

English 120 – Writing for College

Spring 2017
Section 124
TF 12:30-1:45
Room: FN 104

Dr. Eileen Curley
Eileen.curley@marist.edu
Office: Fontaine 214 x2536
Office Hours: TF: 10:30-12:15, W 2-3:30

Course Description:

This course prepares students to write effective academic papers for college-level courses. We will do so while considering political protests through the lens of performance studies theories and research. Performance Studies provides us with a way of discussing and analyzing many forms of performance activity, not simply traditional theatre. Thus, we will be writing about and analyzing numerous types of political protest performances, such as the Boston Tea Party, riots, marches on Washington, sit-ins, street theatre, congressional filibustering, soapbox speeches, and more. By analyzing political protests within these frameworks, students will develop the critical reading, writing, research and analysis skills required for success in college-level courses. In the first half of the semester, we will be discussing the theoretical frameworks of the course while learning about research and writing skills. The second half of the semester, then, will be dedicated to applying all of this knowledge in a scaffolded research paper assignment.

Course Philosophy:

- Writing is a skill best learned over time, through repetition and revision, and with feedback. As such, there will be numerous short writing assignments, both in and outside of class, which build into larger projects, and many class periods will include formal and informal work-shopping of your writing. Your presence at and diligent preparation for class meetings will enable you to benefit from this approach.
- While this is a writing class, in-class discussion and analytical exercises will comprise a good deal of our time together. Consider these discussions as verbal practice for the kinds of analytical thinking that should appear in your papers.
- Accordingly, I expect robust participation from everyone and respectful treatment of your classmates' ideas at all times. In order to grow as thinkers and writers in a community, we must learn to try out ideas, give and receive constructive feedback, and step back to analyze our world and our role in it; this growth can only happen in a respectful environment.
- Finally, this is a course in research writing, which necessarily places the focus of our work on reading, locating, understanding, and interacting with scholarly sources and then presenting that analysis in writing. Grammar is but a small part of this process, so expect the bulk of your assignments to be focused on critical reading, critical analysis, and research, rather than on grammatical issues. I expect that you have had training in grammar and will use your citation guide's grammar section to work on your individual grammar issues throughout the semester.

Course Objectives:

At the completion of this course, students should have a greater capacity to:

- Critically evaluate the content and construction of sources and convey that analysis in writing
- Locate, evaluate, incorporate and cite a variety of source materials for research projects
- Craft research agendas and produce a research paper in a multi-step process that allows for optimal writing and research processes
- Present oral & written summaries of your own work and of sources
- Work with the MLA citation style and style guide
- Write with a minimum of grammatical and surface errors

Required Texts and Readings:

Bullock & Weinberg's *Little Seagull Handbook*, 2nd, or another citation & grammar guide with MLA style included.

iLearn: Numerous additional readings will be available via iLearn. Print and bring these readings to class on the relevant days. Electronic devices are not permitted in class.

Attendance:

As noted above, this will be a collaborative and interactive class. By enrolling in this course, you have implicitly agreed to be a present and active member of this class. As such, you are expected to be present, prepared and actively engaged in all class discussions and exercises. *Absenteeism and tardiness will not be tolerated, and excessive amounts (4+ instances) of either will result in at least a 10% reduction in your final course grade, in addition to the obvious impact it will have upon your participation grade.* I do not distinguish between excused and unexcused absences, except in extremely serious cases. If extenuating circumstances develop, please contact CAAS and me as soon as possible so that we can work to keep your academic progress on track, but know that you are responsible for submitting all work.

Participation & Learning

Simply attending class does not guarantee an A, as your grade is determined by your *participation* in class and mastery of content, not your presence. Arriving late, nodding off, and doing work for other classes in our class will all adversely impact your grade. I expect you to have done the reading and writing assignments and be ready to discuss the texts and offer feedback to your peers. Bring the appropriate materials with you to each class period. Be prepared.

Electronic devices: Respect yourselves, your professors, and your classmates and shut off the tech. Electronic devices are not permitted in this class. Texting in class divides your attention and will have a negative impact on your grade because you are not paying attention to the course. Be present & focused.

Graded Assignments:**1. Short Writing Assignments (SWA) & Participation 10% (100 points):****Short Writing Assignments**

There will be periodic in-class and out-of-class assignments covering all course objectives that will comprise a portion of this grade. The remainder of the grade will be determined by your active participation in discussions and exercises. These assignments may or may not be announced in advance. **Absolutely no make-up short writing assignments will be given.** I will drop your lowest SWA score at the end of the semester.

2. Research Process Exercises 10% (100 points):

In order to expose you to various skills required of a college-level writing, there will be several small assignments that are not directly linked to your research paper. Full instructions will follow.

- **Citation Exercise (80 points).** This exercise will give you practice with constructing bibliographies in MLA style in advance of writing your research paper. It will also give you practice with working with sources in advance of writing your research paper.
- **Library Research Exercise (20 points).** Early in the semester, you will split into teams of two or three to locate a number of sources using the library tools that we discuss during class. This experience will enable you to work through basic library research tools in person.

3. Protest Examples Exercises 15% (150 points):

In the first half of the semester, we will be talking about numerous political protests in class as a model for the brainstorming, analysis and research processes you will be using on your final paper. There are a series of assignments which accompany these class periods. They will ask you to engage with the protest examples through written responses, revision exercises, and research exercises.

4. Campus Paper 10% (100 points):

You will be exploring one of the conceptual frameworks of the course in this short analytical paper. This paper serves as your first major writing assignment in the course and it covers analysis, citation, and paper formatting. For this paper, you will be assigned a walking tour of campus, and you will be analyzing that tour using one of the course readings as a jumping-off point.

5. Midterm Exam. 15% (150 points):

This exam will cover basic citation skills, research approaches, and the course's theoretical frameworks. You must bring your hard copy MLA style guide to the exam. Any use of phones or electronic devices during the exam will result in an automatic zero on the exam.

6. Research Paper 40% (400 points):

Throughout the course of the semester, you will write a 3000-3600 word research paper on a political protest performance of your choice. Elements of the paper will be due throughout the semester, and portions will be work-shopped during class sessions; thus the paper grade will be comprised of many smaller grades, including the formal proposal, proposal conference, thesis workshop, introduction workshop, research quest, draft workshop, etc., all of which seek to expose you to the writing and research processes required of successful college-level work. All course objectives will be assessed in this assignment. The paper topic will be developed in conjunction with your interests; this assignment will be a research paper that requires you to analyze a particular performance (historical or current) using the frameworks that we discuss in class as a starting point. Your paper should be informed by extensive research into your topic, as well. Full instructions for all assignments will follow.

Assignment Submissions, Extensions and Late Assignments:

- In fairness to students who meet deadlines, written assignments handed in at any time after the beginning of the class period in which they are due will be reduced by one full letter grade (10% of the point value of the assignment) for 24-hour period that the assignment is late. Late work will not be accepted once it is seven days late. No work will be accepted after our final exam slot.
- Work that is being work-shopped cannot be submitted late, for obvious reasons.
- No incompletes will be granted unless an emergency situation develops at the end of the semester.
- I do not grant individual extensions. You know your paper due date months in advance. On opening night you must be off-book, fully painted, hung and focused, etc., and so your paper must be written on the date it is due. No excuses. Save your work to multiple drives. Plan ahead. I will always accept work ahead of time.
- Written assignments are to be submitted to the Assignments section of iLearn unless otherwise noted on the assignment sheets.
- iLearn will only process papers in .doc, .docx and .pdf format. Pages users: export to one of these file types. Failure to submit a readable file by the due date will result in late penalties accruing.
- iLearn will send you an email confirming your assignment submission. If you do not receive this message, then be certain to go back into the system to check your submission status.
- If you know in advance that you will miss a class, it is your responsibility to make arrangements to hand the work in on time and get notes and assignment sheets from a classmate.
- I do not accept assignments submitted via e-mail.

Special requirements or accommodations:

- If you have any condition that will make it difficult for you to carry out the work as I have outlined it, or which will require extra time in testing situations, please notify me *within the first two weeks* of the class so that appropriate arrangements can be made. An early heads up allows us to work with your situation; a last-minute plea rarely does.
- If you have a disability or other medical condition requiring specific accommodations, please speak with Special Services (SpecServ@Marist.edu) in order to obtain their assistance and intervention on your behalf. The office provides services that can significantly enhance your learning experience. If you are using their assistance, please notify me early in the semester so that we can be sure that we are working to create an optimal learning environment.
- Extended absences (more than one class period) must be cleared through CAAS.
- If your observance of a religious holiday conflicts with the course schedule, you must also notify me *at least two weeks prior to the holiday* so that appropriate arrangements can be made.
- Participation in college-sponsored activities does not excuse you from your responsibilities as a student in this course. You know your schedules ahead of time. Plan accordingly.

iLearn, E-mail, Etiquette and Other Policies:

- All readings not available in book format will be posted on iLearn. *Consult your schedule.*
- You are in class to learn; be here mentally and physically. Shut off the phone.
- I will use e-mail to communicate with you. Please check your Marist e-mail regularly.
- Kindly put the course number in the subject line of your e-mail messages, especially if you are not using your Marist account. With all the spam in my inbox, messages entitled "Help!" risk deletion.
- While e-mail is a great communication tool, please remember that you are still addressing a professor. Do not hit that send key until you have taken a moment to reflect upon what you have written. If you respect yourself and present yourself respectfully, the world will take you more seriously than if your communications are incomprehensible, full of typos, or generally rude. Remember, it is in print.
- Do not email within 24 hours of our class meeting and expect that I will have time to read and respond. I check email at least once daily on weekdays, but expect a delay on weekends and nights.
- If you need a quick answer or need to ask a long question, come to my office hours.
- Grades on assignments are not negotiable; if you have questions about an assignment or your grade in the class, then you need to come into my scheduled office hours *with your assignments*. Federal law prohibits faculty from discussing grades over email.

GRADING SCALE:

A	= 1000-930 points	Outstanding	C	= 769-730 points	Satisfactory
A-	= 929-900 points		C-	= 729-700 points	
B+	= 899-870 points	Very Good	D+	= 699-670 points	Unsatisfactory
B	= 869-830 points		D	= 669-630 points	
B-	= 829-800 points	Good	D-	= 629-600 points	
C+	= 799-770 points		F	= Less than 600 points	Failure

Academic Honesty:

The currency of higher education is knowledge and as you would not steal money, so I expect you not to steal other people's ideas. The exchange of information allows us to improve society and ourselves, but we cannot grow unless we first admit that we need to rely on the thoughts of others to generate our own ideas. When you use someone else's ideas, you must cite that person. When in doubt, cite.

ANY STUDENT FOUND TO BE IN VIOLATION OF THE MARIST COLLEGE STUDENT HANDBOOK ACADEMY HONESTY CODE AS IT PERTAINS TO OUR CLASS WILL AUTOMATICALLY RECEIVE A ZERO ON THE ASSIGNMENT AND MAY FACE FURTHER SANCTIONS, INCLUDING FAILURE IN THE COURSE.

YOU ALSO MAY FACE INSTITUTIONAL SANCTIONS IF THERE IS A PATTERN OF PLAGIARISM.

Violations include but are not limited to activities such as citation fabrication, plagiarism, cheating, and falsifying attendance sheets or other documents.

**You will be taught how to cite in this course, but if you still have questions at any point during the semester, then *please contact me* and I will gladly walk you through that minefield.
All written assignments for this course may be submitted to turnitin.com**

A few last logistical notes:

Please note that the course schedule is subject to change based on our progress, although readings and assignments will never be due before the published due date.

Snow happens. If Marist cancels, then we will move our class onto iLearn in an asynchronous format (we will not be "meeting" online during our class period; rather, you'll have a broader stretch of time in which to complete the online lessons). Watch your email for further instructions.

Also, snow happens differently across the valley. If you commute, then be in touch via email on snow days.

Navigating iLearn for this Course:

Resources Tool

The resources section will have a number of folders that contain readings, supplemental handouts, etc.

- When the course schedule says that there is a reading on iLearn, you will want to go to Resources and open the appropriate document or folder. Use your schedule as a guide.
 - Sometimes, you will have an entire folder dedicated to a particular class session; in this case, read everything in the folder.
 - Sometimes, folders will have a “Read Me First” document – do so. That document will explain what you need to read and what you need to use as reference material.

Forums Tool

Forums will be used in this class in primarily four ways:

- As part of an assignment.
 - For example, if there’s a particular need for you all to share clips or information with each in advance of a class period, then a forum will be set up to facilitate communication.
- Group communication center
 - If you are assigned to a group project or a working group of any kind, you will have a forum set up for your group. This will allow for easy file transfer & communication within the group.
- Exam review and prep
 - Have a question to which everyone might want to know the answer? Ask it here.
 - In some courses, there will be an assignment to create mock exam questions for a quiz grade.
- In the event of a class cancellation or the need to have an extended conversation
 - If a class is cancelled, exercises or discussions may be found in the forums. Check your email – sometimes, you will have an assignment that does not include a forum discussion.

Assignments Tool

Instructions for written assignments will be listed under this tool. Much of the written work for this class will be submitted to the Assignments Tool.

- Select the correct Assignment and be sure to upload your work in an accepted file format
 - *ALWAYS go back into the assignment and make sure that the file upload worked. It is your responsibility to make sure that your uploads are successful and completed on time.*
 - Mac users: please do not upload .pages files. I will not be able to read them. Export to .docx
- Occasionally, I will put Assignment instructions up here for assignments that are to be turned in on paper in class; this is for your convenience – so that all assignment instructions are in one place on iLearn.
 - Materials that will form the basis of in-class workshops or exercises generally need to be brought to class. Papers generally get submitted electronically.
 - The course schedule & each assignment will detail all of this for you.

Feedback and Grades: Where can I find it? When?

- Written feedback on your assignments is more crucial for development and progress than simple numerical grades. Be sure that you are logging in, downloading and reading your feedback.
- Feedback will either be on the assignment, if handed back to you in class, or available electronically in the Assignments tool, under the appropriate assignment.
- I will announce in class or sometimes over email when feedback is available.
- Depending on the assignment, you might see an attachment that contains digital feedback typed directly onto your assignment, an attachment that contains digital feedback on a rubric, or you might see feedback in the assignment comment box in iLearn itself.
- All grades will be visible in the gradebook after assignments are returned
 - Please note that the gradebook will not calculate your overall course grade for you until close to the end of the semester. You can use the syllabus & the gradebook data to estimate your grade at any point during the semester, but keep in mind that your grade may fluctuate.

Writing for College Course Schedule

Dates & Topics				Readings Are Due on the Date Listed: Always Bring the Relevant Texts in print		Assignments	
			Topic	Readings from iLearn	Citation Guide Section	Written Work Due	Where to Submit?
1.1	T	1/17	Introduction to the Course				
1.2	F	1/20	The Basics: Frame, Place, Actor, and Audience	iLearn: Read "Performance Studies Starters" folder			
2.1	T	1/24	Seeing Detail	iLearn: Continue "Performance Studies Starters" folder			
2.2	F	1/27	City Strolling: The Campus as Performance (DRESS WARMLY)	iLearn: Read "City Strolling" folder			
3.1	T	1/31	Joining Scholarly Conversations	iLearn: Read "Citations" folder	Citations section		
3.2	F	2/3	Primary and Secondary Sources	iLearn: Read "Boston Tea Party" folder	Types of Sources		
4.1	T	2/7	Citations		MLA section	Campus Paper	iLearn
4.2	F	2/10	Working with Scholarly Articles	iLearn: Read "Colonial Riots" folder	Scholarly Sources		
5.1	T	2/14	Summaries & Paraphrasing	iLearn: continue "Colonial Riots" folder	Summaries & Sources		
5.2	F	2/17	Library Research Exercise (meet in library lobby)		Research Tools	Citation Exercise	to iLearn
6.1	T	2/21	Performance Examples & Rhetorical Modes	iLearn: Read "Protest Examples 1"			
6.2	F	2/24	Performance Examples	iLearn: Read "Protest Examples 2"			
7.1	T	2/28	Performance Examples & Crafting a Research Agenda	iLearn: Read "Protest Examples 3"		PE Research Exercise	to iLearn
7.2	F	3/2	Citation & Research Exam (bring your print MLA guide)			exam	in class
8.1	T	3/7	Online Grammar Exercises			exercises	on iLearn
8.2	F	3/10	Library Research Day				
			Spring Break				
9.1	T	3/21	Paper Organization, Introductions & Thesis Statements		Paper organization	FP Proposal	to iLearn
9.2	F	3/24	Individual Paper Conferences				
10.1	T	3/28	Research Troubleshooting (bring laptops/ meet in lab TBD).			PE Revision Exercise	on paper
10.2	F	3/31	Authorial Voice and Style		Style	FP Research Quest	to iLearn
11.1	T	4/4	No class - Assessment Day				
11.2	F	4/7	Thesis Statement Workshop		Thesis statements	FP Thesis	on paper
12.1	T	4/11	Introductions Workshop		Introductions	FP Introduction	Bring 2 copies on paper to class
12.2	F	4/14	No class - Easter Break				
13.1	T	4/18	Finish Intros and Grammar Review Day				
13.2	F	4/21	Professional Writing & Presentation Advice		Professional Writing & Presentations/ PPTs		
14.1	T	4/25	Peer Editing Workshop		Editing	FP Full Draft	to iLearn and bring TWO copies on paper to class
14.2	F	4/28	Final Presentations			Presentation	to iLearn
15.1	T	5/2	Final Presentations			Presentation	to iLearn
15.2	F	5/5	Revising: Reading for common errors		Revision	FP Full Draft	bring a copy of your paper
16	F	5/12	Final Exam Week: your paper is due to iLearn by the end of our exam slot (12:30 pm on Friday)			Final Paper	iLearn

Schedule subject to change based on our progress.