

**SYLLABUS – W131  
READING, WRITING, AND INQUIRY I  
FALL 2015**

*“Writing is the way you discover what you’re thinking.”*

-Anonymous

**Course ID:** ENG-W131-35

**Meets:** TR 1:30-2:45 p.m. SB G11

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**Course ID:** ENG-W131-37

**Meets:** TR 3:00-4:15 p.m. SB G11

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**Instructor:** Richard A. Dahm

**Phones:** 481-6773 (office) 481-5400, ext. 19190 (campus voice mail)  
749-4668 (home)  
Please call my office only during my office hours. You may also leave a message for me at my home number.

**Email:** dahm@ipfw.edu

**Office:** LA 124

**Office hours:** TR 4:20-5:30 p.m. and by appointment

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**Required Textbooks and Supplies:**

Channell, Carolyn E., and Timothy W. Crusius. *Engaging Questions: A Guide to Writing*. New York: McGraw-Hill, 2013.

Stewart, Jennifer, and Stevens Amidon, Eds. *The 2014-2015 IPFW Writing Program Student Handbook*. Plymouth, MI: Hayden-McNeil, 2014.

- A good collegiate dictionary
  - Four double pocketed folders for major writing assignments
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**Withdrawal Reminder:** The final withdrawal date for this semester is October 30, 2015. If you do not officially withdraw and stop attending class after this date, you will receive an F rather than a W at the end of the semester.

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**W233 Course Description:** W131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read

written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

### **Outcomes for ENG W131:**

**Students who successfully complete this course will be able to:**

- Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

### **Course Components and Weighting:**

Literacy narrative	10%
Rhetorical analysis of visual electronic text	15%
Advanced rhetorical analysis	20%
Researched argumentative paper	30%
Midterm reflections	5%
Final reflections	5%
Class and group participation, peer critiques, and miscellaneous classwork	15%

**NOTE:** No matter what your final semester grade average may be, you must complete all four major writing assignments shown above to be considered for a passing course grade. (For a major writing project to be considered complete, you must submit all required drafts.) Please see Overview of Projects for details on requirements for each major assignment shown above.

### **Semester Grade Computation**

The grade you will receive for the course is an average of the numerical values of the letter grades earned for the five major writing assignments and the participation and miscellaneous class work component, weighted as shown above. Numerical values attached to a “10% component” letter grade are 6 points for an A, 4.5 points for a B, 3 points for a C, 1.5 points for a D, and no credit for an F. (Thus, an A on the rhetorical analysis of a visual electronic text, a 15% project, is worth 9 points; a B on the argumentative paper, a 30% project, is worth 13.5 points.)

One-half point (.5) is added to the numerical value of a letter grade (before weighting) when a “plus” is attached to the letter grade for a project. A “minus” attached to a project letter grade discounts the numerical value of the letter grade on-half point (-.5) before weighting.

The course grade scale is as follows:

A=58-60 points	C=30-34 points
A- =55-57	C- =25-29
B+=50-54	D+=20-24
B =45-49	D = 15-19
B- =40-44	D- =10-14
C+=35-39	F = 0-9

### **Class Conduct Policy**

--We are a cozy community of writers. You have a right to the respect of instructor and classmates and the responsibility to respect instructor, classmates, and classmates’ writings that you’ll review. Since cell phones can be distractions to others, they must be turned off. Absolutely no texting or phone calls during class.

### **Attendance and Late Paper Policies**

--Attending each class session and turning in complete work on time is essential to the process approach to writing the IPFW English Department advocates. Therefore, I will not accept late prewriting assignments, drafts, and critiques for credit although you must show evidence of multiple drafts before I will grade your final paper.

--Any incomplete assignment will be returned to the student without review or credit.

--All out-of-class assignments are due at the beginning of class on the due date.

--Please see the Overview of Projects for penalties accrued to a project grade for no-credit and unsatisfactory (check-minus) assignment components.

--If you have a reason I find valid for missing a due date and you contact me before the assignment is due, you will be granted an extension. Whenever possible, please come to my office to apply for an extension. If you are granted an emergency extension on the telephone, you will need to come to my office to make a record of it. Unless otherwise stipulated in writing, an extension extends a due date only to the next class session. Late paper penalties apply to missed extended due dates.

--Regular attendance and promptness are expected and not rewarded. Attendance is taken at the beginning of every class. Students who miss classes or are habitually late usually earn lower grades. Students learn to write better by participating in the writing, discussing, and peer review activities that take place in class.

--Six unexcused absences may be grounds for failing the course. Moreover, students with unexcused absences for class sessions involving in-class graded assignments receive an F for each missing

assignment to be factored into the miscellaneous class work. Of course, poor attendance also negatively impacts the class/group participation score.

--To receive an excused absence, you must contact me and provide a reason I find legitimate for missing class. If possible, I prefer that you contact me before the class session you have to miss. I do not grant excused absences to students who do not present a reason for missing class until they return. Students given excused absences must make up graded in-class assignments in my office, and it is their responsibility to make arrangements to do so.

--Those participating in IPFW sports and others prearranging excused absences are expected to turn in work due during their absences in advance.

--I expect extension and excused absence requests to be very rare. Extensions are not a means of procrastination, and students seeking to abuse this privilege will be required to confer with me in person so that I can determine whether their extension privilege should be terminated.

--If you miss a class, you are responsible for obtaining class handouts from me and assignments and notes from another student. Please get the phone numbers of two or more classmates early in the semester and make arrangements in advance to obtain these materials when you are absent.

### **W233 Classmates**

Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_

### **Plagiarism**

The IPFW Undergraduate Bulletin defines plagiarism as the “adoption or reproduction of ideas or statements of another person as one’s own without acknowledgement” (280). Any deliberate act of plagiarism will result in an F for the assignment, possibly failing the class, and possible sanction from the University. Deliberate plagiarism is knowingly passing someone else’s words and/or ideas off as your own.

### **Conferences and Draft Dialogues**

I look forward to meeting with you several times during the semester to get better acquainted and to assist at all stages of the writing process. Feel free to confer with me early in a project; it can often improve your chances for success.

We can also communicate effectively about your paper-in-progress through “draft dialogues.” I encourage you to write a note to me on (or attached to) your early drafts about your specific concerns and questions. When I know your concerns about your paper, I can write a more useful response.

### **Guidelines for Papers**

--I do not accept recycled papers (those prepared for other classes).

--All out-of-class assignments must be typed or word processed, double spaced using 12-point font. Please leave one inch margins on all pages—bottom, top, and sides.

- Number the pages of each assignment in the upper right corner and staple or clip pages together. Please do not use creative spacing and/or oversized type in an attempt to conceal an under-length draft.
- Please maintain a separate folder for each of the four major out-of-class writing assignments. **DO NOT THROW ANYTHING AWAY.** Each project folder must contain all required components of the assignment.
- Using a folder with double pockets, place the current paper at the front of the right pocket with earlier drafts, peer critiques, and prewriting assignment behind it. When a project requires highlighted, annotated source copies, please place these in the left pocket.

### **The Writing Center** (481-5740)

The IPFW Writing Center, located in the Learning Commons at Helmke Library, offers all writers free one-to-one help in writing papers for any class. Students may come in at any stage of the writing process—discovering, arranging, and developing ideas; revising; working on style; and learning how to edit and cite sources responsibly. Drop-ins are welcome, but appointments receive priority. Students may sign up for 25- or 50-minute appointments on TutorTrac at the Center’s website, [www.ipfw.edu/casa/wc](http://www.ipfw.edu/casa/wc).

### **The Center for Academic Support and Advancement (CASA)** (481-6817)

CASA, located in KT G23, assists students wishing to improve basic academic and study skills and offers tutoring for any course. Check their website at <http://www.ipfw.edu/casa>.

### **Services for Students with Disabilities** (481-6657)

Located in WU 113, this office assists students who have a disability or acquire one and would like information.

### **General Criterion for Evaluating Writing**

When evaluating an overall project or when grading a student’s final paper, I will be guided first and foremost by the general principle of rhetorical context: How successfully does the writing accomplish its aim for the intended reader? Has the writer understood the requirements of the rhetorical situation and responded to it adequately? How closely has the writer followed the instructions for the writing assignment?

You will find guidelines for each project in the Overview of Projects, and you will be given written specific evaluative criteria for each paper.

### **Methods of Instruction**

- Prewriting, focusing, drafting, peer critiquing, and revising activities
- In-class and out-of-class writing
- Lessons on writing principles
- Source screening, documentation, and paraphrasing practice
- Evaluation of writings by students and professionals
- Class and group discussions, peer collaboration, and revision workshops
- Individual conferences on papers; written instructor responses to drafts

**NOTE:** Reading assignments in the Tentative Course Schedule are to be completed before the class session for which they are shown. Additional assignments in the *2014-2015 IPFW Writing Program Student Handbook* (Handbook) will be given in class. I reserve the right to make changes to the Tentative Course Schedule as I deem necessary. Your Channel and Crussius text is referred to in the schedule as **C&C**.

**The W131 workload cannot always be evenly distributed. Therefore, I strongly recommend that you choose and gain my approval of your topic for the researched argumentative paper and begin work on this demanding project early.**

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### W233 TENTATIVE COURSE SCHEDULE

Week Day Date

<b>1</b>	T	8/25	Introduction to course and syllabus; in-class writing
	R	8/27	Reading, thinking, and writing critically; the writing process; overview of projects and introduction to project 1; rhetorical situation; brainstorming for project 1 (literacy narrative) <b>READ: C&amp;C 38-40; 45-48</b>
<b>2</b>	T	9/1	<u>DUE:</u> Prewriting assignment for project 1 (literacy narrative) Writing Center and Helmke Library orientation
	R	9/3	Style and organization of the literacy narrative; discussion of sample readings <b>READ: C&amp;C 64-68</b>
<b>3</b>	T	9/8	Maintaining a writer's log; peer critiquing practice; project 1 (literacy narrative) drafting lab
	R	9/10	<u>DUE:</u> First draft of literacy narrative (project 1)-3 copies Peer critiquing; engaging in draft dialogues
<b>4</b>	T	9/15	Revising lab; preview of project 2 ( rhetorical analysis #1)
	R	9/17	<u>DUE:</u> Second draft of literacy narrative (project 1) Presentation of project 2 (rhetorical analysis #1); choosing a visual electronic topic; preparing to analyze a visual electronic text <b>READ: C&amp;C 50-55</b>
<b>5</b>	T	9/22	Components of rhetorical analysis (visual electronic); discussion of sample readings; the appeals; style and organization; final project 1 (literacy narrative) revisions <b>READ: Sample rhetorical analysis #1 on Blackboard; C&amp;C 258-61</b>

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<u>Week</u>	<u>Day</u>	<u>Date</u>	
5	R	9/24	<p><u>DUE</u>: Final draft of project 1 (literacy narrative)  <u>DUE</u>: Project 2 (rhetorical analysis #1) topic proposal  Prewriting for project 2; in-class brainstorming for project 2; conferencing on proposed topics</p>
6	T	9/29	<p><u>DUE</u>: Prewriting for project 2 (rhetorical analysis #1)  Zero drafting; group practice: collaborative visual electronic source analysis</p>
	R	10/1	<p><u>DUE</u>: First draft of project 2 (rhetorical analysis #1)-3 copies  Peer critiquing; locating and screening sources for researched papers</p>
7	T	10/6	<p><u>BRING</u>: Writer's log complete to date  Locating and screening sources (continued)-using databases; revising lab (project 2); writer's log check-up</p>
	R	10/8	<p><u>DUE</u>: Second draft of project 2 (rhetorical analysis #1)  Presentation of project 3 (advanced rhetorical analysis- print); rhetorical situation; elements of analysis; considering context, agendas, language, and style  <u>HEADS UP</u>: Preview of the researched argumentative paper; topic and source requirements and project components; getting organized  <u>REVIEW</u>: <b>C&amp;C 50-55</b></p>
8	T	10/13	<b>NO CLASS - FALL BREAK</b>
	R	10/15	<p>Who wrote this? Considering authority, credibility, and perspective; style and organization of advanced rhetorical analysis (print source); discussion of sample readings; discussion of claims, evidence, and logic  <u>READ</u>: "Letter from Birmingham Jail" on Blackboard.</p>
9	T	10/20	<p><u>DUE</u>: Final draft of project 2 (rhetorical analysis #1)  prewriting for advanced rhetorical analysis; writer's group practice: collaborative rhetorical analysis; preparing to write midterm reflections</p>
	R	10/22	<p><u>DUE</u>: Prewriting assignment for project 3 (advanced rhetorical analysis)  Researched argumentative paper alert #2; in class writing (midterm reflections)</p>
10	T	10/27	<p><u>DUE</u>: Three potential topics for project 4 (researched argumentative paper) with justifications  <u>DUE</u>: First draft of project 3 (advanced rhetorical analysis)-3 copies  Peer critiquing; selecting and evaluating sources for the researched argumentative paper</p>

Week Day Date

<b>10</b>	R	10/29	<p><u>DUE</u>: Project 4 topic choice Plagiarism; correct paraphrasing; integrating researched material; revising workshop (project 3-advanced rhetorical analysis) <b><u>READ</u>: Handbook 3-5; C&amp;C 456-61</b></p>
<b>11</b>	T	11/3	<p>Purposes of formal documentation; compiling a working bibliography; the MLA Works Cited; MLA in-text parenthetical citations <b><u>READ</u>: C&amp;C 462-85</b></p>
	R	11/5	<p><u>DUE</u>: Second draft of project 3 (advanced rhetorical analysis) Critical reading-highlighting, annotating, and note taking; documentation exercise</p>
<b>12</b>	T	11/10	<p><u>DUE</u>: Working bibliography for project 4 (a minimum of 6 acceptable sources in MLA style) Style and organization of the researched argumentative paper; formulating an arguable thesis; discussion of sample paper; final revision for project 3 (advanced rhetorical analysis) <b><u>READ</u>: C&amp;C 231-34; 241-57</b></p>
	R	11/12	<p><u>DUE</u>: Final draft of project 3 (advanced rhetorical analysis) Avoiding errors in logic; informed opinions vs. bias; making your points; surveying your researched evidence</p>
<b>13</b>	T	11/17	<p>Controlling the researched discourse; answering opposing views/reader concerns; project 4 (researched argumentative paper) drafting lab</p>
	R	11/19	<p><b><u>BRING</u></b>: Your specific documentation questions MLA documentation clinic; drafting and conferencing</p>
<b>14</b>	T	11/24	<p><u>DUE</u>: First draft of researched argumentative paper (project 4)-3 copies Preparing for conferences; peer critiquing</p>
	R	11/26	<p><b>NO CLASS - THANKSGIVING</b></p>
<b>15</b>	T	12/1	<p>Conferences begin in LA 124.</p>
	R	12/3	<p>Conferences continue in LA 124.</p>

Week Day Date

16 T 12/8

DUE: Writer's log complete through final draft of project 3  
 Project presentations begin; preparing to write final reflections

R 12/10

DUE: Final draft of researched argumentative paper (project 4)  
 Project presentations continue.

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**FINAL EXAM WEEK MEETINGS:** In-class final reflections essay**ENG-W131-35**

Thursday, December 17, 1:00-3:00 p.m.

**ENG-W131-37**

Thursday, December 17, 10:30 a.m.-12:30 p.m.