



INDIANA UNIVERSITY



MONROE COUNTY
COMMUNITY SCHOOL CORPORATION
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IU English W131: Reading, Writing, & Inquiry I – 3 credit hrs.
Fall 2015 ACP Syllabus
Indiana University/ Bloomington High School North
Days/Times of Class Meeting: Gold Seven and Gold Eight
Enrollment Cap per Section: 24

Instructor: Maggie Clark
E-mail: magclark@mccsc.edu
Section # 9663

Required Texts:

Writing Analytically, 7th edition, Rosenwasser and Stephen
Writing and Reading for ACP Composition, 2nd edition, Farris

Required Materials:

Bring your charged Pro x2 to class each day along with the books and a binder. Keep your reading notes, handouts, class discussion notes, and drafts in your binder. Highlighters are also essential.

Course Description:

ENG W131: Reading, Writing, & Inquiry I is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

Course Learning Outcomes:

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Schedule of Assignments

THIS SCHEDULE IS SUBJECT TO CHANGE

WA refers to the *Writing Analytically* text

WRAC refers to *Writing and Reading for ACP Composition*

Class Date	Readings/Activities (Day) (Directions for each week can be found on Canvas or will be discussed in class. I provide a general outline of activities in this document.)	Homework (Night)
Unit One: Introduction		
Tuesday, August 4 th	-Getting to know you --Syllabus Review --Goals for class—What do you want to make sure we do?	Get books—There will be a reading due from the book on August 11 th <u>Read:</u> “Thinking as a Hobby” By William Golding (Canvas) for August 7 <u>Complete:</u> Plagiarism Agreement
Thursday,, August 6 th	<u>Test:</u> Pre W131 Assessment <u>Orientation:</u> IU courses taught through ACP <u>Discuss:</u> What is college work? <u>Review:</u> “Counterproductive Habits of Mind” (WA 10-16) Understanding Plagiarism	Turn in the Plagiarism Contract <u>Read:</u> “Thinking as a Hobby” By William Golding (Handout) for August 7
Monday, August 10 th	<u>Discuss:</u> Golding’s “Thinking as a Hobby” <u>Class Activity:</u> Double Entry Journal example with “Thinking as a Hobby” <u>Assign:</u> Double Entry Journal	<u>Read:</u> Solomon E. Asch “Opinions and Social Pressure” (WRAC143--147) & complete double entry journal
Unit Two—Summary—Obedience		
Wednesday, August 12 th	<u>Discuss:</u> “Opinions and Social Pressure” <u>Activity:</u> Says/Does (Handout)	<u>Read:</u> Ian Parkers’ “Obedience” (WRAC 95-105) & complete double entry journal
Friday, August 14 th	<u>Discuss</u> “Obedience” <u>Activity:</u> Transitions (WA 259-261)	<u>Read:</u> WA pp 71—77
Tuesday, August 18 th	<u>Discuss:</u> What is a summary? What does it do? <u>Review:</u> Ch. 1 page 5 <u>Activity:</u> Write a summary for Asch (review the Asch says/does) Summary Assigned	<u>Read:</u> WA “The Problem of 5-Paragraph Form” pp 109—112 Complete Draft due in class on: August 19th <u>YOU MUST COME TO CLASS WITH 2 PRINTED COPIES</u>
Thursday, August 20 th	<u>Discuss:</u> WA reading <u>Activity:</u> review MLA format and resources Writing/conferencing summary <u>Peer Review</u> of summary Redrafting	Continue drafting summary. Summary due online 5pm August 24th
Monday, August 22 nd	<u>Class Activity:</u> Notice & Focus (WA 35) of ad <u>Partner Activity:</u> One thing ad is “about”—one-two sentence summary of add	<u>Read:</u> WA “The Five Analytical Moves” pp 16-32
Wednesday, August 26 th	<u>Group Assignment:</u> 5 Analytical Moves	<u>Finish:</u> Group Assignment and be prepared to present next class
Friday, August 28 th	Group presentations on 5 analytical moves	
Unit Three—Critique—Weight Debate		
Tuesday, September 1 st	<u>View:</u> PBS <i>Frontline: Fat</i> <u>Discuss:</u> Technique of analysis TBD	<u>Read:</u> “Too Much of a Good Thing” Greg Critser (WRAC 160-162) & Double Entry Journal
Thursday, September 3 rd	<u>Class Activity:</u> The Method (WA 26-32) with “Too Much of A Good Thing”	<u>Read:</u> “Too Close to the Bone” Roberta Seid (WRAC 167-179) & Double Entry Journal

	<u>Partner Activity</u> : Critser: seems to be X but is Y (WA 152-153)	
Tuesday, September 8 th	<u>Class Activity</u> : The Pitch, complaint and moment (WA 54-56) with “Too Close to the Bone”	<u>Read</u> : “Build a Killer Bod with Killer Bees” Dave Barry (Handout) & Double Entry Journal
No School Monday, September 7th (Labor Day)		
Thursday, September 10 th	<u>Class activity</u> : Paraphrase X3 (WA 46-47) with “Build a Killer Bod with Killer Bees”	<u>Read</u> : WA “What Introductions Do” to “What Conclusions Do” pp 236—243
Monday, September 14 th	<u>Class Notes</u> : Stylistic devices <u>Read</u> : “Evil things Just Don’t Signify” as a class (handout) <u>Discuss</u> : Introduction and Conclusion <u>Partner Activity</u> : Discovering style with “Evil Things Just Don’t Signify”	Note: Friday, 9/11 end of 1 st 6 weeks
Wednesday, September 16 th	<u>View</u> : <i>Ella Enchanted</i>	<u>Read</u> : WA Interpretations pp 119-131
Friday, September 18 th	<u>Class Activity</u> : Notice and Focus Ella Enchanted; 10 possible implied messages???	<u>Read</u> : WA “How to Write a Critique” pp 42—44
Tuesday, September 22 nd	<u>Class Activity</u> : Practice Critique Ella Enchanted <u>Critique Assigned</u>	<u>Read</u> : WA “Finding and Evolving a Thesis” pp 147-156 <u>Due in class: Critique Thesis September 23rd</u>
Thursday, September 24 th	<u>Class Activity</u> : Developing a Critique thesis and Clarifying	Continue drafting your critique
Monday, September 28 th	Workshop Thesis Writing/Conferencing	<u>Read</u> : WA “Linking Evidence and Claims” pp 89-96 Continue drafting your critique <u>DUE beginning of class: Critique draft September 29th</u> <u>YOU MUST COME TO CLASS WITH 2 PRINTED COPIES</u>
Wednesday, September 30 th	<u>CRITIQUE DRAFT DUE—You will turn this in to me Peer Review Critique</u>	<u>Read</u> : WA “Making a Thesis Evolve” pp 156-159 Continue drafting your critique DUE ONLINE 5pm: Final Critique October 16 th
Friday, October 2 nd	Examples & Practice: how to make a thesis evolve Writing/conferencing	Continue drafting your critique DUE ONLINE 5pm: Final Critique October 19 th
FALL BREAK: OCTOBER 5TH-9TH		
<u>Unit Four-Comparative Critique-Cinderella Myth</u>		
Tuesday, October 13 th	Drafts Returned <u>Read</u> : WA pp82-84 “Strategies for Making Comparison/Contrast More Analytical” <u>Class Activity</u> : Similarities/Differences of 3 versions of Cinderella --Walt Disney’s “Cinderella” (WRAC 270) --Charles’ Perrault “Cinderella” (WRAC 273) --Grimm’s “Asheputtle” (Handout)	<u>Read</u> : Maria Tatar “An Introduction to Fairy Tales” & Double Entry Journal
Thursday, October 15 th	<u>Discuss</u> : “An Introduction to Fairy Tales” with The Pitch, complaint and moment	<u>Read</u> : Elisabeth Panttaja “Cinderella: Not So Morally Superior” (WRAC 286) & Double Entry Journal
Monday, October 19 th	<u>Discuss</u> : “Cinderella: Not So Morally Superior” & Uncovering Underlying Assumptions	<u>Critique due online 5pm on October 19th</u>
Wednesday, October 21 st	<u>Discuss</u> : Where do our sources “Speak to each other?” <u>Assign</u> : Comparative Critique	<u>Review</u> : WA “Strategies for making Comparison/Contrast More Analytical” pp 82-84 <u>Write</u> : a potential thesis & main claims for comparative critique
Friday, October 23 rd	Writing/Conferencing	<u>Read</u> : WA “1 on 10 and 10 on 1” pp 103-117 Continue Drafting comparative critique

Tuesday, October 27 th	Practice: 10 on 1 Example Writing/Conferencing	Read: WA “Apply a Reading as a Lens” pp 63-68 Continue drafting comparative critique COMPARATIVE CRITIQUE DRAFT DUE: In class on October 28th <i>YOU MUST COME TO CLASS WITH 2 PRINTED COPIES</i>
Thursday October 29 th	COMPARATIVE CRITIQUE DRAFT DUE—you will turn this into me Peer Review	Continue drafting comparative critique
Monday, November 2 nd	Writing/conferencing	Continue drafting comparative critique Read: James Poniewozik’s “The Princess Paradox” (WRAC 323-325) & double entry journal Note: End of 2 nd 6 weeks
Unit Five: Comparative Analysis—Cinderella Myth Continued		
No School Tuesday, November 3rd (Election Day)		
Thursday, November 5 th	Discuss: “The Princess Paradox”	Read: Peggy Orenstein’s “Cinderella and Princess Culture (WRAC 326-329) & double entry journal
Monday, November 9 th	Discuss: “Cinderella and Princess Culture”	
Wednesday, November 11 th	Assign: Comparative Analysis View: <i>Wall-e</i>	Review WA Chapter 5 Comparative Critique Due online by 5pm on November 11th
Friday, November 13 th	Finish movie and discuss	Write: Thesis & Main claims for paper
Tuesday November 17 th	Class Activity: practice comparative analysis with ad Writing/conferences	Continue drafting comparative analysis COMPARATIVE ANALYSIS Draft Due: in class on November 20th <i>YOU MUST COME TO CLASS WITH 2 PRINTED COPIES</i>
Thursday, November 19 th	Writing/Conference	
Monday, November 30 th	Draft due Peer Review	Continue drafting comparative analysis
Thanksgiving Break		
Wednesday, December 2 nd	Research analysis & writing plan assigned Review research resources	Continue drafting comparative analysis Read: WA Chapter 8 Write: Inquiry Question Comparative Analysis due online 5pm on Wednesday, December 2nd
Friday, December 4 th	Turn in Inquiry Question Researching/Writing/Conferencing	WRITING PLAN DUE ONLINE 5PM December 7th
Tuesday, December 8 th	Review: Making a Thesis Evolve & Evidence to Claims Researching/Writing/Conferencing	
Thursday, December 10 th	Researching/Writing/Conferencing	RESEARCH ANALYSIS DRAFT DUE Friday December 11th
Monday, December 14 th	Peer Review	
EXAMS	Research Analysis due on exam date	

Course Policies: Student Outcomes & Classroom Conduct

Grading policy:

Stages of Writing Assignments:

- Stage 1 (*Notes & Jotting*): Should include a main idea and rough plan or outline for subdivisions, the audience, and the purpose of the essay.
- Stage 2 (*Legible Draft*): First draft for peer review.
- Stage 3 (*Editor's Review Sheet*): The peer review workshop (in-class) will include a worksheet completed by one of your peers.
- Stage 4 (*Revised/Final Draft*): Final draft must be typed according to MLA format. This should be stapled on top of the other required materials (detailed above).

Summary Paper 100 pts.

Critique Essay 150 pts.

Comparative Critique Essay 150 pts.

Comparative Analysis Essay 200 pts.

Writing Plan 50 pts.

Research-based Analysis Essay 250 pts.

Double-Entry Journal 50 pts.

Homework/Quizzes/Participation 50 pts.

Total 1000 points possible:

900-1000 A

800-899 B

700-799 C

600-699 D

Attendance Policy

Bloomington High School North attendance policies will be strictly followed. Some classes will include short in-class writings, pop quizzes and other work. If you are absent, you may not be permitted to make them up. The purpose of this class is to help you become an analytical thinker and writer; however, you cannot achieve that goal if you are not consistently prepared for class.

Students will be held responsible for any work missed; missing class is no excuse for not submitting an

assignment; assignments submitted late may be penalized or not accepted at all; and students' final grades will suffer from missing an excessive number of classes. The policy endorsed by the Composition Program is to lower the student's final grade in the course by one-third of a letter grade--from a B- to a C+, for example--for each absence the student accumulates after the third, except under very special circumstances. We will adhere to that policy in this course for a student's grade.

Late Work Policy/Due Date Policies

Double Entry Journal/ Response Papers: **ALL response** papers and journals are due **AT** the beginning of the period **ON** the day the assigned due date except in the case of illness or emergency. If you are absent on the day a response is due but you were in class on the day it was assigned, it must be handed in at the start of class the day you return to school.

Draft Papers

- Students who do not bring a draft to a peer review will be sent to In-School Suspension room for the duration of the period
- I will not grade final papers if I have not seen a draft.
- If you do not submit a complete draft on the due date, you run the risk of not receiving feedback. Failure to work through the writing process results in weak papers. Please be mindful that there are others students and other schedules that will impact when and how you will receive feedback on your paper.

Formal Papers:

- **ALL** formal papers are due by 3:30 p.m. in person OR 5pm on Canvas on the assigned due dates. NO paper will be accepted after that time for full credit.
- **Formal papers will be accepted late for ONE WEEK after the due date with the following stipulations:**
The points earned on the paper will be half the total point value for the paper. For example – if a paper that is worth 100 points is turned in late, it would earn 50 points. No more, no less.
The paper will be critiqued, but it will not receive rubric scores.
A FORMAL PAPER HANDED IN AFTER THE ONE-WEEK GRACE PERIOD WILL NOT EARN ANY CREDIT. I will critique the paper, but there will be NO points assigned.

Dual Credit-High School Credit Policy Statement

The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students enrolled for IU credit must earn a grade of C or better to receive composition credit at Indiana University. Students who choose to take the course only for high school credit and receive a passing grade may not register at a later date or repeat the course (while in high school) for college credit. Please note that if a student takes the course for IU credit and does not withdraw before the required date, this class will be a permanent part of his/her IU transcript.

Academic Dishonesty & IU Plagiarism Policy:

The *Indiana University Code of Student Rights, Responsibilities, and Conduct* describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students' work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in the Code.** <http://www.iu.edu/~code/>

Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the Code can result in expulsion from the University.** Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving

proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Use the following links for more information:

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

Per IU Policy:

Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the *Code of Student Rights, Responsibilities, and Conduct (Code)* (Available online at: <http://www.iu.edu/~code/>). Cheating, plagiarism, or other violations of the *Code* may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.

Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the *Code of Student Rights, Responsibilities, and Conduct*, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at (<http://www.iu.edu/~code/>).

(University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005)

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