

Introduction to Academic Writing

ENG 100-01, Fall 2018

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Hours: W 2-4 & by appointment
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Course Description and Outcomes

ENG 100 explores reading and writing practices of the academic community. Through a series of guided reading and writing assignments, you will critically examine what these practices mean and consider how your own literacy habits fit into those of “the Academy.”

Students who successfully complete this course will be able to

- identify and employ a range of strategies for discovering, developing, organizing, revising, editing and proofreading ideas.
- focus their writing on a specific purpose
- identify and respond to the needs of different audiences and rhetorical situations
- readily integrate their ideas with those of others

Reading

Our exploration of academic writing will focus on a set of texts that are concerned, in one way or another, with the means and ends of education, a topic you have no doubt already spent some time thinking about.

We will be working with the following texts this semester:

Diary of James P. Boyd (Lafayette class of 1859)
Emerson, “The American Scholar”
Freire, “The Banking Concept of Education”
Harris, *Rewriting* (ISBN 9781607326861)
hooks, “Keeping Close to Home: Class and Education”
Kolln, *Rhetorical Grammar*
Lanham, *Revising Prose*
Rodriguez, *The Hunger of Memory* (ISBN 978-0553382518)
Satrapi, *Persepolis* * (ISBN 9780375714573)
The St. Martin’s Handbook (8th ed) (ISBN 9781457667268)

The texts identified with an ISBN number are available at the College Store. All other texts will be available on Moodle. I would like everyone to have the same

editions of the books required for class so that during discussion we can all turn quickly and easily to the same page. For that reason, if you buy your books elsewhere, please check ISBNs to be sure you have the same edition as the ones listed above.

Details about the reading for each week will be posted on Moodle. You are responsible for checking Moodle, completing the assigned reading and bringing to every class all of the reading scheduled for the day's discussion. If you forget something (it happens), please sit next to someone else who does have the reading and ask to share. (In turn, if you notice that the person next to you does not have the reading, please offer to share.)

Writing Assignments

Most days, you will write something for this class: a draft, a revision, or a bit of informal writing. By the end of the semester you will have completed about 20 pages of writing that has been revised in response to feedback from readers (your classmates and professor).

You can expect to do the following kinds of writing:

- Informal writing for the purpose of working out your response to a text and generating class discussion.
- Essays in response to ideas or questions or interesting problems posed by the texts we read.
- During the second half of the semester, we will work together as a class to produce a scholarly edition of a primary text, the diary of James P. Boyd, composed in 1858-59 when the author was a student here. Boyd used his diary to record and reflect on his day-to-day experiences as a Lafayette student. For this project, I will ask you to do some independent research on the historical and cultural contexts within which Boyd was writing, and to use that information to create an edition of his diary that might be used in an undergraduate course like ENG 100.

At midterm and again at the end of the term, I will ask you to compile a writing portfolio for me to grade. I will ask for a few specific items. You'll choose the rest, and include a cover letter explaining what you think your writing says about your learning in the course. Your portfolio as a whole, rather than individual assignments, will receive a grade.

Class Format

Class meetings will be conducted as small seminar discussions. Your contributions to our discussions are important not only to your own learning but also for how others learn from you. For these reasons, preparation and participation are worth a

significant part of your grade (40%). By participation, I do not mean simply showing up to class, the occasional comment made in class, or talking that does not acknowledge the contributions of others. Rather, I will consider your participation an indication of your level of engagement with and preparation for the course, and I will look for the following things.

- Informed participation in class on a regular basis: your contributions to discussions reflect thoughtful preparation of all assigned reading and writing and demonstrate that you are paying attention to the direction of our conversation; you respond directly to comments by others; you address others by their names; you speak up often enough to be a presence in the class; your participation in discussions and class activities makes it possible for others to participate and to learn.
- Evidence regularly demonstrated in your writing of sustained critical thinking about issues, questions or concepts discussed in class.

Many classes will begin with some informal, in-class writing or small group work that is followed by discussion with the whole class. Sometimes I will collect the writing or small-group work, and when I do I will read it carefully. I may provide individual comments, or I may address in the following class questions or difficulties raised by members of the class. You should save any in-class writing for possible inclusion later in your midterm or final writing portfolio. When you work in small groups, you should take notes so that when we reconvene as a class you have in front of you a record of your discussion that you can then speak from.

With a few exceptions, the audience for all of your writing will be members of our class—your classmates and me. For that reason, you should not write anything so personal that you would be unwilling to share it. (Learning to shape your writing—even informal writing—for the expectations of a given audience is one of the learning outcomes for the course.) I will give you a sense of your participation grade when I return each portfolio.

Attendance

In a small seminar like this one, regular attendance is crucial. When you miss class, you can't be part of the discussion, you won't understand the relevance of the reading and writing assignments, and you will fall behind. Thus, uneven attendance, including late arrivals to class, will affect every other aspect of this course on which your learning depends. If you have a legitimate reason for missing class (e.g., religious holiday, family emergency, illness), please contact me asap.

More than two unexcused absences will negatively affect your grade. Three unexcused absences will result in an automatic C for participation/preparation. 6 absences of any kind will result in an F for the course (or in special cases a recommendation to withdraw).

Late or Missed Assignments

You will be doing a lot of writing this semester, and it's important that you not fall behind. Many of the writing assignments are preparing you for the work of a particular day's class, so missing an assignment will mean you're not prepared for class. In addition, the more writing you've produced, the more you'll have to select from when preparing your portfolios. For all of these reasons, I will not normally accept late work. If you anticipate a problem meeting a deadline, and you tell me about it sooner rather than after the deadline has passed, I will work with you to make sure you don't fall behind.

Intellectual Honesty

Writing and reading are social and socializing activities, and more often than not in this course, you will be responding to and building on the ideas of other texts and readers. I encourage you to discuss the reading and writing assignments with anyone in or outside the class. In addition, I will frequently ask you to read and respond to one another's work. Should you find yourself drawing on any of these discussions in your written work, you should include an acknowledgement statement. E.g., I would like to thank my classmate Pheobe Jones for her feedback on an earlier draft of this essay. Or, my idea for this essay originated in a discussion I had yesterday with my roommate Mike Miller.

If you have any questions about how to use or cite published sources (we'll be following MLA rules), consult your St. Martin's Handbook or the Purdue Online Writing Lab (OWL) or ask me.

Instances of plagiarism, representing without attribution the ideas of others, will be dealt with according to the procedure outlined in the most recent version of your student handbook. You are responsible for reading and adhering to the College's "Principles of Intellectual Honesty" explained there.

Requests for Academic Accommodation

In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you require as a student with a disability. Except in unusual circumstances, requests for academic accommodations need to be made during the first two weeks of the semester so that arrangements can be made. Students must register with the Dean of Advising and Co-Curricular Programs for verification and for determination of reasonable academic accommodations.

Federal Credit Hour Requirement

The student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Registrar's Office web site for the full policy and practice statement.

Evaluation of Learning

Your learning in this course will be evaluated in the following ways:

Writing Portfolios: 60%
Preparation/Participation: 40%

In general, grades will be assigned according to the following criteria.

Writing

A: Your portfolio is complete. Your cover letter describes and reflects in some detail on your learning to date as represented by the contents of your portfolio. The other work included exceeds expectations and requirements given in the assignments.

B: Your portfolio is complete. Your cover letter describes your learning to date as represented by the contents of your portfolio, and provides some (but not extensive) reflection and analysis. The majority of other pieces in your portfolio demonstrate a solid working understanding of the expectations and requirements given in the assignments.

C: Your portfolio is complete. Your cover letter provides minimal description and little reflection or analysis of your portfolio writing and your learning to date. The majority of other pieces included meet the minimum expectations and requirements given in the assignments or struggle to understand the material.

D: Portfolio was incomplete.

F: Portfolio was not submitted, or submitted late without advance notice and permission from me.

Participation and Preparation

A: You are a regular contributor to class discussion, active in small groups (your group works for the allotted time and stays on task). You have no unexcused absences.

B: On most days, you contribute to class discussion, and you are active in small groups. You have no more than 1 unexcused absence.

C: You only contribute to class discussion when called on and your responses when you're called on demonstrate the minimum for preparation. You are relatively quiet in small groups. You have at least 2 unexcused absences.

D: You do not voluntarily participate in class discussion, are silent in groups, and your responses when you're called on reflect minimal to poor preparation and/or engagement.

F: You have missed 6 or more class meetings (the equivalent of 2 weeks of the course).

Working Schedule

Here is an overview of the course that includes due dates for major writing assignments and some informal writing (you can expect to have informal writing most days when there isn't a draft or revision due). Check Moodle at least once between class meetings for week-to-week details about all reading and writing assignments.

Date	Discuss	Writing Due
Week 1 (Aug 27, 29, 31)	Introductions What makes writing good?	W 8/29 Syllabus questions F 8/31 Draft of your education autobiography uploaded to Moodle
Week 2 (Sept 3, 5, 7)	Education autobiographies Persepolis	W 9/3 informal writing - Persepolis
Week 3 (Sept 10, 12, 14)	Persepolis, cont. Kolln, Cohesion	M 9/10 Working draft of your Persepolis essay. Bring 3 copies with you to class.
Week 4 (Sept 17, 19, 21)	Persepolis revisions <i>Freire, Banking Concept of Education</i>	M 9/17 Persepolis revisions uploaded to Moodle. Sign up for a conference with me. W 9/19 Freire informal writing

Week 5 (Sept 24, 26, 28)	Freire drafts Harris, <i>Rewriting</i>	M 9/24 Working draft of your Freire essay. Bring 3 copies to class.
Week 6 (Oct 1, 3, 5)	Lanham, "Paramedic Method"	M 10/3 Freire drafts uploaded to Moodle. Sign up for a conference with me.
Week 7 (Oct 10, 12) ** Fall Break Oct 8-9	Diary of James P Boyd	F 10/12 MT Portfolios
Week 8 (Oct 15, 17, 19)	Emerson, "America Scholar"	M 10/15 Emerson drafts. Bring 3 copies with you to class.
Week 9 (Oct 22, 24, 26)	Boyd (work-in-progress reports) Rodriguez, <i>Hunger of Memory</i>	M 9/22 Emerson revisions
Week 10 (Oct 29, 31, Nov 2)	Rodriguez, cont. Harris, <i>Rewriting</i>	M 10/29 Rodriguez informal writing
Week 11 (Nov 5, 7, 9)	Rodriguez, cont. Boyd (work-in-progress reports)	M 11/5 Rodriguez drafts. Bring 3 copies with you to class.
Week 12 (Nov 12, 14, 16, 19) **Thanksgiving Break Nov 21-25	hooks	M 11/12 hooks informal writing
Week 13 (Nov 26, 28, 30)		Boyd research projects
Week 14 (Dec 3, 5, 7)	Lanham, <i>Revising Prose</i> Course Wrap Up	F 12/14 Final Portfolios

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