

ENG 101: First Year Composition

Fall 2022

English 101 - *Come for the mandatory requirement. Stay because you've learned something useful.*

Instructor: Ryan Dekker

Office: 101ab Ross Blakley Hall **Office Hours:** By appointment in person or virtually; I will host in person office hours Mondays 2-4; Wednesdays & Fridays 2-3

Zoom meeting link for this class: <https://asu.zoom.us/j/7284816097>

Class, Section, Time, Site: #70603 MWF 11:15–12:05 COOR L1-80
#88587 MWF 12:20-1:10 COOR L1-80

Email: rdekker@asu.edu (responses should typically be within 24 hours)

REQUIRED MATERIALS

Text: The Norton Field Guide to Writing with Readings, 6th Edition, by Richard Bullock and Maureen Daly Goggin

The Undocumented Americans by Karla Cornejo Villavicencio

Online Resources:

- ASU Writing Programs: <https://live-english.ws.asu.edu/about/writing-programs> courses
- ASU Student Code of Conduct. Available online: <https://eoss.asu.edu/dos/srr/codeofconduct>
- ASU Academic Integrity Policy: <https://provost.asu.edu/academic-integrity/resources>

*Students are responsible for familiarizing themselves with Code of Conduct and Academic Integrity policies.

COURSE DESCRIPTION AND OBJECTIVES

First Year Composition aims to increase students' ability to develop ideas and to express ideas effectively while engaging in different literacies. Critical reading of articles, speeches, and other non-literary texts helps students to understand the rhetorical process, to analyze audience and its cultural contexts, and to foresee the audience's response. A substantial amount of writing is required. Writing is a complex undertaking. It involves introspection and audience anticipation in a purposeful manner that can vary in tone, formality, design, and technological medium. This class exists to help students facilitate, conceptualize, develop, and finalize their own writing over several topics.

Catalog Description

Discovers, organizes, and develops ideas in relation to the writer's purpose, subject and audience. Emphasizes modes of written discourse and effective use of rhetorical principles.

Students will gain experience in the following areas:

I. Critical Thinking, Reading, and Composing

- Define an argumentative purpose that addresses a pressing social issue or relevant cultural phenomenon.
- Learn how judgments are made by attending to the sociocultural histories and politics of language use.
- Adopt an open stance toward competing perspectives when addressing a pressing social issue or relevant cultural phenomenon.
- Negotiate competing perspectives when addressing a pressing social issue or relevant cultural phenomenon.
- Implement culturally-specific discourses, argumentative tactics, and languages (including one's first language and any additional languages) when negotiating a pressing social issue or relevant cultural phenomenon.
- Imagine equitable outcomes that address a pressing social issue or relevant cultural phenomenon.

II. Rhetorical Knowledges

- Learn, implement, and critically evaluate rhetorical concepts in the Western canon.
- Identify rhetorical situations that frame a pressing social issue or relevant cultural phenomenon.
- Appeal to audience expectations using culturally-relevant languages (including one's first language and any additional languages), discourses, forms, conventions, and styles.
- Utilize writing technologies that are best suited for negotiating audience expectations and rhetorical situations.

III. Composing Processes

- Implement the fundamental components of embodied writing practices such as invention, drafting, collaboration, revision, and reflection.
- Reflect on the material effects of writing practices as they unfold in time and space.
- Exhibit flexible organizational tactics when defining, analyzing, and addressing a pressing social issue or relevant cultural phenomenon.
- Demonstrate resilience during the drafting, revision, and reflection process.

Students in this course are expected to engage the ideas encountered in academic and serious public discourse, to develop complex ideas and arguments through consideration of different perspectives, and to connect their life experiences with ideas and information they encounter in classes. ASU students are encouraged to explore the multiplicity of any topic and to realize that multiple stories or interpretations are told about any one occurrence, idea, or issue.

Supplies: Pen and a notebook with pages that can be easily ripped out

Note: the information in the syllabus, other than grade and absence policies, may be subject to change with reasonable notice.

COURSE REQUIREMENTS/WRITING PROJECTS

There are four writing projects in English 101, and there is a final reflection that takes the place of your final exam. **You must submit all writing projects to pass the course.** All projects must be ready for collection on the date and at the time specified in the requested format.

All drafts of the writing projects should be typed and double-spaced.

Extra Credit: For each Project, **five (5) points extra credit** will be given for conferring with the ASU Writing Center. There is only one chance of extra credit *per Project*. Verification of visiting the Writing Center will be required via email or a stamp.

Description of Writing Projects:

Project 1: A Literacy Narrative

In the first project, you will read essays that prompt reflexive inquiry, and they will focus analysis on contexts situating themselves and their writing experiences in terms of academic literacies. However, when referring to “literacy”, it does not just refer to the written word. Students are encouraged to take a critical stance as observers of their own perspectives.

You will compare and contrast two different photographs for this writing project. The photos you want to write and reflect on are entirely up to you. You may use two photographs that are a particularly interesting time lapse of the same location or of the same person(s). However, you are certainly not limited to photographs that have a common setting or person.

These photographs can be taken by you, the author, or through any other available means. Each photograph that has ever been taken has had a perspective - it is up to you to find two different perspectives taken in two different snapshots and discuss the significances. “A picture is worth a thousand words” is a timeless saying for a reason. Each picture itself has its own story.

Due: September 14th

Project 2: Analyzing Texts

In this second project, you must write about a nonfiction print or digital text focusing not on interpretation and response, but on rhetorical analysis of the text. That is, to identify and consider features of language, motive, purpose, and audience that inform the design, writing, and reading of a text in its social context.

For Project 2, you will find an article or book published at least one year old and analyze and discuss your chosen text. This Project gives you the benefit of hindsight regarding the topic(s) and the purpose of the article – although this does not necessarily imply you have to pick a “controversial” article that ended up being entirely wrong or impressively predictive. Choosing to reflect on an article that is more timeless rather than topical allows for discussion on how well the author expressed their rhetoric to the audience.

Students will explore a print or virtual site, taking note of the underlying cultural, social, economic, and political values they find embedded. This article can be from a website or from a digitized newspaper. Additionally, your text could come from an international source. Students will also take note of their experiences in exploring the text not only as a user/reader, but also as a researcher being consciously aware of their own purposes for doing so. Students will be asked to come to conclusions about the overt and subtle cultural assumptions both in the text itself, and in their expectations and analysis of this text.

Due: October 17th

Project 3: Genre Writing - A film Essay

This brief writing project requires the writer to work with in the genre rules of a longform film essay. Unlike all other writing projects that have a five-page minimum, P3 is a 3-4 page assignment. While

a short form review avoids spoilers and only is meant to inform the reader whether the writer would recommend the movie, a film essay is written knowing the reader has also seen the film. You choose your own film, preferably one you know well. A film essay allows for an in depth and reflective take on the film to order to make an argument of quality. You can write about it as a whole or may focus on only part of the film for this 3-4 page paper.

Due: November 4th

Project 4: Analyzing a Concept/Reflective Writing

The third project asks a student to analyze a concept for the student's purposes as a writer. Throughout the semester we will be reading *The Undocumented Americans* by Karla Cornejo Villavicencio and the response and reflection to this book will be the focal point of Project 4. Students often come to college assuming that concepts are definitive entities, anchored in some firm reality that should always exist. From this perspective, writers read to find pre-existing truths and then circulate these findings in a claim-driven (often five-paragraph) theme. Relatively speaking, that's pretty easy work. In sharp contrast, this assignment engages students in a rhetorical framework that says the meaning of a concept resides in *the consequences it creates*. As Susan Horton writes: "[c]oncepts have no 'real' definitions; instead, they have *uses*. They are our ways of coming to understand the world and deciding how to behave within it". This shift in orientation positions the writer where they are an active meaning maker whose analytical powers, particularly their ability to identify a concept's distinctive parts and how they work together in the world.

Project 3 combines the outside analytical text from Project 2 with the 1st person reflective aspect of Project 1. Like your first project, the 1st person will be a requirement for this writing. *The Undocumented Americans* is a book with a direct, passionate writing style detailing her experiences and others' as undocumented immigrants in the United States. In this assignment, you are meant to reflect on the author's point of view and if and how this book is meant to change viewpoints and habits, up to and including your own.

Due: November 29th

Final Reflection: The course will include a written critical evaluation of your work and the class in lieu of a final exam. **Due:** December 3rd

GRADING POINT DISTRIBUTION

Classroom Response Assignments: **20%**

Discussion Posts: 8%

Project # 1 (including drafts): 20%

Draft 3%, Peer review work 2%, Final Project 15%

Project # 2 (including drafts): 20%

Draft 3%, Peer review work 2%, Final Project 15%

Project #3 Final Project 7%

Project # 4 (including drafts): 20%

Draft 3%, Peer review work 2%, Final Project 15%

Final Reflection: 5%

CLASS CALENDAR (Subject to change and revision)

1. F August 19th: Syllabus; Class Introduction
2. M August 22nd: Ch. 2 “Reading in Academic Contexts” pp 11-33
3. W August 24th: Ch. 10 “Writing a Literacy Narrative” pp 81-103
4. F August 26th: “Se Habla Español” by Tanya Maria Barrientos pp 715-718. “Mother Tongue” by Amy Tan pp 719-724
5. M August 29th: “Sometimes a ‘Tough Teen’ Is Quietly Writing Stories” by Matt de la Peña pp 710-714
6. W August 31st: **No Class** due to Individual Conferences (signed up using a Google Doc)
7. F September 2nd: **No Class** due to Individual Conferences (signed up using a Google Doc)
8. M September 5th: **No Class due to Labor Day**
9. W September 7th: Peer Review Day
10. F September 9th: “Formation of a Caribbean Illustrator” by Nicole Miles
11. M September 12th: Ch 35 “Reflecting on Your Writing” pp 391-400
12. W September 14th: **P1 Final Paper Due**
13. F September 16th: Ch. 5 “Purpose” pp 59-60; Ch. 6 “Audience” pp 61-64; Ch. 7 “Genre” pp 65-70; Ch. “Stance” pp 72-74 “Medium” 75-78
14. Ch. 11 “Analyzing Text” pp 104-139
15. M September 19th: (Audience) “Kid’s Stuff” pp 947-955
16. W September 21st: (Purpose) “The Endless, Invisible Persuasion Tactics of The Internet” pp 798- 802; Netflix’s Gentefied Is the Best American TV Show about Gentrification” 845-847
17. F September 23rd: (Genre) “Heaven Is a Place on Earth” pp 935-939
18. M September 26th: (Stance) “Living Simply in a Dumpster” pp 922-929; “Don’t make English Official – Ban It Instead” pp 956-959
19. W September 28th: “A Patchwork Transition” pp 990-996
20. F September 30th: Rhetorical Analysis and advertisements

21. M October 3rd: American Stories are Refugee Stories” by Beth Nguyen 987-989; “Finland’s School Success” by Anu Partanen pp 999-1006
22. W October 5th: **No Class** due to Individual Conferences (signed up using a Google Doc)
23. F October 7th: **No Class** due to Individual Conferences (signed up using a Google Doc)
24. M October 9th: **No Class** due to Fall Break
25. W October 12th: Peer Review Day
26. F October 14th: Ch. 50 “Quoting, Paraphrasing, and Summarizing” pp 542-554
27. M October 17th: **P2 Final Paper Due**
28. W October 19th: Ch. 55 “Choosing Media”
29. F October 21st: Ch. 13 “Arguing a Position”
30. M October 22nd: Canvas PDF
31. W October 26th: Wrap up P3
32. F October 28th: *The Undocumented Americans* Ch. 1
33. M October 30th: *The Undocumented Americans* Ch. 2
34. W November 2nd: *The Undocumented Americans* Ch. 3
35. F November 4th: *The Undocumented Americans*, finish Chs. 2 & 3 **P3 Final Paper Due**
36. M November 7th: *The Undocumented Americans* Ch. 4
37. W November 9th: *The Undocumented Americans* Ch. 5
38. F November 11th: *The Undocumented Americans*, Ch. 6
39. M November 14th: **No Class** due to Individual Conferences (signed up using a Google Doc)
40. W November 16th: **No Class** due to Individual Conferences (signed up using a Google Doc)
41. F November 18th: Peer Review Day
42. M November 21st: Wrap up *The Undocumented Americans*
43. W November 23rd: Finish wrapping up *The Undocumented Americans*
44. F November 25th: **No Class due to Thanksgiving Break**

45. M November 28th: **P4 Final Paper Due**

46. W November 30th: Ch. 35 “Compiling a Portfolio”

47. F December 2nd: Last day of Class; **Final Reflections Due.**

Digication E-portfolio (optional) At the end of the semester, you may create an e-Portfolio with your name to submit your final drafts of your Writing Projects and Final reflection in a Digital E-portfolio to our course page. You can share access with our course. You are encouraged to use creativity or if you want to make it more public, but this is a minimum that you can change at the end of the semester.

POLICY ON ABSENCES, TARDIES, LATE WORK, REVISIONS & CONFERENCES

1. Per Program policy, **if you miss class more than six times for any reason, you will fail the course.** If you miss class, you are responsible to contact me for information about missed instruction and assignments. Absences do not relieve you of responsibility for assigned work. Keep track of your own absences.

A Seventh Absence Will be an Automatic Failure for this Course

Note: "Excused Absences" do not exist (with the lone exception of religious holidays.) See me if you need help planning.

2. Late Work: If you do not have copies of your Project by the assignment deadline, you will lose ten points from your grade the first day and five points from the project's final grade for each additional calendar day late.
3. Conferences: You will have one mandatory conference with me per Writing Project, for a total of three. These conferences are one on one. If you miss a conference with me that counts as a week of class absences because one week of classes will be cancelled in place of a conference time you will sign up for.
4. No late in-class exercises, process or participation work accepted.
5. No late In-classroom Assignments will be accepted. They must be completed by the date stipulated on the Semester Daily Outline and will be graded on the basis of partial, full, or no credit.

“Be on time to class and remain for the whole class period: If you are more than five (5) minutes late to class, or if you leave class more than five minutes early, you will be counted tardy for that class period.” Two tardies equate one official absence.

Standard Writing Programs Policies

1. Policy on Attendance

Students are expected to attend all class sessions in order to meet the course outcomes. 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.

- Fall and Spring Semester:
 - For classes that meet three (3) days a week, the maximum number is six (6).
- Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should, if possible, move to another section where their activity schedules will not interfere with their classroom obligations (students can 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: ASU 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 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.

3. If I am absent

If I need to cancel class for any reason, I will contact you via email. 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 canceled, and check email frequently afterwards for further instructions.

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:

o	A+ = 98-100	GPA: 4.3 (only used internally at ASU)
o	A = 93-97	4.0
o	A- = 90-92	3.7
o	B+ = 87-89	3.3
o	B = 83-86	3.0
o	B- = 80-82	2.7
o	C+ = 77-79	2.3
o	C = 70-76	2.0
o	D = 60-69	1.0
o	E = >59	0.3
o	No paper = 0	0.0

6. The Public Nature of Writing and Instruction

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

When in the classroom, please keep electronic devices – cell phones, laptops, iPads, AirPods, etc. – put away, unless we’re using them for an academic purpose. These devices distract you from what is happening in class and can disrupt others as well. Failure to abide by these guidelines will have a negative impact on your grade, as you miss course content and fall behind. Repeat offenders will be asked to leave class.

7. Late Writing Projects

I reserve the right to deduct points from Major Projects that aren’t submitted by the exact deadline. Expect the loss of a letter grade for each day it is late. If you do not have copies of your Project by the assignment deadline, you will lose ten points from your grade the first day and five points from the project’s final grade for each additional calendar day late. If there are extenuating circumstances and you know you’re going to be late with something, email me as soon as possible and we’ll figure something out.

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

To pass this class, all major writing assignments must be completed, submitted, and 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

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

10. Expectations for Teacher and Student Conduct

ASU Writing Programs expects teachers to follow the [*Academic Affairs Manual*](#) and students to follow the [*Student Code of Conduct*](#). Writing Programs does not condone threatening behavior against any of its teachers or students for any reason. ASU's definition of threatening behavior can be found here: <https://eoss.asu.edu/dos/safety/ThreateningBehavior>. If aggressive behavior occurs in the classroom, a teacher or student should immediately contact the Director of Writing Programs, Dr. Kyle Jensen: dr.kjensen@asu.edu. Dr. Jensen will initiate the appropriate process and, if necessary, inform the Dean of Students, who will then follow the procedures outlined in The Student Code of Conduct: https://eoss.asu.edu/sites/default/files/Student_Code_of_Conduct_Procedures.pdf.

11. Sexual Violence and Harassment Based on Sex

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>. Instructors are mandated reporters and therefore obligated to report any information regarding alleged acts of sexual discrimination.

12. Copyrighted Material

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

The course content, including lectures and other instructional materials, are copyrighted materials. Students may not share these materials outside of the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by Student Accessibility and Inclusive Learning Services.

Any recordings instructors make available to their students (such as lectures or Zoom discussions) are authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

13. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

- Prior to receiving disability accommodations, verification of eligibility from Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.
- Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services should contact their office immediately. It is located on the first floor of the Matthews Center Building. Student Accessibility and Inclusive Learning Services staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit https://eoss.asu.edu/accessibility?_ga=2.152352313.1476762588.1628870359-926705284.1619106378. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

15. 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 Canvas, if submitted there, but should also maintain their own digital copies.

16. Student Grievances

The Writing Programs administration cares about how students experience Writing Programs courses and takes all student grievances seriously, while at the same time being supportive of

instructors. We strive for mutually beneficial outcomes while maintaining the integrity of the program.

To effectively voice their concerns or grievances and bring them to the attention of the Writing Programs administration, students are expected to adhere to the following protocol:

1. The student first discusses their concerns with their teacher.
2. If this discussion did not lead to a resolution of the concern or if the student feels uncomfortable approaching their teacher, they contact the Writing Programs office at writingprograms@asu.edu and ask the Writing Programs representative to forward a message to the Director of Writing Programs.
3. In this message, which is a formal email addressed to the Director of Writing Programs, the student will list their concerns, include evidence, and (if possible) provide documentation.
4. The Director of Writing Programs will review the email, (if applicable) solicit more detailed information from both the student and the teacher, respond to the student and the teacher in a timely manner via email, and/or offer a meeting via phone or Zoom.
5. If a solution cannot be achieved on this level, the Director of Writing Programs will assist the student and teacher in advancing the concern to the Senior Director for Curriculum and Student Affairs in the College of Liberal Arts and Sciences.
6. For materials required in a formal grade appeal, students need to follow the process outlined in the “Can I dispute a Grade?” section at <https://english.asu.edu/admission/first-year-composition-courses/faqs>.
7. More information about Academic Grievances, Academic Integrity Resources, and Disruptive Behavior is available on the Resources page of the College of Liberal Arts and Sciences at <https://thecollege.asu.edu>.