY ACCESS to the Internet whether through private means or via campus computers which are available to students at no cost at the University Libraries*.**

**Pipeline**:  Students should become familiar with all areas of the home page and student pages of Pipeline.

**Blackboard**:  The course syllabus will be posted on Blackboard which is accessed from the Student Tab menu on Pipeline.

**Class Website/Blog:** Students should request access to the class website and log in to it regularly. The course syllabus, assignments, and announcements will be posted to the course website daily. The web address will be provided in class.

**WSU E-mail**:  All class correspondence must be conducted via wayne.edu e-mail addresses.  To access wayne e-mail directly, go to the Pipeline home page and click on the envelope icon at the top of the page, or go to [www.webmail.wayne.edu](http://www.webmail.wayne.edu/) and login just as you do Pipeline.

Additional Required Materials

\*An online blog to be used **exclusively** for this course  
\*A dictionary (whether an app on your phone or a physical dictionary)  
\*Writing utensils (pens, pencils, markers, whatever)

Methods of Instruction and Learning

Many class periods will begin with a warm-up activity (freewriting topic, quiz, homework review, etc.) followed by discussion and workshops on our current topic/project.  Some class sessions will involve utilizing the classroom technology – at no point should you utilize the classroom computers for personal use (Facebook, Pinterest, Twitter, Tumblr, random web browsing, etc). The class session may conclude with a summary activity to reinforce the lesson and pinpoint insights or questions that may arise.  Students will be given opportunity for independent practice through short homework assignments and longer formal assignments.

**Grouping and peer review:**  We will be spending a substantial portion of this course engaged in grouping activities, **so participation and cooperation are essential for satisfactory completion of ENG 1010.**  Much of the planning and revising stages will be accomplished in small groups.  This way, students can learn from one another as they become more familiar with the writing process.

Classroom Expectations

**Missing/Late Assignments**

Late work will not be accepted. There are no extra credit or make-up assignments in this course.

**Navigating Technology**

Due to the nature of this course, it is important that you become accustomed to working with electronic documents and collaborative webspaces.  If you are experiencing difficulties with technology, \*PLEASE\* let me know so that I can do my best to help you. If for any reason you are not comfortable asking me for assistance, feel free to contact the Student Technology Services (STS) located in the Undergraduate Library.  (313) 577-1154

**Rough Draft Workshops**

For each of our four major projects, we will have a peer review workshop between the rough draft and final draft deadlines. Failure to participate in the rough draft workshop for a project (by absence or by failing to complete your rough draft and/or participate in the peer critique) will result in missing points for the grade on the final draft of that project.

**Media Policy**

I encourage you to use your laptops (and the class computers) to search out information relevant to class during class. However, browsing unrelated to the class (as well as other media use - texting, IMing, etc.) will be grounds for expulsion from the class.

Course Requirements

1.  **Attendance**:  Attendance at all class sessions is **required**.  If a student misses a session, he or she should obtain class notes from another student. *Some* in-class assignments or homework *may* be posted on the class website, so you should check the site if you are missing instructions or other class materials. Since in-class work (individual and group) is a central element of this course, there are no “excused absences.”   **Students exceeding five absences will not receive credit for the course.** Late-arrivers tend to be distracting and time-consuming for the instructor and class, therefore three tardies will equal one absence.  Anyone arriving more than 30 minutes late will be marked absent.

2. **Formal Writing Assignments**:  Students will write extensively:  **a course requirement is that students produce 5,000 – 7,000 words (20-28 pages) during the term**. Students will write four formal essays in this class.

\* Papers will be submitted to Blackboard on the day/time listed.  If your paper is not posted to Blackboard before/on the due date, it is late. Late work will **not** be accepted.

3. **Class blog:**  Each student will be responsible for maintaining a blog that will include lecture notes, reading responses, reflection and occasional freewriting topics for every class meeting.  The class blog must be public so that the instructor can view all entries. Blogs will be checked for specific materials – be sure to keep \*one\* blog for our class exclusively.

**Blog points**:   
50 – Blog is exclusive to the class; materials are dated and thorough; 90-100% of in-class exercises/notes/freewriting/reflection are present  
30 – Blog is exclusive to the class; materials are present but lack substance; most in-class exercises/notes/freewriting/reflection are present.  
10 – Blog is not exclusive to the class/entries are collected together but lack order; materials lack substance; several in-class exercises are missing.  
0 – No class blog.

4.  **Quizzes and Start-up Activities**:  During approximately the first 15 minutes of class, we will have a quiz or activity.  **Students may not make up quizzes.**

5.  **Short Reading/Writing Assignments**:  Students will read extensively from a variety of sources incorporating different perspectives. Along with the readings, students will be given short writing assignments throughout the semester for additional practice and reflection.  These could be assigned in-class or as homework.  These may be part of your class blog.

6.  **Participation**:  Class discussion, group work, peer revision, homework, and attendance will be evaluated as part of the grade for this course, so please come to class prepared to participate.

7.  **Conferences**:  There will be two one-on-one conferences with the instructor during the semester. During these conferences, we will discuss various topics related to our course including (but not limited to) the writing process, reflection, writing in other contexts, and course readings.  Missing a conference, in addition to putting you behind in the class, will impact your conference \*and\* participation grades.

Grading

Grades will be determined on a 1000 point system. Since English 1010 is taken for an S or U grade, total points falling below 800 will receive a “U” for the course. **To review the standards for a passing grade on your papers, please see the Department of English Grading Rubric for 1010 papers on the last page of this syllabus.**

(5) Projects

Who Am I? – 50 points 500-1,000 words

Summary/Reflection - 150 points        Approx. 1,000-1,500 words

Response - 200 points                Approx. 1,200-1,500 words

Analysis - 200 points                   Approx 2,000 words

Reflective argument - 250 points        Approx 2,000 – 2,500 words

Quizzes    50 points

Blog   (includes reflection writing)        50 points

Class participation           50 points

Formal paper assignments will be graded as follows:

\*Each “final” draft will receive a point value.  On occasion, I may indicate a letter grade as well to give you an idea of where your paper would place in the more familiar A-F range of assessment. This letter grade will be determined by the amount of points earned for the paper: (Out of 100: e.g. 95 points = A, 77 points = C+. Out of 150: e.g. 120/150 = .80 B-)

**REVISION**: Students will have an opportunity to revise ONE \*final draft\* **ONE TIME** throughout the course of the semester. In order to submit a revision, the student must complete a revision packet which includes:

1) A visit to the Writing Center (located in the Undergraduate Library) with a stamped verification on the draft.  
2) A meeting with the instructor to discuss the comments on the final draft and what should be focused on in the revision. Students should bring a printed copy of the draft to be revised.