

Instructor: Dr. Arielle McKee (she/her)
Office Location: Craig 106c
Office Hours: Monday & Wednesday – 10a-1p; Tuesday – 1:15-2:15p; Friday – 10a-12p;
Virtual Office Hour: Thursday 1:15-2:15p (or by appointment)
E-mail: amckee2@gardner-webb.edu

Course Description: Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. (3hrs, WI tier 1).

Student Learning Outcomes (Departmental):

By the end of the course, students will be able to:

1. create appropriate writing for a variety of purposes, audiences, and rhetorical situations;
2. use informal writing as a tool for learning, reflecting, and/or critical thinking;
3. compose in a variety of genres, using appropriate technologies to address a range of writing and rhetorical situations and various publication mediums;
4. develop effective strategies for moving through and reflecting on pre-writing, drafting, revising, and editing processes;
5. provide appropriate, engaged feedback to peers throughout the writing process;
6. practice employing conventions and stylistics as appropriate to each writing task;
7. identify appropriate outside sources and incorporate ideas from these sources in student writing; and
8. identify and use MLA documentation style in writing, incorporating others' ideas responsibly.



Course Objectives (Departmental):

1. Complete at least four assignments.
2. Write at least 5,000 words.
3. Demonstrate a writing process by revising one major assignment, changing purpose, audience, and/or genre/form.
4. Write a reflection that shows understanding of a genre's conventions and its impact on context and purpose in student's writing.
5. Use formal documentation.
6. Incorporate other people's words/ideas ethically in their own texts.

Writing Intensive Student Learning Outcomes (University):

ENGL 101 is a Tier 1, writing intensive (WI) course. Two WI outcomes should be met in this course.

1. Students will apply a guided writing process.
2. Students will write effectively for a context and purpose, including the use of appropriate grammar and mechanics.

Supplies:

- Select readings (provided via Blackboard, Required);
- A notebook, a blue or black pen, and a pen with another color of ink (Required); and
- A Habitica.com or Trello Account (Recommended).

Accessibility Statement

Everyone learns differently. As such, I work to draw on as many learning styles as possible throughout the semester. Please let me know, as soon as possible, if you have any individual learning needs. Remember, all students are encouraged to take advantage of the excellent resources offered by the **University Writing Center** (Tucker 237) and the [Purdue OWL](#). Additionally, if you find yourself in need of assistance or support, I can direct you to additional resources, including the Noel Center.

Grade Distribution

20% Literacy Narrative

Assignment aimed at helping students develop a writing process, using informal writing, drafting, and revision strategies, while working on narration and description skills. (Minimum 800 words; for more information, see the Unit 1 Assignment Sheet on Blackboard.) – **Deadline: February 7th**

20% Genre Composition and Analysis

Assignment aimed at developing an understanding of visual rhetoric, genre conventions and analysis, and the use of models in the writing process. (Composition = minimum 300 words; Analysis = minimum 1000 words; for more information, see the Unit 2 Assignment Sheet on Blackboard.) – **Deadline: February 28th**

20% Proposal Essay

Assignment aimed at developing argumentative and persuasive writing skills. Students practice using rhetorical appeals and learn to engage with and incorporate outside sources, write for a specific audience, and use MLA citation style effectively. (Minimum 1000 words; for more information, see the Unit 3 Assignment Sheet on Blackboard.) – **Deadline: March 30th**

20% REvision Assignment

Department-designed assignment aimed at inviting deep REvision based on what students are learning about writing as a process. Students are asked to choose one of three previous major assignments in the course to remix into a new genre/form or for a new audience. Included with this revision is a cover letter that functions as a genre analysis of the REvision, articulating the student's understanding of its purpose, audience, and conventions. REvision should include evidence of process work (e.g., prewriting, drafts, writing group work/feedback, editing checklists). (Cover Letter = minimum 700 words; REvision = word count will vary; for more information, see the Unit 4 Assignment Sheet on Blackboard.) – **Deadline: April 22nd**

10% Student Ethos & Coursework

(Minimum 1000 words)

10% Final Exam/End of Semester Reflection

(Minimum 600 words; for more information, see Assignment Sheet on Blackboard) – **Deadline: May 5th**



Course Calendar

		Class Topics and Activities	Readings/Homework Due
Week 1	1/8	Syllabus & Introductions Intro Survey (due in class 1/10)	
Unit 1: Expression	1/10	Intro to Rhetorical Situations + Logos, Ethos, & Pathos – Assign Literacy Narrative (due 2/7 via Bb) *Introduction Survey Due*	
Week 2	1/13	What is “Literacy”? *Bring signed syllabus agreement to class *	<i>NFG</i> ch. 6 and “Literacy Behind Bars,” Malcolm X (Bb)
	1/15	Literacy Day 2	“Why Our Future Depends on Libraries...,” Neil Gaiman (Bb)
	1/17	Observation & Description: Showing vs. Telling	<i>NFG</i> ch.s 34 & 36 (Describing & Explaining Processes)
Week 3	1/20	MLK, Jr. Day – No Class	
	1/22	The Writing Process (Day 1) *Sign up for Instructor Conferences by 11:59PM Thursday (See Doodle Poll)*	<i>Writing About Writing</i> Excerpts (Bb)
	1/24	Getting Started/Generating Ideas + 5 Act Structure *Submit (messy) first paragraph via Bb by 11:59p*	<i>NFG</i> ch. 22 & 28 (Generating Ideas; Beginning & Ending)
Week 4	1/27	Instructor Conferences Day 1 (Meet in Craig 106c) *Bring Self-Assessment Sheet to your Conference*	<i>NFG</i> ch.s 24 & 26 (<i>Rec</i>) (Assessing Your Own Writing)
	1/29	Instructor Conferences Day 2 (Meet in Craig 106c) *Bring Self-Assessment Sheet to your Conference*	<i>NFG</i> ch.s 24 & 26 (<i>Rec</i>) (Assessing Your Own Writing)
	1/31	Dialogue/Narration + Creating Characters	<i>NFG</i> ch.s 35 & 37 (Dialogue & Narrating)
Week 5	2/3	Novel/Style Day *Bring your novel/book of choice to class*	
	2/5	Writing Group Peer Review *Bring a Hard Copy of Your Narrative to Class*	Review Emily Wray’s Peer Review RISE model (Bb)
Unit 2: Genre	2/7	Intro to Genres *Literacy Narratives due at 11:59p via Bb*	<i>NFG</i> ch. 3 (Genre)
Week 6	2/10	Genre Conventions, Expectations, & Analysis Assign Discussion Board Post 1 (due 2/14) & Genre Composition and Analysis (due 2/28)	“Faint Heart” (Bb)
	2/12	Visual Rhetoric – *Sign up for Conferences by 11:59p (Doodle Poll)*	
	2/14	Practicum: Finding and Analyzing Models (of a Genre) + Writing Group Brainstorming & Discussion – *Submit DRAFT via Bb by 11:59p*	*Bring laptops or tablets to class if you have them*
Week 7	2/17	Instructor Conferences Day 1 (Meet in Craig 106c)	
	2/19	Instructor Conferences Day 2 (Meet in Craig 106c)	
	2/21	Genre Assignment & Goal Setting *Post your 2 goals in Discussion 2*	

Week 8 Unit 3: Persuasion	2/24	Audience and Tone, part I	
	2/26	Point of View Creative Writing + Audience and Tone, part II (Educational Raps)	
	2/28	Proposals: the Genre – Assign Proposal (due 3/30) & Mid-Semester Check-In (due 3/4) *Genre Composition and Analysis due at 11:59*	
Week 9	3/2	Using the Rhetorical Appeals – Villain Defense	
	3/4	Introduction to MLA Style *Mid-Semester Check-In due by 11:59PM via Bb*	
	3/6	Practicum: MLA Style and Citation *Sign up for Conferences (Doodle Poll) and submit drafts by 11:59PM via Bb*	
Week 10	3/9	Spring Break – NO CLASS	
	3/11	Spring Break – NO CLASS	
	3/13	Spring Break – NO CLASS	
Week 11	3/16	PEAS Paragraphs and Using Evidence/Quotations	<i>NFG</i> ch.s 29, 42, & 43 (Guiding Your Reader, Quoting, & Acknowledging Sources)
	3/18	Instructor Conferences Day 1 (Meet in Craig 106c)	
	3/20	Instructor Conferences Day 2 (Meet in Craig 106c) *Post your 2 goals in Discussion 3*	
Week 12	3/23	Environmental Justice Discussion	Readings on Bb
	3/25	Persuading Ethically, Audience Analysis, and Persuasive Writing (Zombie Apocalypse)	Read “Believe” comic on The Oatmeal (link here and on Bb)
	3/27	Writing Group: Speed Peer Review Activities *Bring your printed Proposal Draft to Class*	<i>NFG</i> ch. 25 (Getting Response and Revising)
Week 13 Unit 4: Revision	3/30	Proposal Polishing – a Work Day *Proposal Due at 11:59PM via Bb*	
	4/1	REvision Strategies, Redux Assign REvision Project (due 4/22)	
	4/3	Practicum: RE-organizing and More *Bring the assignment you’re planning to revise with you to class & sign up for conferences by 11:59pm via Doodle*	“7 Ways That List-Making Helps You Produce Scholarly Work” (Bb)
Week 14	4/6	Instructor Conferences Day 1 (Meet in Craig 106c)	
	4/8	Instructor Conferences Day 2 (Meet in Craig 106c)	
	4/10	Easter Break – No Class	

Week 15	4/13	Easter Break – No Class	
	4/15	Voice	
	4/17	Individual Work Day	*Post your 2 goals in Discussion 4*
Week 16	4/20	The Paramedic Method *Bring a hard copy of your REvision to class (minimum 2 paragraphs)*	
	4/22	Final Goal Check & Polishing – a Work Day *REvision Assignment Due at 11:59PM*	
	4/24	End of Semester Smackdown!!! Assign End of Semester Reflection (due 5/1)	
Week 17 Dead Week	4/27	Guided Final Reflection Proofing (Day 1)	
	4/29	Guided Final Reflection Proofing (Day 2)	
	5/1	No Class *End of Semester Reflections Due*	
Finals Week May 4 th – 7 th		FINAL WEEK	

Topics, due dates, and assigned readings may shift according to the needs of the class; the student is responsible for keeping up-to-date on any changes that occur.

KEY

Bb = *Blackboard*

NFG = *Norton Field Guide (Link on Bb)*

Rec = *Recommended reading (not required)*

Syllabus Policy Agreement:

I, _____, have read and agree to all the syllabus policies. I recognize that if I have questions about the syllabus or the course it is my responsibility to seek answers in a timely manner, and that it is my responsibility to keep up with all deadlines.

Ethos Agreement:

I, _____, recognize that as a college student my job is to attend and participate in my coursework. I commit to developing my ethos while in ENGL 101 by exhibiting professional behavior in class and in my classwork. I agree that professional student behaviors include coming prepared for work/class, participating in class on a regular basis, allowing all my group members a voice in group activities, turning work in when it is due, taking ownership of my education (including using critical thinking and problem solving skills in my work both in and outside of class), and (optional:)

Permission to use my work:

(Please circle one) I agree to let my instructor, Dr. Arielle McKee, use my work in the future:

- 1. With my name attached
- 2. Without my name or identifying information included
- 3. Only when pigs take flight (It's ok to say no. Seriously.)

X _____
(your actual signature)