Writing About Popular Culture

English 101.38 College Composition - 3 Credits [WRTG]

Instructor:

Ryan House

Email:

ryan.house@wsu.edu

Class Room:

Avery Hall 12

Class Time:

Tu/Th: 4:15 - 5:30

Office Location:

Avery 483

Office Hours:

T / Th @ 1:30 – 2:30

Required Course Materials:

The Academic Writer, 4th Ed. Ede, Lisa. Bedford / St. Martins.

*Supplemental readings will be provided.

Catalog Description

Course Prerequisite: Appropriate Writing Exam score or completion of ENGLISH 100 with an S grade. Designed to further develop students' academic writing, critical thinking, rhetorical strategies, reading and library skills. Credit not granted for more than one of ENGLISH 101 and 105.
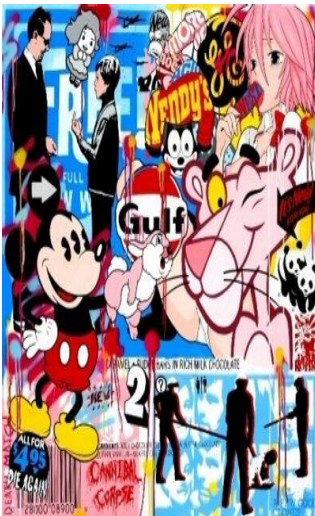
Course Overview

English 101 is an introductory course in academic analysis, research, and writing designed to introduce you to academic discourse and to prepare you for writing in the university. This course is focused on the subject of pop culture, and our readings and discussions will focus on exploring various depictions and conceptions of the media we engage with nearly every day of our lives. Our readings and viewings will include a number of texts, theoretical pieces, and academic articles that are designed to help us explore and understand the various ways in which this popular culture shapes and is shaped by contemporary society.

Course Goals and Learning Outcomes

By the end of English 101, students will:

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

	At the end of this course, students should be able to perform the following:	Course topics that address this learning outcome:	Primary evaluation of this outcome:
Critical and Creative Thinking	Integrate and synthesize knowledge from multiple sources. Access the accuracy and validity of findings and conclusions. Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetic judgments. Understand diverse viewpoints, including different philosophical and cultural perspectives.	Critical reading; reading rhetorically; academic writing; rhetorical analysis; using sources; analysis; class discussion.	Informal writing activities, formal writing activities, and final portfolio.
Information Literacy	Determine the extent and type of information needed. Access information effectively and efficiently from multiple sources. Assess credibility and applicability of information sources. Use information to accomplish a specific purpose. Access and use information ethically and legally.	Summary; using sources; source analysis; logical fallacies; citation.	Informal writing activities, summaries, annotated bibliography, and final portfolio.
Communication	Recognize how circumstances, background, values, interests, and needs shape communication sent and received. Tailor messages to the audience. Express concepts and beliefs in coherent, concise, and technically correct form.	Rhetorical analysis, audience awareness, genre conventions, writing processes, academic writing conventions, style.	Peer response; formal writing activities; informal writing activities, website, and final portfolio.
Diversity	Critically assess their own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies. Critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to one another.	Active reading, reading rhetorically, class discussion, rhetorical analysis, claims and evidence, critical reading, and critical analysis.	Formal writing activities, website, and final portfolio.

Coursework

This is a writing course, so you should expect to be writing nearly every day. There will be both informal, homework writing assignments as well as formal, portfolio assignments. All written assignments must follow MLA style as outlined in the *MLA Handbook*. The Purdue Online Writing Lab is another great source for the guidelines and can be accessed via this link: https://owl.english.purdue.edu/owl/resource/747/01/.

Evaluation:

Your final grade will be calculated according to the following percentages (and adjusted for absences and/or late and missing work):

- **Final Portfolio (60%) –** The major project for this course will be a collection of your work that will include an introduction (cover letter), select informal writings, all materials for the research paper, and all materials for two of the three remaining formal writing assignments: the rhetorical analysis essay, the synthesis essay, and/or the multimodal remix and justification paper.
- **Homework (30%)** – There will be informal writings and occasional homework assignments asking you to reflect on or analyze readings and prepare for class discussions and assignments.
- **Participation and discussion (10%)** – We will be reading and discussing texts nearly every day. The readings listed on the calendar for each date must be completed prior to the beginning of class. Please come to class prepared to participate in both small group activities and class discussions based on the readings assigned for that day. This portion of your grade will be based on the quantity and quality of your participation in these discussions and activities. Although attendance is part of this grade, merely showing up for class is not enough to earn an A for this portion of your grade. You must be engaged in the process of learning.

Final Portfolio:

This course is portfolio-based, which means that your final project will collect a selection of your writings from the course and present them as representation of your experience and growth over the course of the semester. To show this growth, you will submit versions of your writing from throughout the writing process. Thus, it is vitally important that you retain these drafts during the semester. The portfolio will consist of a cover letter, select informal writings, the research paper, and two of the three remaining formal writing assignments: the rhetorical analysis essay, the synthesis essay, or the multimodal remix and justification paper.

For these assignments, you will be required to submit drafts that will receive feedback from your peers. Then, you'll submit an updated draft to me as part of a mini-portfolio to receive feedback. These drafts will then undergo a final round of revision before being included in the Final Portfolio before receiving a grade.

Formal Writing Assignments:

- **Rhetorical Analysis**, in which you will analyze the rhetorical choices made in chosen advertisements.
- **Synthesis Essay**, in which you will combine information from multiple sources to discuss a topic.
- **Research Essay**, in which you will research an aspect of pop culture you find interesting, troubling, or otherwise worthy of research.
- **Multimodal Remix,** in which you will rework an aspect of your research essay using a new medium and provide a justification statement about the choices made in the design.

All formal writing assignments must be submitted, regardless of their inclusion in the final portfolio.

Mini-portfolios:

For each of the formal writing assignments, you will submit a printed (and stapled) mini-portfolio in class on the due date. Each mini-portfolio will consist of a cover letter, formal outline, any pre-writing materials you

wish to include, an initial draft with peer comments and responses to that feedback, and a revised draft. All components should be collected in *one* file. You **must** submit a mini-portfolio for the assignment for it to be eligible for submission in the final portfolio. See course schedule for due dates.

Feedback:

After submission of the mini-portfolio, I will review and provide feedback to the revised draft of your assignment. This feedback will be typed and enumerated to correspond with marks left on your paper. For the final portfolio, you will need to insert these comments into the revised draft (not the final draft) along with your response and plan for revision.

File Naming:

Because we will be handling various versions of your essays, it's important to keep them straight. File names should reference **3 things: your name, the assignment, and the version.**

Examples: "house_rhetorical_initial.docx" **/ "**house_research_revised.docx" **/** "house_synthesis_final.docx"

Files that do not follow these conventions will not be accepted / graded / reviewed / acknowledged.

All files must be MS Word documents (.DOC or .DOCX)! *All other file types will be ignored!*

Portfolio Outcomes:
All students in ENGL 101 will be assessed on the following Outcomes:
- Rhetorical Awareness (Meets Goals 1, 4, 5, 6)
- Critical Thinking (Meets Goals 1, 4, 5, 6)
- Information Literacy (Meets Goals 1, 4, 5, 6)
- Processes of Composing (Meets Goals 1, 4, 5, 6)
- Knowledge of Conventions (Meets Goals 1, 4, 5)

Items in parentheses indicate which of the Seven Learning Goals of the Baccalaureate are met by ENGLISH 101. See end of syllabus for more details.

Homework:
Reading Responses:
Beginning in week 2, reading responses will be assigned to ensure ample discussion and participation. Prompts for these responses will be made available via Blackboard. Responses are expected to address the question or idea in the prompt and should be between 150 - 250 words. Students are required to have their responses accessible in either paper or digital form during the class for which the reading is scheduled. *Responses should be submitted to Blackboard prior to the beginning of class.*

Students are also responsible for having access to the day's readings in class through either digital or physical means.

Participation:
In-Class Activities:
In addition to reading responses and/or class discussion, I may ask you to complete a combination of writing activities: quizzes, group work, timed writing, rhetorical exercises, etc. These writing activities will allow you to try out rhetorical strategies and reflect on course content, and they are imperative to meeting the course goals. **Failure to participate can negatively impact your grade. These assignments cannot be made-up.**

Peer Review:
For each of the formal writing assignments, you will be required to participate in peer review. Engagement with the writings of other students is a vital part of the learning process as it allows you to recognize in others' writing what may or may not work in your own. These peer review exercises will be graded and

included in your participation grade for the course. **See course schedule for due dates. Peer Review cannot be made-up. However, if you miss peer review, you may visit the writing center for feedback to receive full credit for the mini-portfolio.**

Mid-Term:

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.

Attendance:

Attendance in this class is vital for your success. This course is collaborative in nature and requires extensive in-class work. Therefore, consistent attendance is integral to your learning. As your instructor, I want you to attend class. As students, you are responsible for communicating with me when you are absent; you are also responsible for the missed material (see course Make-Up and Late Work policies).

Roll will be taken daily to encourage regular attendance. After two total weeks of absences, the following attendance penalty will apply:

For students who miss five (5) or more total classes, any final grade above a C will automatically be reduced to a C. Grades of C- or below are still possible.

Regardless of the number of absences, students are responsible for meeting the English 101 Portfolio Outcomes. The daily course work and in-class activities directly support these Outcomes. Therefore, missing key course material due to excessive absences may further reduce a student's final grade, even after the attendance penalty is applied. This policy does not distinguish between "excused" and "unexcused" absences. Per the WSU Academic Regulations, absences for military service or Access Center accommodations are considered separately. All other absences, including University Excused Absences, count toward the total number of absences. Again, students with multiple and/or extended absences should communicate with the instructor as soon as possible.

Note: Students are required to turn in all major assignments and the Final Portfolio in accordance with the instructor's Late Work policy in order to pass the class. Students who do not turn in one or more major projects will fail the course, regardless of attendance.

Because this class relies on discussion and in-class activities, active participation is expected from each student during each class. Merely sitting in the classroom does not constitute attendance. If I see that you are sleeping or engaged in non-class related activities, you will be marked absent and potentially asked to leave the classroom. Students must be active in the classroom as well as follow the policies below in order to be counted present:

- Keep your cell phone out of sight during class unless otherwise instructed.
- Do not use computers for non-class related activities (Facebook, Twitter, Reddit, etc.).
- Arriving more than 10 minutes after class begins and/or packing up or leaving before class is dismissed will result in an absence.

Lastly, make-up work is solely at the discretion of the instructor, and opportunities for make-up work may only be granted with prior authorization.

Late Work:

Due to the collaborative nature of this course, it is important to turn in assignments by their respective due dates so that you may participate in class activities. Work that is turned in late often misses opportunities for feedback, workshops, or revision – the backbone of this course. **Therefore, work submitted after the**

deadline will automatically incur a 10% deduction in grade, plus 10% for *every* day after the first that it is outstanding.

Communications:

Students should maintain professionalism in any and all communications made to the instructor and/or fellow students. I reserve the right to request revision of any email that lacks a proper salutation, correct grammar and punctuation, professional tone, or proper signature before addressing any questions or concerns it may have posed. I will be asking you to utilize Blackboard as a requirement for the course assignments, but you will still need to send all emails through your WSU email account.

IMPORTANT:
Per new WSU policy effective August 24 2015, I will ONLY be able to respond to emails sent from your WSU email address. I will NOT be able to respond to emails sent from your personal email address as of the first day of fall semester. Effective the 24th, the IT Department will switch the "preferred" email address in your myWSU to your WSU email address.

Additional Information

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.

Accommodations:
Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: http://www.accesscenter.wsu.edu. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

Office of Equal Opportunity Syllabus Statement:
Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Emergency Notification System
WSU has made an emergency notification system available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or

http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. The safety plan website is located here: http://www.vancouver.wsu.edu/safety-plan.

Important Dates and Deadlines
Students are encouraged to refer to the academic calendar often to be aware of critical deadlines.
http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX.
Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.

WSU Safety Statement:
Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "Run, Hide, Fight" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal.

Additional Resources
Avery Microcomputer Lab (AML)
All ENGLISH 101 students have access to the services and facilities of the AML (Avery 101, 103, & 105), including free printing.

Writing Center and Writing Commons
The Writing Center provides free, walk-in peer consultation services. The Commons facilitates writing workshops. Use of the face-to-face services of both the Writing Center (CUE 303) and the Writing Commons (CUE 402) is strongly encouraged. Online tutoring is available through eTutoring.org.

ENGLISH 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 ENGLISH 101 or any other course. Contact The Writing Program for more information.

WSU ENGLISH DEPARTMENT COMPOSITION PROGRAM: ENGLISH 101 PORTFOLIO OUTCOMES:
All English 101 classes are portfolio-based. A portfolio-based course develops and challenges students' skills as reflective authors and researchers. All portfolios are graded holistically based on the Outcomes below. The ENGLISH 101 Portfolio Outcomes are based on the Outcomes for First-Year Composition from the Council of Writing Program Administrators and the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries.

Rhetorical Awareness
Writers develop rhetorical awareness by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

Rhetorical awareness is illustrated by the ability to
- Focus on a purpose
- Respond to the needs of different audiences and cultures
- Respond appropriately to different rhetorical situations
- Adopt and use appropriate voice, tone, style, and level of formality
- Employ the available and appropriate composing modalities to address a variety of rhetorical situations
- Address and satisfy requirements of an assignment

Critical Thinking
Writers think critically when they analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.

Critical thinking is illustrated by the ability to
- Identify problems or questions
- Develop positions or arguments concerning problems or questions

- Use reading and composing for inquiry, as well as evaluating and reevaluating perspectives
- Integrate personal ideas with those of others
- Recognize and critique the relationships among language, knowledge, and power

Information Literacy

Writers use information literacy to understand when information is needed and to locate, evaluate, and effectively use that information.

Information literacy is illustrated by the ability to
- Determine the extent and relevance of information needed
- Find, evaluate, summarize, analyze, and synthesize appropriate sources
- Use information effectively to accomplish a specific purpose
- Use information ethically
- Explore the concepts of intellectual property that motivate documentation conventions

Composing Processes

Writers use multiple strategies and composing processes to conceptualize, develop, and finalize projects. Composing processes are flexible and seldom linear.

Processes of composing are illustrated by the ability to
- Demonstrate awareness of the need for multiple drafts and revision to create and complete successful projects
- Develop flexible strategies for reading, drafting, revising, designing, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Engage in the collaborative and social aspects of composing
- Learn to provide and make use of productive feedback
- Reflect on the composing process

Conventions

Conventions are the formal rules and informal guidelines that shape readers' and writers' perceptions of correctness or appropriateness. Conventions arise from a history of use and are not universal.

Use of Conventions is illustrated by the ability to
- Apply conventions of format, design, and structure appropriate to the rhetorical situation
- Practice appropriate means of systematically documenting sources
- Understand why conventions of structure, paragraphing, tone, and usage vary
- Negotiate and control grammar, punctuation, and mechanics