

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

**WAC 107: Introduction to Academic Writing  
Syllabus**

Arizona State University  
Fall 2013

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(press option 6/ messages

only)

**86121 WAC 107** Introduction to Academic Writing for International Students MW 3:004:30 PM

**Office hours:** Tuesday and Thursday, 9 am- 11 am

**Required Textbook:** The Composition of Everyday Life: Brief Edition 4th ed. John Mauk and John Metz, Cengage, 2013  
ISBN: 9781111840549

**Additional Materials:**

- One folder or a large binder for keeping your written work
- A notebook or large notebook section for notes
- A journal or ample loose leaf paper for in class writing assignments
- A USB drive or other dependable method of saving work electronically

WAC 107: Stretch First-Year Composition for International Students

The Stretch Program is a two-semester, six-credit-hour sequence of classes that “stretches”

English 101 or English 107 over two semesters. In effect, these connected Stretch Program classes (WAC

followed by English 101 or WAC 107 followed by English 107) provide student the opportunity for

extended experience at working with many and various ways of both reading and writing. Students

usually have the same teacher, work with the same group of students, and often even have the same

classroom for both semesters.

We designed Stretch to help build a real writing community, as everyone has an entire year to work together to improve his or her writing. The Stretch Program is designed specifically for those university students who lack experience with the kinds of academic writing they will be asked to do at ASU. These students have good ideas and may be effective writer in some situations, but they may have minimal training and experience with academic writing. Stretch gives these students more time to develop effective writing strategies –strategies they will use in all of their university classes.

Students in Stretch classes read the same texts and do the same kinds of assignments as students in English 101 or English 107. The extra time allows students to learn and practice a wide range of composing strategies, to help them understand what techniques are appropriate for any particular

situation: reading strategies (to effectively read their own textbooks, as well as their classmates' writing and their own compositions), invention techniques (to help students get started on their writing), composing methods (strategies of organization), and revision and proofreading strategies (to help improve their early drafts of texts).

Students in Stretch Program classes take responsibility for their own education by being involved in a wide range of learning activities, for we believe that students can best learn to write by writing, receiving feedback (from peers and their instructor), and revising texts, always with a view of the rhetorical situation: what do we want our writing to do? During the 16-week semester, students will

complete four formal written projects. Combined, the final drafts of their four projects should result in approximately 4,000 words (this is equivalent to about 16 pages using standard academic format).

Additionally, a final reflection is required. <http://english.clas.asu.edu/writingprograms>

### **Major Projects and Grade Components:**

Your final grade will be calculated from points assigned to the following assignments:

*Assignment Points*

Project 1: Definition Essay	200
Project 2: Narrative Essay	200
Project 3: Causal Argument	200
Project 4: Final Reflection	100
Homework and Conferences	150
Inclass Writing and Class Participation	150

**Drafts:**

Drafting and going through the peer review process are essential to help students grow as writers.

Therefore, students are expected to have complete (typed) drafts of their papers for peer reviews. If

students come to class without their draft, they will receive a zero for the peer review. If students

come to class with only a partial draft, they will receive half the credit for the peer review.

(Pre-writing notes do not count as a partial draft.)

**Copies of Work:**

It is your responsibility to keep all electronic and hard copies of your work throughout the class. You

will need to access these copies at various stages of the writing process. Do not throw anything away,

for you will need it again!

**Conferences:**

I will conduct writing conferences with students throughout the semester. During writing

conferences, class will be canceled; however, if you miss a conference, you will be counted absent for the same number of classes that were canceled in order to conduct the conferences. For example, if I cancel two classes to conduct conferences and you miss your scheduled conference time, you will accumulate two absences.

### **Additional Support/Writing Center**

I am always available to help you with your writing. You can see me during my regular office hours or make an appointment with me. If you are having trouble with any project or during any phase of the writing process, I encourage you to come and see me. However, do not wait until the last minute to receive help.

In addition, ASU tutors in the ASU Writing Center are available to assist students. For hours, locations, and scheduling, please visit: <http://studentsuccess.asu.edu/home/writingcenters>

### **Submitting Work**

All assignments are due at the beginning of class on the day they are due. If students fail to submit their assignments when collected, points will be deducted and late work policies will be implemented.

### **Extra Credit:**

I do offer extra credit opportunities; however, you must be present to earn extra credit. Students cannot make up extra credit work. I will provide extra credit points for stellar and engaged class participation as well as assignments

## **Late Writing Projects/Assignments**

All writing projects are due by the deadline noted in the calendar. If students do not have them when they are due, they will lose one letter grade from the final assignment grade for each class day it is late. This means if a student's writing project is due on Tuesday and is not submitted until Thursday, the student will lose one letter grade from the final writing project grade. If the final assignment grade is a B, the assignment will receive a C.

**Note:** If students do not have their homework assignments or rough drafts for peer reviews or conferences, they will receive a zero. Late homework will not be accepted, and peer reviews and/or conferences cannot be made up.

**Note:** Computer and printer problems are not valid excuses for late work.

## **Standard Writing Programs Policies**

### **1. Policy on class attendance**

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/withdrawal> ).

- For Fall and Spring semesters, classes that meet three days a week (MWF, for example), the

maximum number of allowed absences is six (6); for classes that meet two days a week, the maximum number is four (4); for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks worth of class meetings).

- For a 5-week Summer session, for classes that meet daily, the maximum number of allowed absences is two (2).

- Hybrid classes: In the case of hybrid course that meet twice a week, a student who misses more than four (4) classes – either face-to-face, online, or a combination – will fail the course with a grade of E. In the case of hybrid course that meet three times a week, a student who misses more than six (6) classes – either face-to-face, online, or a combination – will fail the course with a grade of E.

- Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.

- Online classes: More than four (4) absences will result in failure.

- Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.

- Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or

to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

[Note to the teacher: if you're not teaching a summer, hybrid, and/or online class, please remove those sections from the above.]

- Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- Note: Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections.

If you think this course may conflict with your religious practices, please see me immediately.

## **2. Attendance: first week of classes**

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in hybrid/online courses must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

[Note to the teacher: if you're not teaching a hybrid or online class, you can eliminate the section above that refers to those types of courses.]

## **3. If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

[Note to the teacher: If you're teaching an online class, you may eliminate this section.]

## **4. Grading**

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

[Note to the teacher: See above for non-plus/minus scale; replace as desired.]

- A+ = 4.3 (only used internally at ASU)



- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

## **5. The public nature of writing and discussions**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

## **6. Technological Distractions**

Note to the teacher: include here a statement about penalties for unauthorized usages of technology in the classroom, such as the following:

“Please refrain from any unauthorized usages of technology during our class sessions. In this usage, ‘unauthorized’ means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student’s participation grade. Repeat offenders may be seen as disruptive and asked to leave class.”

Each teacher must distinguish between behavior they find personally “annoying” and behavior that is truly “disruptive” to other students’ learning, and construct a reasonable policy accordingly.

## **7. Late Writing Projects**

Note to the teacher: while there is no “standard” late paper policy, please be sure to list yours here.

Please also be sure that your late paper policy is not in conflict with #8 below, which notes that “To pass this class all major writing assignments must be submitted.” So, your late paper policy can’t then say, “I don’t accept late papers,” or it conflicts with the statement below.]

A statement about penalties for late work might be worded as follows:

“Note that if you do not have copies of your Writing Project by the assignment deadline, you will lose one letter grade from your final Writing Project grade.”

Note that you will also need to decide if you want to penalize by class days or by calendar days, and how much penalty will be applied. Regardless of what you decide, make sure your syllabus clearly states these late policies and penalties.

## **8. All writing for this class must be written for this class**

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

## **9. Academic Dishonesty**

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others' words, images, or ideas into their writing using standard attribution practices.

Academic dishonesty in any form (see

<http://provost.asu.edu/academicintegrity/policy/StudentObligations> ) will not be tolerated, and

students are expected to be familiar with all relevant university policies. The Academic Integrity

Policy is located at <http://provost.asu.edu/academicintegrity>.

## **10. Disruptive, Threatening, or Violent Behavior**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see

<http://www.asu.edu/studentaffairs/safety/definitions.html> ) will not be tolerated, and students are

expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code> .

### **11. Accommodations for Students with Disabilities**

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website: <http://www.asu.edu/studentaffairs/ed/drc/> .

### **12. End-of-Semester Portfolio Collection**

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end of the semester. This portfolio will consist of the final drafts of all major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

### **13. Disposition of Papers/Grade Appeals**

Students should keep all graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but

should also maintain their own digital copies.

**Course Schedule (may be subject to change):**

**Week 1**

**8/26- 8/28**

**8/26**

Syllabus, class introductions, in-class writing assignment

Basics of writing an academic paragraph and MLA format

**8/28**

Finding and correcting errors in a text

Organizing and categorizing ideas

9/4 Meet in library for orientation session: Hayden library room C41

**Week 2**

**9/2 (no class-Labor day)- 9/4**

**9/4**

Meet in Hayden library room C41

MLA guidelines for formatting essays

The academic essay: outline structure and building content

Guidelines for Essay 1 (final draft due 10/2)

(Receive handouts to review)

Homework:

Read Chapter 1, complete writing assignment on Pg. 23 (Choose one topic, answer questions, then write what you may have discovered or revealed about the topic that is not so obvious).

Type and print your in-class writing assignment for homework, correcting any errors.

Submit to instructor 9/9

### **Week 3**

**9/9- 9/11**

**9/9**

Discuss guidelines for essay 1 and details of academic essay style

Content building activities –begin to develop HW writing assignment into essay

Essay writing template

**9/11**

Verbs used in writing situations

Punctuation and sentence structure rules and exercises

Consider pros and cons of notions in “Point of Contact”

HW: Develop your short essay and a bring typed, printed draft to class (2 copies) for peer review and support

Read Chapter 5: “Black Like I Thought I Was” and “The Real, the Bad, and the Ugly”. Answer questions briefly in “Writing Strategies”.

## **Week 4**

**9/16-9/18**

**9/16**

Peer Review

Style techniques and rhetorical tools.

Evaluate a text for rhetorical strategies

**9/18**

Choose conference date/time

Debates! Apply and identify strategies to support your points

Group work: identifying and applying strategies in your Essay

Homework:

Submit thesis and tentative outline for Essay 1 for feedback during conferences (9/23 and 9/25)

Chapter 7. Read “Dog Delusion” and “Floppy Disk Fallacies,” answering questions in “Writing Strategies”.

## **Week 5**

**[9/23 – 9/25 ] -Conference days**

Homework: Develop outline into first draft of essay for peer review after conferences (bring two copies Mon, 9/30, 2-2 ½ pages,

Remember: Peer review worksheet = 10% of grade –come to class! If you cannot, please let me know.

Next week, 10/2: Quiz 1 (basics of essay structure, MLA guidelines, and basic punctuation rules).

## **Week 6**

**9/30-10/2**

**9/30**

Peer review of first draft of Essay 1.

Paraphrasing, quoting and summarizing workshop

MLA Documentation I

**10/2**

Quiz 1

Submit revised copy, drafts, and peer review sheet. This paper will receive a grade.

Intro to logical appeals and fallacies: Evaluation of texts.

(Sept 30th-Oct 7th –Academic Status Report, accessible on My ASU)

## **Week 7**

**10/7-10/9**

**10/7**

Guidelines for Essay 2 (due 10/28)

The Narrative Essay –basic components

Read and evaluate texts.

**10/9**

Group discussion: life lessons and your stories

Descriptive writing practice, finding a central theme



Dialogue and quotation methods and practice

Homework:

Read Chapter 2, "Selling Manure" and "The Thrill of Victory... The Agony of Parents," answering questions in "Writing Strategies".

Create outline and rough draft of your story. Consider your goal, main points and sections where you may want to insert dialogue. Bring two copies next class.

## **Week 8**

**10/14 (School Closed for Fall break)-10/16**

**10/16**

Peer review in class.

Choose conference date/time

Group work: share your work –is the goal obvious and details pertinent?

Consider: Selection of details and time order, arc of story telling, POV

Subject–verb agreement –rules and worksheet.

Homework:

First draft of Essay 2 due 10/21 and 10/23 during conferences.

Read Chapter 12, "Unemployed and Working Hard," answering "Writing Strategies" questions.

## **Week 9**

**[10/21 – 10/23] -Conference days**

Conferences –bring draft of your narrative essay for discussion.

Homework:

Read Chapter 12, “An Apology to Future Generations”, answer “Writing Strategies” questions.

Complete final draft of Essay 2, collect all related materials for submission.

## **Week 10**

**10/28-10/30**

**10/28**

Essay 2 final draft due. Bring all related materials.

Guidelines for Essay 3 (final draft due 12/4)

The Causal Analysis essay: Evaluate outline and texts.

**10/30**

Consider and discuss potential relevant topics

Key words for a causal argument

Work with causal argument template

Homework: Read Chapter 10, “Is Google Making Us Stupid?” answering questions in “Writing Strategies”. Read “American Consumerism” and provide your own annotation.

Choose a tentative topic and thesis.

Bring notes to class; submit Issue ideas and thesis/es to instructor.

## **Week 11**

**11/4-11/6**

**11/4**

Discuss articles

Concept of Audience

Group work: identifying and writing for different audiences

**11/6**

Evaluating source material

Practice evaluating texts

Homework:

Read Chapter 14, "Evaluating Sources".

Find 3-4 sources that provide info on your (final) topic of choice. Evaluate these sources.

Complete a brief analysis of each Due 11/13.

**Week 12**

**11/11 (School Closed, Veteran's Day)-11/13**

**11/11**

Submit evaluation of sources.

Synthesis and interpretation of source material

**11/13**

MLA Documentation part II

Mapping ideas (Avoiding the post hoc fallacy)

Homework:

Read Chapter 15, "Integrating and Documenting Sources" (selected sections)

Pick out a few passages from your sources to support your essay.

Use proper methods of quoting, paraphrasing, and citing these ideas.

First draft of Essay 3 due. Bring two copies for instructor and peer review.

### **Week 13**

**11/18-11/20**

**11/18**

Peer review of first draft of Essay 3.

Submit examples of proper documentation and your essay draft.

Orienting your reader/continuing to take audience into account

Avoiding biased language and remaining objective

**11/20**

Schedule day/time for conferences

Guidelines for writing reflective letter

Class reflection on course content and personal development

Avoiding common grammatical errors for cause/effect

Homework:

Continue to work on essay and bring second draft for conferences on 11/25 and 11/27.

Prepare questions to ask or general topics you'd like to review from this semester

## **Week 14**

### **[11/25 -11/27] -Conference days**

Conferences –bring draft of Essay 3 for discussion.

Homework:

Write your reflective letter and collect all materials for Essay 3 (all due 12/4)

## **Week 15**

### **12/2-12/4 (last day of class)**

Review of class content (and class party)

Final draft of Essay 3 and reflective letter due.

*(No final exam for writing classes)*

12/12-12/18 (Final grades reported)

## **Major assignments for this course:**

**Essay 1:** Definition essay (Analysis/evaluation): 2 ½-3 pages necessary. Define and investigate an interesting and relevant issue today. Use critical reading skills to extract and synthesize information on the topic, creating an informed opinion amongst multiple viewpoints.

**Essay 2:** Reflection (Narrative essay): 4 pages. This essay will focus on an important discovery or other meaningful learning experience in your life. Consider the impact and implications of this experience as well. There will be a focus on selecting the most pertinent details and narrative style to best highlight your point, use of dialogue, and other features of storytelling and organization.

**Essay 3:** Causal Analysis: 4-5 pages. You will research a topic in depth and come to a conclusion about the probable cause of a relevant issue today. 3-4 sources will be necessary to create and support an informed opinion on the matter. It will be important to define the issue for the reader and provide contemporary views on the matter before informing the reader of what your investigation has shown.