

English 111
Professor Julianne Newmark
Spring 2008
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“Knowing, Choosing, and Arguing from Disciplinary Genres:
Appropriate Genres for Specific Communities”

Section 01: M-W-F: 10:00 to 10:50 a.m.
Section 02: M-W-F: 12:00 to 12:50 p.m

Classroom: Cramer 239
Classroom: MSEC 101

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Office hours: Mondays and Wednesdays from 2:00 to 3:30 p.m. I am also available at other times by appointment, so don't hesitate to set up a time to meet with me.

Welcome to English 111! In this class we will be exploring many different kinds of writing. Specifically, we will be exploring various *genres* of writing that you may encounter (and that you have already encountered) in various communities, in your educational experience (so far and that you will in the future), and in the world around you. Our goal is that you will be prepared to recognize, once our class is complete, the ways in which writing does and must change depending on the needs of an audience, be it an academic audience or a “popular” audience. Within our university, you will be required to express yourself in writing in whatever disciplinary area you choose to pursue your degree, be it Petroleum Engineering, Technical Writing, or Physics (to name only three!). Many writing skills are transferable across disciplinary areas. These skills are “interdisciplinary” and we will pay close attention to these as we encounter them. Some disciplines have particular writing requirements, and we will note these as well. As you'll see, we will read texts from a wide array of genres in our class (ranging from poetry and the short story to informative essays on digital literacy, composed for an online audience). Writing changes based on community needs and audience. Yet all writing is based on the essential goal of communication, and we will seek to communicate effectively, clearly, and in many different written ways before our course is over.

New Mexico Tech's objectives for English 111 are that you will learn to:

To read and think critically

- define problems
- examine claims and evidence
- organize and evaluate information

To write and speak coherently

- present a strong thesis
- write coherent paragraphs with clear topic sentences
- write clear sentences using correct grammar and punctuation

To demonstrate awareness of audience

- knowledge of audience expectations
- knowledge of particular needs of audience
- knowledge of the conventions of academic writing

To recognize writing as a process rather than a product

- making changes through several drafts
- participation in peer review

Required texts:

Lunsford, Andrea A. *The Everyday Writer*. Third Edition.
The Allyn and Bacon Guide to Writing, Concise Edition.

I will also make available several required readings over e-reserve or WebCT. I will provide information on these readings as necessary.

Required work and grading scale:

Your grade will be based on various factors, including attendance, participation, completion and quality of written work. You will be expected to participate in peer review exercises, group work in class, and conferences with me. The “reading responses” are marked in the course calendar with the symbols ❶ through ❷. Below is the point distribution:

Point Distribution

Paper 1 (drafts and final)	60
Paper 2 (drafts and final)	100
Paper 3 (drafts and final)	140
Group project	200
Seven reading responses (P/F)	70 (10 points ea.)
Conferences (3)	30
Quizzes (2 – 25 points ea.)	50
Revision	75
<u>Particip./Attend./In-Class Work</u>	<u>75</u>
TOTAL	800

Grading scale:

A	744 and above
A-	720-743
B+	696-719
B	664-695
B-	640-663
C+	616-639
C	584-615
C-	560-583

Revision

Over the course of the semester, we will be working on revision, with assignments small and large. Your group project will include a large revision component as will both essays in the first sequence. You **must** turn in revisions in the last week of class, and I will provide you with more information about this as the end of term approaches.

Class Participation

You will be evaluated on your ability and willingness to participate in classroom discussions and other activities. Keep this in mind and be sure to be alert in class, prepared for class work, and engaged in our subject matter.

Attendance and Tardiness

If you miss more than four classes, you will be asked to drop the course or you will receive a failing grade. There are, of course, extraordinary situations in which absences might be excused. A stay in the hospital, for example, is what I would call “extraordinary.”

I do take attendance into consideration in the calculation of your final grade, along with the above-mentioned factor of participation. Be sure to attend all class meetings and to be on time. Every three days that you are tardy (more than five minutes) count as one "absent" day. I consider this syllabus, incidentally, as your contract with me, and mine with you. If you choose to continue in this class, after reading this syllabus, I expect that you will abide by the requirements of this course.

Late Papers

Papers must be turned in at the beginning of our class time on the day the assignment is due. After this time, for each day an assignment is late, I will deduct one letter grade (meaning, if the paper begins at an "A" and is one day late, I will begin grading it from an "A-" -- etcetera). Again, extraordinary circumstances might excuse a late assignment, but these are rare. I will not accept emailed versions of papers; you must come to class, or arrange to see me in my office, to turn in your paper-copy of your assignment. *I reserve the right not to accept late writing assignments or group projects.*

Courteousness and Cell Phones

We will be covering some sensitive topics in this class. So, I will expect you to behave appropriately and be open to different opinions. Above all, be courteous to your classmates. One sign of courteousness is that you turn off your cell phone before entering class. If there are repeated problems with your cell phone, I will ask you to leave the classroom for the day. You will take an absence that day.

Equal Access

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

Plagiarism

In our course, we will spend ample time covering what is required of you in terms of correct citation, academic honesty, and intellectual property. After this information has been presented to you in class, you are responsible for it and cannot claim ignorance as a defense against an accusation of academic dishonesty.

Plagiarism, in very general terms, is the use of someone else's words or ideas without proper citation. Your style guide, *Everyday Writer*, includes information about plagiarism. I suggest that you become familiar with pages 168 and 173-175 and commit to memory the information regarding plagiarism that I provide for you in class. Also, the NMT library offers a handy website addressing many plagiarism issues and provides advice on avoiding plagiarism:

<http://infohost.nmt.edu/~nmtlib/INFO/OREf/plagiarism.html>

Essay Format

All work that is to be handed in must be typed, double-spaced, printed on white paper in black ink, and must use twelve-point font (preferably Times New Roman). If your paper does not conform to these stylistic requirements, I will hand it back to you without a grade and you will be required to reformat in and will suffer a late-paper penalty.

Conferences

On the course calendar, you will notice that several class sessions have been cancelled in order to accommodate individual student conferences with me. These conferences are mandatory, and your failure to show up will affect your grade: not only will you not receive any of the participation points for the conference, your failure to show up will count as an absence.

Course calendar:

SEQUENCE ONE – Paper One

TOPIC: Genres of Communities

<u>Week one:</u>	<u>Item Due:</u>	<u>In-class Activity/Outcome</u>
Wednesday, January 23		First-day writing, questionnaire. Discuss EW 1-9.
Friday, January 25	EW 9-22 and AB 115-142 (Chapter 6)	Common grammar errors, exercises Your job as a reader; how to use AB What is a summary? Where do we see them?
<u>Week two:</u>		
Monday, January 28	Read online: Whitman, “A Backward Glance” http://www.poets.org/viewmedia.php/prmMID/16035 ❶	Summary exercise, AB 148 Read in class excerpt from: <i>Leaves of Grass</i>
Wednesday, January 30	AB 5-23 (from Chapter 1) Read online excerpt: “Writing Engineering/ Engineering Writing.” Dorothy Winsor ❷	Assign Paper One Closed and open form “global and local” Common grammar errors, exercises Exercise, AB 22
Friday, January 31	EW 26-30 and 36-40	Invention strategies, starting the writing process. Paper format.

Week three:

Monday, February 1	PAPER ONE due AB Chapter 2 (all)	In class read “A Generation of Non-Readers.” “Believing and Doubting game,” AB 41-42
Wednesday, February 6	AB 47-60 (Chapter 3)	Discussion, producing examples, comparisons and contrasts, etc. Audience.
Friday, February 8	Read online: http://server1.fandm.edu/departments/Mathematics/writing_in_math/writing_index.html AND http://server1.fandm.edu/departments/Mathematics/writing_in_math/guide.html ③	Opening paragraphs. Summary/strong response.

Week four:

Monday, February 11	Read online: http://www.centreforliteracy.qc.ca/commwrit.htm (Only header)	Choose website article to read and discuss. Who writes in communities and why?
Wednesday, February 13	EW 62-76 (including logical fallacies) Read online: Edgar Allan Poe, “The Balloon-Hoax” http://books.eserver.org/fiction/poe/balloon-hoax.html	Piquing/exploiting (?) community interest in science through writing.
Friday, February 15	Complete worksheet – IN CLASS	Assign Paper Two

Week five:

Monday, February 18	Cumulative reading and course content quiz.	Review student essay by Sean Barry for format. Arguable claims and argument structure
Wednesday, February 20	Paper Two peer review day. Bring one copy to class.	
Friday, February 22	CONFERENCES – MEET IN MY OFFICE	

Week six:

Monday, February 25	CONFERENCES – MEET IN MY OFFICE	
Wednesday, February 27	PAPER TWO DUE: INCLUDE ALL PLANS, DRAFTS, REVIEW SHEETS, & FINAL	Discuss group project; overview; choose groups

**SEQUENCE TWO – Group Project, “Scrapbook”
TOPIC: “A Survey of Disciplinary Genres”**

Friday, February 29	AB Chapter 7 (all)	Individual expertise narratives; “open form writing”
Monday, March 2	EW 154-168	EXERCISE ONE
Wednesday, March 5		EXERCISE TWO
Friday, March 7	TBA	

Week eight:

Monday, March 10 NO CLASSES – SPRING BREAK

Wednesday, March 12 NO CLASSES – SPRING BREAK

Friday, March 14 NO CLASSES – SPRING BREAK

Week nine:

Monday, March 17 EXERCISE THREE

Wednesday, March 19 EXERCISE THREE continued

Friday, March 21 NO CLASSES

Week ten:

Monday, March 24 EW 49-62 and 139-154 EXERCISE THREE continued

Wednesday, March 26 Meet in library for research EXERCISE FOUR

Friday, March 28 EXERCISE FOUR

Week eleven:

Monday, March 31 EW 79-91.
Meet in library for collaborative summary writing EXERCISE FIVE

Wednesday, April 2 Meet in library for collaborative summary writing EXERCISE FIVE

Friday, April 4 In-class brainstorming and drafting for final argument EXERCISE SIX

Week twelve:

Monday, April 7 Meet in library for collaborative argument writing EXERCISE SIX

Wednesday, April 9 GROUP CONFERENCES

Friday, April 11 GROUP CONFERENCES

SEQUENCE THREE – Paper Three

TOPIC: “Digital Genres and Digital Literacy”

Week thirteen:

Monday, April 14 **GROUP SCRAPBOOK DUE!** Exploratory vs. argumentative essays
In-class writing exercise

Wednesday, April 16 <http://www.asis.org/Bulletin/Dec-01/toms.html> 5 Assign Paper Three
AB Chapter 8 (all)

Friday, April 18 AB Chapter 10 (all) Following AB 239; model for essay
Review logical fallacies, EW 73-76 Generate fallacies related to essay topics

Week fourteen:

Monday, April 21

<http://www.techlearning.com/shared/printableArticle.php?articleID=18902855> ⑥

Digital literacy; using digital literacy to improve other literacies? Transferable skills?

Wednesday, April 23

AB Chapter 12 (all)

<http://www.literacyandtechnology.org/v3n1/williams.htm>

(Read up to Thesis 6)

Literacy: programming languages

Friday, April 25

<http://www.literacyandtechnology.org/v3n1/williams.htm>

(Read from Thesis 6 to end) ⑦

EW 168-179 (and review earlier part of “Conducting Research” section)

Week fifteen:

Monday, April 28

Paper Three peer review day:

Bring one copy to class

Wednesday, April 30

CONFERENCES – MEET IN MY OFFICE

Friday, May 2

CONFERENCES – MEET IN MY OFFICE

Week sixteen:

Monday, May 5

PAPER THREE DUE:
INCLUDE ALL PLANS, DRAFTS,
REVIEW SHEETS, AND FINAL
Cumulative reading and course content quiz
Course evaluations

Discuss instructions for “revise for credit”

Wednesday, May 7

Bring Paper Two to class

Revise-for-credit day

Friday, May 9

Paper Three returned

Revise-for-credit continued

Last day of classes! There is no Final Exam for our course!