

Ryan House

Avery 469

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Office Hours: Monday and Friday @ 12-1 pm and by appointment

**Catalog Description:**

Pre-req writing placement exam or Engl 100. Designed to develop students' academic writing, critical thinking, rhetorical strategies, reading and library skills. Credit not granted for more than one: Engl101, 105, and 198.

**Course Description:**

This class is designed to help you improve your writing process, research skills, and revision techniques. Using elements of digital humanities, we'll explore ideas of digital community, communication, and creativity. We'll also touch on topics such as basic college/computer skills, Web 2.0, copyright, music, video games, advertising, celebrity, and more. And, of course, we will focus on writing college-level, academic papers.

**Required Texts:**

*The Academic Writer* (3rd Ed.) by Lisa Ede

*Thru-You* – Kutiman (Available online [here](#) and [here](#))

\* All other readings will be provided digitally on Angel.

**Course Goals:**

By the end of ENGLISH 101 students will:

- Understand that critical thinking and reading are integral parts of writing well.
- Understand and demonstrate how rhetorical knowledge and awareness can improve their writing.
- Illustrate knowledge of information literacy in selecting and using resources in their writing.
- Understand that writing is a process that requires multiple drafts, revision, and reflection.
- Demonstrate knowledge and understanding of writing conventions.

**Portfolio:**

All ENGL 101 courses are portfolio-based. The portfolio is the primary means for evaluating student work in the composition program at WSU because it honors both the processes and products of writing. Your portfolio will consist of a significantly revised cover letter, final research project, and at least two of your other projects.

I will be giving you feedback on all of the writing projects that you submit following the peer workshop and feedback, but you will not receive grades on the *drafts* of your portfolio projects. Every composition course at WSU uses this method of postponed grading in order to ensure that the focus of the course is on the revision of what you've written. Once you receive the draft that contains my feedback and comments, you will have the rest of the semester to

revise your projects before submitting them for the portfolio. The portfolio will be evaluated holistically at the end of the semester and may be reviewed by other readers. **You must turn in every project in order to pass the course.** Keep *all* of the drafts that you do. Don't simply save changes over existing drafts! 101 Policy states that I can refuse to accept a project for which you have no preliminary drafts.

### **Portfolio Evaluation Criteria:**

All students in ENGL 101 will be assessed on the following criteria:

- Critical thinking, reading, and writing (Meets Goals 1, 4, 5, 6)
- Rhetorical knowledge and awareness (Meets Goals 1, 4, 5, 6)
- Information literacy (Meets Goals 1, 4, 5, 6)
- Processes of writing (Meets Goals 1, 4, 5, 6)
- Knowledge of conventions (Meets Goals 1, 4, 5)

Indicates which of the [Seven Learning Goals of the Baccalaureate](#) are met by ENGL 101.

### **Writing Assignments:**

For the major writing assignments, you will also be required to turn in mini-portfolios. This is to familiarize you with the portfolio process while the stakes are still *relatively* low. There will be detailed assignment sheets and guidelines for each of these projects. **Projects that are not turned in by the due date for the mini-portfolio will not be eligible for submission in the final portfolio.**

#### **Project 1: Technology Inventory and Autobiography:**

-- An examination of the technology you use as a part of daily life and a reflection on how you came to be so technologically savvy (or not).

#### **Project 2: Paraphrase / Summary of Scholarly Article:**

-- An exercise in paraphrase and summary of a scholarly article. The article will be provided.

#### **Project 3: Rhetorical Analysis:**

-- An analysis of the rhetorical choices employed in Kutiman's *Thru-You*. You will analyze a section of the text, analyze its source materials, and make an arguable claim about the rhetorical situation at the intersection of the two.

#### **Project 4: Research Prospectus:**

-- A preliminary survey of what you'd like to research and write about for your research assignment. All topics must be approved. An updated prospectus will be due after the annotated bibliography is finished.

#### **Project 5: Annotated Bibliography**

-- A summary and analysis of the sources you have gathered for use in your research paper. The annotated bibliography must be made into a literature review to be eligible for the major portfolio.

#### **Project 6: Research Paper**

-- The culmination of your focused research! You will closely examine, analyze, and make an arguable claim about a remix, remediation, or reworking of a text or texts.

#### **Project 7: The Remix:**

-- A remediation of your research paper accompanied by a written justification and short presentation.

*A note on project eligibility for major portfolio:*

*Your major portfolio must include three projects. Projects #3 and #6 must be included in the major portfolio, fulfilling two of the three requirements. Projects #1, #4, and #7 are*

excluded from eligibility. This leaves you the option of including either #2 or #5 to complete the third project requirement.

**Because #1 and #4 are not eligible for the portfolio, mini-portfolios will not be necessary. However, mini-portfolios are required for all other assignments regardless of their inclusion in your major portfolio.**

**Mini-Portfolio Requirements:**

- **A reflective essay** – a short essay concerned with your writing experience. You are to reflect on your work, methods, and development as a writer.
- **A rough draft**
- **A response to peer comments**
- **A revised draft**

**Major Portfolio Requirements:**

- **A revised cover letter** – a longer essay concerned with your experiences in the course overall; a reflection on your progress.
- **Intermediate drafts of all included projects**
- **Responses to my comments for all included projects**
- **Final drafts of all included projects**

**Reading Responses:**

In addition to these projects, you are required to respond to the various class readings through a dedicated online forum. Responses should demonstrate your understanding of the readings, provide insight from your unique viewpoint, and illustrate how you will incorporate its meaning into your own writing / overall education. In other words, I want you to tell me what the article is about, what you think about it, and how it might make your writing better. As part of your participation grade, you are required to post a reading response for each class reading, comment on two (2) classmates' responses, and finally, respond to a comment left on your original post. Your first post is due before the start of class for which the reading is assigned. Your responses are due by midnight of that same day.

**Individual Meetings:**

During week 8, students will meet with me for a brief, 10-15 minute conference in order to discuss the progress of your research. Class will not meet at the regularly scheduled times, however there will be assignments throughout the week deadlines that coincide with our class times. **Your meeting with me will count as your attendance for the entire week.** In other words, **missing our meeting is the equivalent of missing three (3) days of class.** Don't miss it. More information will be given in the weeks preceding.

**Grade Distribution:**

50%	Major Portfolio
30%	Reading Responses, In-Class Writing, and other Activities (Participation)
10%	Mini-portfolios
10%	Final Presentation

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/1000      Points Possible

### **Grading Scale:**

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
0-63%	F

### **WSU Grading Standards:**

*The grading for ENGL 101 follows WSU standards:*

*A: Outstanding achievement-awarded only for the highest accomplishment*

*B: Praiseworthy performance-above average in most respects*

*C: Satisfactory performance-work meets the standards for competency*

*D: Minimally passing-effort and achievement less than satisfactory.*

### **Midterm Grades:**

Due to the nature of the portfolio system, which emphasizes process over product, students who are making satisfactory progress in the class (i.e., turning in assignments on time, meeting basic assignment requirements, attending class regularly, etc.) will receive a midterm grade of "X," which indicates that coursework is in progress. Students who are not making satisfactory progress will receive a grade of C- or below as a warning and are strongly encouraged to meet with their instructor. Students who belong to an organization that requires proof of satisfactory progress (not a grade) in writing may request that their instructor sign a Progress Report Form.

### **Project Submission Guidelines:**

All work should be formatted according to MLA guidelines. This means Times New Roman 12 pt. font, 1" margins all around, double spacing with NO extra spaces between paragraphs, and proper page numbering, etc. ***Formatting absolutely matters; assignments not formatted correctly will be considered incomplete and any grade given will reflect that.***

**Late assignments will automatically lose half credit.**

### **Attendance:**

Because of the collaborative nature of the course and the intensive in-class work required, regular attendance is crucial for student success. Roll will be taken daily. A maximum of six (6) absences are allowed for MWF classes. Students will fail the class upon the 7th absence. All absences, including University Excused Absences, count toward the total number of absences. **In English 101, as in any of your classes, if serious illness or emergencies prevent you from attending class, you should contact the Dean of Students.**

I will take roll each class meeting at the beginning of class. If you are tardy, it is your responsibility to make sure that you are not marked absent by telling me at the end of class. I

understand that some absences and tardies cannot be avoided, but it is your responsibility to take that into account when you are late or miss class.

**No absence is excused. Nothing counts for attendance except being in class (excluding days when class does not physically meet, obviously).**

Arriving more than 5 minutes but less than 15 minutes late is considered tardy. **Being tardy three (3) times equals one (1) absence.** Arriving more than 15 minutes late constitutes an absence.

### **Makeup Work:**

Because of the collaborative nature of the in-class work, I am unable to allow makeup work for many of these assignments. For University-sponsored absences (you must obtain the proper paperwork BEFORE the absence) and extreme illness, I will assign writing assignments that I feel are the equivalent of the in-class work. This makeup work will be assigned at my discretion and must be turned in within one week of the absence in order to receive credit. Other absences may be considered eligible for makeup work if they are discussed with me in advance, or if you provide documentation of the reason for the absence and as long as absences do not become excessive. **Note: A doctor's note does not mean that the absence is excused, and the final decision regarding make up work is mine to make.**

### **Academic Integrity:**

The [Council of Writing Program Administrators](#) (CWPA) states that "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." The [WSU Academic Honesty "Policy"](#) (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Assistant Director of Composition and the Office of the Dean of Students and will fail the class.

### **Reasonable Accommodation:**

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

### **WSU Safety Statement:**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

### **Etiquette:**

This classroom will be a learning community as we come to understand the nuances of writing in an academic setting together. Please be respectful of the community we are building. Any behavior that is disruptive to class will not be tolerated and could result in an absence for

those involved. This includes sleeping, eating noisily, being rude to your classmates, talking while someone else is talking, and any other behavior that becomes problematic. Use common sense and decency.

**What I expect from you:**

- To come to class prepared, on time, and willing to participate
- Academic honesty – plagiarism is a serious offense.
- Self-responsibility – Ultimately, you alone are responsible for how you perform in this class. Act like it.
- Effort – Put some forth.

**What you can expect from me:**

- To be available for help/conferences – office hours and/or by appointment
- To fairly hold you all to the rules set forth in this syllabus. I'm not asking of you anything that I don't expect you are capable of.
- A commitment to helping you become better writers, and by extension, thinkers.

**Electronic correspondence:**

**You are responsible for communications sent through the university's email server. Get into the habit of checking it regularly.**

I am glad to answer questions via email. However, you should treat email as a form of communication between two professionals. Use greetings and **complete sentences**, sign your name at the end, and never use text language. **I reserve the right to not respond to emails that look like tweets, Facebook status updates, or text messages.** I try to respond to emails in a reasonable amount of time, but do not expect that I will always respond to emails after normal business hours. And please, do not email me questions that have been answered elsewhere. Check all assignment sheets, class notes, Angel announcements, and this syllabus before emailing me.

**Personal Communication Devices/Laptops:**

Generally speaking, cell phones and laptops may both be used so long as it is for class-related activities and I encourage you to come up with creative uses for technology in the classroom. That said, use common sense: if you were speaking with a co-worker or having dinner with a friend you wouldn't tweet in their face, so please show your classmates and me the same respect.

Cell Phones: Again, use common sense and courtesy. If someone is in front of the class speaking, show them respect by directing your attention to them. If you are working with a group, show them respect by contributing to the work. You will not be fooling anyone. Everyone can tell the difference between the look on your face when you're Googling a term for the class and when you're playing Candy Crush. Also, please **set your phone to silent, not vibrate!**

Laptops: I encourage all students to bring laptops or tablets to class for note-taking and writing exercises. If you do not have one you may speak to the library staff about laptop rentals (or, if possible, purchase a cheap netbook for roughly the same price). **Students without reliable computer or internet access should speak with me as soon as possible.** I reserve the right to order students to close their laptops and take notes the old fashioned way if I suspect that more people are Facebooking than participating. Stay off of Facebook.

If I catch you misusing phones and computers, **you will be marked absent for the day without any warning or notification.**

**I reserve the right to change the Personal Communication Devices and Laptops policy at any time.** If these privileges are abused, they will be taken away – from everyone. Police yourselves. Practice self-control.

**Earphones are not okay. Ever. Put them away upon entering the classroom.**

**Computer problems are not a valid excuse for anything. Many viable solutions and alternatives are available.**

**Please note that I am not tech support.** Feel free to come to me with questions about your tech, but know that I will mostly direct you to applicable avenues of assistance (or Google).

### **Additional Resources:**

#### **Avery Microcomputer Lab (AML)**

All ENGL 101 students have access to the services and facilities of the AML (Avery 101, 103, & 105), including free printing.

### **Writing Center**

Students are encouraged to visit the Writing Center, which provides free, walk-in peer tutoring service. The Writing Center is located in CUE 403. The ENGL 101 program strongly encourages use of the face-to-face Writing Center. Online tutoring is available through [eTutoring](#).

### **ENGL 102**

A one-credit writing workshop. Beginning the 3rd week of classes, students and a facilitator meet in small groups once a week to revise projects for ENGL 101 or any other course. Contact [Writing Programs](#) for more information. You can sign up for the class on [zzusis](#).

### **Course Calendar**

What follows is the projected course calendar for the semester. I reserve the right to adjust this calendar in order to better serve the needs of the class. Although I will always alert you to changes, students should regularly check the calendar. It is a good practice for all of your classes. The due dates for major projects will remain unchanged even if the daily readings and in-class assignments are adjusted (unless otherwise stated).

Date	In-Class Activities	Readings	Assignments Due
<b>Week 1</b>			
Monday – 8/25	Introduction to Course		
Wednesday – 8/27	Writing and Reading <b>Begin Tech Autobiography</b>	AW – Ch. 1-2 (p.1-33)	
Friday – 8/29	The Writing Process	AW – Ch. 3	Syllabus Quiz – Due at class time

<b>Week 2</b>			
Monday – 9/1	Labor Day	No Class	
Wednesday – 9/3	AML Orientation	Avery 105	<b>Tech Autbio Due by Midnight</b>
Friday – 9/5	Rhetorical Situations	AW – Ch. 4	
<b>Week 3</b>			
Monday 9/8	The Significance of Remix	“RW, Revived” – Lawrence Lessig (Angel)	Bring Reading to Class
Wednesday 9/10	Strategies for Reading at the College Level	AW – Ch. 9 & 10 “Remixing Old and New Literacies” – Gainer & Lapp (Angel)	Bring Reading to Class
Friday 9/12	Paraphrasing Vs. Summarizing / How to Not Plagiarize <b>Begin Paraphrase and Summary Project</b>	“Remixing Dilemma” – Hill, et al (Angel)	Bring Reading to Class
<b>Week 4</b>			
Monday 9/15	Peer Reviewing / AFOSP	TBA	
Wednesday 9/17	Project #2 Peer Review		Rough Draft of #2 Due by Class Time
Friday 9/19	Rhetorical Analysis	Aristotle’s Three Appeals Primer (Angel)	<b>Paraphrase / Summary Mini-Portfolio Due by Midnight</b>
<b>Week 5</b>			
Monday 9/22	Rhetorical Analysis, Cont. <b>Begin Rhetorical Analysis Project</b>	AW – Ch. 12 <i>Thru-You</i> - Kutiman	
Wednesday 9/24	Writing About Music	“Musical Cheese” – Dettmar, Richey (Angel)	Bring a song and headphones to class
Friday 9/26	Peer Review – Rhet. Analysis (Possibly Online)		Rough Draft of Rhet. Analysis Due by Class Time



<b>Week 6</b>			
Monday 9/29	Revision	AW – Ch. 14	Working Draft of #3 Due in Class
Wednesday 10/1	Digital Communities	“Virtual Worlds, Play Ecosystems, and the Ludisphere” – Pearce (Angel)	<b>Rhetorical Analysis Mini-Portfolio Due By Midnight</b> Bring Reading to Class
Friday 10/3	Digital Communities, cont. <b>Begin Research Prospectus</b>	“Chain World Videogame Was Supposed to be a Religion—Not a Holy War” – Fagone (Angel)	Bring Reading to Class
<b>Week 7</b>			
Monday 10/6	Library Instruction <b>Class Will Meet in Terrell Lower Online Classroom, Ter. #20E</b>		
Wednesday 10/8	Choosing Topics	AW – Ch. 11	
Friday 10/10	<b>Begin Annotated Bibliography</b>	TBA	<b>Research Prospectus Due Friday</b>
<b>Week 8</b>			
Monday 10/13	Individual Meetings	AW – Ch. 7 (p. 170 - 190)	<b>RESEARCH!</b>
	<b>Class Not Meeting!</b>		
Wednesday 10/15	Individual Meetings	AW – Ch. 7 (p. 198 - 208)	<b>RESEARCH!</b>
	<b>Class Not Meeting!</b>		
Friday 10/17	Individual Meetings	AW – Ch. 7 (p. 209 - 231)	<b>RESEARCH!</b>
<b>Week 9</b>			
Monday 10/20	Working with Sources – Evaluating		Optional: Bring Any Source That You Are Unsure Of
Wednesday 10/22	Working With Sources – Summarizing	A Source From Your Research	Bring That Source to Class
Friday 10/24	Working With Sources- Citations	TBA	<b>Updated Research Prospectus Due in Class</b>

<b>Week 10</b>			
Monday 10/27	Peer Review for Annotated Bibliography		<b>Rough Draft of A.B. Due in Class</b>
Wednesday 10/29	Working with Sources-Synthesis	AW – Ch. 5	<b>Annotated Bib Mini-Portfolio Due by Midnight</b>
Friday 10/31	Planning and Drafting <b>Begin Research Paper</b>	AW – Ch. 12	
<b>Week 11</b>			
Monday 11/3	Planning and Drafting, pt. 2	Student Paper - TBA	<b>Bring Reading to Class</b>
Wednesday 11/5	Making Claims and Supporting Them	AW - Ch. 6	<b>Bring Annotated Bib to Class</b>
Friday 11/7	MLA Style and Citations Workshop	TBA	
<b>Week 12</b>			
Monday 11/10	Peer Review – Research Paper		<b>Rough Draft of Research Paper Due in Class</b>
Wednesday 11/12	Revision Workshop		<b>Bring Research Paper to Class</b>
Friday 11/14	<b>Class Not Meeting</b>		<b>Research Paper Mini-Portfolio Due by Midnight</b>
<b>Week 13</b>			
Monday 11/17	<b>Class Not Meeting</b>		
Wednesday 11/19	<b>Begin The Remix</b>	AW – Ch. 13	
Friday 11/21	<b>Class not Meeting - Online Activity</b>		<b>Remix Abstract / Feedbacking</b>
<b>Week 14</b>			
Monday 11/24			
	<b>No</b>	<b>Thanksgiving</b>	

Wednesday 11/26			
	<b>Classes</b>	<b>Break!</b>	
Friday 11/28			
<b>Week 15</b>			
Monday 12/1	Revision / Literature Review Workshop		<b>Bring Portfolio Projects to Class</b>
Wednesday 12/3	Revision / Literature Review Workshop		<b>Bring Portfolio Projects to Class</b>
Friday 12/5	Presentations - Place TBA		<b>Remix Project Due at Start of Class</b>
<b>Week 16</b>			
Monday 12/8	Revision		<b>Bring Portfolio Projects to Class</b>
Wednesday 12/10	No Class		<b>Early Submission of Final Portfolio Begins</b>
Friday 12/12	No Class	Enjoy the Break!	<b><i>Final Portfolio Due by 6 p.m.</i></b>