

English 095R: Introduction to Reading, Writing, and Rhetoric Fall 2016

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Course Description

ENG 095R Developmental Reading and Writing II. (3), I, II. Prerequisite: ENG 090 or ACT English and Reading sub-scores of 16 or above. Focuses on critical reading and academic writing. Provides strategies for comprehending and analyzing source material and integrating sources with written work, with an emphasis on thesis development, organization, voice and style.

ENG 095R combines the objectives of both developmental English/writing and developmental reading. Because this is an accelerated course, students are required to attend bi-weekly, one-hour workshop sessions with the Course Embedded Consultant (CEC). Students must attend a minimum of eight sessions (one hour each) with the CEC during the semester in order to pass ENG 095R. Policies regarding the role of CECs are explained below.

Required Texts and Materials

- *Language Awareness*, 12th ed. Edited by Paul Eschholz et. al. Bedford/St. Martin's, 2016.
- *A Pocket Style Manual*, 7th ed. With 2016 MLA Update. Edited by Diane Hacker. Bedford/St. Martin's, 2015.
- EKU email account to access Blackboard
- Course folder

Student Learning Outcomes

1. Students will demonstrate the ability to use critical reading strategies to construct meaning from text.
2. Students will write essays that respond critically to readings and that incorporate words or ideas of others appropriately.
3. Students will write academic essays that are rhetorically appropriate, organized, focused on a thesis, and developed with evidence and valid argumentation.
4. Students will develop strengths in writing through practice, revision, and attention to the composition process.
5. Students will demonstrate control of written language.

POLICIES

Attendance

Students are expected to attend class and actively participate in all aspects of the learning process. This includes class discussions, written work, and in-class activities. National and local studies have shown a direct correlation between attendance and grade performance. *Therefore, attendance is mandatory. Students who miss more than 10% of the regularly scheduled class meetings due to unexcused absences are subject to failing the course.* Students enrolled in a MWF section may not exceed 5 unexcused absences for the semester.

For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness (yours or a family member's), and other absences as outlined in the University's "Student Absence from Class" policy (http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf). When requesting that an absence be excused, **students should be prepared to document the reasons for the absence.** Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. **Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time.** Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <http://studentrights.ecu.edu/academic-integrity>. Questions regarding the policy may be directed to the Office of Academic Integrity.

Student Progress

Students should be aware that the instructor participates in the following reports on student progress: First Day of Attendance Faculty Drop, 4-Week Progress Reports, mid-term grade reports, final grade deadlines, and approved requests for updates from athletic programs. Mid-term grades will be posted on ECU Direct by October 10.

End of Drop/Add: August 28, 2016

Last Day to Drop without a Fee: September 18, 2016

Last Day to Drop with a Fee: November 13, 2016

For additional information about withdrawal policies, consult the Colonel's Compass:
<http://www.eku.edu/compass/deadlines/>

Withdrawal from a college readiness course counts as one semester of University enrollment toward the attempted completion of these requirements. Students not completing all college readiness requirements within 45 hours will be dismissed. See ECU's Development Program policies at <http://www.developmentaleducation.eku.edu/description/>

Course Requirements & Grading

Your grade in ENG095R will be calculated based on the following. Completion of each of the four major papers is required to pass the course.

<u>Assignment</u>	<u>Point Value</u>
Reading Responses:	200
In-class writing:	100
Drafts:	200
Paper 1: Definition Essay:	100
Paper 2: Difficulty Essay:	100
Paper 3: Audio Essay, song analysis:	100
Paper 4: Rhetorical Analysis:	200
Total:	1000

Course Embedded Consultant Record of Consultation: Eight (8) *required* to pass the course.

You have the option to revise your major papers if you score below an A. Revisions are due a week after the graded paper is returned. You must turn in your graded draft along with your revision.

Grading Scale: 900-1000 = A 800-899 = B 700-799 = C 699 and below = F

To pass ENG 095R and move on to ENG101, you must complete the course with a grade of C or above.

Assignment Description/Guidelines

Reading Responses: Reading responses will typically be 1 to 1.5 pages in length, typed and double spaced in 12 point font. Responses will include a brief summary of the reading, connections you see between the reading and your own experiences, connections to other readings, questions you have about the text, and vocabulary. Use the **Reading Response Template** posted on Blackboard to guide your responses. Responses are due at the start of class on the listed due dates (see daily schedule, below). Late homework will be accepted at my discretion and will receive a lowered grade. **Please date and title all work.**

In-class writing: These short in-class projects and assignments will include application exercises, group work, announced or unannounced quizzes on vocabulary and readings, etc. Most in-class work cannot be made up, so daily attendance is essential.

Major Papers: We will write often in this class, primarily in response to what we read. There will be much informal writing/daily work in addition to the four major essays. We will practice developing an academic voice through summary and analytical writing. Papers may be revised and re-submitted within one week of receiving the graded paper: papers with substantive revisions may receive a higher grade. *Failure to complete and submit any of the four major papers will result in failure of the course.*

Drafts: One goal of this course is to help you become comfortable with the **writing process** of drafting and revision. As such, you will write multiple drafts of each major paper and receive feedback on those drafts from me, the Course Embedded Consultant, and your peers. You **must** submit drafts on the days due. You will receive completion points for completing process drafts. Only the final draft of each paper will receive a letter grade.

Reading/Writing Workshops with Course Embedded Consultant

ENG 095R combines the objectives of both developmental English/writing and developmental reading. Because this is an accelerated course, students are **required** to attend bi-weekly, one-hour workshop sessions with the Course Embedded Consultant (CEC).

CECs provide additional feedback on writing and writing activities as well as reading support throughout the course. The Writing Fellow will attend classes, support in-class writing activities, and provide individualized one-on-one consultations in the Noel Studio.

CECs are not course instructors, so you should direct all questions about grading, assignments, and course requirements to the instructor. Writing Fellows will not edit papers for you but will provide specific feedback on a variety of reading and writing issues that will help you grow as a reader and writer.

Students must attend a minimum of eight sessions (one hour each) with the Course Embedded Consultant (CEC) during the semester in order to pass ENG 095R. As part of the eight session requirement, each of the four assigned essays must include documentation, in the form of a Record of Consultation, of at least one writing workshop with the CEC on that particular assignment or the paper will receive a grade of zero/F. Some of the daily assignments will have a CEC component built-in as well. To receive credit for these assignments you will need to provide a Record of Consultation.

It is your responsibility to schedule at least one, one-hour workshop with the CEC most weeks throughout the semester. It is also your responsibility to keep your scheduled appointment. If you are unable to attend your scheduled workshop, please notify the CEC as soon as possible so she may make the best use of her time.

She will reschedule as her availability allows but there is no guarantee that she will be able to reschedule if you miss your scheduled consultation.

Grading: Your CEC is in no way responsible for your grade. She will not grade work that you complete, nor will she predict grades for you. Instead, she will help you understand the criteria for grading and look for areas where you can improve. Additionally, you alone are responsible for the quality of your work and the choices you make in your writing.

The CEC will provide you with a Record of Consultation each time that you meet. Some of these you will turn in with certain assignments as directed. Be sure to keep all Records of Consultation together in a folder as they are returned, as you will need to turn these in periodically throughout the semester. You must have a record of a minimum of eight consultations in order to pass the course.

OTHER CLASS POLICIES

- Come to class prepared and ready to work.
- Purchase all required texts and materials for this course and bring them to each class.
- If you must be absent, notify me via email and check Blackboard to get the assignments for the next class.
- If you have questions or concerns about the class or assignments please stop by after class or make an appointment to meet with me. You may also e-mail or phone me during my office hours.
- In a successful learning environment everyone is respectful of and courteous toward each other. Active listening is the key to respect and that generally means one person talking at a time. Please give your full attention to the person speaking.
- Please turn off cell phones before class begins.
- Please note that multi-page assignments will not be accepted unless they are secured with a staple or paper clip.

Email

All communication in this course will be sent via ECU email or posted on Blackboard. Therefore, you must regularly check your ECU email and Bb account.

Make-Up Work

Make-up work will be accepted at the instructor's discretion. Much in-class work cannot be made up. If you miss class it is your responsibility to find out what you missed before the next class meeting and to come to that class prepared. Assignments turned in past the due date will have points deducted from the grade.

Student Resources:

- ECU Transition & University Services (Whitlock) 622-2306
<http://www.transition.ecu.edu/>
- The Noel Studio (Crabbe Library) 622-7330 www.studio.ecu.edu
- ECU Gurus 622-7903 <http://gurus.ecu.edu/>
- Information Technology (IT) 622-3000 <http://it.ecu.edu/>

DAILY SCHEDULE, ENG 095R, FALL 2016

***Note: I reserve the right to change this schedule as necessary, with notice. You are responsible for all content covered and assignments due on days you are absent .

	In-class activities	Due in class
	Week 1	
8/22	Monday Introductions In-class writing 1: College Goals Expectations	
8/24	Wednesday Noel Studio Orientation MARS Survey **Meet in Noel Studio**	
8/26	Friday Discussion Guidelines Responsibilities as a Student	Introduction Essay
	Week 2	
8/29	Monday Introduce Metacognition Cover key terms of metacognition	
8/31	Wednesday More on Metacognition Introduce think-aloud reading strategy In-class writing 2: reflect on think-aloud Hand out reading-response template	Bring in copy of Zanuttini, "Our Language Prejudices Don't Make No Sense" (pdf or textbook)
9/2	Hand out metacognition bookmark Focus on reading. Practice think aloud. Each group takes a paragraph. Discuss feelings about reading.	Reading Response (RR)1: Zanuttini
	Week 3	
9/5	Monday—Labor Day: no ECU classes	
9/7	Wednesday Reading Strategy: Talking to the Text/Annotating In-class writing 2: Talking to the text with Pinker, "Words Don't Mean What They Mean"	
9/9	Friday Talking to the text: Shanker, "Is the 'Natural' Label 100 Percent Misleading?" Hand out Definition Essay Assignment	RR 2: Pinker
	Week 4	
9/12	Monday Think Aloud: Kleinman et. al., "The Social Harms of 'Bitch'"	RR 3: Shanker
9/14	Wednesday Think Aloud and Talking to the Text: Johnson, "What's Really Going on with the Word 'Thug' – And Why I'm Not Ready to Let It Go"	RR 4: Kleinman et. al.

9/16	Friday Prewriting for Definition Essay	RR 5: Johnson
	Week 5	
9/19	Monday In-class writing time for Definition Essay **Meet in Combs 202A, computer lab**	
9/21	Wednesday Workshop essays	First Draft of Definition Essay
9/23	Friday Group Conferences	
	Week 6	
9/26	Monday Peer Review	Second Draft of Definition Essay
9/28	Wednesday Introduce Difficulty Essay Reading Strategy: Previewing Preview Swift, "A Modest Proposal" Use Seed Discussion Organizer	Final Draft of Definition Essay
9/30	Friday— Assurance of Learning Day: No ECU classes	
	Week 7	
10/3	Monday Review using metacognition strategies Discuss Swift	RR 6: Swift, "A Modest Proposal"
10/5	Wednesday Reading Strategy: Dialogic Notetaking Practice Dialogic Notetaking with Irving Kristol, "Pornography, Obscenity, and the Case for Censorship" http://www.rense.com/general87/obscenity.htm	
10/7	Friday Prewriting for Difficulty Essay	RR 7: Midterm Reflection Essay
	Week 8	
10/10	Monday— Midterm Grades posted by midnight In-class writing time for Difficulty Essay **Meet in Combs 202A, computer lab**	
10/12	Wednesday Workshop	First Draft of Difficulty Essay
10/14	Friday Group Conferences	
	Week 9	
10/17	Monday— Fall Break: no ECU classes; offices closed	
10/19	Wednesday Peer Review	Second Draft of Difficulty Essay

10/21	Friday Preview Audience Audience and sound in advertising	Final Draft of Difficulty Essay
	Week 10	
10/24	Monday Introduce multi-modal project Listen to audio essays	
10/26	Wednesday Audacity workshop with Noel Studio	
10/28	Friday Discuss Roberts In-class writing: Apply ideas to song	1. RR 8: Roberts, "Speech Communities" 2. Print out transcript of song lyrics
	Week 11	
10/31	Monday Discuss Sheffield, "Rumblefish" Apply to audio script	RR 9: Sheffield "Rumblefish" (pdf)
11/2	Wednesday Workshop script	Draft of audio essay script
11/4	Friday Noel Studio Workshop on audience	First Draft of recorded audio essay
	Week 12	
11/7	Monday Peer review using dialogic notetaking	Second Draft of recorded audio essay
11/9	Wednesday Play audio essays in class; debrief	Final Draft of recorded audio essay
11/11	Friday Transition to formal rhetoric Introduce rhetorical analysis essay	
	Week 13	
11/14	Monday Reading Strategy: Says-Does Method Reading discussion	RR 10: Cross, "Propaganda: How Not to be Bamboozled"
11/16	Wednesday Reading discussion	RR 11: Lutz, "The World of Doublespeak"
11/18	Friday Model Analysis: "Letter from Birmingham Jail"	Annotations of King, "Letter From Birmingham Jail."
	Week 14	
11/21	Monday Discuss readings, plan analysis. Prewriting.	Read Kennedy, "Inaugural Address" and Malala Yousafzai, "Address at the Youth Takeover of the United Nations"
11/23	Wednesday— Thanksgiving Break	
11/25	Friday— Thanksgiving Break	

	Week 15	
11/28	Monday Review rhetoric Use Says-Does method	
11/30	Wednesday In-class writing day **Meet in Combs 202A, computer lab**	
12/2	Friday Workshop	First Draft of Rhetorical Analysis
	Week 16	
12/5	Monday Conferences	
12/7	Wednesday Conferences	
12/9	Friday Peer Review	Second Draft of Rhetorical Analysis
	Finals Week	
		RR 12: Final Reflection Essay Final Draft of Rhetorical Analysis