GSW 1110

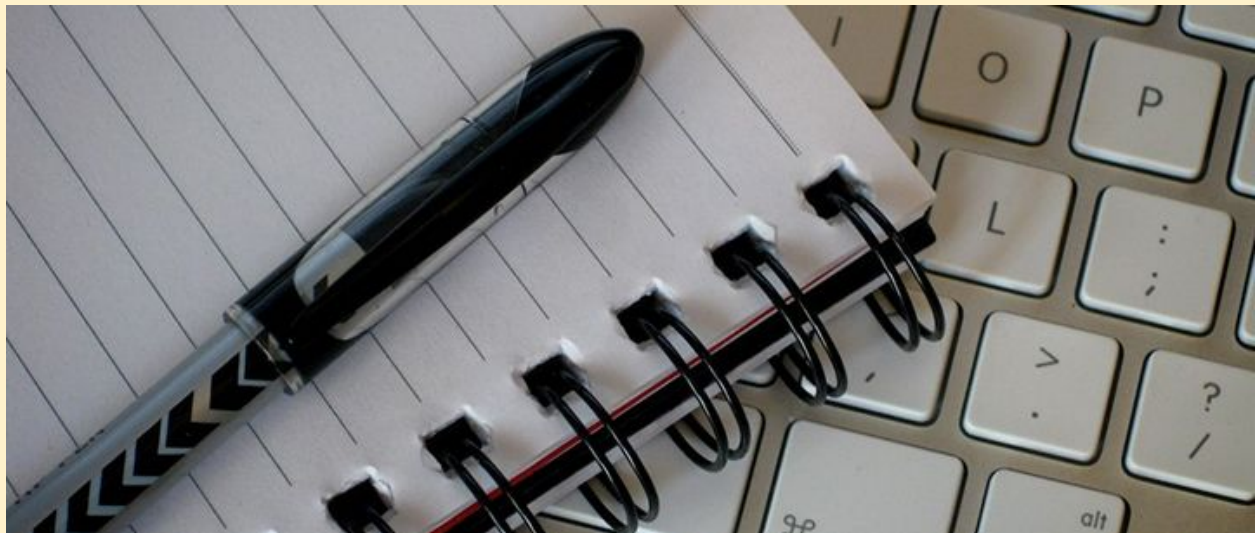Fall 2018   Tuesday & Thursday 8:00-9:15

Instructor: Renee Ann Drouin   Office: 415B East Hall

E-Mail: drouinr@bgsu.edu   Office Hour: Tues 12-1, by appt.

Course Description and Goals

Catalogue Listing: Fall, Spring. Basic expository writing; emphasis on organizing and developing coherent essays of at least 800 words for college-educated audiences. Placement through pretesting or No Credit grade in GSW 1100. Students must complete course and program portfolio assessment successfully to receive a passing grade. No more than 6 hours from GSW 1100, GSW 1110, and GSW 1120 may be applied toward graduation. Graded ABC/No Credit.
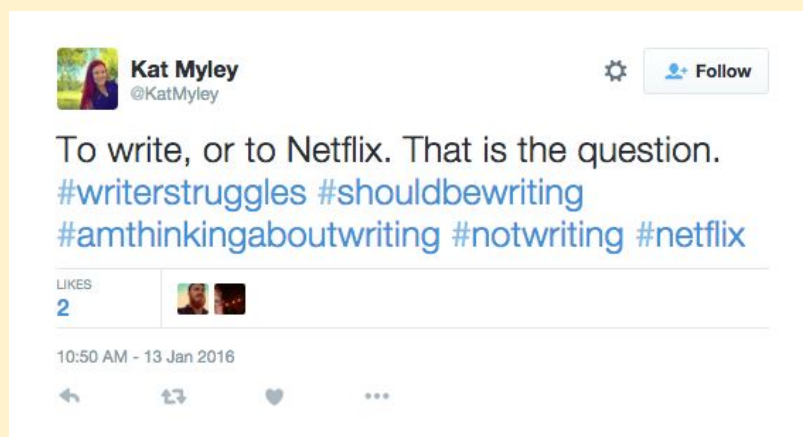
Course Description: Welcome everyone to GSW 1110, a course designed to be the foundation of your participation in new academic and civic spheres. The central question of this course is complex: how do you understand yourself as a writer, a member of a larger community of writers? To find our answers, we will examine ourselves and our beliefs via welcoming conversations, engaging readings, and diverse writing assignments. Our texts will range from novels, scholarly articles, newspaper editorials, films, and digital media. Conversations will debate the meaning of writing and how we best interact and aid each other via the written and spoken word. Finally, during the tenure of our class, we will complete four assignments, culminating in a polished e-portfolio of your best work.

In partaking in this course, students will:

- ❖ Recognize the influences on our writing and worldviews
- ❖ Take creative risk taking in terms of formats of assignments and topics
- ❖ Question who the author and audiences are for multiple genres
- ❖ Learn and apply the rhetorical situation to various texts
- ❖ Produce informed, thoughtful, and engaging pieces of writing
- ❖ Engage in new genres of media, writing, and multimodality
- ❖ Enjoy themselves

Required Texts

There are no required textbooks for this course. Instead, students will read various articles, chapters, and pieces of media uploaded to our Canvas page.

Kat Myley
@KatMyley
⚙ 👤+ Follow

To write, or to Netflix. That is the question. #writerstruggles #shouldbewriting #amthinkingaboutwriting #notwriting #netflix

LIKES
2

10:50 AM - 13 Jan 2016

Course Learning Outcomes

In the table below, the Bowling Green Perspective (BGP) University Learning Outcomes for English Composition and Oral Communication (ECOC) are listed alongside their corresponding abbreviated GSW Learning Outcomes.

BGP Learning Outcomes: English Composition & Oral Communication (ECOC)	GSW Course Learning Outcomes
ECOC 1. Formulate effective written and/or oral arguments which are based upon appropriate, credible research.	**GSW 5:** Engage in the electronic research and composing processes, including locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
ECOC 2. Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.	**GSW 6:** Demonstrate the importance of values systems in academic writing, including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community that values academic honesty, and to recognize the place of writing within learning processes.
ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication.	**GSW 3:** Practice the processes entailed in academic writing, including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.	**GSW 1:** Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences. **GSW 4:** Demonstrate knowledge of the conventions of academic writing, including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.
ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	**GSW 2:** Demonstrate critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, including engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.

Policies, Procedures, and Expectations

Attendance: The success of our course hinges upon engaged participation,classroom workshops, and the sharing of ideas. I understand illness and family emergencies occur. If you must miss class, please inform me (hopefully ahead of time) so we can strategize how to catch you up. Four or more absences will result in a loss of credit for the course. Three late arrivals results in an absence. If you are more than twenty minutes late to class, you will earn an absence.

You are responsible for completing work for missed classes. Assignments due on a day missed will be considered late unless previously discussed with me.

Professor Absence: If I cancel class unexpectedly and cannot find a substitute professor, check our Canvas page and your emails for alternative assignments and how this will affect the plans for the following course. Not checking the Canvas page is no excuse for not having work for the following class. Failure to complete the reading discussions and submit writing from days I am absent will result in an absence.

Submissions: In order to give feedback, I require students to submit their work as a Word document, Google doc that allows me to edit, or as a PDF. Do not submit projects as Pages. In creating a multimodal project, we will decide in advance any necessary accommodations for uploading. No hard copies are required during this course.

Late Assignments: All work and projects are to be posted on Canvas by the start of class or they will be considered late. If a file is uploaded as locked or corrupted, it will be considered late.

Homework, discussion posts, drafts, and your final portfolio cannot be submitted late. With the exception of extreme emergencies (of which I will require documentation) no major assignments can be turned in late without penalty.

You can submit one major project (except the portfolio) up to 72 hours late, and I will accept it with a penalty, subtracting 5 points per day late. After 72 hours, I will not

accept the assignment at all, and you will receive an automatic 0 for it. If this happens, you are required to meet with me within a week to discuss your grade.

A second late assignment will result in an automatic F for the course. Incomplete portfolios will not be evaluated; students without portfolios will not pass the course. You must complete all major assignments if you wish to pass the course.

Technology Policy: Though we are a computer lab classroom, you are welcome to bring your own laptop or other devices. Limit your cell phone usage during class. If you have an extenuating circumstance (waiting on the birth of a relative, for example) and require your cellphone on, discuss with me before we begin.

Use technology respectfully, as dictated by the day's agenda, and in a way that does not prevent you from participating. If on your phone or other devices and not engaged with the course, you may lose participation points or be marked absent.

Etiquette: While our opinions may differ, we will conduct ourselves courteously, empathetically, and with understanding of our diverse experiences. Disrespect will not be tolerated. Any number of penalties may result due to improper behavior, such as removal from class if your conduct is deemed harmful to another student. If group discussions suffer due to a collective failure to complete readings, quizzes and extra writing projects will be assigned.

Professor Communication: Email is the preferred method of contact. If you email me something, I will respond, ordinarily within 24 hours. However, if you don't receive my email reply, this means that I did not receive your message and that you should discuss the content of your email with me personally. I will also periodically send out class announcements via Canvas during the semester.

Writing Conferences: Because college-level writing can be frustrating at times, it is important to get encouraging and specific feedback from not only other members of the class, but also from me. To ensure that you are getting the encouragement and feedback you need in your writing, it is required that you attend at least two scheduled conferences in my office so that I can give you personalized help and assistance. Missing conferences counts as an absence.

Final Exam Time: We will meet during our university-scheduled final exam time. We will use this time to finalize and reflect the course, which might include submitting portfolios and/or completing course evaluations.

University Procedures

Personal Safety and Comfort: If the subject matter of a specific presentation or assignment makes you uncomfortable, see me immediately and we can work out alternative arrangements. Your safety and comfort should always be a priority. If ever concerned about your mental health, contact BGSU's Counseling Services at 419-372-2081.

University Closure Due to Bad Weather: In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Closing information will be communicated through BGSU's AlertBG text system, BGSU e-mail notification, BGSU's website, and Toledo's Television stations. (Note: You can sign up for AlertBG by signing into MyBGSU and clicking on the AlertBG tab at the top of the page.)

Religious Holidays: It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, you should understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you leave for the holiday to find out what assignments will be due while you are absent—and you subsequently should have the assignments completed and turned in to me prior to missing class.

Academic Honesty: While our class will include peer review, collaboration, and sharing ideas, all writing must be done by you alone. Plagiarism, including buying papers, stealing another student's work, and/or failure to cite sources, is strictly forbidden. Sources used in papers must be properly cited in MLA style citation. All cases of intentional plagiarism will, at the very least, result in a failure of the assignment and will be reported to the school. Please refer to BGSU's current Student Affairs Handbook and to your GSW portfolio materials for information regarding BGSU's academic honesty policies.

(Dis)Abilities Statement: If you have a documented disability which requires accommodations to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Disability Services at
http://www.bgsu.edu/disability-services.html.

Student Veteran-Friendly Campus: BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

GSW Policy for Grade Appeals: A student who wishes to appeal a grade received in a General Studies Writing course must follow the GSW Program's grade appeal procedures (detailed below). This policy mirrors the procedures outlined in the College of Arts and Sciences grade dispute policy
https://www.bgsu.edu/arts-and-sciences/faculty/cdh/section-nine/section-9-9.html#grade

As per the Arts and Sciences policy, "Grade dispute proceedings should be initiated by the end of the fifth (5th) week of the semester following the one in which the contested grade was given. For grades assigned during spring semester, proceedings should be initiated by the middle of the fall semester."

The General Studies Writing Program does not review appeals of individual essay assignment grades. Appeals of individual essay assignment grades should be made within the context of a formal appeal of a contested course grade.

Assignments

During the semester, you will be responsible to attend class, engage in different modes of reading and interactivity inside and outside of the classroom, and complete four major projects, then a final e-portfolio.

Literacy Narrative: Literacy narratives, first-person accounts where the authors reflect on their processes of acquiring literacy, are broad in scope. They can cover the narrator learning to read from their parents and the books they grew up with or they can recount how watching football games and discussing their team with others gave them literacy of the sport. For this assignment, you will reflect and write about acquiring a

literacy important to you and the factors involved in its development. This project will result in a 4-5 page project or digital equivalent.

Discourse Community: Discourse communities are groups of people joined in membership, values, goals, and methods of communication. Discourse communities are incredibly varied in size, purpose, and importance. For this project, you will profile two discourse communities. The first will be an oral presentation on a discourse community you know from popular media, familiarizing yourself with both the elements of a discourse community but also practicing your presentation skills. The second profiled discourse community will be a written summary of a community you're involved in. To understand your community, you will gather resources primarily through first-hand texts, such as interviews, surveys, and evidence from personal experience. The written project will result in a 4-5 page project or digital equivalent.

Rhetorical Analysis: A rhetorical analysis examines the rhetorical situations and arguments in a chosen text to determine how it works and why. Analyses can vary in size, purpose, importance, and medium used to present the information. For this assignment you will perform an analysis of a former piece of writing you crafted within the past few years and discuss how that writing experience was shaped by its unique rhetorical situation. To perform this task, you will review the elements of rhetorical analysis and the rhetorical situation and apply them. The written project will result in a 4-5 page project or digital equivalent.

Theory of Writing: What is writing? This question is the foundation of the final major piece of writing you will complete for the course, a reflective essay that draws upon the numerous readings, concepts, and conversations we have had during the semester. This theory of writing you develop is unique to yourself and the learning experiences of GSW 1110. The written project will result in a 5-6 page project or digital equivalent. This project will serve as the opening of your e-portfolio

E-Portfolio (and Revision): For your final work in the course, you will compile an ePortfolio on Canvas, compiling your best efforts and revised writing of whatever projects you wish to represent you. Think about the questions, challenges, successes you experienced as a writer, thinker, reader, student this semester: what questions, processes, habits of mind do you want to carry with you as you move through your undergraduate experience? In what ways does the portfolio present a snapshot of who you are/were as a writer this semester? And what does the writing you produced for 1110 leave you thinking about writing? Yourself as a writer? Your goals and questions about writing for various academic audiences? These and other questions suggest methods for thinking about the 1110 portfolio as a celebration of your effort. You are be required to complete a revision of one of the first three assignments, due with the project.

The ePortfolio will be assessed at the university level according BGP's ECOC Learning Outcomes using the following rubric in Canvas:

BGP Learning Outcomes: English Composition & Oral Communication (ECOC)	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
ECOC 1. Formulate effective written and/or oral arguments which are based upon appropriate, credible research.	Writing demonstrates appropriate attention to argument and/or credible, relevant research.	Writing demonstrates basic attention to argument and/or credible, relevant research.	Writing lacks an argument and/or credible, relevant research.
ECOC 2. Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.	Writing demonstrates appropriate attention to context, audience, and assigned task.	Writing demonstrates basic attention to context, audience, and assigned task.	Writing lacks minimal attention to context, audience, and assigned task.
ECOC 3. Analyze how the principles of rhetoric work together to promote effective communication.	Writing demonstrates appropriate attention to purpose and to connecting foundational rhetorical elements into a whole project.	Writing demonstrates basic attention to purpose and to connecting foundational rhetorical elements into a whole project.	Writing does not demonstrate basic attention to purpose or to connecting foundational rhetorical elements into a whole project.

ECOC 5. Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.	Writing demonstrates appropriate attention to foundational rhetorical strategies.	Writing demonstrates basic attention to foundational rhetorical strategies.	Writing lacks minimal attention to foundational rhetorical strategies
ECOC 6. Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	Writing demonstrates clear critical thinking and an ability to synthesize various points of view.	Writing demonstrates basic critical thinking and an ability to synthesize various points of view.	Writing does not demonstrate clear critical thinking or an ability to synthesize various points of view.

Assessment and Revision

Drafts: For all major projects, you will be required to complete drafts. I will offer feedback on these drafts as soon as possible so you can use my comments as inspiration for revision or continuing your ideas. These drafts will not receive a grade, but failing to submit them will result in a penalty on your project's overall grade.
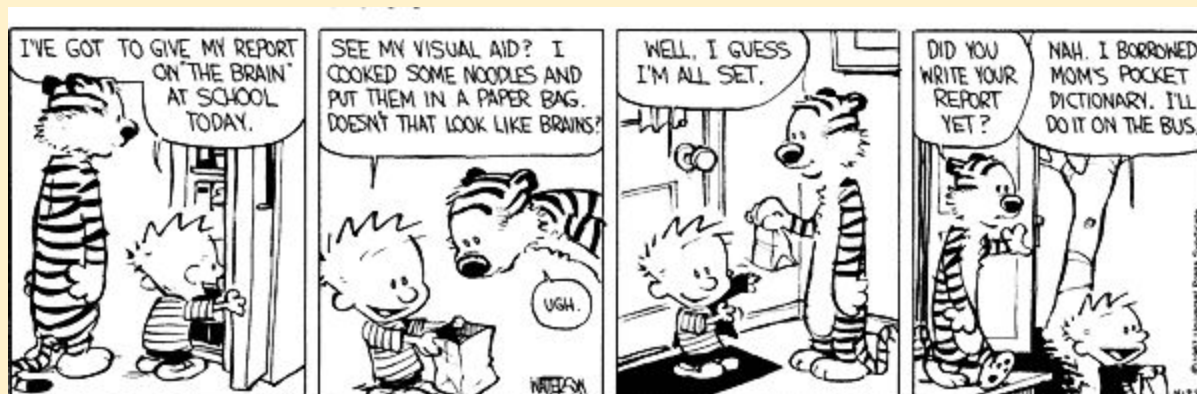
Project Grades: Upon submitting your final drafts of projects, you will receive written feedback about the paper and an overall grade. The grades will be based around the work you completed in crafting the document (topic selection, drafting, potential reflections, etc.), criteria unique for each assignment, and global writing concerns, such as organization and awareness of the genre you are writing for. Papers will also offer potential ideas for revision in preparation for the e-portfolio or other avenues you may wish to adapt your writing for, such as BGSU's first year writing journal, WRIT, or a presentation. Grades for each project will be returned within two weeks of your submission. Each project will be graded on an A/B/C/NC scale. If no project is submitted, it will earn a 0.

Course Grades: Unlike prior semesters, GSW 1110 is no longer a Satisfactory or Unsatisfactory course. Instead, students will earn an A/B/C/NC/ATN(F) grade.

The General Studies Writing Program acknowledges that writing is a process that takes some people longer than others to develop. For this reason, if your work is not yet passing by the ePortfolio stage, you will earn an NC (No Credit) for GSW 1110. An NC grade allows a student to repeat GSW 1110 without any negative effect upon his or her grade point average. However, it is possible to receive an F in this course. If you should stop attending this class for any reason without going through the University's official procedure for dropping the class, you may receive an ATN. The ATN grade will appear on your transcript and an F will be calculated into your grade point average.

Revision Policy: Knowing how to revise your work is an important aspect of being a successful writer; therefore, you will be required to create multiple drafts of your projects, and we will work hard on the development of your personal revision and editing skills. Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the "passing" level.

Sometimes, though, even with hard work polished drafts may still not be at a passing level. If you encounter this situation you may choose to revise ONE project once more after their original final evaluation – but only if you first schedule a conference with me within 48 hours of receiving the final grade to discuss your revision strategy. Revised projects are due within one week after we meet to discuss a revision plan. You cannot revise late assignments, incomplete assignments, or the final project.

Grade Break Down

Assignment	Percentage of Final Grade
Literacy Narrative	20%
Discourse Community (Disney) Discourse Community (Paper)	5% 20%
Rhetorical Analysis	25%
Theory of Writing	10%
E-Portfolio (Revisions)	5%
Participation	15%

1110 Final Course Grade	
These are passing scores for 1110	**A -** Outstanding or excellent performance engaging with the course materials. Student accumulates 3 or fewer non-participation days and does not have any incomplete or missing assignments.
	B - Strong performance engaging with the course materials. Exceeded requirements for completing the course. Student accumulates 3 or fewer non-participation days.
	C - Satisfactory performance engaging with the course materials. Meets requirements for satisfactorily completing the course. Student accumulates 3 or fewer non-participation days.
These are non-passing scores.	**NC-** Unsatisfactory performance engaging with the course materials. Student accumulates 4 non-participation days, four or more missing/incomplete assignments, or two late major assignments.
	F - ATN 6 or more non-participation days, fails to submit a final portfolio, fails to submit most work for the course.

Resources

GSW 1110 Library Guide: To help familiarize you with the level of academic library research skills necessary for this course, you will be required to work with online materials, which have been provided by the staff of the Jerome Library. The materials – which you are encouraged to use on your own as well for this class – are located at the following site: http://libguides.bgsu.edu/c.php?g=227168&p=1505778

On this site, you will learn about scholarly sources, locating sources beyond Academic Search Complete and evaluating sources. This Research Guide is also available by going to the main library web page and clicking on Research Guides by Course in the center of the page.

Learning Commons: Located on the first floor of Jerome Library, the Learning Commons is a valuable resource which provides you with individual tutoring assistance in writing, reading and study skills, math and stats, and content courses – free of charge. Writing consultants work with writers collaboratively, rather than serving as a proofreading or editing service. Because the Commons will be very busy, you should call ahead:419-372-2823 or visit their website

http://www.bgsu.edu/learning-commons/writing.html to make an appointment well in advance.

You can visit the Learning Commons at any stage in your writing. Remember to bring questions and the assignment sheet.

You may also submit your writing to an online writing consultant by following this link: http://www.bgsu.edu/learning-commons/writing/owl-submission-form.html   There, you will be given directions for submitting your questions or your entire draft. Once again, though, plan ahead. An email response may take up to 72 hours, and writing consultants are not available on weekends or evenings to give immediate feedback.

STAC: The Student Technology Assistance Center (STAC) offers peer-to-peer instruction on a variety of software applications for undergraduate, graduate and distance students. Assistance is available by appointment, through drop-in visits, one-on-one, in small groups or through class visits. Learn more about STAC.

(Special thanks to Sara Austin, Kristin LaFollette, and the GSW program for their contributions in defining program requirements on this syllabus)

Course Calendar

Subject to Revision

Week One

August 28   Welcome

Syllabus Distribution

Introduction to Canvas

August 30   Syllabus Quiz

Writing Prompts

Introduction to Literacy Narrative

Week Two

September 4   Brandt, "Sponsors of Literacy"

Alexi, "Superman and Me"

September 6   Rose, "Lives on the Boundary"

Office Selfie Due

Week Three

September 11   Student Examples

Murray, "All Writing is Autobiography"

September 13   Workshop for Literacy Narratives

Explore the DALN

Discuss Reflections

Week Four

September 18   Literacy Narrative Draft Due

Theories of Writing examples

September 20   Introduction to Discourse Community

Swales, "Discourse Communities"

Week Five

September 25   Branick, "Coaches Can Read Too"

Student Examples

September 27   Introduction to PechaKuchas

Watch: TBD Disney Film

PechaKucha Examples

Week Six

October 2   Literacy Narrative Final Due

Creating Research for Discourse Communities

October 4   Straub, "Peer Review"

TBD Peer Review Examples

Week Seven

October 9   Conferences

October 11   Peer Review

Discourse Community Draft Due

Week Eight

October 16   Presentations

October 18   Presentations

Canvas Assignment

Week Nine

October 23   Presentations

October 25   Discourse Community Final Due

Week Ten

October 30   Everyone's an Author: Chapter 2, 3, 17

                    Introduction to Rhetorical Analysis Project

November 1   Kennedy, "Chappaquiddick"

                    Fisher, "A Whisper of Aids"

Week Eleven

November 6   Selecting Texts

                    In-Class Rhetorical Analysis

November 8   Visual Rhetoric

Week Twelve

November 13   Rhetorical Analysis Draft Due

                    Peer Review

November 15   Introduction to the Theory of Writing

                    Rose, "Rigid Rules"

                    Lamont,"First Drafts"

Week Thirteen

November 20   Workshop Time

                     TBD Reading/Activity

November 22   NO CLASS

Week Fourteen

November 27   Rhetorical Analysis Due

                     Conferences

November 29   Draft of Theory of Writing Due

Week Fifteen

December 4   Portfolio Workshop

December 6   Portfolio Workshop

We will meet during our university-scheduled final exam time on Thursday, December 13, 8:00-10:30 AM. We will use this time to finalize and reflect the course, which might include submitting portfolios and/or completing course evaluations.