English 1010     Section 003                                                           Amy Metcalf, Instructor

Basic Writing                                                              Office:  5057 Woodward, Ste. 10404.2

Fall 2012                                                 email: amy.metcalf2@wayne.edu

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**English Department attendance policy**:  *Students enrolled in any English course must attend at least one of the first two class sessions of the term in order to maintain a place in the class.  If a student does not show up, he/she may be required to drop the class.  The student is responsible for dropping the class.*

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:** 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

\*A spiral notebook to use exclusively for 1010 journal (70-100 pages minimum)  
\*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 accessing the internet via text messaging/smartphone technology although access to text messaging and smartphones are **not** required – please do not go out and buy a smartphone (or any cell phone for that matter) just for this class. 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

***Please do . . .***

* Bring your readings and notebooks to class **every day**.  We will be working from these routinely.  If you do not bring your materials, your participation grade will suffer.
* Come to class prepared.  Students who come to class without the assigned work or readings may be marked absent and asked to leave.
* Turn your cell phones to silent or vibrate when you come to class.  When I come to class, my cell phone will be silenced - I expect the same from you.  If you anticipate an emergency or any other special circumstance to arise during our class time, please sit close to the door so that you may exit quietly if need be.

***Please refrain from . . .***

* Arriving late or leaving early and causing a disruption as you enter/exit the classroom.
* Texting and/or wearing headphones/earbuds in class. Abuse of cell phones for use unrelated to classroom practices will most certainly result in missed information and/or a lack of participation.

***Some overlapping information…***

**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 internet connections 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.

Important University Dates

**Holidays:**

MONDAY, SEPTEMBER 3rd – HOLIDAY (UNIVERSITY CLOSED)  
WEDNESDAY, NOVEMBER 21st – HOLIDAY (UNIVERSITY CLOSED)  
THURSDAY, NOVEMBER 22nd – HOLIDAY (UNIVERSITY CLOSED)

**Last day to withdraw:**

SATURDAY, NOVEMBER 10th – Students are unable to receive a “W” for any course after this date.

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.

In order to receive points for a paper, these steps must be followed for each paper:

* It must be on time. Late work will not be accepted.
* The completed pre-writing portfolio must be submitted together with each final paper..

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

3. **Notebook:**  Each student will be responsible for maintaining a notebook that will include lecture notes, response writing, reflection and occasional freewriting topics for every class meeting.  You will submit your notebook at your scheduled conference with the instructor during the semester. Notebooks will be checked for specific materials – be sure to keep \*one\* notebook for our class exclusively.

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

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 notebook.

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 three total group conferences with the instructor. 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. Typically, passing grades are a “C” or better. Since English 1010 is taken for an S or U grade, total points falling below 730 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

Notebook   (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 each \*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.

**Incomplete grades:** The grade of incomplete is reserved for rare occasions when “there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without again attending regular class sessions.”  (2009-2011 WSU Undergraduate Bulletin, 40).

As a rule I do *not* apply “I” grades because the largest portion of this class is based on in-class instruction and learning.

Student Resources

1.  Writing Center (2310 David Adamany Undergraduate Library):  Use this facility frequently for additional writing assistance.  I may require tutoring for individual students’ papers. **Please be sure to bring to any tutoring session 1) a printed copy of your most recent draft and 2) The assignment sheet and rubric for the assignment.** Call 577-2544 for Writing Center hours.

2.  Hoot: For those of you who are having difficulties getting to the campus facility, The WSU Writing Center has Online Writing Tutors   The service is called HOOT (Hypertext One on One Tutoring).  Through HOOT, students are able to send essays and within 48 hours (business days only) should receive comments from one of our tutors embedded in their essay in HTML format. Tutors can work with students at all stages of the writing process through this system from brainstorming to revising.    
   
To become a part of HOOT, students should visit this website <http://www.clas.wayne.edu/writing> for further instructions. You can read the terms of service and learn how to send your essays.

NOTE:  Tutors will not proofread essays, but they will guide you in the writing process and help you learn to correct your writing errors.

3.  The Computer Access and Study Skills Lab (577-3165) is located in the Academic Success Center on the second floor of the Undergraduate Library.  Students have access to the computer lab Monday through Friday (call for winter semester hours).  In addition to supplemental tutoring, the Academic Success Center also has software on college reading skills and vocabulary enhancement.

4.  WSU Undergraduate Bulletin:  The Undergraduate Bulletin is online at [www.bulletins.wayne.edu](http://www.bulletins.wayne.edu/).  This is a valuable resource for students, providing information on university, college, and departmental requirements and procedures as well as many student services.  The bulletin includes a guideline of instructor and student rights and responsibilities.

Additional Student Services

5.  Student Disability Services (SDS):  If you have a physical or mental impairment that may interfere with your ability to complete successfully the requirements for this course, please contact SDS in Room 1600 of the David Adamany Undergraduate Library to discuss appropriate accommodations on a confidential basis: (313) 577-1851 or [www.eas.wayne.edu](http://www.eas.wayne.edu/).

6.  Counseling and Psychological Services:  The goal of Counseling and Psychological Services (CAPS) is to assist in the development and maintenance of a positive and healthy university community.  CAPS has a professional staff of psychologists, clinical social workers, and licensed professional counselors trained to work with college students.  Students can call or stop by to make an appointment to see an individual counselor, join a group, or join a workshop.  CAPS is located in the Student Center Building in room 552:  (313) 577-3398 or [www.caps.wayne.edu](http://www.caps.wayne.edu/).

7.  Career Services: The Career Services Office provides a wide variety of career-related programs such as career development and assessment resources, on-campus interviewing, resume referrals, career fairs, professional, co-op, internship and part-time job postings, and on-campus student employment.  The office is located at 1001 F/AB, 656 Reuther Mall: (313) 577-3390 or [www.careerservices.wayne.edu](http://www.careerservices.wayne.edu/).

Plagiarism Policy

To plagiarize is to steal and use the ideas and writings of another as one’s own (*The American Heritage Dictionary*).

**University Policy on Plagiarism and Cheating:**  *Academic work submitted by a student for credit is assumed to be of his/her own creation, and if found not to be, will constitute cause for the student's dismissal (2007-2009 Undergraduate Bulletin, page 37).*

**College of Liberal Arts and Sciences Policy on Plagiarism** (*2007-2009* *Undergraduate Bulletin*, page 254):  *The principle of honesty is recognized as fundamental to a scholarly community.  Students are expected to honor this principle and instructors are expected to take appropriate action when instances of academic dishonesty are discovered.  An instructor, on discovering such an instance, may give a failing grade on the assignment or for the course.  The instructor has the responsibility of notifying the student of the alleged violation and the action being taken.  Both the student and the instructor are entitled to academic due process in all such cases.  Acts of dishonesty may lead to suspension or exclusion.*

**The Plagiarism Policy for this Class:** I will be going over appropriate ways to cite sources with you in class, and I will give you examples of different forms of plagiarism so you can avoid that mistake.  I will use electronic software and/or other means to check the originality of your work.   **Do not plagiarize**. If you plagiarize, I **will** know and you **will** receive a “U” for the class.

For the Student Code of Conduct, Academic Integrity Brochure, and Letter from the University Ombudsperson, please refer to the Judicial Services link from the Dean of Students’ web site:  www.doso.wayne.edu.

Essay Format Guidelines:  All papers for this course will follow MLA format guidelines.

Paper:                                      8.5" x 11" white paper

Print:                                       Black

Font:                                        Times New Roman, size 12

Margins:                                  1" all around; unjustified right margin (ragged)

Spacing:                                  Double space between lines

Identification:                         First page, left margin; student name, instructor name, course, date (in that order, double-spaced)

**ENG 1010 Grading Rubric**

**The “S” Paper in English 1010:**

1. The “S” paper meets or exceeds the specific requirements of the assignment.  It is composed according to the requirements of the assigned genre (summary, response, analysis, argument).

2. The “S” paper effectively integrates ideas and information from sources with the ideas of the writer.  It is composed to reflect multiple perspectives on the topic or issue of the paper.

3. The “S” paper forwards a clear and well-articulated thesis statement.  The thesis is developed by providing sufficient supporting evidence in a well-organized essay.  The development is clear and logical.

4. The “S” paper is carefully and coherently organized at the paragraph level. Each paragraph is consistent in its focus, well organized in its presentation of evidence, and sufficiently developed.  The sentences follow a logical order within the paragraph.

5. The “S” paper correctly uses MLA style to cite and document information and ideas from sources.

6. The “S” paper exhibits competent mechanics.  It is grammatically sound, relatively free of surface errors, and the style is well-suited to the assignment and genre.

**The “U” Paper in English 1010:**

1. The “U” paper does not meet the specific requirements of the assignment.  It demonstrates an incomplete or incorrect sense of assigned genre (summary, response, analysis, argument).

2. The “U” paper does not effectively integrate ideas and information from sources with the ideas of the writer.  It does not demonstrate an understanding of multiple perspectives on the topic or issue of the paper.

3. The “U” paper lacks a clear thesis statement, or the thesis statement is simplistic or unclear*.* The thesis is not developed with sufficient supporting evidence in a clear and logical organization.

4. The “U” paper has poor paragraph development.  Paragraphs are inconsistent in focus, unorganized in their presentation of evidence, or insufficiently developed. The sentences do not follow a logical order within the paragraph.

5. The “U” paper shows signs of deliberate or inadvertent plagiarism.  The paper does not correctly use MLA style to cite and document information and ideas from sources.

6. The “U” paper exhibits poor mechanics.  It contains numerous grammatical and mechanical errors.  The style is not appropriate to the assignment and genre.