Annotated Google Docs version [here](#).

# English 101: Composition as Critical Inquiry

## An Introduction to Grassroots Writing Research

<table>
<thead>
<tr>
<th>Time &amp; Location</th>
<th>Your Instructor</th>
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<tbody>
<tr>
<td>Fall 2014</td>
<td>Jeff Rients</td>
</tr>
<tr>
<td>Monday/Wednesday/Friday</td>
<td>Office: Stevenson Hall #414A</td>
</tr>
<tr>
<td>11:00am-11:50pm</td>
<td>Office Hours: tentatively</td>
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<tr>
<td></td>
<td>Tuesday 11am-2pm or any time by appointment</td>
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<tr>
<td></td>
<td>Mailbox: Stevenson #411</td>
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<td></td>
<td>Email: <a href="mailto:jdrient@ilstu.edu">jdrient@ilstu.edu</a></td>
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<tr>
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<td>Stevenson Hall #250C</td>
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**IMPORTANT NOTICE:** This syllabus is subject to change to best suit the needs of the class. Always check the course ReggieNet site for the latest version of this document.

**COURSE OBJECTIVES:** By participating in this course you should learn to...

- Identify features of multiple genres and analyze how those features work in different kinds of texts
- Use your knowledge and analysis of genres to create content in multiple genres
- Use your knowledge of technologies and media to produce different kinds of texts
- Trace the path a text takes in its production, distribution, and use and understand how this affects writing in different genres
- Demonstrate knowledge of how to find a variety of source materials for research purposes
- Identify and use different citation styles and grammatical conventions in your writing
- Identify cultural, political and social interactions that shape or influence how writing happens in a particular genre or situation.

**REQUIRED TEXT:** *Grassroots Writing Research Journal 5.1*
**ALSO REQUIRED:** All students will need a Composition Notebook of 9½” x 7¾“ or similar size with sewn binding and ~80-100 pages, preferably quad ruled (like graph paper). A glue stick, a few sticky notes, some pocket money for photocopying will also be useful. More details below.

Additionally, all students should obtain and use a Google Drive account. Contact the instructor if you need assistance.

**CLASSROOM EXPECTATIONS:** Participants in this course are expected to attend class regularly, read the assigned texts, and discuss them in a spirit of friendly but rigorous inquiry. During class please leave the room as needed to use the restroom, take a phone call, hold a private conversation, etc. There is no need to seek permission from the instructor, simply excuse yourself. (Please return as soon as you are finished!)

Disruptive or disrespectful activity will result in one warning, after which the offending party will be instructed to leave and counted as absent for the day. Please note there is no room in this class for intolerance based upon race, gender, sexual orientation, disability or religious affiliation; these matters will be open topics for discussion this class, but they can only be investigated in a spirit of open discourse and mutual respect. For more on conduct in the classroom, please feel free to ask the instructor or consult the Code of Student Conduct.

**ATTENDANCE POLICY:** Regular attendance is a requirement of the course. If you are absent for more than three class sessions your final course grade will be reduced at a rate of one third of a final grade per absence. **Ten absences will result in a failing grade for the course.**

If you are late for the start of class and attendance has already been recorded then it is your responsibility to check after class to make sure you are not marked absent for the day.

Additionally, showing up to class for scheduled peer review, presentations or workshop without adequate preparation will result in you being counted as absent and asked to leave.

Important: DO NOT ask to be excused from class the Friday before Thanksgiving break. Plan to use a freebie absence if you need to.

**FINAL GRADE CALCULATION:**
10% Major Experiment #1
15% Major Experiment #2
25% Major Experiment #3
25% Daybook Turn-Ins
25% Quizzes

**TENTATIVE COURSE SCHEDULE:**
Week 1 - Syllabus and Introductions Day, begin Self-Assessment Exercise
Week 2 - Conclude Self Assessment Exercise, begin Major Experiment #1
Week 3 - Major Experiment #1 continues
Week 4 - Major Experiment #1 continues
Week 5 - Conclude Major Experiment #1
Week 6 - Begin Major Experiment #2, first Daybook Turn-In (one page)
Week 7 - Major Experiment #2 continues
Week 8 - Major Experiment #2 continues
Week 9 - Conclude Major Experiment #2
Week 10 - Begin Major Experiment #3
Week 11 - Major Experiment #3 continues, second Daybook Turn-In (2 pages with notes)
Week 12 - Major Experiment #3 continues
Week 13 - Major Experiment #3 continues
Week 14 - Major Experiment #3 continues
Week 15 - Thanksgiving Break, no classes
Week 16 - Conclusion of Major Experiment #3, Final Daybook Turn-In

**QUIZ POLICY:** Consulting your Daybook during quizzes is permitted and encouraged. Unauthorized use of texts, cell phones, computers or other aids during quizzes will result in a grade of 0 for that quiz.

**LATE WORK:** Meeting deadlines for assignments is a major component of academic success. Anything handed in after the deadline will be reduced in grade by one letter for each delay of 24 hours or fraction thereof. (E.g. an otherwise ‘A’ assignment handed in 6 minutes after the deadline will earn you a ‘B’, a day later it’s a ‘C’, etc.) Exceptions to this policy can be made for documented emergencies, at the sole discretion of the instructor.

**EXTRA CREDIT:** No extra credit opportunities appear on the syllabus. However, the instructor is open to the possibility of extra credit. To qualify, find an event open to the public with no entry fee that you can somehow relate to the course. To earn credit you must inform the instructor so that he can announce the event in class at least one day in advance. Additionally, you must submit a written report of the event, and be prepared to discuss the event in class.
FORMATTING OF ASSIGNMENTS: Unless otherwise indicated, submitted via the assignment section in the class ReggieNet site: reggienet.ilstu.edu. Documents should be submitted as links to shared Google Drive documents. These parameters will be further discussed in class.

ACADEMIC HONESTY: Failure to properly credit sources (often called “plagiarism”) is a fascinating issue that merits further writing research. However, practicing it can result in penalties including a failing grade for the assignment and further disciplinary action. For more on proper citation in an academic context, consult the instructor and/or see http://deanofstudents.illinoisstate.edu/students/get-help/crr/academic-dishonesty.shtml for more official information.

ASSIGNMENT SUMMARIES

Major Experiments - The three Major Experiments are the backbone of the course. Each is worth more of your final grade than its predecessor. Parameters for each Experiment will be forthcoming as needed.

- **Major Experiment #1: Genres Lurk ‘Round Every Corner** - Starting with a guest from the Half Mile Project, the class will analyze and investigate writing acts in the so-called “real world.”
- **Major Experiment #2: It’s the Jody Shipka Show!** - Who is Jody Shipka and why should we care? Find out via this exploration of the activity systems surrounding acts of writing.
- **Major Experiment #3: The Grassroots Writing Research Experience** - In our final unit students will be tasked with formulating, planning, executing and documenting their own writing research experiments.

Quizzes - 12 quizzes will be administered, of which your top ten scores will count towards 25% of your final grade. Quizzes can cover any material, including assigned reading and classroom discussion, since the last quiz. You may consult your Daybook (see below) during quizzes, so take copious notes! Quizzes will occur at the discretion of the instructor. Do not assume that if there was a quiz on Monday that you won’t be quizzed on Wednesday.

The first quiz of the semester will be a slightly different format. It will cover the information in this syllabus and no Daybooks will be allowed.

Daybook - The Daybook is a location for writing your notes about this class, other classes, or anything else. See appendix. Your Daybook is worth 25% of your final grade.

ADDITIONAL HELP
**Student Counseling:** [http://www.counseling.ilstu.edu](http://www.counseling.ilstu.edu)

“If you are like most people you will encounter a number of life events while at ISU that will leave you confused, anxious, angry or sad. While life situations often work themselves out, sometimes they linger and require assistance. The staff at Student Counseling Services is well trained to help you with issues ranging from homesickness and relationship difficulties to concerns such as depression and anxiety. For these reasons and many, many more, you can turn to Student Counseling Services.”

**Disability Services:**

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853, or visit the website at [disabilityconcerns.illinoisstate.edu](http://disabilityconcerns.illinoisstate.edu).

**Academic Assistance:** [http://ucollege.illinoisstate.edu/about/visor](http://ucollege.illinoisstate.edu/about/visor)

“The Julia N. Visor Academic Center is a division of University College that provides services and programs designed to assist students in their pursuit of academic excellence at Illinois State University. These services and programs have been developed to impact student retention:

- group tutoring in general education courses
- one-on-one writing assistance
- workshops designed to enhance student study techniques and academic skills
- one-on-one academic coaching
- a computer lab that provides a quiet and supportive environment for study
- the Mary F. English Technology Award program, which provides a new laptop computer and professional development opportunities for selected teacher education majors”
APPENDIX: Tips for Setting up your ENG 101 Daybook

- Keep a glue stick and/or stapler handy for adding stuff to your daybook. You will also need some multicolored sticky notes at least a couple of times during the semester.
- Write your name on the front cover.
- Make an author identification page. Be as creative as you like, but include contact information in case you misplace your daybook.
- After your author identification page, make a Big Ideas and Deep Thoughts page. Record here the questions that keep you up at night and guide your thinking.
- Number each page at the top corner.
- Date the beginning of each entry.
- Set aside the last 24 pages of your Daybook for the following special sections, which you should also flag with a stick note for easy finding:

<table>
<thead>
<tr>
<th>Location</th>
<th>Section</th>
<th>Total Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back of Daybook</td>
<td>Table of Contents</td>
<td>4</td>
</tr>
<tr>
<td>In front of Table of Contents</td>
<td>Topic Ideas List</td>
<td>2</td>
</tr>
<tr>
<td>In front of Topic Ideas</td>
<td>Proofreader’s Guide</td>
<td>4</td>
</tr>
<tr>
<td>In front of Proofreader’s Guide</td>
<td>Vocabulary</td>
<td>10</td>
</tr>
<tr>
<td>In front of Vocabulary</td>
<td>Important Dates</td>
<td>4</td>
</tr>
</tbody>
</table>

- Anything you think important to the class or that you might want to be able to find later should be added to your Table of Contents. Not every Daybook entry needs to be in the Table.
- The Topics Ideas is a space for you to jot down ideas for paper topics or other research projects, for this class or any other.
- The Proofreader’s Guide is where you collect examples from your own papers that were
marked as errors. Analyze your common errors, fix them, and identify patterns that you need to look for in the future. Most of us make the same errors over and over. Simply identifying these errors should make them less common.

- The Vocabulary section is where you can collect words from readings and in class, note where they were from, copy the sentence in which you found them, and write a definition.
- The Important Dates section will be critical for completing your Timeline assignment.

**Don’t worry if things get messy.** A messy Daybook is a good sign you are using it correctly! As long as you can find what you need, it’s sufficiently organized.

**Using Your Daybook**

Although I encourage you to use your daybook for your entire life, I have some specific assignments that I would like you to include for the texts in this class, but also keep the following guidelines in mind.

1) Be a collector of writing. Collect texts or artifacts from various sources and copy or cut and paste them into your daybook. Collect research about books we are reading or topics we are exploring. Collect lists of other books that might fall in similar categories. Collect items that you might assemble as a “tactile” exploration of the topics we are investigating

2) Write about the books and articles you read: how they work, how they make you feel, what puzzles you or draws you in. The instructor will sometimes give you a prompt, but don’t be afraid to write something, anything. Be daring! Start things you may never finish. Offer outrageous opinions. Explain why you hate a reading assignment.

3) Be a thinker. Experiment with writing short opinion pieces about our activities and the texts we encounter. Write and revise, revise and write.

4) Interact with the texts we are reading (and don’t be afraid to make a mess). Draw maps, write poetry, create collages, make playlists.

5) Be a note-taker. Keep all your class notes in this daybook. You may keep the notes for other classes in the daybook if you so desire.

6) Be self-reflective. Once you have a collection of items that struck you in some way, think about what connects them, and identify your preferences in terms of things like subject matter, language use, or form.
7) **Write in your daybook every day.** Even if you have nothing to say about your current assignment, write something. It’s called a daybook because I am expecting you to use it *every day.*

**Daybook Turn-In**

Throughout the semester, you will be asked to write both in class and out of class and to collect that writing in your daybook. Three times during the semester you will excerpt the best examples of that work by selecting and photocopying entries from your daybook. At the end of the semester you will turn in the daybook itself and the following photocopies:

Two entries that demonstrate who you have been this semester as (pick 2):

- A collector
- A writer
- A questioner
- A reviser

In order to reflect on the entries you copy, on a sticky note explain how the entry demonstrates the qualities. For instance, you might choose two entries that demonstrate moments of writing when you were a *collector.* Copy these entries and write a brief explanation on a sticky note of how this illustrates you as a collector. Repeat the process for another quality. This equals four entries total with four sticky note explanations, one on each entry.

You will also:

- Look back through your daybook and copy two moments of learning that stand out for you. Describe each moment on a sticky note attached to a copy of the entry.
- Copy one entry where you have written something that you especially liked. Explain why you liked it on a sticky note.

**At the end of the semester you will submit seven daybook entries with one sticky note attached to each entry.**