

# English W131

## Elementary Composition

Section 8965 • TTh 11:15 a.m. - 12:30 p.m. • Ballantine Hall 205

**Instructor:** Lavinia Hirsu  
**Office:** Ballantine Hall 422  
**Office Hours:** Mondays, 9:00-10:50 a.m., Thursdays, 10:00 – 11:15 a.m.  
**Email:** lhirsu@indiana.edu

### Required Materials

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*Writing Analytically.* Rosenwasser and Stephen. Sixth Edition.

*Readings for Analytical Writing.* Farris et. al. Third Edition.

*Indiana University Bloomington Rules for Writers*, with access code for CompClass online suite. Diana Hacker. Seventh Edition. Available only at IU Bookstores.

*Marca Account*

### Welcome to W131!

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In this course, we will be learning and developing skills of analytical thinking, reading, and writing that are key to your success as a university student. The texts we will analyze in order to meet that goal will cover a range of cultural objects, including essays, photographs, and film. In addition to your own personal experience, we will also consider the perspectives and concepts that other writers bring to the ideas we will discuss. Through your conscientious and dedicated work this semester, you will find yourself well prepared to participate in the forms of thought and expression that define academic discourse.

### Coursework

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We will complete two types of written assignments this semester. **Microthemes** are shorter opportunities for practicing the strategies of analytical reading and writing that we will be studying in class. **Essays** give you the chance to make and develop evidence-based claims about cultural texts that we will be analyzing and discussing. Several short assignments throughout the semester will provide additional opportunities for us to practice the skills we are learning. You must complete and hand in all Microthemes and Essays in order to qualify for a passing grade for the course. Assignments are weighted as follows.

Microtheme One	From Summary to Analysis	50
Essay One	Comparative Analysis	150
Microtheme Two	Analysis of a Film Scene	50
Microtheme Three	Applying a Source as a Lens	50
Essay Two	Lens-driven Analysis	250
Microtheme Four	Visual Analysis	50
Microtheme Five	Annotated Bibliography	50
Essay Three	Research-based Analysis	300
Short Assignment Points	Various	50
<b>Total Points</b>		<b>1000</b>

## Grades

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The grades I assign to your work this semester are a measure of how successfully you have completed a task—an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student. They are also not a reward for the effort you have made toward completing an assignment. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after having carefully considered my comments on your work, please ask me.

<i>Grade</i>	<i>%</i>	<i>What it Means</i>
<i>A</i>	100 A+ 94-99 A 90-93 A-	Superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Leaves you thinking well after the last word goes by.
<i>B</i>	87-89 B+ 84-86 B 80-83 B-	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Almost entirely error-free.
<i>C</i>	77-79 C+ 74-76 C 70-73 C-	Adequate work. Meets all the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall with occasional lapses in correctness and style. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
<i>D</i>	67-69 D+ 64-66 D 60-63 D-	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
<i>F</i>	Everything else	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.

## Course Policies

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The following policies for the course enable us to know what to expect from each other this semester. Please see me if you have any questions.

**Attendance and tardiness.** Your attendance is an important factor in your success in this course. If you're not here, how can we learn from you? You may be absent three times this semester without penalty; I recommend saving these for illnesses and emergencies. Each absence beyond these three will lower your final course grade by a third of a letter (e.g., B to B-). It's best to notify me in advance if you must miss a class. Also be sure to inform me in advance of special circumstances, such as religious holidays or other university-excused absences, for which there will be no penalties (you must provide all relevant documentation). If you have an emergency or illness, please remain in contact with me by email so that we can make appropriate arrangements for you to keep up with assigned work. In general, remember that the sooner you inform me of any complications to your regular attendance this semester, the more options we'll have for ensuring that they have as little negative impact as possible on your performance.

**Drafts and late assignments.** Revision is a critical part of inquiry and writing. For that reason, you will be required to bring drafts of your work to several of our class meetings (as indicated in red on the schedule). Sometimes this will be a draft of a specific section, and sometimes it will be a complete rough draft of an assignment (which means a full-length version that addresses all of the requirements that are specified on the assignment sheet). Failure to bring and submit the required rough draft materials on the days they are due in class will result in a 10%

penalty (that is, one letter grade) on the final assignment. Short assignments will be distributed at my discretion throughout the semester and cannot be made up without prior arrangements with me.

All assignments must be submitted in class on the due date listed. You will be penalized 10% for every calendar day that an assignment is late. You must complete and hand in all Microthemes and Essays in order to qualify for a passing grade this semester.

**Participation.** I hope you will do your part to help foster a respectful and comfortable environment in our class. When contributing to class discussion—and you will, of course, contribute!—please refrain from the use of potentially offensive or hurtful language, even in jest. I welcome your use of laptops in class, with the understanding that you limit your use to tasks that are directly relevant to our coursework; other uses are an unfair distraction to those seated around you. Please do not use mobile devices of any kind for texting, checking email, or any other activities not directly related to class discussion. You will receive one warning about distracting use of technology in class; instances beyond that will cause you to be marked absent on that class day.

**Oncourse.** Be sure to check Oncourse regularly this semester for updates, announcements, and course materials.

**Marca.** Our course is part of an English Department program that uses the Marca digital writing environment. All assignments, unless otherwise stated, are to be submitted through Marca. Some web browsers work better than others for using the Marca system: use Firefox or Chrome; avoid Safari and Internet Explorer. Students are required to check Marca regularly for course assignments and announcements. Computer glitches or long lines in the computer labs will not be accepted as excuses for late or missing work.

**Writing Tutorial Services (WTS).** I encourage you to visit a W131 tutor at Writing Tutorial Services for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all IU students. WTS is not a proofreading service. Rather, tutors do something much more valuable: they assist you in developing your ideas and skills in written communication. You can call WTS at 855-6738 for hour-long appointments in the Wells Library, and you can check their website ([www.indiana.edu/~wts](http://www.indiana.edu/~wts)) for hours at other WTS centers.

**Student disability services.** If you require assistance or appropriate academic accommodations for a university-documented disability, please speak with me after class, during office hours, or by appointment. If you have not yet established your eligibility for disability support services through the Office of Disability Services for Students in 006 Franklin Hall, please contact them first (855-7578).

**Plagiarism.** Plagiarism is the unacknowledged use of other people's words or ideas, whether deliberately or accidentally. Any written work with your name on it signifies that you are the author—that the ideas, wording, and structure are yours, with exceptions indicated by quotation marks and citations. Evidence of plagiarism will result in an F in the course, and a report on your academic dishonesty will be filed with the Dean of your school and the Registrar. Please see the Indiana University "Code of Student Rights, Responsibilities, and Conduct" at <http://www.iu.edu/~code/code/responsibilities/academic/>.

## Meeting with Me

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The office hours listed on the first page of this syllabus are the times you are guaranteed to find me in my office, ready to talk with you about any aspect of the course, especially your written work. If you are unavailable during these times, talk with me or email me to see about scheduling an appointment for another time. I check my email once a day, so do not expect an immediate response. For conversations about your drafts and/or grades, please see me in person. Coming to office hours does not mean that you will necessarily do better on your assignments; it does ensure, however, that we will have a chance to enact some of the feedback, questioning, and conversation that all good writing requires before it can be great.

Again, welcome to W131, and I look forward to working with you and your writing this semester!

--Lavinia

DAY	DATE	ACTIVITIES AND ASSIGNMENTS
1	T 8-27	<b>Welcome to W131! Introduction to the course.</b>
<b>Unit One: Cultivating Analytical Habits of Mind</b>		
2	TH 8-29	<b>Introduction to each other. What is academic writing? (BH 108)</b> Read: course syllabus; WA 7-8, "Breaking out of 5-Paragraph Form"; WA 9-10, "What's Different About Writing Arguments in College?"; Lamott, "Shitty First Drafts" (Oncourse) <b>My Portrait as a Writer due</b>
3	T 9-3	<b>What is representation? Reading—and thinking—analytically.</b> Assign: Microtheme 1 Read: Aaron Devor, "Becoming Members of Society" (RAW 109-118); WA 152-53, "Summary"; WA 42-50, "Counterproductive Habits of Mind"; WA 106-108, "How to Read: Words Matter"
4	TH 9-5	<b>Practicing summary</b> Review: Aaron Devor, "Becoming Members of Society" (RAW 109-118); WA 152-53, "Summary"; RFW 64-66, "Providing Transitions"
5	T 9-10	<b>Practicing analysis</b> Read: WA 6-7, "Analysis: A Quick Definition"; WA 75-78, "Analysis Versus Summary"; WA 82, "Guidelines for Analysis"; WA 101-103, "Seems to Be about X but Could Also Be about Y" <b>Summary draft due (2 copies)</b>
6	TH 9-12	<b>Using "The Method" to analyze</b> Read: Alex Pham, "Boy, You Fight like a Girl" (RAW 385-89); WA 26-32, "The Method"
7	T 9-17	<b>Using evidence. Uncovering assumptions</b> Read: WA 91-94, "Uncovering Assumptions"; WA 165-172, "Reasoning from Evidence to Claims"; WA 209-211, "Stuck in 1 on 10: The Problem of the Five-Paragraph Form"

8	TH 9-19	<p><b>What is comparative analysis? Making analytical claims.</b></p> <p>Assign: Essay 1</p> <p>Read: WA 99-100, "Difference Within Similarity"; WA 156-58, "Comparison/Contrast"; WA 255-64, "Recognizing and Fixing Weak Thesis Statements"</p> <p><b>Microtheme 1 due</b></p>
9	T 9-24	<p><b>Developing an outline. Using sources effectively. Understanding MLA format and plagiarism.</b></p> <p>Review: WA 156-58, "Comparison/ Contrast"; WA 255-64, "Recognizing and Fixing Weak Thesis Statements"</p> <p>Read: RFW 19-22, "Sketch a Plan" RFW 469-79, "Integrating Sources"; WA 271-73, "Make Your Sources Speak"; WA 273-74 "Supply Ongoing Analysis"</p>
10	TH 9-26	<p><b>Peer review [class does not meet, peer reviews are due on Marca before 5 p.m.]</b></p> <p><b>Essay 1 Rough Draft Due (3 copies)</b></p>
11	T 10-1	<p><b>Introducing the analytical essay (WY 125)</b></p> <p>Read: WA 349-52, 356-61, "Introductions and Conclusions Across the Curriculum"</p> <p><b>Bring Essay 1 Introduction to class</b></p>
<p><b>Unit Two: Using Sources as Lenses</b></p>		
12	TH 10-3	<p><b>Introducing film analysis. Specialized tools for analyzing film.</b></p> <p>Assign: Microtheme 2</p> <p><b>Final Essay 1 due</b></p>
13	T 10-8	<p><b>From film analysis to visual production (WY 125)</b></p> <p>Review: Specialized tools for analyzing film</p>
14	TH 10-10	<p><b>Using 10 on 1 to analyze</b></p> <p>Read: Robert Ray, "The Thematic Paradigm" (RAW 398-405); WA 211-13, 224, "10 on 1"</p>

15	T 10-15	<p><b>Using sources as lenses</b></p> <p>Assign: Microtheme 3</p> <p>Review: WA 26-32, “The Method”</p> <p>Read: WA 118-19, “Applying a Reading as a Lens”</p> <p><b>Microtheme 2 due</b></p>
16	TH 10-17	<p><b>Using sources as lenses, continued.</b></p> <p>Review: WA 118-19, “Applying a Reading as a Lens”</p> <p>Read: Harris, “On Sources” (Oncourse)</p>
17	T 10-22	<p><b>Introducing our course keystone essay</b></p> <p>Read: Jeffrey Cohen, “Monster Culture (RAW 68-86)”</p>
18	TH 10-24	<p><b>Applying the keystone as a lens</b></p> <p>Assign: Essay 2</p> <p>Review: Jeffrey Cohen, “Monster Culture (RAW 68-86); WA 118-19, “Applying a Reading as a Lens”</p>
19	T 10-29	<p><b>Using sources as a lens —workshop. Building effective paragraphs. (WY 125)</b></p> <p>Review: WA 101-103, “Seems to Be about X but Could Also Be about Y”; WA 255-64, “Recognizing and Fixing Weak Thesis Statements”; RFW 469-79, “Integrating Sources”</p> <p>Read: WA 307-309, “Integrating Quotations into Your Paper”; RFW 50-57, “Build Effective Paragraphs”</p> <p><b>Bring a rough draft (2 copies) of Microtheme 3</b></p>
20	TH 10-31	<p><b>Interpretive contexts.</b></p> <p>Read: Vivian Sobchack, “The Postmorbidity Condition” (RAW 429-33); WA 111-14, “Pitch, Complaint, Moment”; WA 136-38, “Interpretive Contexts”</p> <p><b>Microtheme 3 due</b></p>
21	T 11-5	<p><b>Peer review (WY 125)</b></p> <p><b>Essay 2 Rough Draft Due (3 copies)</b></p>

**Unit Three:  
Advancing Analysis through Scholarly Research**

22	TH 11-7	<p><b>Tools for analyzing photographs. How to find an analysis-worthy photograph.</b></p> <p>Assign: Microtheme 4</p> <p>Read: Read: Photo Criteria Checklist (Oncourse)</p> <p><b>Final Essay 2 due</b></p>
23	T 11-12	<p><b>Examining an analysis-worthy photograph; using secondary sources to extend visual analysis (WY 125)</b></p> <p>Review: WA 211-13, 224, "10 on 1"; WA 111-14, "Pitch, Complaint, Moment"</p> <p>Read: Barrie Greenbie, "Home Space" (RAW 246-57); Ramage and Bean, "The Compositional Features of Photographs and Drawings" (Oncourse)</p> <p><b>Bring an analysis-worthy photograph from the library databases to class</b></p>
24	TH 11-14	<p><b>Generating Inquiry Questions. Conducting Research. (BH 108)</b></p> <p>Assign: Microtheme 5</p> <p>Read: "Inquiry Questions" handout (Oncourse); "Inquiry Questions" PowerPoint (Oncourse); RFW 420-23, "Conducting Research" and "Pose Possible Questions Worth Exploring"</p> <p><b>Microtheme 4 due</b></p>
25	T 11-19	<p><b>In-class research day (WY 125)</b></p> <p>Review: WA 152-53, "Summary"; RFW 420-23, "Conducting Research" and "Pose Possible Questions Worth Exploring"</p> <p>Read: WA 296-99, "Plagiarism and the Logic of Citation"; WA 299-307, "How to Cite Sources"; RFW 426-430, "To Locate Articles, Search a Database or Consult a Print Index"; RFW 438, "Determining if a Source is Scholarly"</p>
26	TH 11-21	<p><b>Playing Darwin: how to make a thesis evolve</b></p> <p>Assign: Essay 3</p> <p>Read: WA 227-53, "Making a Thesis Evolve"</p> <p><b>Microtheme 5 due FRIDAY, 11/22, by 5 pm (Oncourse)</b></p>
	T 11-26	<b>Thanksgiving Break – classes do not meet</b>
	TH 11-28	<b>Thanksgiving Break – classes do not meet</b>

27	T 12-3	<p><b>Evolving thesis statement—workshop. Advanced strategies for incorporating secondary sources. (WY 125)</b></p> <p>Review: WA 255-64, “Recognizing and Fixing Weak Thesis Statements”; WA 227-53, “Making a Thesis Evolve”</p> <p>Read: WA, 267-80, “Using Sources Analytically”; Harris, “Taking an Approach” (Oncourse)</p> <p><b>Bring Essay 3 working thesis statements</b></p>
28	TH 12-5	<p><b>Using your thesis to structure your essay. Conducting the conversation (BH 108)</b></p> <p>Review: WA 227-53, “Making a Thesis Evolve”</p> <p>Read: Williams and Colomb, “Cohesion and Coherence” (Oncourse); WA 349-52, 356-59, 361-362, “Introductions and Conclusions Across the Curriculum”</p> <p><b>In-class outlining workshop: Bring all Essay 3 materials to class</b></p>
29	T 12-10	<p><b>Peer review (WY 125)</b></p> <p><b>Essay 3 Advanced Draft Due (3 copies)</b></p>
30	TH 12-12	<p><b>Last day! Course conclusion and semester in review</b></p> <p>Note: You must complete a course evaluation!</p> <p><b>Final Essay 3 due</b></p>
Key		<p><b>WA</b>      <i>Writing Analytically</i></p> <p><b>RAW</b>     <i>Readings for Analytical Writing</i></p> <p><b>RFW</b>     <i>Rules for Writers</i></p> <p><b>TBA</b>      To be announced</p> <p>All readings and assignments are due on the date listed. This schedule may change over the course of the semester, but readings and assignments will never be due earlier than they are indicated here. Any changes will be announced in class and on Oncourse.</p>