



HIGH POINT UNIVERSITY
The Premier Life Skills University

ENGLISH 1103: Writing and Public Life

Section 19 10:40-11:50 a.m. MWF Cottrell 236

Dr. Jane Lucas

Office location and hours: Cottrell Starbucks, MWF noon-1 p.m.

jlucas2@highpoint.edu

Communication

The best way to reach me is through email, jlucas2@highpoint.edu. I check my email regularly between 9 a.m. and 5 p.m. on weekdays. If you email me Monday through Friday, I will respond within twenty-four hours.

Description

This course engages students in a semester-long inquiry that has public resonance. Emphases include developing skill in analytical and reflective writing as well as rhetorical awareness of multiple genres and their audiences. Students will also learn strategies for finding, evaluating, and using sources for both everyday and academic use. Four credits. Prerequisite: Placement in English 1103.

ENG 1103 engages students in writing projects designed to strengthen their interpretive and analytical skills while empowering them to investigate and respond to issues confronting their various communities. It examines the concept of civic engagement, defined here as the thoughtful, purposeful interaction with others on issues facing local, national, and global communities. The course begins from the premise that a vibrant and fair democracy requires participants who can formulate investigative questions about their communities, cultures, and governments and who can offer new views on pressing issues. In general, the assignments are meant to prepare students for the responsibilities of adult citizenship and the intellectual challenges of their chosen fields and careers.

Textbook

- Rosenwasser, David and Jill Stephen. *Writing Analytically*, 8th edition. Wadsworth/Cengage, 2019. Bring your book to every **Monday** and **Wednesday** class.

All students in sections 18 and 19 of English 1103 are required to have the paperback edition of the textbook, *Writing Analytically*, 8th edition.

Additional readings will be posted to Blackboard.

Additional Required Materials

- Class notebook/journal—bring to every class
- Loose leaf paper (for drafts and short in-class assignments)—bring to every **Monday** and **Wednesday** class
- Pocket portfolio (for class handouts)—bring to every class

Additional Technical Requirements

Assignments posted to Blackboard must be submitted in **Microsoft Word** format. If you do not have MS Word, you can download it for free from the university at <https://myoffice.highpoint.edu>.

As practice in developing your web literacy and writing for a broader online audience, you will maintain a free **WordPress** blog for the class. As soon as possible, create a free blog at wordpress.com. You will post to your blog (1) an introduction to yourself (see Blackboard for assignment details), (2) your creative project, and (3) revisions of the essays and the portfolio that you produce for the course. You may also be asked to post comments to your classmates' blogs and to mine, janelucas.com. The posts that you publish for class will be public. If you would like to create additional posts that are not public, keep them in draft form or choose the private visibility option.

4th Credit

This course meets face-to-face for the equivalent of a 3-credit course. However, as a 4-credit course, it is designed to require 8 hours of out-of-class preparation, or 2 per credit hour. This means more out-of-class preparation is expected in ENG 1103, and to earn that 4th-hour credit, students will be required to complete the [Check, Please! Starter Course](#), based on Mike Caulfield's *Web Literacy for Student Fact Checkers*, and create and maintain free [WordPress](#) blogs as platforms for sharing information and knowledge.

Student Learning Outcomes

1. Employ a variety of writing process strategies such as invention, drafting, research, annotation, peer review, revision, and editing, and become proficient in technologies that facilitate them.
2. Read and write to conduct inquiry, in the sense of finding and evaluating relevant information and sources, demonstrating openness to new information, and integrating others' ideas with one's own.
3. Develop analyses grounded by evidence-based claims.
4. Reflect on one's writing to demonstrate awareness of one's learning and rhetorical choices.
5. Create texts that address audiences in informed and rhetorically appropriate ways.
6. Demonstrate knowledge of academic conventions regarding essay structure, use of sources, tone, citation, and sentence clarity.

Major Writing Assignment Requirements

To be eligible to pass the course, all major writing assignments (essays and reflections) must be completed. Failure to complete or turn in one of the writing projects or the final reflective portfolio will result in an F for the course.

Grading

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| Analytical Essay (750-word minimum) | 15% |
| Midterm Reflection (750-word minimum) | 10% |
| Course Work (in-class exercises, blog activity, etc.) | 20% |
| Final Essay (1,800-word minimum) | 25% |
| Final Essay/Portfolio (750-word reflection, portfolio length will vary) | 15% |
| Final Exam period activity | 5% |
| Creative project | 10% |

Grading Scale

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|-----------------|----------|-----------|
| A+: 100-97 | A: 96-93 | A-: 92-90 |
| B+: 89-87 | B: 86-83 | B-: 82-80 |
| C+: 79-77 | C: 76-73 | C-: 72-70 |
| D+: 69-67 | D: 66-63 | D-: 62-60 |
| F: 59 and below | | |

While individual grades are accurate, the overall grade Blackboard displays may not be. For example: The Course Work Grade will be posted at midterm and updated at the end of the course. Please talk to me if you have questions about your grade in the course as what is on Blackboard may not be an accurate representation.

Feedback

Giving and receiving feedback helps writers grow, so it will be an integral part of this class. We will routinely talk about what makes writing “good,” and I will ask you to think about what you want to accomplish as a writer. You will receive a variety of feedback on different types of writing: informal writing, draft writing, in-class writing, academic writing, etc. from both me and your classmates. Since research shows that prompt feedback is more important to development than extensive feedback, I will not automatically offer extensive individual feedback on drafts for major assignments. If you want to have an in-depth conversation about your writing-in-progress, email me to schedule an appointment.

Plagiarism

Plagiarism is defined as “representing the words or ideas of someone else as one’s own in any academic exercise.” Thus, all writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported.

Attendance Policy

Attendance will be taken daily for advising and recordkeeping purposes. Our program data tells us that failure rates are highest among students who miss 3 classes before midterm. If you are absent, it is your responsibility to find out what you've missed.

High Point University recognizes and honors the value of the face-to-face classroom experience for enhancing student engagement and academic outcomes. As such, all students are expected to attend class, except for the following circumstances: 1) illness or quarantine; 2) a family emergency; 3) OARS (Office of Accessibility Resources and Services)-approved online accommodations; 4) other reasons pre-approved by your instructor; or 5) a religious holiday or university-approved trip. For all students, assignments are due at the assigned time. You are responsible for all class material from days you are not in attendance.

Any student who continues to accumulate excessive absences after a warning may be withdrawn.

Late Work Policy

Only major writing assignments will be accepted "late," and there is a grace period, or window, during which projects will not be penalized. On the calendar, the "due date" refers to when the window opens, and the "hard deadline" refers to when it shuts.

It is crucial to turn in work before the hard deadline. I set aside specific times for responding to student writing and want to return my feedback soon enough to be useful to students as they revise or begin the next assignment. When a student emails me a writing assignment after the window has closed, that work goes to the end of my to-do list, the student is now out of sync with the rest of the class, and a late penalty will be applied. With the grace period, few students turn in work late--but when they do, their learning and final grades always suffer.

In-Class Assignments and Exercises Policy

In-class assignments and exercises may be completed for credit in class only. There are no make-up opportunities. If you are absent on the day that such an in-class assignment is graded, you will not be assigned a grade of F (or zero). Instead, the daily assignment average will be based on the in-class assignments that you were present to complete.

Cell Phones, Tablets, Laptops, and Smart Watches

The use of these can create significant distractions in an active-learning class such as ours. Turn off and put away your cell phones before entering the classroom, and put away your smart watches as well. Occasionally you will have the opportunity to use your tablet or laptop in class, but often your work will require the sustained focus that working online inhibits. Therefore, unless instructed otherwise, please leave your phones, smart watches, laptops, and tablets stored in your backpack or bag.

Face Mask Policy

On Friday, August 13, 2021, the Guilford County Board of Commissioners implemented an indoor public space County-wide face mask mandate for residents, businesses, schools, and institutions of higher education. This mandate includes classrooms, laboratories, and studios and applies to all individuals whether they are unvaccinated or vaccinated against the COVID-19 virus. Since High Point University is in Guilford County, the University is required by law to comply with the Guilford County Face Mask Mandate. Note that complimentary face masks are available at Concierge desks.

Remote Access to Class

A key component of the HPU experience is daily student-to-faculty and peer-to-peer engagements. It is one of the hallmarks of an HPU education that prepares you, our students, to achieve your personal and professional goals. As a result, remote learning is reserved only for select situations.

Unless otherwise noted, face-to-face attendance in classes, laboratories, and studios is required. A student may attend approved classes remotely ONLY if*:

- (a) They are approved by the Office of Accessibility Resources and Services (OARS);
- (b) They are isolated because they have been diagnosed with COVID-19;
- (c) They are quarantined because they have been identified as a close contact to an individual diagnosed with COVID-19; or
- (d) They are an international student who has received special permission for remote access because they are unable to enter the United States due to COVID-19 restrictions.

Expectations for Remote Learning

To ensure that students accessing classes remotely are successful, all remote students are asked to abide by these guidelines:

- Coordinate with your course instructor about how you will access the class lecture/discussion
- Be responsible for accessing all class materials and adhering to deadlines
- Verify that you have sufficient internet access to attend remotely
- Confirm that you have all the necessary equipment and software for completion of all course requirements
- Adhere to any other remote access policies put forth by the course instructor

** Students may request a short-term exception to the remote learning policy for extenuating circumstances that prevent attending class (e.g., extended illness or injury; university sanctioned travel). Request forms will be available soon. Some courses are not available for long-term remote learning. Please check with Karen Naylor (knaylor@highpoint.edu) about course availability.*

Student Accommodations

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to the Office of Accessibility Resources and Services (OARS), 4th Floor Smith Library. Requests for accommodations should be made at the beginning of a course. Accommodations are not retroactive. Contact us at <http://www.highpoint.edu/oars/contacts/>, or call Ms. Dana Bright, Director of OARS, at 336-841-9361, for additional information.

HPU Commitment to Diversity, Equity, and Inclusion

The First-Year Writing Program supports student learning and HPU's Commitment to Diversity, Equity, and Inclusion by: providing opportunities to consider a multiplicity of views and perspectives; and cultivating an atmosphere where students, faculty, and staff are treated with respect and dignity in an environment free of discrimination and harassment.

In Case of Violence or Harassment Based on Sex and Gender

High Point University is committed to an environment free from bias, discrimination and harassment based on race, color, national origin, sex, disability, religion, age, genetic information, veteran status, gender identity or expression, or sexual orientation. As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Director of Title IX, Kayla Rudisel, information regarding sexual misconduct or information about an incident that may have occurred while at High Point University. Students may speak to someone confidentially by contacting our non-mandatory reporters: HPU Counseling Services (336-888-6352) or the Ministers to the University (336-841-9241). You can also reach the Director of Title IX at krudisel@highpoint.edu or 336-841-9138.

Library Services

HPU Librarians provide research and citation assistance to all students in any subject area. During regular semesters, experienced librarians are available at Smith Library (open 24/7) and the WC Learning Commons (open 24/5). You can also call (336-841-9101), email (reference@highpoint.edu), text (336-289-9974), or chat with a librarian online at any time, day or night. For more information about library resources, services or facilities, visit HPU Libraries' website at <http://www.highpoint.edu/library>

Campus Writing Center

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. Visit <http://www.highpoint.edu/academicservices/writing-center/> to learn more. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop

strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Justin Cook at jcook3@highpoint.edu or [\(336\) 841-2841](tel:(336)841-2841).

Openness as a Habit of Mind

Writing researchers have identified the following eight habits of mind as crucial to success in college: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. To best define what would best serve students at HPU, the FYW program surveyed all faculty and spring-semester sophomores about gen ed writing assignments and the importance of the eight habits of mind to success in these assignments. Both faculty and sophomore students chose “openness” as the most important habit, with 93% of sophomores selecting it as either “moderately” (33%) or “very important” (60%) to their success in gen ed writing. ENG 1103 classes therefore create opportunities for students to develop openness—the willingness to consider new ways of being and thinking in the world—to best prepare students for their future as writers.

Course Calendar

Note that the readings listed on the calendar are ones that you should complete before, not after, the course meeting for that day. After you complete each reading assignment, note in your journal any questions you have. The title ***Writing Analytically*** in **bold** on the course calendar indicates that you should bring the textbook to class.

| <i>Unit I: The Analytical Frame of Mind</i> | |
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| Last day to add a course or change to audit and last day to drop without record: August 27 | |
| Monday, August 23 | Review the course information in the syllabus and on this calendar and note in your journal any questions that you have about the course. The textbook title in bold denotes that you should bring your copy of the book to class. |
| Wednesday, August 25 | For class: Read “ Blogs vs. Term Papers ” |
| Friday, August 27 | Wordplay Day, for class: Read the Rules of Scrabble. |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, August 30 | For class: Read “ Skim Reading is the New Normal. ” |
| Wednesday, September 1 | For class: Begin reading <i>Writing Analytically</i> , Chapter 1, “The Five Analytical Moves,” 2-18. You may use your laptops/tablets in class. |
| Friday, September 3 | Introductory Blog Post due; publish on your blog site before class. Wordplay Day, for class: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, September 6 | For class: Continue reading <i>Writing Analytically</i> , Chapter 1, 19-37. |
| Wednesday, September 8 | For class: Complete the worksheet for Lesson 1 of Check, Please! Bring your worksheet and <i>Writing</i> |

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| | Analytically to class. In-class preliminary drafting of Analytical Essay. |
| Friday, September 10 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, September 13 | For class: Read the overview to Writing Analytically , Chapter 2, "Reading Analytically," 38. |
| Wednesday, September 15 | For class: Complete the worksheet for Lesson 2 of Check, Please! Bring your worksheet and Writing Analytically to class. Analysis drafts returned, in-class revision work. You may use your laptops/tablets in class. |
| Friday, September 17 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, September 20 | For class: Read the overview to Writing Analytically , Chapter 3, "Interpretation: Moving from Observation to Implication," 70. |
| Wednesday, September 22 | Analytical Essay due; post to Blackboard and to your blog before class. Bring Writing Analytically to class. |
| Friday, September 24 | Analytical Essay hard deadline. For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, September 27 | For class: Read the overview to Writing Analytically , Chapter 4, "Responding to Traditional Writing Assignments More Analytically," 98. |
| Wednesday, September 29 | For class: Complete the worksheet for Lesson 3 of Check, Please! Bring your worksheet and Writing Analytically to class. In-class preliminary drafting of Midterm Reflection. |
| Friday, October 1 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> | |
| Monday, October 4 | For class: Begin reading Writing Analytically , Chapter 5, "Reading Like a Writer," 116-30. |
| Wednesday, October 6 | Complete the worksheet for Lesson 4 of Check, Please! Bring your worksheet and Writing Analytically to class. Midterm Reflection drafts returned, in-class revision work. You may use your laptops/tablets in class. |
| Friday, October 8 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit I: The Analytical Frame of Mind</i> FALL BREAK, October 11-15 Last day to drop with a grade of W: October 22 | |
| Monday, October 18 | For class: Continue reading Writing Analytically , Chapter 5, "Reading Like a Writer," 131-46. |
| Wednesday, October 20 | Midterm Reflection due; post to Blackboard and to your blog before class. Bring Writing Analytically to class. |

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| Friday, October 22 | Hard deadline for Midterm Reflection. For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit II: Writing the Analytical Paper</i> | |
| Monday, October 25 | For class: Reading the overview to Writing Analytically , Chapter 11, "Style: Choosing Word, Shaping Sentences," 299. Introduction to Creative Project. |
| Wednesday, October 27 | Complete the worksheet for Lesson 5 of Check, Please! Bring your worksheet and Writing Analytically to class. In-class work on Creative Project. You may use your laptops/tablets in class. |
| Friday, October 29 | Creative Project due; post to your blog before class For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit II: Writing the Analytical Paper</i> | |
| Monday, November 1 | Hard deadline for Creative Project. For class: Read the overview to Writing Analytically , Chapter 6, "Reasoning from Evidence to Claim," 148. |
| Wednesday, November 3 | For class: Read the overview to Writing Analytically , Chapter 7, "Finding and Evolving a Thesis," 178. |
| Friday, November 5 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit II: Writing the Analytical Paper</i> | |
| Monday, November 8 | For class: Read the overview to Writing Analytically , Chapter 8, "Conversing with Sources: Writing the Researched Paper," 213. |
| Wednesday, November 10 | For class: Read the overview to Writing Analytically , Chapter 9, "Finding, Evaluating, and Citing Sources," 242. Final Essay drafts returned, in-class revision work. You may use your laptops/tablets in class. |
| Friday, November 12 | For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit II: Writing the Analytical Paper</i> | |
| Monday, November 15 | For class: Reading and research for your final essay. Bring Writing Analytically to class. |
| Wednesday, November 17 | Final Essay due; post to Blackboard and to your blog before class. Bring Writing Analytically to class. |
| Friday, November 19 | Final Essay hard deadline. For Wordplay Day: Browse the Tips and Tools . |
| <i>Unit III: Matters of Form</i> THANKSGIVING BREAK, November 24-26 | |
| Monday, November 22 | In-class preliminary drafting of the Final Reflection. |
| <i>Unit III: Matters of Form</i> | |
| Monday, November 29 | For class: Read the overview of Writing Analytically , Chapter 10, "From Paragraphs to Papers," 266. |
| Wednesday, December 1 | Final Reflection and Portfolio due; post to Blackboard and to your blog before class. Bring Writing Analytically to class. |

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| Friday, December 3 | Final Reflection and Portfolio hard deadline. For Wordplay Day: Review Tips and Tools and About at https://scrabble.hasbro.com/en-us/tools . |
| READING DAY, Friday, December 10 | |
| Monday, December 6 | For class: Preview <i>Writing Analytically</i> , Chapter 10, 266-282. |
| Wednesday, December 8 | For class: Preview <i>Writing Analytically</i> , Chapter 10, 283-298. |
| EXAMS, December 11-17 | |
| ENG 1103 does <u>not</u> include a final exam, but class will meet during the exam period listed below in the left column | |
| Saturday, December 11, 8-11 A.M. | ENG 1103-19 (10:40-11:50 MWF) |
| Wednesday, December 15, 8-11 A.M. | ENG 1103-18 (9:15-10:25 MWF) |