

**R\_C 1000-150: Expository Writing**

Designated Service Learning Course

First-Year Composition

Style.

**C.C. Hendricks, Instructor**

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*\*\*While I encourage you to email me with questions or concerns throughout the course, I may not always be available for a prompt response, such as during holidays, evenings, and weekends. I will also be reluctant to answer questions that are addressed in the course syllabus or on ASULearn, so please be sure to refer to both prior to emailing.*

**Course Texts:**

**Required [Rental—Textbook—University Bookstore]:**

Lunsford, Andrea, Lisa Ede, Beverly J. Moss, Carole Clark Pepper, and Keith Walters. *Everyone’s An Author*. New York, NY: W. W. Norton & Company, 2013. Print.

**Recommended [Purchase—Online Handbook]:**

Hacker, Diane, Stephen A. Bernhardt, and Nancy Sommers. *Writer’s Help*. Bedford/St. Martins, 2012.

(Two and four year access available through the University Bookstore or at http://writershelp.com.)

*\*\*Additional course readings will be provided in class and made available on the ASULearn course website. Please familiarize yourself with the ASULearn course site as soon as possible, and be sure to visit the site regularly throughout the semester. I will also communicate with the class via the email feature on ASULearn, and it is imperative that you check your email REGULARLY before coming to class.*

**Course Description:**

ENG 1000, Expository Writing is designed to introduce you to various types of texts, including letters, narratives, as well as analytical and argumentative research-based essays. This course prepares you for college-level writing, empowering you to create concise, effective, and creative compositions. ENG 1000 exposes you to a multitude of written, audial, and visual texts, enabling you to critically and rhetorically analyze and respond through writing. Throughout the course, you will individually and collaboratively enhance your reading, writing, revising, and research skills. By the end of the semester, you will be more confident in your unique voice and overall proficiency as a writer. “A grade of ‘C’ or higher in this course fulfills the English proficiency requirement for students entering the Reich College of Education or the Walker College of Business.”

**Designated Service Learning Course:**

In addition to fulfilling the course goals as outlined by the course description above, this section of ENG 1000 will also be a designated Service Learning course, as outlined in the course description available during registration. In this course, you will be working with adolescent clients of the Western Youth Network (WYN) on their writing in one-on-one tutoring sessions. You will visit the WYN sites OUTSIDE of class time and will coordinate with WYN supervisors on completing your hours in a timely fashion that works for their needs and schedule. This tutoring will require you to complete the volunteer forms I provided on the first day of class, AND you will need to bring $5.00 in cash or check with you for a background check filing fee. I have eliminated the required purchase text from this course to off set this cost.

In this course, you will utilize your service learning experiences to progress your writing proficiency, and vice versa. While our course will predominantly be focused on acquiring expository writing skills, as outlined in the course description, we will also be participating in civic engagement through service learning, allowing you to apply the writing skills learned in this course towards helping your WYN clients develop their own writng style and to complete a variety of texts across different genres. More information about WYN can be found at: westernyouthnetwork.org.

 “Service learning is a process through which students are involved in community work that contributes significantly: 1) to positive change in individuals, organizations, neighborhoods and/or larger systems in a community; and 2) to students’ academic understanding, civic development, personal or career growth, and/or understanding of larger social issues” (From *Charity to Change*, Minnesota Campus Compact, 1999). Service learning is a truly reciprocal act, in which both the students and community partners benefit from the experience, while working towards solving a social problem or issue. In this course, you will use your writing to not only critically reflect on your service-learning experience, but also to draft plans that address the issue or problem you’ve identified from those experiences. You will address this issue or problem in your argumentative research paper towards the end of the semester.

You will use your service learning experiences to form critical, original, and supported arguments of your own about social problems, all while incorporating expository writing skills gained in this course. You will be required to complete several service learning reflections to be uploaded to the ASULearn course site. *Once again, his course will require you to spend time OUTSIDE OF OUR REGULAR CLASS MEETINGS, completing FIFTEEN TOTAL contact hours at the service-learning site, Western Youth Network. You must have EVERY hour signed off by a WYN supervisor, and you MUST keep track of your hour sheet throughout the entire semester. You should be completing your hours in a timely fashion, ideally one hour/week when possible. I will cancel class at least two or three times in the semester to help accommodate the time to complete these hours. Between these cancellations and the extra class time for individual conferences, you will be more than compensated for this extra time and will complete the average work load for a regular course. It should also be clearly stated that you will be expected arrange your own transportation to and from the service learning site. One of the WYN sites, the East site is located in Boone and is on the Appalcart, and the West site is approximately 15 mins. from campus in Sugar Grove. The Service Learning component of this course, including successful completion of hours in a timely manner and completion of reflections and the group presentation, accounts for 15% of your overall course grade.*

**Section Description:**

This section of ENG 1000 will also incorporate a heavy focus on style, which will require you to critically analyze, respond to, and create composition with style appropriate for its rhetorical situation. The Read, Write, Think organization defines style as: “the ways that the author uses words.” Style in writing involves the appropriateness of the rhetoric being used in a given context or situation. In our course readings and writing assignments in this course, you will critically analyze and respond to the stylistic differences among different genres, media, and texts. Utilizing rhetorical strategies, you will be given the choice to support, deconstruct, counter, or subvert written, visual, and audial texts, all while paying particular attention to the style of these texts. You will then use this analysis to form critical, original, and supported arguments of your own with appropriate style for your rhetorical situation. Style, as well as the focus on style in this course, will be described in further detail throughout class meetings.

 **Aportfolio—Digication:**

 In addition, this course will be participating in a pilot study of ASU’s new e-portfolio system through the Digication platform, Aportfolio. *Aportfolio provides the space to create the story of your academic success.*

This course supports the creation of a dynamic showcase presentation of your learning, while developing awareness and practical understanding of privacy settings, ethical use of information, correct citations and a positive digital representation. Using the Aportfolio exercises, activities, and assignments you will give and receive feedback to classmates and refine your reflections with an aim of developing an exemplary Aportfolio.

 You will be required to visit and add to your Aportfolio regularly throughout the course, and failure to satisfy the requirements of the Aportfolio will result in deduction of process and final e-portfolio points. You will also be required to upload the third draft of the first three essays, the rough draft of your reflective cover letter, as well as your final e-portfolio.

**Goals and Outcomes for the First-Year Writing Course (R\_C 1000: Expository Writing):**

**Goal 1: Students exhibit increasing Rhetorical Knowledge.**

* Draft with a clear purpose in mind.
* Analyze and respond appropriately to different kinds of rhetorical situations.
* Write with strong voice and authority.

**Goal 2: Students exhibit increasingly Critical Thinking, Reading, and Writing Skills.**

* Use writing and reading for learning, thinking, and communicating.
* Locate, evaluate, analyze, synthesize, and document primary and secondary sources.
* Demonstrate critical thinking, in part by understanding that personal investments and cultural perspectives are woven into language and knowledge.

**Goal 3: Students exhibit increasing understanding that writing is a Process.**

* Generate ideas and draft, revise, edit, and proofread recursively, consciously, and effectively.
* Participate actively and collaboratively in a writing community.
* Reflect upon semester writing, in part by evaluating their own work and that of writing community members.

**Goal 4: Students gain increasing ability to research and write in various environments, including Electronic Environments.**

* Use a variety of technologies to produce and share writing.
* Use a variety of technologies in conducting research.

***All R\_C 1000 students will produce a semester-ending portfolio that demonstrates fulfillment of these Goals and Outcomes.***

**Course Assignments:**

**Writer’s Notebook:** Throughout the semester, you will complete informal free writes, writing exercises, and journal entries. These assignments should be kept together (in a spiral notebook or folder with a 3-hole punch) and submitted in class during the last week of the semester. ***The Writer’s Notebook will be included in your Process Credit grade.***

**Style Journal Entries**: As this section of ENG 1000 will include a focus on style, you will keep a style journal in which you respond to the style of course readings. A more detailed instruction sheet on completing these style journal entries is available on the ASULearn course site. Style journal entry due dates and corresponding readings are noted on the course calendar. While the style journal entries are less formal and less labor intensive than that of the major essays in this course, you will be expected to produce clear, effective, edited, and formatted prose that will be graded. Once again, the assignment sheet on the ASULearn course site provides additional information. After receiving graded style journal entries, you will be given *ONE* class period to revise response papers for a higher grade. *Late style journal entries will NOT be accepted unless prior arrangements have been made.* ***Your style journal accounts for 5% of your overall course grade.***

**Major Essays**: You will complete four essays throughout the semester: a literacy narrative, rhetorical analysis, argumentative research paper, and reflective cover letter. As writing is a process, each essay will require different drafts to be completed, receiving feedback from both classmates and myself. Drafts are to be completed by the assigned due dates. ***I will also require you to upload ALL of your drafts electronically to the ASULearn course site. In addition, you will be required to upload the third draft of the first three essays and the rough draft of your reflective cover letter to your Digication Aportfolio. Not uploading drafts to either of these forums will result in loss of process points for that draft.*** This revision process will help you to develop your writing from the invention and planning stages into concise, clear, well-researched, and correctly formatted essays. I will provide additional information and detailed rubrics as the course progresses. You will revise THREE of these essays, the reflective cover letter and TWO essays of your choosing, to be completed and formally graded in your final portfolio due at the end of the course.

For each essay, you will participate in Writing Workshops. I will provide specific directions for peer feedback during each Workshop completed. Attendance and participation in these workshops is vital to your success in this course and as a writer. (Two heads are always better than one!) You will be expected to attend every workshop prepared with the appropriate draft completed. Depending on what your workshop group decides, you should attend every workshop prepared with either a hard copy or a laptop or tablet to view your draft. *Failure to attend your workshop or failure to attend your workshop prepared will result in loss of Process credit for that workshop day, as well as an absence for that day.* ***If you show up to class on a workshop day unprepared, you will be asked to leave class, as you can not participate in that day’s activities.*** *Late drafts will NOT receive credit, and will NOT be accepted unless prior arrangements have been made. In addition, any misconduct in class or during the workshops may also result in a deduction from your process grade.* ***Your Process Credit grade includes credit for the Writer’s Notebook, every draft due, and every writing workshop completed, and accounts for 35% of your overall course grade.***

**Service Learning Group Presentation**: At the end of the semester, you will complete a collaborative presentation with your Workshop group, in which you present on some aspect of your Service Learning experiences. As a group, you will present your experiences through a digital or visual presentation of some sort. I will provide a detailed assignment sheet for the presentations in class. ***The presentation accounts for 5% of your Service Learning component grade.***

**Final E-Portfolio:** You will complete an Evaluation E-Portfolio, ***due by midnight on May 1st, 2015.*** Portfolios should reflect your individual writing process and success throughout the course. At the very least, portfolios should include:

 -Final, Revised Reflective cover letter

 -Itemized List of Contents

 -Conference draft of all essays.

 -A FINAL draft of TWO essays of your choosing to receive a grade (marked FINAL).

 -Anything else you would like to include.

 -Complete the required areas of the Digication Aportfolio.

 (NOTE: I may alter this list of required materials as the semester progresses.)

An incomplete portfolio will result in a lower grade; therefore, you should save all drafts both electronically and in hard copy throughout the semester. You will be submitting your final portfolio through the Aportfolio forum, and will be given more specific instructions on uploading and organizing your e-portfolio as the semester progresses. Unorganized portfolios will receive a lower grade. The portfolio should reflect your overall progress as a writer throughout the course in a clear, organized, and imaginative manner. (Creativity is always appreciated!) ***The Final E-Portfolio accounts for 45% of your overall course grade.***

*\*\*Major course assignment sheets distributed in class will also be made available on the ASULearn course website.*

**Conferences**:

During the semester, I will hold three informal conferences (10-15 minutes) with each of you to discuss your writing and overall progress throughout the course. During class time, I will provide conference time sign-up sheets. You MUST attend all three of their conferences. Make-up conferences will only be permitted for extenuating circumstances, and when prior arrangements have been made. ***Missing a conference will count as one absence. Classes will be canceled on conference days.***

**Grading:**

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| --- | --- |
| **5%** | **Style Journal** |
| **30%** | **Service Learning Component**[15 Hours, Reflections, Presentation] |
| **25%** | **Process Credit** |
| **40%** | **Final Portfolio** |

**Grading Scale:**

**0-59: F, 60-66: D, 67-69: D+, 70-72:C-, 73-76: C, 77-79: C+, 80-83: B-, 84-86: B, 87-89: B+, 90-93: A-, 94-100: A**

**Late Work:**

Every assignment should be completed and handed in by the assigned due date unless you have made prior arrangements with me. If you are absent on the date an assignment is due, you should submit the assignment before or on the assigned due date, or you should make arrangements with me prior to your absence.

**Attendance Policy:**

You must attend class to succeed in this course. You are allotted *TWO* unexcused absences with no penalty or explanation required. *Three tardies will count as one absence.* *For every additional absence, five points will be deducted from your final course grade.* ***After the sixth absence, you will fail this course.*** Remember, missing a conference will count as one absence.

I have read this syllabus, including the course policies and procedures of this course, in its entirety, and fully comprehend the expectations, requirements, and grading criteria of this course: ENG 1000-150. I have paid particular attention to the Service Learning and Digication Aportfolio requirements and understand that these are criteria of this course that will affect my course grade and my overall success in this course. By checking this box and signing below, I agree to the schedule and procedures stated in this syllabus.

Print Full Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_