

**IU English W131**: Reading, Writing & Inquiry Instructor: Christina Kenworthy

Fall 2015 ACP Syllabus E-mail: Christina\_Kenworthy@Newton.k12.oh.us

Indiana University/ Newton High School # (937) 676-2002 Ext: 1207

M-F 11:03-11:47– 3 credit hrs.

Enrollment Cap per Section: 24

**Required Texts:**

*Writing Analytically, 6th edition*, Rosenwasser and Stephen

*Writing and Reading for ACP Composition, 2nd edition*, Farris (*WRAC*)

**Course Description:**

ENG W131: Elementary Composition is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

W131 is NOT a college preparatory course; it is a college class. You will be expected to conform to all of the academic requirements that you would if you were taking this class at any IU campus. This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

**Course Learning Outcomes:**

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

**Writing Assignments**:

Written assignments will be of two types:

* ***Five written assignments preceded by either drafts or practice papers***.

The schedule of assignments that follows indicates the readings for each assignment as well as a description of the assignment. ***ALL FIVE OF THESE ESSAYS MUST BE DONE IN ORDER TO PASS THE CLASS. You must turn in two copies of each essay.*** \*One hard copy and one on Turnitin.com\* All essays must be written in MLA format. Each essay must have a works cited page.

* ***Notebook.***

Short written assignments such as double journal entries, guided writing exercises, freewriting exercises, practice papers, peer response work, and so forth will be assigned throughout the semester. These assignments focus on responses to reading, prewriting to prepare you to write the papers, metacognitive work, peer facilitation, and writer’s workshop activities. I may spot check or collect any or all of these assignments at any time--without prior notice. If you do not have your assignment when I ask for it, you will lose the points available for the activity. In addition, I may collect all process work for each paper, so it is important that you keep up with the work.

**Course Policies: Student Outcomes & Classroom Conduct**

**Grading policy:**

Grades are cumulative for the semester. Each nine-week grade should be viewed as a progress report only. You will receive only one grade at the end of each semester, and this semester grade is reported to Indiana University and will become part of your *OFFICIAL* college transcript.

\*Please note however, that your nine week grade still affects your NHS semester grade, therefore your GPA, so be aware and proactive from the beginning of the year with all assignments.

\*\*Also note, whether you are officially enrolled through IU or taking the ACP class as preparation for college, you will be receiving one grade that adheres to the IU grading scale below.

Stages of Writing Assignments:

* Stage 1 (*Notes & Jotting*): Should include a main idea and rough plan or outline for subdivisions, the audience, and the purpose of the essay.
* Stage 2 (*Legible Draft*): Typed first draft for peer review.
* Stage 3 (*Editor’s Review Sheet*): The peer review workshop (in-class) will include a worksheet completed by one of your peers.
* Stage 4 (*Revised/Final Draft*): Final draft must be typed according to MLA format. This should be stapled on top of the other required materials (detailed above).

Summary Paper **100** pts.

Critique Essay **150** pts. Total 1000 points possible:

Comparative Critique Essay **150** pts. 900-1000 A

Comparative Analysis Essay **200** pts. 800-899 B

Writing Plan (for final paper) **50** pts. 700-799 C

Research-based Analysis Essay **250** pts. 600-699 D

Double-Entry Journal **50** pts.

Homework/Quizzes/Participation **50** pts.

**Late Policy:**

**Essays and Paper Drafts**:

I expect all papers and essay drafts to be submitted in class on the day they are due and at the beginning of the period. For finalized essays, on the due date, you must turn in two hard copies of your paper as well as all paper requirements (this includes a complete and peer-edited paper draft) – technical problems will not be granted as excusable. Incomplete drafts (drafts that do not meet the paper page requirements or that do not meet paper specifications) will not be graded nor will they be considered for peer or teacher editing.

Not late papers will be accepted. The only exception to this rule is if you have spoken with me directly about needing an extension PRIOR to the due date. This does NOT mean the night before or the morning of the due date. Obviously, though, sometimes life happens expectedly, so if you become seriously ill or the victim of an emergency, please let me know as soon as possible.

**No draft on peer-edit day means you do not earn your points for the draft. You still must, however, have a peer-edited draft when you turn in the final copy of your paper. No peer-edited draft will earn you a 0 on the final copy of your paper, as there is no way to prove that the paper originates with you if no preplanning or evidence of revision is apparent.**

**Process Work**:

Process work will not be accepted for a grade if late. Process work, however, must still be completed, whether you earn a grade or not, if you want to earn points on the final copy of any essay.

**Attendance Policy:**

This is a college class, and as such, attendance is mandatory. If absent, you are held responsible for any work missed and it is *your* responsibility to find out what it is that you missed.

**Missing class is no excuse for not submitting an assignment that is due. Thus, all major papers (including drafts) are due on the specified due dates even if you are absent. As such, late policy guidelines will apply.** If absent on a paper due date, I will accept an e-mail copy of the paper with the expectation that I receive this e-mail copy by the **BEGINNING** of the class period on said due date. In this case, if you do not receive a return email from me confirming a receipt of your essay, then I have not received your essay, and it will be considered late. In addition, I expect appropriate paper copies and other paper requirements no later than the next class period.

In addition, excessive absences may negatively impact your final grade in this course. The policy endorsed by the Composition Program is to lower the student’s final grade in the course by one-third of a letter grade--from a B- to a C+, for example--for each absence the student accumulates after the third, except under very special circumstances. Since Newton classes meet more often than on the IU campus, this policy will go into effect for each absence the student accumulates after the fifth, except under very special circumstances.

**Schedule of Assignments:**

***Course Introduction (2 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Breaking Out of 5-Paragraph Form” (Ch 1: 7-8)
* “Counterproductive Habits of Mind” (Ch 2: 42-50)
* “Writing About Reading” (Ch 13)
* Asking “So What?” (Ch 1: 33-36)
* The Heuristics:
	+ Paraphrase x3 (Ch 2: 36-39)
	+ The Method (Ch 2: 26-33)
	+ Notice and Focus (Ch 2: 24-26)
	+ Asking So What?
	+ Go-To Sentence

Supplemental Texts:

* “The Difference Between High School and College” -Jack Meiland
	+ The Difference Between High School and College Chart
* “My Paragraph Theme, Theme”
* IU *Plagiarism*: Student Code of Conduct– complete contract

***Unit One: Summary Weight Debate (2 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Summary” (Ch 7: 152-3)
* “Passage-Based Focused Freewriting” (Ch 4 86-90)
* MLA Format (Chapter 14)

From *Writing & Reading for ACP Composition (WRAC):*

*Rethinking Weight* (154-160)

*Too Much of a Good Thing* (160-163)

*Fat and Happy: In Defense of Fat Acceptance* (163-167)

Handouts:

* Double Entry Journal Handout
* Summary Assignment Sheet
* Active Reading Strategies
	+ Says/Does Outline

Writing:

Double- Entry Journals for all WRAC essays

Final Summary Paper (200-300 words; 100pts)

***Unit Two: Critique Fairy Tales: Cinderella (3 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Uncovering Assumptions” (Ch 4 91-94)
* “Reformulating Binaries” (Ch 4 94-99)
* “Pitch, Complaint, Moment” (Ch 5 111-116)
* “Seems to Be About X But Could Also Be (Is “Really”) About Y (Ch 4 101-104)
* “Reasoning from Evidence to Claims” (Chapter 8)
* “Making a Thesis Evolve” (Chapter 11)

From *Writing & Reading for ACP Composition (WRAC):*

*Walt Disney’s “Cinderella”* (270-273)

*Cinderella* (273-277) *vs Grimm Version*

*“Cinderella”: A Story of Sibling Rivalry and Oedipal Conflicts (277-284)*

*University of the Folktale (270-273)*

*Cinderella—Not so Morally Superior (286-289)*

*America’s Cinderella (Yolen)*

Handout:

* Critique Assignment Sheet
* Peer Review Worksheet

Writing:

Double- Entry Journals for all WRAC essays

Final Critique Paper (2-3 pages; 150 pts)

***Unit Three: Comparative Critique Fairy Tales: Cinderella (3 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Pan, Track, and Zoom” (Ch 10: 213-216)
* “10 on 1” (Ch 10 211-213)
* “Using Sources Analytically- the Conversation Model” (Ch 13)

From *Writing & Reading for ACP Composition (WRAC):*

*The Princess Paradox* (323-326)

*Cinderella and the Princess Culture (326-328)*

Handouts:

* Venn Diagram
* Difference within Similarity

Writing:

Double- Entry Journals for all WRAC essays

Final Comparative Critique Paper (3-5 pages; 150 pts

***Unit Four: Comparative Analysis Obedience to Authority (3 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Applying a Reading as a Lens (Ch 5: 118-128)
* “Using Sources Analytically: the Conversation Model” (Ch 13)
* “Recognizing and Fixing Weak Thesis Statements” (Ch 12)

From *Writing & Reading for ACP Composition (WRAC):*

*The Perils of Obedience* (77-89)

*Obedience* (95-105)

*The Stanford Prison Experiment* (105-117)

*The Abu Ghraib Prison Scandal: Sources of Sadism (75-77)*

*Just Do What the Pilot Tells You* (119-123)

*Disobedience as a Psychological and Moral Problem* (123-128)

*Opinions and Social Pressure* (142-147)

Handouts:

*A Few Good Men* (Film)

Writing:

Double- Entry Journals for all WRAC essays

Final Comparative Analysis Paper (4-5 pages; 200 pts)

***Unit Five: Research Based Analysis Obedience to Authority (3 Weeks)***

Readings & Due Dates:

From *Writing Analytically (WA):*

* “Making Interpretations Plausible” (Ch 6)
* “Finding, Citing, and Integrating Sources” (Ch 14)
* “Using Sources Analytically” (Ch 13)
* Review Specific Sections as needed
* INFOhio Research Modules

Handouts:

* Writing Plan/Review of Sources
* Peer Review Worksheet

Writing:

Final Research-Based Analysis Paper (6-7 pages; 2-3 outside sources; 250 pts)

Final Exam Presentation

**Academic Dishonesty & IU Plagiarism Policy:**

The ***Indiana University Code of Student Rights, Responsibilities, and Conduct*** describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students’ work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in *the Code.*** http://www.iu.edu/~code/

**Academic dishonesty can result in a grade of F for the class** (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the Code can result in expulsion from the University.**Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

* Quotes another person's actual words, either oral or written;
* Paraphrases another person's words, either oral or written;
* Uses another person's idea, opinion, or theory; or
* Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Use the following links for more information:

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

**Per IU Policy:**

**Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the** [***Code of Student Rights, Responsibilities, and Conduct***](http://www.iu.edu/~code/index.shtml) **(*Code*) (Available online at:** [**http://www.iu.edu/~code/**](http://www.iu.edu/~code/)**). Cheating, plagiarism, or other violations of the *Code* may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.**

Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the *Code of Student Rights, Responsibilities, and Conduct*, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at (<http://www.iu.edu/~code/> ).

*(University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005)*

The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course (while in high school) for college credit.

# **mascot*Newton Local Schools***

201 N. Long Street, Pleasant Hill, OH 45359

***STRIVING FOR EXCELLENCE***

Dear Students and Parents,

 As instructor of the Advanced College Project (ACP) W131 composition course, one of my responsibilities is to outline the demands and expectations of the course. Whether you are taking the course for high school credit only or both high school and college credit, I am pleased to have you in the course. Before we get started, I want everyone to know what the course will demand and the expectations I have.

 First of all, this is a college course, not a college-prep course. This means that the work will be college level work. We will move quickly and you will do significant amounts of intensive reading and writing. Students must complete all of the major assignments to receive credit for the course. The skills learned in the first assignments will be needed for each of the successive assignments. Skills will be added one at a time until the student is prepared to write independently the type of papers a college professor will expect. All assignments (whether reading or writing) must be completed on the assigned date. Written assignments must be typed, and final drafts must be submitted in duplicate.

 This composition course was designed by me in collaboration with IU professors, and we have two aims. The first aim is to prepare you for the writing assignments that you will encounter in college. The second aim is to teach students to pursue academic inquiry with an open mind. We will do this through reading issue-oriented material and writing summary, critique, and evaluation papers. Some of the topics may be controversial. You may already hold opinions about these topics. The goal is not to convert your thinking, but to teach you to question reasonably the ideas of others and to evaluate their positions rationally.

 To earn college credit, students must receive a grade of C- for the course. Transfer credit for this course is accepted at many colleges and universities both within and outside of Indiana. Students experiencing difficulty with the demands of the course may withdrawal (by a specified date) with instructor approval. Withdrawal from the high school course does not constitute withdrawal from the ACP portion of the course. Be sure to communicate both with the high school AND Indiana University.

 Again, welcome to the course. Please review the course guidelines and syllabus for more information about course policies and procedures. According to Indiana University, I am a duly certified member of its staff, so let me be the first to welcome you to the university family. This course offers you a great opportunity to fine tune your academic skill, and it may be the most important course that you take in your preparation for a continued college career. Please also sign and return the attached form to me by the following class period.

Sincerely,

Christina Kenworthy

 (Return this page to instructor)

Date:

I have read and understand the requirements and expectations of ACP W131 Advanced Composition as taught by Christina Kenworthy at Newton High School as outlined in the introductory letter and course syllabus. This includes granting permission for my child to watch the movie *A Few Good Men* (rated R)—the movie is utilized as analytic material for essays.

Signed:

 (Parent)

Printed Name:

Signed:

 (Student)

Printed Name:

**Contact Information**

Phone Number(s)

Email

Preferred Method to be reached? (Phone or Email)

Additional Comments: