

English 125: Choose your own (Writing) Adventure
125.045
Fall 2016
Tuesday and Thursday 1- 2:30
G026 Tisch Hall

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3023 E Tisch Hall
T 12-1, Th 2:30-3:30: and by appointment

This class is about writing and academic inquiry. Effective arguments stem from well-formulated questions, and academic essays allow writers to gain deeper understanding of the questions that they are exploring. In this course, you will learn to create complex, analytic, well-supported arguments that matter in academic contexts. The course will also hone your critical thinking and reading skills. Working closely with your peers and instructor, you will develop your essays through workshops and extensive revision and editing. Readings cover a variety of genres and often serve as models or prompts for assigned essays. The specific questions that you will pursue in your essays will be guided by your own interests.

Learning Goals for English 125:

- To produce complex, analytic, well-supported arguments that matter in academic contexts.
- To read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support writing.
- To analyze the genres and rhetorical strategies that writers use to address particular audiences for various purposes and in various contexts.
- To develop flexible strategies for revising, editing, and proofreading writing of varying lengths.
- To develop strategies for self-assessment, goal-setting, and reflection on the process of writing.

Required Texts and/or Coursepack:

- All reading materials have been compiled into a coursepack that is available through AccuCopy on 518 E William (they only accept cash). You are required to bring this to every session of class.

Course Requirements:

I will determine your final grade according to the following rubric:

- **10% daily engagement:**
 - attendance
 - participation in class discussions and small group activities
 - low-stakes writing assignments
- **10% Essay #1: Close Reading**
- **20% Essay #2: Rhetorical Analysis**
- **20% Essay #3: Research Paper**
- **20% Essay #4: Repurposed Writing**
- **10% peer review workshops:**
 - typed peer review letters
 - complete drafts for workshops
 - active participation in workshops
- **10% reflective cover letters, informal self-reflections, Cumulative Reflection Letter**

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|----------|----------|----------|----------|
| | B+ | C+ | D+ |
| | 87-89.99 | 77-79.99 | 67-69.99 |
| A | B | C | D |
| 93-100 | 83-86.99 | 73-76.99 | 63-66.99 |
| A- | B- | C- | D- |
| 90-92.99 | 80-82.99 | 70-72.99 | 60-62.99 |

DAILY COURSE SCHEDULE:

| UNIT ONE: CLOSE READING | | |
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| Date | Reading assignments due | Writing assignments due |
| <i>Sept 6 Day 1</i> | <ul style="list-style-type: none"> course syllabus | |
| <i>Sept 8 Day 2</i> | <ul style="list-style-type: none"> Mike Bunn, "How to Read Like a Writer" Kate Chopin, "The Story of an Hour." | |
| <i>Sept 13 Day 3</i> | <ul style="list-style-type: none"> Tillie Olsen, "I Stand Here Ironing." Junot Díaz, "How to Date a Brown girl, Black girl, White girl, or Halfie" | <ul style="list-style-type: none"> 1 Discussion question (on either text) posted to Canvas by 9am |
| <i>Sept 15 Day 4</i> | <p>*Bring your computers to class today*</p> <ul style="list-style-type: none"> Ardie Kamran, "Keep Walking, Just Don't Cry" | <ul style="list-style-type: none"> |
| <i>Sept 20 Day 5</i> | <ul style="list-style-type: none"> Peer Review Guidelines Jeremiah Chamberlin, "Workshop Is Not for You" | <ul style="list-style-type: none"> complete draft of your Close Reading Essay 1 to peer-reviewers (both should be emailed to me and Peer Review Group) |
| <i>Sept 22 Day 6</i> | *Peer Review Day* | <ul style="list-style-type: none"> typed peer review letters for each member of your group |
| UNIT TWO: RHETORICAL ANALYSIS: CRAFTING A DISCOURSE COMMUNITY | | |
| Date | Reading assignments due | Writing assignments due |
| <i>Sept 27 Day 7</i> | <p>*Bring your Computers to Class!!!!*</p> <p>*Sentence-Editing Workshop*</p> | <ul style="list-style-type: none"> <u>Draft 2 of Close Reading Essay emailed to me by class time.</u> (also drafts, letters from peer reviewers, and your reflective cover letter) |
| <i>Sept 29 Day 8</i> | <ul style="list-style-type: none"> Listen to Andrew Solomon TedTalk (Link on Canvas) | <ul style="list-style-type: none"> 1 page response thinking about one of Solomon's rhetorical choices and its implications |
| <i>Oct 4 Day 9</i> | <ul style="list-style-type: none"> Read one article/blog post/ video on the current state of race relations today | <ul style="list-style-type: none"> Discussion Question on your article due 9am |
| <i>Oct 6 Day 10</i> | <ul style="list-style-type: none"> Sample Introduction: Draft and Revision Greene, Stuart and Lipinsky, April. "Drafting Introductions." | <ul style="list-style-type: none"> MLA citation of proposed text for Rhetorical Analysis (emailed to me by class time) |
| <i>Oct 11 Day 11</i> | <ul style="list-style-type: none"> Read either Carr or Banks | <ul style="list-style-type: none"> Intro and outline of practice essay on piece you've read |

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| <i>Oct 13 Day 12</i> | <ul style="list-style-type: none"> • Thomas Girdler, “Unexpected Emotion.” • Greene, Stuart and Lipinsky, April. “Drafting Conclusions.” | <ul style="list-style-type: none"> • Bring 3 copies of thesis • Due MON 10/17 12pm: complete draft of your Rhetorical Analysis Essay • 1 page memo to peer reviewers (both to be emailed to me and Peer Review Group) |
| <p>UNIT THREE: RESEARCH-BASED ARGUMENT</p> | | |
| <i>Date</i> | Reading assignments due | Writing assignments due |
| <i>Oct 20 Day 13</i> | *PEER REVIEW DAY* | <ul style="list-style-type: none"> • typed peer review letters for each member of your group |
| <i>Oct 25 Day 14</i> | <ul style="list-style-type: none"> • Laurie G. Kirsznner and Stephen R. Mandell. “Evaluating Sources.” <p style="text-align: center;">* Library Day*</p> | <ul style="list-style-type: none"> • <u>final Rhetorical Analysis Essay</u> (including drafts, letters from peer reviewers, and your reflective cover letter) • At least one leading question that you would like to research |
| <i>Oct 27 Day 15</i> | <ul style="list-style-type: none"> • Mark Gaipa, “Breaking Into the Conversation: How Students Can Acquire Authority for Their Writing” • <i>*You should be finding/reading secondary sources for your paper*</i> | <ul style="list-style-type: none"> • Topic for Research paper |
| <i>Nov 1 Day 16</i> | <ul style="list-style-type: none"> • Minna Wybrecht, “A Tale of Two Ice Cream Stores.” • John Mauk and John Metz, “Interviews” and “Surverys” (optional) • <i>*You should be finding/reading secondary sources for your paper*</i> | <ul style="list-style-type: none"> • Gaipa-map of “A Tale of Two Ice Cream Stores” |
| <i>Nov 3 Day 17</i> | | <ul style="list-style-type: none"> • |
| <i>Nov 8 Day 18</i> | NO CLASS: GET OUT AND VOTE!!!! | |
| <i>Nov 10 Day 19</i> | | <ul style="list-style-type: none"> • Annotated bibliography of 3-5 sources • Gaipa-style drawing of how you think you can engage with the conversation |

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| <i>Nov 15 Day 20</i> | <ul style="list-style-type: none"> bring either your computer or a printed copy of your draft to class | <ul style="list-style-type: none"> complete draft of your Research-based Argument 1 page memo to peer reviewers (both to be emailed to me and Peer Review Group) |
| <p>UNIT FOUR: REVISED/REPURPOSED ARGUMENT</p> | | |
| <i>Date</i> | Reading assignments due | Writing assignments due |
| <i>Nov 17 Day 21</i> | *Peer Review Day* | <ul style="list-style-type: none"> typed peer review letters for each member of your group |
| <i>Nov 22 Day 22</i> | | <ul style="list-style-type: none"> <u>final Research-based Argument</u> (including drafts, letters from peer reviewers, and your reflective cover letter) |
| <i>Nov 29 Day 23</i> | <ul style="list-style-type: none"> Emmanuella Grinberg, “Dear White People with Dreadlocks...” Kaerie Daniel, “Dear Khloe...” | <ul style="list-style-type: none"> 1-2 page response to and analyzing differences in audience |
| <i>Dec 1 Day 24</i> | <ul style="list-style-type: none"> your formal essays and the written feedback that you’ve received from your peers and your instructor | <ul style="list-style-type: none"> 3 rewrites of the Intro and a paragraph of your choice from your DSP essay: a general revision, one directed at a different audience and one in a different genre |
| <i>Dec 6 Day 25</i> | *Presentation/ Peer Review Day* | <ul style="list-style-type: none"> presentation of your in-progress Revised/ Repurposed Argument |
| <i>Dec 8 Day 26</i> | *Presentation/ Peer Review Day* | <ul style="list-style-type: none"> presentation of your in-progress Revised/ Repurposed Argument |
| <i>Dec 13 Day 27</i> | <ul style="list-style-type: none"> your Cumulative Reflection Letters | <ul style="list-style-type: none"> <u>Cumulative Reflection Letter</u> |
| <i>Dec 20th 9:00 AM!!!</i> | | <ul style="list-style-type: none"> <u>final Revised/ Repurposed Argument</u> |

***Syllabus may be changed during the semester. An up to date version will always be available on Canvas**

Attendance:

- **You may miss two class sessions without penalty.** I will lower your final daily engagement grade by **one letter** for each additional absence
- I will excuse your absence if you bring me a note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency.
 - If a class session or due date conflicts with a religious observance, please notify me well in advance so that we can make alternative arrangements.
- Please make sure to arrive on time for class. **I will count three late arrivals as one absence.**

Cell Phones, Electronic Devices, and Laptops:

- **I will mark you absent for the day** if I see you using a device in class. This includes laptops: plan to take notes by hand.
- On a few specified days of the semester, I will allow you to use laptops for a classroom activity; I will announce in advance when laptops will be permitted.

Office Hours:

- I look forward to meeting with you individually during office hours. We'll meet for at least **one required conference**, during which we'll discuss a draft of one of your essays.

Late Submission of Formal Essays:

- Unless you **notify me in advance** about extenuating circumstances that will prevent you from submitting your essay on time, I'll lower your grade for the assignment **by one letter for each day** that it is late.

Brief Writing Assignments:

- Late Submission of Brief Writing Assignments:
 - If you cannot make it to class due to illness or an emergency, you can receive full credit for your assignment if you email it to me by 9 p.m. on the day it is due.
 - Otherwise, you will receive no credit for an assignment submitted after the class period or posting time when it is due.

Peer Review Workshops:

- **It is crucial that you attend class on days when peer review workshops are scheduled.**
 - **If you miss a peer review workshop, you must arrange to receive feedback on your draft to receive credit for completing the draft.** You can meet with a tutor at Sweetland or arrange for another student to read your draft. You must then write a response to the feedback that you receive and submit your response with your final essay.
- Except in cases of extenuating circumstances, if you submit your draft after the required submission time, you will not receive credit for completing the draft.

Plagiarism:

- **If you commit an act of academic dishonesty in this course either by plagiarizing someone's work or by allowing your own work to be misused by another person, you will face the following consequences:**
 - You will fail the assignment and may fail the course.
 - I will report the incident to the Director of the English Department Writing Program.
 - I will also forward your case, with an explanatory letter and all pertinent materials, to the LSA Assistant Dean of Student Affairs.

- The Dean will determine an appropriate penalty, which may involve academic probation and/or community service.
- If you commit plagiarism while you are already on probation for plagiarism, you may be asked to leave the University.

Accommodations for Special Needs:

- The University of Michigan is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. If you have a disability and need an accommodation to participate in this class or to complete course requirements, please ask Services for Students with Disabilities (SSD) to provide documentation of the accommodations that you need. Then, please share this documentation with me as soon as possible, preferably within the first few weeks of class. I will treat as private and confidential any information that you share.
- If you suspect that you may have a disability and would like to be tested, Services for Students with Disabilities can provide free screenings and referrals to low-cost diagnostic services.
- Here is the contact information for Services for Students with Disabilities:
 - location: G-664 Haven Hall
 - phone: 734-763-3000
 - website: <http://ssd.umich.edu/>

Mental Health Resources:

- As a student, you may experience challenges that negatively affect your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty with eating or sleeping, grief/loss, and alcohol or drug problems. The University of Michigan offers several confidential services that you might find helpful for addressing such challenges, including
 - Counseling and Psychological Services (CAPS): 734-764-8312
 - Sexual Assault Prevention and Awareness Center (SAPAC) 24-Hour Crisis Line: 734-936-3333
 - Psychiatric Emergency Services: 734-996-4747.
- If you have a diagnosed mental health condition, you may also be able to register with Services for Students with Disabilities: see <http://ssd.umich.edu/mental-health-conditions>.

Sweetland Center for Writing:

- The Sweetland Center for Writing—located at **1310 North Quad**—is an amazing, free resource! If you would like additional feedback or assistance as you're planning, drafting, or revising your writing assignments, you can schedule an individual appointment with a Sweetland faculty member, drop in for a peer-tutoring session, correspond online with a peer tutor, or submit your work online to receive feedback within 72 hours.
- Sweetland faculty members and peer tutors will not edit or proofread your work, but they can assist you with understanding assignments, generating ideas, developing and organizing arguments, using evidence and sources, and clarifying your writing.
- For more information, please visit: <http://www.lsa.umich.edu/sweetland/undergraduate>.