# Syllabus – ENG 122: College Reading and Writing I

The University of New England | Fall 2016

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Office: SASC 4
Note: SAS 011 Writing Lab meeting time is scheduled by your SAS 011 Instructor

*College Reading and Writing I and II, along with Writing Lab, offer you a supportive opportunity to begin the process of acquiring the advanced literacy skills you need to succeed in learning communities across the University of New England. The course introduces you to college reading and writing fundamentals, and provides you with guided opportunities for practice.*

## Official Course Description

This course is the first part of a two-course sequence that is equivalent to English 110, English Composition. The course begins students' introduction to writing as a conscious and developmental activity. Students learn to read, think, and write in response to a variety of texts, to integrate their ideas with those of others, and to treat writing as recursive process. Through this work with texts, students are exposed to a range of reading and writing techniques they can employ in other courses. Students work individually and collaboratively, participate in peer review, and learn to take more responsibility for their writing development. Students enrolled in the course must also register for SAS 011, Engaging with Text Writing Lab, a one-credit lab that supports work in ENG 122. Placement into this course is determined by entering SAT (or ACT) writing scores. Corequisites: SAS 011. 3.000 Credit hours.

**Special Note Regarding SAS 011**: Students enrolled in ENG 122 *must* also be enrolled in SAS 011, Engaging with Text Writing Lab, an individualized, student-support course that works in tandem with ENG 122. If your current class schedule does not include SAS 011, please see someone in the Student Academic Success Center to get registered for the course. If you drop SAS 011, you will be dropped from ENG 122.

## Required Texts

Miller and Jurecic, *Habits of the Creative Mind*
Graf and Birkenstein, *They Say/I Say*
*The Little Seagull Handbook*

Plan to keep an electronic or paper notebook with all homework assignments, drafts, revisions, and printouts of readings in it.  Bring your notebook with all assignments and readings in it to class every time.

Please bring *Habits of the Creative Mind*, *They Say/I Say*, and all other assigned readings to class each time. Please bring a laptop or tablet to class with you each time.  If you don't have access to one, please let me know, so that I can provide one for you to use in class.

## Course Objectives

In this course, students will:
- Prepare both informal and formal texts, using a range of writing process elements.
- Complete a range of assignments that provide hands-on experience with various approaches to integrating their ideas with those of others.
- Engage in active, careful, critical reading of challenging texts.

- Complete a series of peer review activities to participate in a collaborative learning environment and practice a central feature of the writing process in academic and professional environments.
- Practice identifying types of sources commonly used in college-level writing and documenting source use through both in-text and end-of-text citation.
- Identify individualized patterns of sentence-level error and practice techniques for addressing those patterns.

## Student Learning Outcomes

Students who complete English 122 should be able to:
- Demonstrate some ability to approach writing as a recursive process that requires substantial revision of drafts for content, organization, and clarity (global revision), as well as editing and proofreading (local revision).
- Begin to effectively integrate their ideas with those of others using summary, paraphrase, quotation, analysis, and synthesis of relevant sources.
- Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking.
- Demonstrate growth in their ability to critique their own and others' work by emphasizing global revision early in the writing process and local revision later in the process.
- Reasonably document their work using appropriate conventions (MLA).
- Control individualized patterns of sentence-level error (grammar, punctuation, spelling).

## Major Assignments

- First Week Writing Assignment – Sept. 12
- Literacy Narrative Draft – Sept. 26
- Literacy Narrative Revision – Oct. 3
- Literacy, Discourse, and Community Draft – Nov. 7
- Remediated Literacy Narrative – Nov. 16
- Literacy, Discourse, and Community Revision – Nov. 21
- Draft ePortfolio – Dec. 7

## Attendance

***Please know that you are needed and wanted in this course!*** Your ideas and contributions deepen our discussions and enrich the learning experience for everyone. Much of this course is collaborative and workshop-based, and so it will be difficult for you to keep up if you miss more than three classes. Do not expect to pass the course if you miss more than four classes. Please be in touch with me right away if you encounter extenuating circumstances (illness, family emergency, etc.) so we can make a plan regarding your coursework.

## Performance Evaluation in College Reading and Writing I

The instructors of English 122 do not grade a paper as a single product because the course objectives include much more than the ability to hand in a paper. Instead, we examine the body of work that leads up to and includes that written project. We evaluate competency on a continuum running from Novice to Master of first-year writing. What does this mean?

Each major writing project involves a series of activities that, taken together, help you practice and develop an important set of behaviors that give rise to stronger writing performances. At the conclusion of each significant writing project in the course, you will receive an evaluation of your progress towards first-year mastery of the course's six learning outcomes (see below). You will receive an evaluation report that is a shorter version of the one below. Using a continuum line running from Novice to Master, we will evaluate

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your work on each learning outcome. In addition, we evaluate your level of engagement with the work of the course (see below).

We don't assign what you would think of as a traditional grade because we're most interested in development. Think of yourself as needing to make progress moving from Novice to Master, and you'll experience growth. This will be very uncomfortable for some of you, particularly at first. We strongly encourage you to embrace the progress model of evaluation by focusing *much less* on your evaluation at a moment in time and *much more* on the practices associated with higher levels of mastery. In time, you'll discover that you're growing as a college-level reader, thinker, *and* writer.

Near the end of the term, we will ask you to engage in a self-evaluation of your growth in the course and to provide evidence of that growth in an electronic portfolio of your work. Your instructor's evaluations should help to inform your evaluation, but the focus at the end of the term will shift a bit because we will want to know what you see in your own work over the term. We will, of course, guide you in this self-evaluation.

### English 122 Learning Outcomes (80%)

Students who complete English 122 should be able to

- Demonstrate some ability to approach *writing as a recursive process* that requires substantial revision of drafts for content, organization, and clarity (*global revision*), as well as editing and proofreading (*local revision*) – 20%.
- Begin to effectively *integrate their ideas with those of others* using summary, paraphrase, quotation, analysis, and synthesis of relevant sources – 20%.
- Employ *techniques of active reading, critical reading, and informal reading response* for inquiry, learning, and thinking – 15%.
- Demonstrate growth in their ability to *critique their own and others' work* by emphasizing global revision early in the writing process and local revision later in the process – 15%.
- Reasonably *document their work using appropriate conventions* (MLA) – 5%.
- *Control individualized patterns of sentence-level error* (grammar, punctuation, spelling) – 5%.

### English 122 Engagement (20%)

Students in English 122 should be engaged by

- Both attending class and being present (paying attention and participating).
- Embracing practice and work as keys to learning.
- Trying new approaches, taking risks.
- Persisting in the face of struggle, challenge, and error.
- Seeing mistakes as opportunities for reflection, learning, and growth

## EVALUATION REPORT - LONG VERSION

Writing as a Recursive Process - 20%
Reading is part of the writing process, and writing is part of the reading process. The iterative, recursive nature of the writing process means that careful reading of both one's sources and one's own writing are regular practices for one who approaches mastery of this learning outcome. A student who is making substantive (global) changes in both the content and organization of a writing project as it moves from an early to a final draft is moving in the direction of mastery. A student moving in the direction of mastery is also engaged in local revision in the final steps of the process through careful editing and proofreading.

Some markers of substantive change (global revision) across drafts include:
- Changes to an introduction to better frame the project, establish the conversation and sources in play, and articulate how the student's thesis contributes to that conversation
- Reorganization of paragraphs to more effectively develop the written project
- New body paragraphs that develop on ideas in an early draft or that introduce important new ideas
- Improved source use (evidence) and explanations

Some markers of local revision include:
- Improvement in signal phrases leading into and punctuation around quotations and paraphrases
- Reduction in subject-verb agreement, plural/possessive, and punctuation errors that yield fragmented or run-on sentences
- Attention to the overall readability of one's prose

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## Integrate Ideas with Those of Others - 20%
Writing in college involves advancing one's own ideas, but it also involves integrating one's ideas with what others have written. One is engaging in a "conversation" with one's sources. In practice, this involves quoting and paraphrasing sources to help develop one's ideas, to provide support for one's ideas, and even to signal possible objections to one's ideas. A student who is engaged in a conversation with the sources is moving in the direction of mastery.

Some markers of integration include:
- Selecting quotes that are interesting, revealing, complicated, or in need of discussion or response
- Connecting ideas within and between paragraphs
- Presenting textual evidence that confirms and complicates one's claims
- Using others' ideas to extend or counter one's own or others' ideas
- Providing context for the specific passage(s) being quoted or paraphrased
- Following specific passage(s) with analysis, interpretation, or explanation at an appropriate level of elaboration
- Making clear the boundaries between one's own ideas/words and those of one's sources

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## Active Reading, Critical Reading, & Informal Reading Response - 15%
Active, critical readers mark their texts by underlining, highlighting, or otherwise identifying key passages in a reading. They treat margins as places to ask questions, to sketch connections, and to express their ideas or thoughts about a text. And they work to follow a writer's line of argument, to locate and evaluate the claims, and to imagine possible challenges. They aim to grasp key concepts and examples, while also locating moments where they might disagree with a writer. An active reader uses informal writing in response to specific moments in a text to discover one's thoughts, to improve one's understanding, and to explore connections between readings. A student engaged in these practices is moving in the direction of mastery.

Some markers of active, critical reading include:
- Marginal (or similar) note-taking that shows a reader asking questions, understanding key concepts or examples, drawing relationships between parts of a text or across multiple texts, challenging claims in a text
- Focused informal writing that shows a reader extending ideas, challenging ideas, exploring connections between texts, and/or considering implications of specific passages for an idea
- Presenting specific passages and ideas about those passages in small-group work, in an informal presentation to the class, in a blog post, or elsewhere

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## Critique Own and Others' Work - 15%
Strong writers can effectively evaluate both their own and their peers' writing. They analyze drafts for idea development, claims, evidence and organization; identify solid elements of a draft as well as targeted opportunities for revision; and consider organization from a reader's point-of-view. They go beyond merely identifying problems and offer concrete, specific suggestions for revision. They participate fully in peer review markup and group

discussion of drafts, and they embrace revision as an opportunity to transform a project. A student engaged in these practices is moving in the direction of mastery.

Some markers of solid critique of one's own and others' work include:
- Comments on drafts that address idea development, claims and evidence, and organization
- Comments on drafts that offer specific suggestions for change (possible quote, claim, or explanation), not merely a critique of weak spots
- Discussion of a peer's ideas include exploration of the ideas in the project, suggestions regarding implications, possible opportunities for extension, and even counterarguments
- Visible work after a draft that demonstrates efforts to clarify, to rework sections, and to rethink ideas
- Concrete, specific revision plan
- Both offers and accepts feedback generously and in good faith

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## Document Work using Appropriate Conventions - 5%

Nearly all written genres have a convention or style for documenting source use. Writers are aware that it is important to identify and work within the documentation convention appropriate for the genre. In English 122, writers work within the Modern Language Association (MLA) style. In MLA style, writers appropriately introduce their sources, in addition to using signal phrasing, parenthetical citations, and a Works Cited page to identify sources in use. This work helps to mark boundaries between one's words and ideas and those of one's sources. A student engaged in these practices is moving in the direction of mastery.

Some markers of solid documentation using appropriate conventions include:
- Source introductions that are responsible to the source, located within the context of the writer's project, and focused
- Signal phrasing and reporting verbs that are varied in ways that suit one's purpose and context
- In-text citations that follow MLA parenthetical and punctuation format
- A Works Cited list that follows MLA format and enables a reader to easily locate the sources

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## Control Individualized Error Patterns - 5%

Sentence-level error is inevitable, particularly as a writer works through initial idea development, drafting, reworking, and revision. Experienced writers recognize the reality of error and generally postpone a major focus on sentence-level error until the final, proofreading stage of the writing process. Ultimately, though, all writers must be able to control errors in word choice, spelling, punctuation, and grammar. Beyond fixing typos, writers improve control by practicing a variety of sentence structures and by naming the kinds of errors they most commonly make. A student engaged in these practices is moving in the direction of mastery. (Mastery on this learning outcomes does *not require* error-free final drafts.)

Some markers of individualized error pattern control include:
- Naming one's common error types and identifying a plan to address those types
- Compound and complex sentences incorrectly punctuated or signaled in early drafts are corrected in final drafts
- Patterns of error in early drafts are reduced or eliminated in later drafts
- Proofreading that yields final drafts with significantly fewer errors than appear in earlier drafts

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## Engagement - 20%

Engaged learners are physically, mentally, and behaviorally present in class. They are willing to try new things and accept that mistakes create important opportunities for learning. They embrace what Carol Dweck calls a "growth mindset" that helps keep them open to learning from both success and failure. A student engaged in these practices is moving in the direction of mastery.

Some markers of strong engagement include:
- Attending class, focusing on class tasks, and participating actively in small group and class discussion
- Completing assigned activities, even when they might be difficult or time consuming
- Trying different approaches to reading, writing, and discussion
- Reviewing mistakes to explore ways to improve and grow

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## Final Grade Range

- A = 93-100
- A- = 90-92.9
- B+ = 87-89.9
- B = 83-86.9
- B- = 80-82.9
- C+ = 77-79.9
- C = 73-76.9
- C- = 70-72.9
- D = 60-69.9
- F = <60
- I = Nearly all work completed; fewer than 4 absences
- WP = Withdrawal while passing after first two-thirds of the term
- WF = Withdrawal while failing after first two-thirds of the term
- W = Withdrawal during first third of the term

## Academic Integrity (Including Plagiarism) Statement

This course is an important introduction to college-level reading and writing. As an emerging college-level writer, you will develop your ability to read responsibly and critically, to work with texts appropriately, and to write in ways that are valued and respected within the community. We will conduct ourselves with integrity by doing our own work, by acting as responsible peers in (and out of) class, and by working with sources in ways appropriate to the academic community of which we are a part. It is understood that we are *learning* to work within the norms of our community, and so we will work on these matters.

Students enrolled in English 110 are strongly encouraged to take a few minutes to complete the nationally recognized *Academic Integrity 101 Self Test* (http://www.une.edu/studentlife/plagiarism/self-test) to familiarize themselves with the issue.

UNE has a clear policy on academic integrity and a multi-step procedure for addressing cases of suspected academic dishonesty. Both the policy and the procedure are distributed as a two-page handout at the beginning of the term. They are also available on the UNE website under the Academic Integrity Policy (*Student Handbook*, p. 47) and the Procedure for Reporting Alleged Academic Dishonesty.

In our class, the policy applies to all of our work, from homework to formal papers. The policy *does not inhibit* robust collaboration.

## Midterm Academic Progress Reports

The University of New England is committed to the academic success of its students.  At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U).  Instructors will announce when these midterm academic progress reports will be available for viewing via U-online.  This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of academic advising, the Student Academic Success Center, Counseling Services, and Residential Education.

## Student Academic Success Center

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, writing support, test-prep and studying strategies, learning style consultations, and many online resources. To make an appointment for tutoring, writing support, or a learning specialist consultation, go to une.tutortrac.com or visit the SASC. To access our online resources, including links, guides, and video tutorials, visithttps://sites.google.com/a/une.edu/student-academic-success-center.

## Students with Disabilities

The University of New England will make reasonable accommodations for students with documented disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor at the beginning of the semester. Registration with Disability Services, located in Stella Maris 131 (ext. 2815) on the Biddeford Campus and the Lower Level of Ginn Hall (ext. 4418) on the Portland Campus, is required before accommodation requests can be granted.

- http://www.une.edu/studentlife/disability-services
- All disability-related inquires can be directed tobcdisabilityservices@une.edu on the Biddeford campus orpcdisabilityservices@une.edu on the Portland campus.