
ENGLISH J101- SUMMER 2011

Location: ****
Section No.: ****
Summer 2011
Meeting time: ****

Instructor: LAVINIA HIRSU
(lhirsu@indiana.edu)
Tutor: ****

COURSE DESCRIPTION

This course is designed to prepare you for the types of writing that you will do later in college and in your professional career. You will learn strategies for effective reading, writing, and thinking that will be essential for success in college. Our course will develop your ability to read a variety of cultural texts, both written and visual, closely and critically. You'll first learn to summarize, synthesize, and analyze, and you'll then apply these skills to a longer project that draws on your own insights and experience. This course, then, will give you exposure to the writing and analytical skills that are critical to many different disciplines and professions.

Throughout this semester, you will be writing about and discussing texts and ideas that relate to our inquiry question:

How do individuals use technology to alter rules of civility? and
How do rules of civility influence our use of technology?

MATERIALS

Wilhoit, *A Brief Guide to Writing from Readings*, 5th ed.

Oxford American Desk Dictionary and Thesaurus

Hacker, *Rule for Writers*, 6th ed. (HB = handbook)

A folder/binder to collect your work + A folder/binder to submit portfolio materials

Stapler/Paper clips

Additional Readings:

Reading 1: Illana Gershon, Introduction to *The Breakup 2.0: Disconnecting over New Media*

Reading 2: Daniel J. Solove, "Shaming and the Digital Scarlet Letter"*

Reading 3: Andrew Sullivan, "Society Is Dead, We Have Retreated into the iWorld"*

(Note: These readings will always be available on Oncourse in the Resources folders. You will be required to print readings with *asterisks* for yourself.)

GRADING

What do college grades mean?

C—Satisfactory	Average work that completes the basic goals of the class
B—Well done!	Above average work that is clear, logical, and enjoyable to read
A— <i>Consistently</i> outstanding!	Regularly goes above and beyond expectations and is worthy of being used as a model
D—Almost but not quite	Earnest attempt to meet requirements but falls short in execution—remember, a "D" is a passing grade indicating the student has done the bare minimum but has done so poorly.
F—Failing	Usually a sign the student has not given sufficient effort, for instance by not adhering to assignment guidelines or submitting incomplete or late work

Point Breakdown

There are 900 possible points for the course, and your final grade will be the sum of the points you receive, converted to a letter grade, and adjusted based on your performance in the tutorial sessions.

Portfolio A	125 points
Portfolio B	100 points
Portfolio C	175 points
Portfolio D	275 points
Portfolio E	125 points
Participation/In-class work/Quizzes	<u>100 points</u>
Total: 900 points	
Final Grades: A=810-900	B=720-809 C=630-719 D=540-629 F=0-539

Tutorial Grade

At the end of the term the tutor will assign each student one of three marks, which will affect the final grade as follows:

√+ (raises final grade by one-third)

√ (final grade remains the same)

√- (lowers final grade by one-third)

(e.g., a student with a C- average at the end of the term and a √+ from the tutor would receive a final grade of C in the course)

COURSE POLICIES: RESPONSIBILITY MATTERS

Attendance and Tardiness

Groups Policy

In keeping with the policy of the Groups Summer Program, daily attendance is required in ALL classes. To avoid being marked absent, you must be in class on time and stay for the entire class period. After each class, the names of students who did not attend will be reported to the Groups staff. The failure to attend even one class is taken very seriously. Students who miss several classes run the risk of being dismissed from the Groups Program. Additionally, cell phones and other electronic devices are not permitted within Groups classrooms. Students with visible/audible cell phones or other electronic devices will be marked absent.

English Department/J101 Policy

Unless the student has made prior arrangements with his or her instructor, *each absence beyond two* in J101 (either in plenary meetings or tutorials) will result in the *deduction of one full letter grade* from the student's final grade.

Keep in mind that your attendance means that you will come to class prepared with your homework and ready to engage in class activities. Students who arrive unprepared for class or tutorials (i.e. without completing the assignments or without the materials for the class) will be marked absent. Also make sure that you carry with you at all times the course textbooks and the syllabus.

Tardiness

Repeated tardiness affects everyone and will not be tolerated. *Every three tardies* (for either plenary meetings or tutorials), *will count as an absence* and affect your J101 grade accordingly. If you arrive excessively late (over ten minutes), you will be counted as absent.

Late Work

Late work will receive an *automatic F* unless prior arrangements have been made with the instructor or unless the late work is the result of an absence excused by the J101 Coordinator. Unexcused absence from class will not be accepted as a legitimate excuse for not turning in an assignment. Likewise, problems with technology do not constitute an excuse for late work. Remember, being unprepared for plenary sessions and/or tutorials will also count as being absent.

Submitting Assignments

Electronic submissions via Oncourse or email are not accepted in this course; assignments must be handed in when called for in class. *Problems with technology (printers, computers, flash drives etc) do not constitute an excuse for late or missing work.* To avoid these problems, finish your work early and take time to print your assignments the night before class. It's also a good idea to have a back-up plan (going to other computer labs, using a friend's printer, etc.). If you know you are going to be gone, please make arrangements to have a hard copy submitted through me (for instance, through a friend).

Formatting Assignments

Proper formatting is a sign that you are aware of your audience's expectations. You should *type* all your homework for this class. Unless otherwise noted (such as for a worksheet with pre-set formatting), your work should always be *double-spaced* with *1-inch margins* and an *easy-to read font*. (This will often mean needing to change defaults in Word.) Multi-page assignments should be *stapled* and have *page numbers*. Keep in mind that portfolios, which have many parts to them, should be *submitted in a folder*. Failure to properly format documents shows a lack of attention to detail and to audience expectations. Improperly formatted documents will be graded accordingly. Hand-written work (unless specified by the instructor) will not be accepted at all.

Plagiarism

Any paper with your name on it signifies that you are the author—that both the wording and ideas are yours, with exceptions clearly indicated by quotation marks and citations. If you turn in an assignment with your name on it and suggest the work is your own, that work is plagiarized. All deliberate acts of plagiarism will be treated in accordance with university policy, as outlined in the *Code of Student Rights, Responsibilities, and Conduct*. Among other things, this may result in an F in the course and a report filed with the Dean.

Oncourse

Please familiarize yourself with Oncourse, which we will use regularly in this class. I often post messages to the Announcements section, so make sure to check it regularly. You can also find extra copies of handouts and readings you will need to print out in the Resources folder.

Email

I check my email for student messages about once a day. Feel free to ask brief questions via email using the etiquette guidelines discussed in class. (I won't read a whole assignment but can look at a brief passage you're wondering about.) Just keep in mind that you may not receive an immediate response, especially if you're emailing me the night before an assignment is due. Remember, since I don't take electronic submissions and since computer glitches don't excuse late assignments, give yourself plenty of time to deal with printing and computer problems.

Writing Tutorial Services (WTS)

I encourage you to visit a tutor at Writing Tutorial Services to work on papers at any stage of the writing process. WTS is a FREE service for all IU students. It is located in Ballantine 206 and is a great resource for improving your writing skills. WTS is not a proofreading service; rather, tutors assist you in developing your ideas and improving your ability to communicate by writing. WTS is also a great resource for helping clean up your prose and assisting with proper citation. Call WTS at 855-6738 for appointments at the Ballantine location, at which sessions are up to 50 minutes (Monday through Friday from noon to 5 p.m. 25-minute walk-in sessions are available in Teter (Monday through Thursday from 7:00 to 11:00 p.m., and Sunday from 8:00 to 11:00 p.m.)). I encourage you to arrive early to reserve a tutoring slot.

CLASS TYPES AND WEEKLY FORMAT

Plenary = Full class meets with the instructor M, W, F for 50 minutes, followed by 50-minute office hour.

Tutorial = Single tutorial groups meet with the tutor or the instructor Tuesday, Thursday for 50 minutes.

Plenary/Tutoring Schedule (Begins after July 4th)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First hour	Plenary	Group A-w/ Instructor in Classroom Group C-w/ Tutor at UG Library	Plenary	Group C-w/Instructor Group A-w/Tutor	Plenary
Second hour	Office Hour	Group B-w/ Instructor in Classroom Group D-w/ Tutor at UG Library	Office Hour	Group D-w/Instructor Group B-w/Tutor	Office Hour

DAILY SCHEDULE OF ACTIVITIES AND ASSIGNMENTS

P= Plenary day; T= Tutorial day (Library), HB = *Rules for Writers*

Please note: This syllabus is subject to change throughout the course. Any changes or additions will be announced in class and on Oncourse. Expect to complete additional worksheets not listed here.

DAY	CLASS FORMAT	CLASS ACTIVITIES	
WEEK 1			HOMEWORK FOR NEXT CLASS
JUNE 23, THURSDAY	P	PORTFOLIO A [Critical Reading Strategies; Writing Summary Paragraphs] Course Introductions Diagnostic essay Prereading Strategies	<ul style="list-style-type: none"> • Read Wilhoit Ch. 1, "Critical Reading"; • Read Gershon – "The Breakup 2.0" • Complete Reading Worksheet
JUNE 24, FRIDAY	P	Strategies for critical reading (see HB for critical reading strategies) Annotating Gershon – "The Breakup 2.0" (In-class practice) Working with Descriptive Outlines Email etiquette	<ul style="list-style-type: none"> • Read Wilhoit Ch. 3, "Paraphrase," • Read Wilhoit Ch. 4, "Summary" • Read Wilhoit Ch. 11, "Plagiarism" • Annotate Gershon using Wilhoit's guide, p. 27 • Finish descriptive outline of Gershon • Prepare the email assignment
WEEK 2			HOMEWORK FOR NEXT CLASS
JUNE 27, MONDAY	P	Strategies for critical reading (cont.) Paraphrasing and summarizing Avoiding plagiarism Portfolio A (assigned)	Complete draft of Summary 1
JUNE 28, TUESDAY	P	Summary #1 Draft (DUE) Review summary strategies—Wilhoit Ch. 4 Peer review: revising vs. editing Practice peer review of summary drafts (focus on accurate content) Groups A, B, C, D (assigned)	<ul style="list-style-type: none"> • Read Wilhoit Ch. 2, "Quotation" + HB • Begin revising Summary 1
JUNE 29, WEDNESDAY	P	Discuss Summary 1 revisions Focus on effective paragraph structure Using & incorporating quotations Review prereading strategies: Solove – "Shaming and the Digital Scarlet Letter"	<ul style="list-style-type: none"> • Continue revising Summary 1 • Read and annotate Solove – "Shaming and the Digital Scarlet Letter" • Complete reading worksheet

JUNE 30, THURSDAY	P	Discuss Solove – “Shaming and the Digital Scarlet Letter” Prepare descriptive outline	Write draft of Summary 2, including quotations
JULY 1, FRIDAY	P	Summary # 2 Draft (DUE) Peer review	<ul style="list-style-type: none"> Write final draft of Summary 2, including quotations Prepare Portfolio A for submission
WEEK 3			HOMEWORK FOR NEXT CLASS
JULY 4, MONDAY	P	NO CLASS	
JULY 5, TUESDAY	T	Portfolio A--Summary Paragraphs (DUE) Editing exercise	
JULY 6, WEDNESDAY	P	WRITING A PARAGRAPH SYNTHESIS OF READINGS [PORTFOLIO B] Informative Synthesis: Portfolio B (assigned) Begin to explore relationships, shared assumptions/claims between Gershon and Solove	Read Wilhoit, Ch. 9, “Informative Synthesis”
JULY 7, THURSDAY	T	Continue to brainstorm ways to synthesize Gershon and Solove	Prepare topic sentence and writing plan for Informative Synthesis paragraph
JULY 8, FRIDAY	P	Workshop topic sentences and writing plans for Informative Synthesis Paragraph	Write draft of Informative Synthesis Paragraph
WEEK 4			HOMEWORK FOR NEXT CLASS
JULY 11, MONDAY	P	Informative Synthesis Paragraph Draft (DUE) Peer review	Revise Synthesis Paragraph
JULY 12, TUESDAY	T	Revised Draft of Synthesis Paragraph (DUE) Peer review	Prepare to submit Portfolio B
JULY 13, WEDNESDAY	P	Portfolio B—Paragraph Synthesis of Readings (DUE) WRITING A RESPONSE [PORTFOLIO C] Introduce Writing a Response (e.g., Sullivan) Prereading strategies + in-class reading worksheet of Sullivan’s “Society is Dead” Portfolio C: Paragraph # 4--Relevant Personal Experience Paragraph (assigned)	Write draft of personal experience paragraph
JULY 14, THURSDAY	T	Personal Narrative Paragraph Draft (DUE) Peer review	<ul style="list-style-type: none"> Revise draft of personal experience paragraph Read Wilhoit, Ch. 5, “Response Essays”
JULY 15, FRIDAY	P	Portfolio C: Paragraph # 5—Paragraph Relating Personal Experience to Informative Synthesis claim (assigned) Share how personal experience supports, refutes, or complicates IS claim	Write draft of paragraph relating personal experience to IS claim
Week 5			HOMEWORK FOR NEXT CLASS
JULY 18, MONDAY	P	Analysis Paragraph Draft (DUE) Peer review	Begin revising Paragraph # 5

JULY 19, TUESDAY	P	Paragraph #5 (DUE) Peer review (troubleshooting drafts of Paragraphs #4 & 5)	Revise and prepare Portfolio C for submission
JULY 20, WEDNESDAY	P	Portfolio C: Response Paragraphs (DUE) WRITING AN ARGUMENTATIVE SYNTHESIS ESSAY [PORTFOLIO D] Exchange copies of Paragraph #5 Portfolio D (assigned): Argumentative Synthesis Essay in response to the IQ Re-introduce how to use/integrate/synthesize sources	<ul style="list-style-type: none"> • Read Wilhoit Ch. 10, "Argumentative Synthesis" • Read peer response paragraphs • Review Gershon, Solove, and Sullivan
JULY 21, THURSDAY	T	Brainstorm answers to the IQ/ Readings	Prewriting exercise
JULY 22, FRIDAY	P	Discuss students' answers to the IQ/Readings Introduce thesis and structure (e.g. Gershon, Solove, and Sullivan) Guide to crafting a thesis, determining supporting evidence, organizational strategies for the argumentative synthesis essay	Prewriting for Argumentative Synthesis essay
Week 6			HOMEWORK FOR NEXT CLASS
JULY 25, MONDAY	P	Guide to crafting a thesis, determining supporting evidence, organizational strategies for the argumentative synthesis essay (cont.)	Prewriting for Argumentative Synthesis Essay
JULY 26, TUESDAY	T	Peer review prewriting for Argumentative Synthesis essay	Begin drafting Argumentative Synthesis Essay
JULY 27, WEDNESDAY	P	Strategies for introductions and conclusions Using readings to offer an "opposing view"	Continue drafting Argumentative Synthesis Essay
JULY 28, THURSDAY	T	Argumentative Synthesis Draft (DUE) Peer review (troubleshoot drafts of Argumentative Synthesis Essay)	<ul style="list-style-type: none"> • Continue drafting Argumentative Synthesis essay • Read Wilhoit Ch. 12, "Documentation," • Read Wilhoit Ch. 13, "Works Cited Entries"
JULY 29, FRIDAY	P	Revised Draft of Argumentative Synthesis (DUE) Documentation and works cited Peer review	Revise Argumentative Synthesis Essay
Week 7			Homework for next class
AUGUST 1, MONDAY	P	Troubleshoot Argumentative Synthesis Essay	Prepare to submit Portfolio D
AUGUST 2, TUESDAY	P	Portfolio D, Argumentative Synthesis Essay (DUE) WRITING AN IN-CLASS ESSAY [PORTFOLIO E] Wall-E (film screening) Film viewing worksheet	<ul style="list-style-type: none"> • Finish film viewing worksheet for Wall-E • Read Wilhoit Ch. 14, "Timed Writing Assignments"
AUGUST 3, WEDNESDAY	P	Brainstorm for in-class writing Strategies for timed writing—Wilhoit Ch. 14 Instructor course evaluations Tutor evaluations	Prepare for in-class essay
AUGUST 4, THURSDAY	P	In-class essay (Portfolio E)	