ENGL 101-001-20240 Introduction to Academic Writing

University of Louisiana at Lafayette

Fall 2019

Meeting times: MWF 8-8:50 AM

Classroom: HL Griffin Hall 302

Instructor: Nicholas Mennona Marino, MA

Office: HL Griffin Hall (HLG) 341

Office Hours: MW 9-10 AM in HLG 341

Instructor Email: nicholas.marino1@louisiana.edu

Instructor Website: <http://marinowriter.com>

Instructor Office Phone: (337) 482-5498

Instructor Mobile Phone: (610) 731-5091

Course Description and Objectives

English 101 is a course designed to introduce students to the critical thinking, reading, and writing skills required in the university and beyond. The course will focus on writing effective, well-argued essays.

In English 101, students should learn basics of argument and academic writing including:

* how to recognize an argument and explain what makes an argument different from a text whose purpose is solely to inform
* the difference between a strong argument and a weak argument (evidence, credibility, logical fallacies, etc.)
* how to craft an arguable claim and reason of appropriate scope
* general academic norms and ethics involving intellectual property and citation
* a basic knowledge of classical rhetoric which helps explain why courses like English 101 and 102 remain required throughout the US
* an acknowledgement that the requirements of the job market require rhetoric skills that extend beyond the written word to include images and still other ways of conveying meaning multimodally

The assignments in English 101 focus on meeting the following goals:

* Develop a writing project through multiple drafts
* Learn to give and to act on productive feedback to works in progress
* Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice,
* Tone, level of formality, design, medium, and/or structure
* Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on), including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
* Use strategies – such as interpretation, synthesis, and critique – to compose texts that integrate the writer’s ideas with those from appropriate sources
* Practice applying citation conventions systematically in their own work

Textbooks

Recommended:

University of Louisiana at Lafayette. *Freshman Guide to Writing*. Seventh Edition. Fountainhead, 2016.

Aristotle. *The Art of Rhetoric*. Translated by Hugh Lawson-Tancred, Penguin, 2004. (or any edition)

Kress, Gunther, and Theo Van Leeuwen. *Multimodal Discourse*. Hodder, 2001.

Keith, William M., and Christian O. Lundberg. The Essential Guide to Rhetoric. Bedford/St. Martins, 2008.

Assignments and Grade Breakdown

Your grade will consist of 5 essays, 1 portfolio assignment (including a reflection on your work throughout the semester), and your participation and attendance grade. Extra credit will be offered to count towards your participation and attendance grade. You will receive assignment prompts for each assignment. You will choose the topic that you want to write about for each essay. The essay assignments must be at least 3 full pages double spaced (about 1000 words) or else they will be penalized for lack of length. You will receive feedback on your writing from your instructor and your peers. You will have the option to choose whether you want your work to be used for pedagogical or research purposes (whether anonymously or not). Part of the participation grade comes from student willingness to share freewriting responses.

Thee assignment sequence and grade breakdown is as follows:

Narrative essay 15%

A nonargument based writing assignment in which you reflect on an experience that helped you learn and or grow as a person.

Rhetorical analysis of a written text essay 15%

Using the rhetorical devices in the prompt, you will analyze how a piece of writing uses rhetorical devices and how that contributes to its’ argument (if applicable). This is a nonargument based assignment. The instructor will provide potential sample texts to analyze but students are free to choose their own essay to study.

Rhetorical analysis of a visual text essay 15%

A nonargument based essay in which you will choose visual texts to analyze and identify the rhetorical devices present that add onto the text’s argument. The instructor will provide potential sample texts to analyze but students are free to choose their own visual texts to study.

Multimodal composition assignment 20%

This is an argument-based assignment consisting of two parts: a multimodal composition and a document of no less than three full pages that explains the rationale, rhetorical motifs, choices, limitations, and potential usages of the multimodal composition. The rationale document must be a typewritten document. The multimodal composition cannot be a typewritten essay. It must use multiple modes and mediums. A YouTube video with sound, for example, uses visual and aural modes and the medium of video (though it could use even more modes and mediums depending on what is in the video). The assignment prompt will provide examples of multimodal projects. Multimodal projects need not be digital and do not require computers to be made. The multimodal project should include some typewritten or spoken words but there is no minimum requirement for the number of words for the project itself.

Portfolio and reflection 20%

A reflection on how you have improved as a writer throughout the semester, which parts of the course contributed the most to that improvement, and which pieces of writing you are most proud of.

Participation and attendance 15%

This includes not just attending class but willingness to participate in class discussions and share your in-class freewriting assignments. Poor attendance and participation can be counteracted by completing the extra credit assignment.

Note: The classical rhetoric reading assignments are for students’ benefit in their writing. Students will *not* be quizzed on the absorption of the material, nor must they cite these readings in their essays (except for the optional extra credit assignment). Students should *always* prioritize completing their essays on time over keeping up with the classical rhetoric readings.

First Draft Feedback

Students will receive first draft feedback from both their peers and the instructor. Students should take advantage of peer review and sample work in order to not rely too heavily upon instructor feedback in improving from the first to the final draft of a given assignment.

Attendance Policy

The ULL English department allows students to miss up to 10% of class meetings without penalty. This course will meet 41 times, including both midterm and multimodal conferences. Missing both midterm and multimodal conferences counts as an absence. Students can miss up to 4 absences without penalty. The instructor excuses absences only if they are documented. More than 4 absences directly affects a student’s participation and attendance grade. Solid participation, when a student does show up to class, can counteract this, as can the optional extra credit assignment offered at the end of term. Missing excessive class time usually has an impact on a student’s grade beyond participation and attendance, as missing class means missing valuable time to work on one’s writing.

Plagiarism Policy

Students that plagiarize in this class will automatically fail the assignment in question, except for minor citation issues that do not show an intent to deceive. Further plagiarism puts students at risk of automatically failing the course. The decision to fail the student for a second violation of plagiarism lies with the instructor and the severity of the offenses. Students are encouraged to check citation resources like the Purdue Online Writing Lab website (<https://owl.english.purdue.edu/owl/>), instructor materials on essay writing, and their textbooks. Both *Writing Arguments* and the *Freshman Guide to Writing* discuss plagiarism and how to avoid it. Students who are unclear about plagiarism should contact the instructor with any issues that they have in understanding it, specifically in terms of MLA style.

For Students with Disabilities

In accordance with the Americans with Disabilities Act, the University of Louisiana at Lafayette makes accommodations for students with disabilities. If you have a documented disability, please contact the Office of Disability Services (ODS) office at 337-482-5252 or ods@louisiana.edu during the first week of classes. ODS will assist you with an accommodation plan. The university also has a Supported Education Program (SEP, http://disability.louisiana.edu/SEP.html), which provides free confidential help on campus for students with psychological disabilities (Bipolar Disorder, Depression, Anxiety, etc.). Please contact Kim A. Warren, MSW, PhD, LCSW, Supported Education Advisor, at 482-5252 or at kimawarren@louisiana.edu. She is located in the Conference Center, Room 126.

Office Hours

It is important to take advantage of office hours. Your professors and instructors are busy people with responsibilities that span beyond the courses they teach. However, they must set aside two office hours each week per class section. During this time, students take priority for their teachers’ attention. No appointment is necessary for office hours. If you cannot attend the office hours listed for your section, please email me and we can arrange a different time to meet. All office hour meetings will be held in my office in HLG 341. Please come prepared with questions that you have about the course, the course readings, or your writing. If you have a question about something university related but not necessarily related to this class, I may still be able to help or direct you to who can help resolve your issue. Asking for help in college is not a sign of weakness but a sign of initiative to succeed, so take advantage of office hours! I’m paid to hold office hours and I have no problem “earning” that money.

Technology policy

The use of technology is permitted in class so long as it does not cause a distraction to other students. Students may be asked to access the internet in class via laptop or mobile device. Students who do not have access to the internet through a laptop or mobile device will not be penalized but may have to rely on their classmates or the instructor to access the internet in class.

Late work policy

The instructor does not distinguish between work turned in on time and work turned in late. However, not turning in work on time typically has a negative effect on a student’s grade because falling behind means that the student has less time to devote to each assignment as the semester progresses. Also, turning in work late means that the student misses valuable peer review feedback that improves a student’s writing process. The instructor will not penalize late work but strongly suggests that students turn in work on time. The instructor reserves the right to set a date, late in the semester, after which the instructor will not accept late work. The instructor will give students plenty of notice about setting such a date. If no date is specified by the instructor, all outstanding work will not be accepted after 6 December 2019 (the last day of class this semester).

Classroom conduct

The instructor is not responsible for making sure that students learn but is responsible for maintaining an environment in which students can learn. The instructor reserves the right to remove from the classroom students that cause a disruption that threatens this environment.

ULL Writing Center

The Writing Center is a free service located on the first floor of Griffin Hall, in room 107. The Writing Center consultants are experienced writers and students who pride themselves on creating a comfortable environment for every phase of your writing project. From thesis statements, to research planning, document design, to just getting started, the Writing Center staff works to help you become more focused, organized, and confident with your work. In addition to providing the latest style manuals and handbooks, the Writing Center also operates a computer lab, located next door in Griffin Hall, room 108. Both of these services are free, student-operated, and devoted to helping you be a more successful and productive student. Walk-ins are accepted, but scheduling an appointment in advance (482-5224) is recommended. Students who are more than ten minutes late to an appointment must reschedule.

Campus Safety Information

Joseph Pons, Director of the Office of Environmental Health and Safety, has asked that in accordance with the UL Lafayette’s Environmental Health and Safety Procedures, to please include the following information on in all syllabi:

1.      University Police are the first responders for all emergencies on campus.  Dial 911 or 482-6447 to report any emergency.
2.      The Emergency Information Floor Plan is posted in the hallways for every building.  This document includes evacuation routes and other important information.  Please familiarize yourself with this document.
3.      In the event that the building fire alarm is sounded, please exit the building immediately and notify University Police. Do not use the building elevator - look for the illuminated Exit Signs to direct you to safety.
4.      During times of emergency, information may be available on the University's Emergency Hotline - 482-2222. This number is printed on the back of your ID card.
5.      The University utilizes a text message service to notify its students and employees of campus wide emergencies.  To subscribe to this service, log on to [www.ul.mobilecampus.com](http://www.ul.mobilecampus.com) .
6.      If you have a special medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar.

Class Schedule for MWF

Note: The instructor reserves the right to assign additional course readings (all to be found on the course Moodle page) not listed in this class schedule as needed.

M 26 August

Review syllabus

Class introductions

Rhetoric game

W 28 August

Read Apollodorus excerpt from *The Library of Greek Mythology* (Moodle)

Read Gorgias’s “Encomium of Helen” (Moodle)

Lecture on the rhetorical appeals, the canons of rhetoric, rhetoric as a substitute for truth, solipsism, types of speeches, sophists vs. philosophers, connotation and denotation, Proto-Indo-European languages, the ancient Greek world, the Trojan War, Hesiod, Homer, the “invention” of rhetoric

F 30 August

Read Isocrates’s “Helen” (Moodle)

Read Isocrates “Against the Sophists” (Moodle)

Lecture on approaches to teaching composition, totalitarianism vs. representative government, rhetoric’s role in a representative government, syllogism vs. enthymeme

Discuss in-class freewriting

M 2 September

No Class – Labor Day

W 4 September

Standard release form (*Freshman Guide to Writing* p. 35, Moodle) due

Read Aristotle’s *Rhetoric* Chapters 1.1-1.3, 2.20, 2.22

Lecture on syllogism vs enthymeme

Review narrative essay prompt

F 6 September

Lecture on canons of rhetoric

M 9 September

First draft narrative essay due

Discuss approach to peer review using YikYak screencaps (Moodle)

Narrative essay peer review

W 11 September

Narrative essay sample work

F 13 September

Narrative essay sample work

M 16 September

Read “Environmentalism is a Religion” by Michael Crichton (Moodle)

Watch Crichton YouTube interview clip (Moodle)

Discuss Crichton essay and video

Discuss written rhetorical analysis assignment prompt

W 18 September

Practice analyzing Crichton essay using rhetorical analysis prompt

F 20 September

Read “I am not a self-made man” by Arnold Schwarzenegger (Moodle)

Practice analyzing Schwarzenegger essay using rhetorical analysis prompt

Discuss how to incorporate images into written rhetorical analysis assignment

M 23 September

Written rhetorical analysis assignment first draft due

Peer review of written rhetorical analysis (bring copy of essay that you analyzed)

W 25 September

Peer review of written rhetorical analysis (bring copy of essay that you analyzed)

F 27 September

Narrative essay final draft due

Written rhetorical analysis sample work

M 30 September

Written rhetorical analysis sample work

W 2 October

Review visual rhetorical analysis assignment prompt

Practice analyzing images and commercials

F 4 October

No Class – Fall Holiday

M 7 October

MIDTERM CONFERENCES – NO CLASS

W 9 October

MIDTERM CONFERENCES – NO CLASS

Practice analyzing images and commercials

F 11 October

MIDTERM CONFERENCES – NO CLASS

Practice analyzing images and commercials

M 14 October

Final draft written rhetorical analysis due

Practice analyzing images and commercials

Practice analyzing images from (print) fashion magazines (to be provided by instructor)

W 16 October

Practice analyzing images and commercials

F 18 October

Practice analyzing images and commercials

M 21 October

First draft visual rhetorical analysis due

Peer review of visual rhetorical analysis

W 23 October

Peer review of visual rhetorical analysis

Visual rhetorical analysis sample work

F 25 October

Visual rhetorical analysis sample work

M 28 October

View clip from *Star Trek: The Next Generation* episode “Masks” about multimodality

Review multimodal composition assignment prompt

Look at examples of previous student projects

W 30 October

Read Kress and Van Leeuwen Chapter 1 from *Multimodal Discourse*

Discuss Kress and Van Leeuwen readings

Watch Kress “What is multimodality?” YouTube interview

F 1 November

Final draft visual rhetorical analysis due

Read Kress and Van Leeuwen Chapter 2 from *Multimodal Discourse*

Discuss Kress and Van Leeuwen readings

Watch Kress “What is a mode?” and “How do people choose between modes?” YouTube interviews

M 4 November

Read Kress and Van Leeuwen Chapter 3 from *Multimodal Discourse*

Discuss Kress and Van Leeuwen readings

Watch Kress “Why adopt a multimodal approach?” YouTube interview

W 6 November

Review Kress and Van Leeuwen readings

R 7 November

No Class – Last Day to Drop Course with W Grade

F 8 November

Work on multimodal projects in class

M 11 November

NO CLASS – MULTIMODAL CONFERENCES

W 13 November

NO CLASS – MULTIMODAL CONFERENCES

F 15 November

NO CLASS – MULTIMODAL CONFERENCES

M 18 November

Multimodal project peer review

W 20 November

Multimodal project peer review

F 22 November

Review portfolio and reflection assignment
Review extra credit opportunities

M 25 November

Work on multimodal projects

W 27 November

Work on multimodal projects

F 29 November

No Class – Thanksgiving Holiday

M 2 December

Work on multimodal projects

Multimodal project presentations

W 4 December

Work on multimodal projects

Multimodal project presentations

F 6 December

Last Day of Class

Multimodal projects due in class (digital projects may be turned in by 11:59 PM CST)

Portfolio and reflection final draft due

F 13 December

No Class – End of Semester

Exam period (8-10:30 AM to be used for multimodal project presentations if necessary)

M 16 December

No Class – Grades due by 12:00 PM CST