

# EN 101: Composition and Literature I

## The University Experience

<b>Instructor: Spencer Bennington</b>	<b>Class Location: TBD</b>
<b>Office: CPR 301K</b>	<b>Class Time: TBD</b>
<b>Office Hours: TWR 11-1</b>	<b>Class Location: TBD</b>

### I. Overview

Welcome to EN 101! This course is designed to help you become more skilled with fundamental reading, writing, and research techniques necessary for academic success at the college level. To do this, you will first learn about how texts (written, oral, visual, or performed) can form community bonds between people from multiple backgrounds, as well as how these groups can use **rhetoric** to simultaneously exclude some while recruiting others. Many of these groups, or **discourse communities**, exist right here at your own university in the form of academic disciplines. Throughout the semester, we will be investigating how these academic disciplines differ and what steps you might need to take in order to enter into the discourse community of your chosen major. We will discuss what this means in terms of the **genres** you might produce in your field, the way research questions are formed, the way evidence is presented, and even the kinds of publication/presentation styles employed or professional organizations maintained by colleagues. At the end of the semester, you will work together to research how this university compares with others worldwide in the kind of experiences (academic, athletic, social, cultural, etc) they aim to facilitate for students. This course will not only give you the writing and communication fundamentals you need to succeed in EN 102, it is built to help you develop critically reflexive habit-practices, project management techniques, and holistic health strategies that can positively influence the rest of your academic and/or professional career.

### II. Catalog Course Description of EN 101

EN 101 is devoted chiefly to the principles of written organization, exposition, argumentation, and research. Pre-Requisite: EN 005 or incoming test score.

### III. Student Learning Objectives

#### **General Education Objective for Goal 1: Critical Reading, Writing, and Research:**

*Students will write with clarity and precision, and read with comprehension. They will exercise the skills of independent inquiry, that is, to find, analyze, synthesize, and critically evaluate information in the respective discipline.*

#### **General Education Course-level Outcomes for Goal 1**

- Construct a clear thesis supported by evidence from primary and secondary sources
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Demonstrate conventions for structure, paragraphing, tone, and mechanics
- Apply appropriate citation styles

#### **Course-level Goals for this Class**

By the end of the semester you will be able to:

- Describe the various resources available locally to ensure college success
- Identify common issues of style and reinforce basic grammar/writing skills
- Apply knowledge of basic writing, organizational, and argumentative skills through daily composition exercises
- Explore core rhetorical concepts including but not limited to: rhetoric, discourse community, genre, disciplinarity, intertextuality, purpose, audience, design, and delivery
- Analyze local discourse communities as rhetorical groups reflective of the university experience
- Investigate topics pertinent to local institutions, like the university, utilizing applied and academic research methods
- Discuss ethics as it relates to research, writing, and scholarship
- Collaborate with classmates on a multi-author research report in order to build inter/intrapersonal and project management skills

## IV. Major Assignments and Grade Weight

Each grade is divided equally by its process components (skill-building exercises, generative writing, drafts, peer review, revision exercises) and the product component (final draft). For example, Project 1 is worth 20 points total toward your final grade. 10 of those points can be earned by successful completion of the process components. 10 of those points can be earned through a successful final draft.

**Note:** These major assignments add up to a total of 110 points. Why? Because I understand that you are human beings first and students second. That means that this course has some built in flexibility when life happens unexpectedly. If, for example, your semester starts out poorly and you only score a 10 on project 1 (the equivalent of getting a 50%), you know that it's still highly possible to earn an A in the course (because there are still 100 available points to earn). It also means that I can reward those of you who attend class frequently by setting an Attendance Grade (10 points) without penalizing those who cannot due to other obligations, extenuating circumstances, or accessibility/disability reasons.

## Project 1

### Rhetorical Analysis of University Discourse Community (20 pts)

Corresponding SLOs:

- Review common issues of style and reinforce basic grammar/writing skills
- Apply knowledge of basic writing, organizational, and argumentative skills
- Explore core rhetorical concepts including but not limited to: rhetoric, discourse community, genre, disciplinarity, intertextuality, purpose, audience, design, and delivery
- Analyze local discourse communities as rhetorical groups reflective of the university experience

#### Brief Description

After learning about discourse communities, rhetoric, and the kinds of groups found in your own university, you will compose a detailed analysis of one specific, local discourse community. This is an opportunity for you to learn more about an academic discipline (perhaps your chosen major), different clubs or campus services/organizations, or even unofficial discourse communities on campus. You will examine how these groups meet Swale's eight criteria, how they use specific genres of rhetorical discourse to communicate with one another as well as outsiders, and how they represent the idea of the "university experience." This project is your first opportunity to employ all the basic writing skills learned through the style corner exercises. This project will go through a drafting, appraisal, peer review, and revision process. The final draft should be 500-750 words in proper APA or MLA style.

## Project 2

### University Research Summary (25 pts)

Corresponding SLOs:

- Review common issues of style and reinforce basic grammar/writing skills
- Apply knowledge of basic writing, organizational, and argumentative skills
- Investigate topics pertinent to local institutions, like the university, utilizing applied and academic methods
- Discuss ethics as it relates to research, writing, and scholarship

#### Brief Description

After thoroughly analyzing one particular discourse community on campus, you may have come across some questions you'd like answered. For example, a student analyzing the students with disabilities campus community in project 1 might want to locate some additional data about disability services. This project is all about learning

how to ask the right questions to the right people/sources and using the most effective methods to answer those questions. The research summary asks you to consider issues, problems, or topics of concern that can be at least partially addressed through research. You will work to create research questions, locate and incorporate secondary sources, conduct basic primary research of varying types, and synthesize a short report summarizing the issue, potential causes of the problem, and affected populations. This project allows you to keep practicing your basic writing skills as well as research writing skills like incorporating evidence, quotations, and in-text citations. This project will go through a drafting, appraisal, peer review, and revision process. The final draft should be 500-750 words in proper APA or MLA style.

## **Project 3**

### **Collaborative Writing: The university experience (35 pts)**

Corresponding SLOs:

- Review common issues of style and reinforce basic grammar/writing skills
- Apply knowledge of basic writing, organizational, and argumentative skills
- Investigate topics pertinent to local institutions, like the university, utilizing applied and academic methods
- Discuss ethics as it relates to research, writing, and scholarship
- Collaborate with classmates on a multi-author research report to train inter/intrapersonal and project management skills

**Brief Description**

This final project builds on the research you did individually as part of project two by asking you to now compare data with 2-3 of your classmates in order to collaboratively draft a well-researched document. This report can vary in genre (depending on the nature of research conducted) but should be written for an audience of incoming freshmen. The purpose of the document is to discuss the concept of the university experience as it is broadly conceived, as it is enacted on your campus through various discourse communities, organizations, or disciplines, and how this compares to other universities across the world. Your group should focus on one topic area (like mental health, STEM discipline education, athletics and school spirit, etc) to make your final document grounded in more specific research. Read together, these documents should provide a patchwork understanding of the many elements which constitute the “university experience.” This project will help you learn how to collaborate in future environments by teaching you how to write team charters and work plans, but it will also serve as the complete synthesis of all that you have learned about basic writing, argument, and research in this course. Your group will be required to present your final project in some way at the end of the term. This project will go through a drafting, appraisal, peer review, and revision process. The final draft should be 1000-1250 words in proper APA or MLA style.

**Daily Writing Activities/ Participation (20 pts)**

Corresponding SLOs:

- Describe the various resources available locally to ensure college success
- Review common issues of style and reinforce basic grammar/writing skills
- Apply knowledge of basic writing, organizational, and argumentative skills through daily composition exercises

**Brief Description**

This category includes weekly annotations, journaling posts, style corner exercises, basic writing assessments, and quizzes. These smaller writing exercises are designed to help you understand concepts needed to complete longer projects, interact more with various university communities or resources, and help you think through your personal growth throughout the semester as a student writer.

## Attendance (10 points)

I often go back and forth on attendance policies but I believe setting it up this way both rewards those of you coming to class while also not penalizing those who cannot always attend due to other obligations, extenuating circumstances, or accessibility/disability reasons. I get it--life happens. You can't always be in my class. But let it be known that I want you here and these ten points are your incentive to show up. I do think you will improve more the more you practice, and we practice every day in class :) If for whatever reason you do need to miss class, I don't need to know why, but I do appreciate it when you check-in with me. This lets me know you are doing ok and allows me to keep you up to date if we did anything that wasn't already listed on the syllabus.

## V. Required Texts

All required texts will be provided digitally as .pdfs by the instructor via our class Learning Management System and/or email. If you need accommodations of any sort (print media, different file types, translations, etc) please make me aware as soon as possible.

## VI. Weekly Schedule

Note: This schedule is subject to change. I will notify students in class and via email if this schedule changes during the semester. Each two week pair is, in addition to the course content listed on the schedule, devoted to one of eight "habits of mind" recognized by the Council of Writing Program Administrators necessary for college and career success (these are color coded and listed under the "theme" column). These habits will be trained and discussed as we move through our course and your development in these areas will be topics to address in your journal.

## Course Calendar

Week / Theme	In-Class Topics	Due Before Class
<b>Week 1: Creativity</b>	What is good writing?  How this class works (student journals, assignment expectations, course policies)  Preliminary assessment of student writing  The CWPA's "eight habits of mind"  Ask me anything	

<p><b>Week 2: Creativity</b></p>	<p>What is critical reading?</p> <p>Exercises for improved reading comprehension, note-taking, and organizational skills.</p> <p><b>Creativity Practice:</b> generative writing prompts</p> <p>What are annotations?</p> <p>Practice writing citations, attributions, summaries, and evaluations.</p> <p><b>University Resource:</b> Writing Center for brainstorming ideas, fresh perspectives, and revision advice</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>● CWPA Framework for post-secondary success</li> <li>● Elbow, “How to improve your writing through freewriting”</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>● First impressions journal assignment and post</li> <li>● Style Corner: Summaries</li> <li>● Post practice annotation of Elbow to discussion board</li> </ul>
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<p><b>Week 3: Engagement</b></p>	<p><b>Individual Conference Week</b> (please see our LMS for detailed information on how we will work together this week)</p> <p>What is “discourse” and how does it form communities?</p> <p>Locating examples of different discourse communities within the university</p> <p>Exploring academic disciplines, athletic institutions, social or cultural club groups, as well as university services</p> <p>Analyzing university discourse communities</p> <p><b>Engagement Practice:</b> writing prompts to spark joy and enthusiasm</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>● Swales, J. M. (2017). Reflections on the Concept of Discourse Community. <i>Composition Forum</i>, 37.</li> <li>● McDonald, What is Discourse?</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>● Attend your conference meeting and complete journal assignment</li> <li>● Style Corner: Integrating quotations</li> <li>● Annotate the Swales reading and post on the discussion board. Follow directions for guided peer review practice on this and all future annotation posts</li> </ul>
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<p><b>Week 4: Engagement</b></p>	<p>What is rhetoric historically and now?</p> <p>Purpose, Audience, Design, Delivery (PADD)</p> <p>Strategies for effective argument Using Toulmin model in analysis</p> <p>How do academic disciplines and other discourse communities use rhetoric</p> <p>Selecting your own discourse communities for analysis</p> <p><b>University Resource:</b> find an active club you might be excited to interact with. This could be a discourse community to analyze, a group you plan on joining, or both.</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>● Bartholamae “Inventing the University”</li> <li>● Zarlengo chapters on Rhetoric, purpose, audience</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>● Annotation of any one of our weekly readings for discussion board</li> <li>● Style Corner: Sentence Construction</li> <li>● Engaging with campus communities journal assignment</li> </ul>
<p><b>Week 5: Metacognition</b></p>	<p>Genre theory and genres within academic DC</p> <p>How to write a rhetorical analysis of a discourse community.</p> <p><b>Metacognition Practice:</b> writing prompts for critical self-reflection</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>● Dirk, Navigating Genres</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>● Style Corner: Topic Sentences</li> <li>● Annotation for discussion board</li> <li>● <b>Rhetorical Analysis draft due Sunday night</b></li> </ul>
<p><b>Week 6: Metacognition</b></p>	<p>Collective Feedback on Rhetorical Analysis Drafts</p> <p>I will distribute the feedback file at the beginning of the week. Both class periods this week will be opportunities to practice using this feedback file during guided peer-review exercises</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>● Collective feedback file for revision</li> <li>● Murray, Process not product</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>● Revise draft and</li> </ul>

	<b>University Resource:</b> mental health	submit <b>final rhetorical analysis</b>
<b>Week 7: Curiosity</b>	<p>What is research?</p> <p>Multiple ontologies, epistemologies, and axiologies depending on discourse communities or disciplinarity.</p> <p>Research methods in various disciplines and discourse communities: applied, academic, quantitative, qualitative</p> <p>Conducting ethical research</p> <p>Research writing: using APA and MLA style</p> <p><b>Curiosity Practice:</b> writing prompts to inspire research question</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>• Reddit as an influential discourse community</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>• Style Corner: Using In-text citations</li> <li>• Annotation of weekly reading for discussion board</li> </ul>
<b>Week 8: Curiosity</b>	<p>Writing good research questions</p> <p>Matching questions to the right method</p> <p>Asking questions from different vantage points: problems to solve, comparisons to make, information to quantify, ideas to interpret, etc</p> <p><b>University Resource:</b> research librarians to help you find ways to answer all your questions.</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>• Zarlengo chapter on Research</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>• Style Corner: Active and Passive voice</li> <li>• <b>Research Summary draft due Sunday night</b></li> </ul>
<b>Week 9: Responsibility</b>	<p>Collective feedback exercises and peer review in class</p> <p>Workshop time to revise in class and ask for help</p> <p><b>Responsibility Practice:</b> writing prompts about fear, anxiety/confidence, consequences, and</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>• Collective feedback file for revision</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>• <b>Draft of University Research Summary due</b></li> </ul>

	affirmations	<ul style="list-style-type: none"> <li>Midterm journal summary report</li> </ul>
<b>Week 10: Responsibility</b>	<p><b>Midterm Conference Week:</b> Check our course page for more information. We will not meet together as a class.</p> <p>Midterm basic writing skills assessment</p> <p><b>University Resource:</b> academic tutors and supplemental resources to help you to take ownership of your own education</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>Wolfe, Team Writing selections</li> <li>Zarlengo, collaboration chapter</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li><b>Final draft of University Research Summary due</b></li> <li>Midterm assessment of basic writing skills</li> <li>Attend your conference appointment</li> </ul>
<b>Week 11: Flexibility</b>	<p>Establish teams for final project and discourse communities of focus</p> <p>Using Google Drive and other tools for collaborative writing</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>Porter, "Intertextuality"</li> <li>Annotation of weekly reading for discussion board</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>Collaborative skills exercise</li> </ul>
<b>Week 12: Flexibility</b>	<p>Writing team charters in class</p> <p>Outlining major deliverables for final project, establishing team roles, creating work plans</p>	

	<b>University Resource:</b> career services to help you adapt your academic skills to a constantly changing job market	
<b>Week 13: Persistence</b>	<p>Drafting collaborative reports in class.</p> <p>Wrapping up major discussions and preparing for final presentations.</p> <p><b>Persistence Practice:</b> writing prompts with challenging/strict guidelines</p>	<p>Readings--</p> <ul style="list-style-type: none"> <li>• Zarlengo chapter, presentations</li> </ul> <p>Assignments--</p> <ul style="list-style-type: none"> <li>• Team charter and work plan due</li> </ul>
<b>Week 14: Persistence</b>	<p><b>Group conferences replace collective feedback.</b> See our course page for detailed instructions. We will not meet as a class this week, only in small groups.</p> <p><b>University Resource:</b> physical health is important now more than ever as finals approach.</p>	<p>Assignments--</p> <ul style="list-style-type: none"> <li>• <b>Collaborative Report Draft Due</b></li> </ul>
<b>Week 15: Openness</b>	<p>Discussion of final revisions and how to take what we've learned in this class and transfer it to other discourse communities</p> <p>Final exam for this course?</p> <p>A look ahead at EN 102</p> <p><b>Openness Practice:</b> self-reflective writing</p> <p><b>University Resource:</b> professors from multiple majors make their case for courses you might take later in your college career</p>	<p>Assignments--</p> <ul style="list-style-type: none"> <li>• Prepare final presentation</li> <li>• Revise project 3 final</li> <li>• Final journal summary posting</li> </ul>

<b>Week 16: Openness</b>	Final presentations and assessment of instructor, course, and teammates.	Assignments-- <ul style="list-style-type: none"> <li>● Final Presentations</li> <li>● Turn in <b>Final Report and Critical Reflection of Assignment and Course</b></li> <li>● <b>Final assessment of basic writing skills</b></li> </ul>
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## VII. Course Policies

### **Collective Feedback**

In this course, you will receive some combination of individualized feedback from your instructor as well as collective feedback on your major project drafts. A collective feedback file will be created using anonymous student examples from the course. These examples will be labeled as either exhibiting some kind of stylistic, compositional, or logical issue or as exhibiting strong qualities to be emulated. Issues will be accompanied by potential examples for how to revise as well as practice exercises designed to help students revise their own work. The feedback file will be important in how we learn about revision and peer review in this course.

### **Technology Use**

You are required to have access to a computer to complete the assignments in this course. There are days where we will likely work in class, so a reliable laptop is best. If you do not own a computer, please let me know so we can investigate what university resources are available or how to best accommodate you. I do not mind laptops or even smartphones in class--in fact, get used to me asking you to Google something when I want an answer. Technology is powerful and can help us become better writers, so I want you to use what you have. That said, if your techno-toys become a distraction for you or others, I'll ask you to put them away.

### **Attendance**

As explained above, attendance is associated with possible points to earn for your final grade, but it is not mandatory. I do strongly believe that the more frequently you miss class, the less likely you are to succeed in the course, but this is not a decision that's up to me.

## **Experiential Learning**

Building on the last point, part of the reason attending class offers different learning opportunities is because of the amount of interactive or experiential exercises we will do together. Sometimes these might seem silly or make you a bit uncomfortable--that's ok. This is because, for the longest time, you've been conditioned to sit still in desks and raise your hands, to not speak unless spoken to. Environments like these are not conducive to deep learning. As such, prepare to move around, stretch, explore campus, talk to people, and practice, practice, practice! This class will make you a better writer if you learn to think about the entire, embodied, writing process. That's part of the reason we have a theme every two weeks--to help us keep an eye on the bigger picture of how we are developing holistically to better understand how we can further develop as people generally and writers specifically.

## **Journaling**

I will ask you to document many of these interactive learning moments in a journal I want you to keep for this course. The journal itself should be a simple one-subject notebook. Please use a physical notebook so you can scribble, tear pages, draw, etc in addition to writing low-stakes, ungraded, responses. I will never read your actual journal--this is as private a document as you decide to make it. Instead, I will ask you to periodically post journal summaries to share more formalized, public thoughts you've extracted from private writing throughout the course. These posts will be how I track your interactions with various university communities and resources as well as your self-reflection regarding the eight habits of mind.

## **Diversity and Inclusion**

This classroom will operate as a safe space for a diversity of opinions, human experiences, and ideas. You will practice developing active listening skills, empathy, and crafting a respectful tone by writing to one another and participating in discussions. Should you ever behave in a way that violates the safe space of our classroom, you will be asked to leave and not return until you have met with me to discuss a plan of action.

## **VIII. University Policies and Resources**

### **Diversity and Inclusion**

[English Language Learners](#)

[Academic Dishonesty](#)

[Kreitzberg Library](#)

**Grades of Incomplete**

**Students of Concern**

**Technology Help**

**[Counseling Services](#)**

**Food or Housing Insecurity**

**[Writing Center](#)**

**Academic Tutoring**

**[Students with Disabilities](#)**