

**English 125-54
Seminar on Academic Writing
Spring 2021**

Instructor: Professor Katie Laskowski

Course Times/Location: MWF 11:00 am - 11:50 am (via the Zoom links in the Canvas course site)

Office: OMC 247

Email: klaskowski22@jcu.edu

Zoom Meeting Room Link (for Office Hours):

<https://johncarrolluniversity.zoom.us/j/4464452407>

Office Hours:

Day	Office Hours	Location
Mondays		
Tuesdays		
Wednesdays	12:00 pm - 2:00 pm	Zoom Room (Online)
Thursdays		
Fridays	12:00 pm - 2:00 pm	Zoom Room (Online)

Important websites:

Canvas: <https://canvas.jcu.edu/login>

First-Year Writing Program: <http://sites.jcu.edu/fywriting>

Writing Center: <http://sites.jcu.edu/writingcenter>

Required books and materials:

Gerald Graff and Cathy Birkenstein. *They Say/I Say*. 4th edition. New York: W.W. Norton & Company, 2018. (pdf available on Canvas)

Course Overview:

Welcome to English 125! In this seminar course, we will work together to develop your own ability to write with power and clarity by focusing on the following crucial components of successful academic writing across all disciplines: argumentation, audience awareness, organization, and style.

More specifically, this seminar will help you learn about the principles and practices of researching and writing for an academic audience. You will learn how to create an argument in response to others' ideas, articulate that argument, and support it with appropriate and credible evidence. In the process, you will also learn how to perform academic research, identify and evaluate appropriate primary and secondary sources, determine what evidence and reasons are necessary to support your argument, and integrate and synthesize research into your arguments. Finally, you will learn about

your own writing process by writing multiple drafts; developing appropriate revision, editing, and proofreading strategies; reading and responding effectively to your own and others' work; citing sources appropriately; and controlling the mechanics of writing such as syntax, style, grammar, punctuation, and spelling in ways that are appropriate for academic readers.

To accomplish these goals, you will read and respond to a variety of sources – both academic and popular – that focus on **othering**. Although the course focuses on these issues through readings, much of the writing you will do will revolve around topics of your own choosing. My role in this course is to guide and coach you to write argument-based essays for academic audiences and to use appropriate research to support those arguments.

Core Curriculum Learning Goals

This course aligns with JCU's Core Curriculum goals in a number of ways. In order to successfully complete this course and to achieve effective writing in an academic context, students must demonstrate competency in the following areas:

1. Articulation of an argument

*Select and develop an appropriately complex argument given audience, purpose, and length requirements.

*Develop and support an argument appropriate to context, audience, and purpose.

2. Source integration

*Locate, engage with, and integrate evidence into your own argument.

3. Ethical documentation

*Avoid plagiarism and include all important citation information

4. Control of syntax and mechanics

*Use language that conveys meaning to readers with clarity.

Note: These goals derive from the John Carroll University Academic Learning Goals. Specifically, they derive from the following:

* Develop habits of critical analysis

* Communicate skillfully in multiple forms of expression

* Apply a framework for examining ethical dilemmas

In order for students to complete these core curriculum learning outcomes successfully, the First-Year Writing Program at John Carroll University has developed a set of sequenced writing assignments.

Course Components:

Essay #1 – Introduction to Argumentation: What Do *They* Have to Say? (3-4 pages)

Essay #2 – Commentary: What Do *You* Have to Say? (4-5 pages)

Essay #3 – Academic Research Project (6-8 pages)

Essay #4 – Identity Narrative (4-5 pages)

Reading assignments

Participation (in-class discussions, in-class writing, active participation in group work)

Peer Review in-class workshops

Reading Responses
Final portfolio/Portfolio Cover Letter

Evaluation:

Your grade in this course will be determined in part by the four major assignments, which make up 50% of your grade. The other 50% is determined by your final portfolio, other formal writing, your class attendance record, reading responses, and your work in Peer Review sessions. The following points are subject to change based on the demands of the course and the needs of students; consider these tentative. The breakdown is as follows:

Diagnostic Essay	2.0% (20 points)
Essay #1	10% (100 points)
Essay #2	10% (100 points)
Essay #3	10% (100 points)
Abstract	2.5% (25 points)
Annotated Bibliography	2.5% (25 points)
Essay #4	10% (100 points)
Portfolio Cover Letter	10% (100 points)
Portfolio	25% (250 points)
Reading Responses	8.0% (80 points)
Peer Review	10% (100 points)

Grading Scale:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
65-69 = D
Below 65 = F

You must complete *all* major assignments and the portfolio in order to pass this course. In addition, students must earn a final grade that is a C- or higher in order to pass the course; students who do not earn a C- or higher must repeat the course.

Extra Credit Policy:

There will be no extra credit available in this course.

Course Engagement Policy:

Due to the COVID-19 pandemic, I have adapted a traditional course attendance policy into expectations for engagement. As students enrolled in this course, the expectation is that you can

attend the live synchronous course meeting times. If for some reason you cannot attend, you will need to watch the recording of the class you missed and complete any in-class assignments you missed. Please submit the missed assignments to Canvas. In the case that you miss more than one class in a week, please contact me so we can work something out. To be considered active and engaged in my course, students must meet all of the following benchmarks each week (ending Sunday at 11:59 p.m. EST):

- Either attend class synchronously over Zoom or watch the recording(s) of any class meetings you did not attend virtually.
- Complete all assignments (e.g., required readings, slideshows that accompany lessons, writing activities, discussion boards, peer review/workshops, etc.) during the live classes.

Any student who fails to meet one or more of the above benchmarks in one week will a) lose the points associated with relevant assignments, and b) be marked "absent" for that week. You are granted **5** absences. Use them at your own discretion, but make sure you keep track because every absence over five will result in a **full letter reduction** of your final grade. A student who accumulates 6 absences risks failing the course.

Modifications to this policy based on extenuating circumstances for a student will be made at my discretion. It is most important that you talk with me if a situation arises that impacts your ability to meet the benchmarks noted above.

Participation and Technology:

EN 125 is dependent on productive class discussions where all students come prepared. Therefore, I expect you to complete assigned readings, complete homework assignments, and share your views. The more engaged you are in class the more you will gain from the course.

We will be using Zoom for every class. This will require patience and adjustment from all of us—including me—but there are still some guidelines for us to be mindful of. When you are on Zoom:

- always mute your audio unless you are speaking
- use the “Raise Hand” feature in the Participants list to signal that you would like to speak
- be mindful that all class sessions will be recorded and uploaded to Canvas
- use the chat box to ask questions or contribute to discussion if you’d like (though the “Raise Hand” feature is preferable so you can speak); any dialogue here must be respectful and focused on class topics

No private recording or reproducing of our synchronous sessions is permitted and any such acts may constitute a student code of conduct violation.

Reading Responses:

Each week when there are new readings, you will complete a reading response. Depending on how many new readings there are, you can choose which reading to do your response on. Turn in the reading response before the class that we discuss the reading. Each reading response should be a

minimum of 250 words. Each response is worth 10 points. These points add up across the semester, please be diligent and complete them on time. The point of a reading response involves hearing your genuine reaction and reflection on the text. Once you have been exposed to others' responses to the text (through class recordings), your response will be shaped by theirs. Therefore, I will not accept any late reading responses. If there is an essay due that week, then we will have no reading responses due. Submit the reading responses to Canvas before the class where we discuss the reading--otherwise the response will be considered late and will not be accepted.

Here is what I'm looking for:

- A thoughtful, personal response to the reading
- Evidence that you read and at least thought about the reading (even if you didn't fully understand it)
- This writing can be informal – you are responding to what you read.
- Did you agree? Disagree? How did it make you feel? What did you notice in your close reading? What jumped out at you? What did you find fun? What struck you the wrong way? Etc...
- Make connections between the text and personal experiences, current events, and past readings (other texts).

There are many ways to respond to a text. I'm just looking for a brief response to the text that shows that you've not only read it, but have actually thought about it as well. If you write just a summary of the text with no reflection or insight, you will only get five points. If you do not turn it in, you will receive zero points. *These responses cannot be turned in late* (unless you were absent and arranged an alternative assignment with me).

General Instructions for Major Assignments:

These guidelines apply to the five major assignments and the Portfolio, which must all be typed for this class. These assignments will be submitted electronically through Canvas. Response assignments given as homework should also be typed. The major assignments must have a title and should be formatted with 1" margins on each side, double-spaced, in 12-point Times New Roman, and single-sided. You must follow the format outlined by the Modern Language Association (MLA), including proper citation of sources in the text and in a corresponding list of works cited (we will spend time discussing this in class).

Be advised also that all writing done for this class is public. Peers in your class may read your writing during peer review or other activities. I may use sections of your work as examples for the rest of the class; if I do, the writing will remain anonymous and will only be used in a positive context.

Final Portfolio:

One of my main goals this semester is for you to put together a polished portfolio of your writing, which will include revisions of some of your major assignments. We will spend time discussing revision throughout the semester, which will help you practice revising your essays and will lead to the opportunity to choose your most successful revisions for your portfolio. Since the portfolio

holds the most weight in the breakdown of your grade, it is fair to assume that this project is extremely important. Again, don't worry; your classmates and I will help you in the revision process so that you can write more effectively, more confidently, and more gracefully. You will get plenty of help and plenty of practice!

The Writing Center:

I encourage you to take advantage of services offered by the Writing Center. The Writing Center will be online this semester, so you schedule an appointment asynchronously or synchronously. Consultants at the Center can help with any stage of the writing process, from brainstorming to complete drafts. When the consultant reads your paper aloud, you will catch mistakes that you may have missed otherwise. It always helps to have another set of eyes on your writing.

Request a consultation through this link:

<https://jcu.edu/academics/resources-advising/writing-center>

Academic Integrity:

Writing is the communication of your own thoughts for an audience. This class values and appreciates texts that uniquely represent your voice and your work. Plagiarism is defined as a writer incorporating an author's words and thoughts into his or her work without properly citing the original author. We will spend class time this semester discussing the meanings and effects of plagiarism, as well as clarifying what *is* plagiarism and what is *not*. Please review the section on plagiarism in the *FYCJCU*, as well as in the *JCU Undergraduate Bulletin*. Neither plagiarism nor cheating will be tolerated in this class, as it demonstrates irresponsibility and disservice to yourself and your peers. Any student found to have committed or to have attempted to commit any act of dishonesty, including cheating, plagiarism, **manipulating size of spacing, text, punctuation size, etc.**, or other forms of academic dishonesty, is subject to the disciplinary sanctions outlined in the Student Judicial System. ***Students who plagiarize any part of their writing assignment, intentionally or unintentionally, will receive a zero on the assignment, will not be allowed to make up or revise the assignment, and will be referred to the Dean of Student Affairs.*** All direct quotations need to be placed in quotation marks followed by an MLA parenthetical citation; all paraphrased sections from other sources need to be acknowledged in the signal phrase and also cited with an in-text, parenthetical MLA citation. All sources used in the paper must also be listed on a Works Cited page (in MLA format). We will cover MLA format and plagiarism in the first few weeks of the course.

Peer Review:

On days designated for Peer Review our classes will be asynchronous. I expect you to share the draft of your essay with your partner (via Google Docs) by the time class starts. Although the essay that you share does not have to be your final product, a full-length draft of the assignment is required. We will trade essays and discuss in pairs and as a class how to improve argument and purpose in relationship to your audience. If you miss a Peer Review day, unless previously discussed or arranged with me, you will lose out on a significant amount of points.

Late Work:

Essays and assignments are due at the very beginning of class on the specified due dates (unless

otherwise instructed, such as for assignments due in Canvas). The grade on an assignment drops one letter for every day that it is late. Essays over one week late will not be accepted, and no credit will be given for that assignment. If you know that you will be absent or away when an essay or homework assignment is due, it is your responsibility to make arrangements beforehand to submit your work early. The decision of whether or not I accept late work, regardless of excuse, is solely mine. **I do not accept essays slid under my office door or by email; please submit everything through Canvas as assigned.**

Statement on Accessibility, Inclusion, Harassment, and Bias:

John Carroll University is committed to fostering an equitable and accessible learning and working environment, based upon open communication, mutual respect, and ethical values consistent with our Jesuit and Catholic tradition. We express this commitment in the following policies and procedures:

In accordance with federal law, if you have a documented disability you may request accommodations from Student Accessibility Services (SAS). For more information go to the accessibility page or you may contact the office directly at sas@jcu.edu or 216.397.4967. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SAS will be recognized in the classroom. Please contact SAS if you have further questions.

If you have experienced sexual harassment, assault, or misconduct based upon gender/sex/sexual orientation, and you share this with a faculty or staff member, that person must notify the Title IX Coordinator (TitleIX@jcu.edu or (216) 397-1559), who will discuss options with you. In most cases, communicating with the Title IX Coordinator does not automatically trigger a formal investigation. Members of the University community may communicate with the Title IX Coordinator in order to get more information and seek supportive measures without filing a formal complaint. For more information about your options and resources in a Title IX matter, please go to the Title IX page, where you can file an online report. An option to report anonymously is available. Members of the University community are encouraged to review the University's Sexual Harassment & Interpersonal Violence Policy, as well as the Resolution Process & Grievance Process for Title IX Sexual Harassment.

If you have experienced bias or discrimination based on race, age, color, sex, sexual orientation, gender identity or expression, religion, ethnic or national origin, disability, military or veteran status, genetic information, or any factor protected by law, you are encouraged to report this via the Bias Reporting System.

For more information about the University's commitment to diversity, equity, inclusion, and accessibility, please visit the Diversity, Equity & Inclusion Division home page.

Preliminary Schedule (subject to change as needed)

Reading assignments are listed on the days by which they should be completed. For example, if a

reading assignment is listed on a Friday, you'll want to attend class that Friday having already completed that reading. These readings are subject to change.

Week 1

- M 1/18 No Class - University Closed for Martin Luther King Jr. Day
- W 1/20 First Class - Course Introductions
- F 1/22 Read the Introduction of *They Say/I Say* and talk about the rhetorical triangle: Ethos, Pathos, Logos

Week 2

- M 1/25 **Diagnostic Essay due at 11:59 pm** and assign Essay#1
- W 1/27 Read Adrienne Rich "When We Dead Awaken: Writing as Re-Vision." **Reading Response on Rich's essay due at 11:00am.**
- F 1/29 Read "They Say: Starting with What Others Are Saying" in *They Say / I Say*

Week 3

- M 2/1 Remaining questions and discussion on Rich's Essay and *They Say / I Say*
- W 2/3 Peer Review - Asynchronous Class
- F 2/5 **Essay #1 due electronically by 11:59 pm**

Week 4

- M 2/8 Read "Yes / No / Okay, But" From *They Say / I Say* and assign Essay #2
- W 2/10 Read the excerpts from Coetzee's *The Lives of Animals* and Singer's *Animal Liberation*
- F 2/12 Read "Why We Shouldn't All Be Vegan"
- Reading Response due at 11:00 am on either February 10th or 12th**

Week 5

- M 2/15 Read "Skeptics May Object: Planting a Naysayer in Your Text" in *They Say/ I Say*
- W 2/17 Read "The Secrets of Haiti's Living Dead" and listen to the song "Haiti" by The Arcade Fire
- Reading Response due at 11:00 am**
- F 2/19 Discussion on how to conduct research and find credible sources.

Week 6

M 2/22 Peer Review

W 2/24 **Essay #2 due 11:59 pm** and assign Essay #3

F 2/26 Read “As a Result: Connecting the Parts” in *They Say / I Say*

Week 7

M 3/1 Read “Notes of a Native Son” by James Baldwin

W 3/3 Read “Cubes” and “Salvation” by Langston Hughes, and read “How it Feels to Be Colored Me” by Zora Neale Hurston

F 3/5 **Abstract due at 11:59 pm**

Reading Response due at 11:00 am on either March 1st or 3rd

Week 8

M 3/8 Read “Five Faces of Oppression” by Iris Marion Young

W 3/10 Read “Two Ways to Belong in America” by Bharati Mukherjee and “Brown” by Tadeu Velloso

F 3/12 **Annotated Bibliography due at 11:59 pm**

Reading Response due at 11:00 am on either March 8th or 10th

Week 9

M 3/15 Read “Queer and Now” by Eve Sedgwick

W 3/17 Read articles and listen to music you will find on Canvas.

F 3/19 Optional Zoom conferences for your Research Paper from 9:00 am - 11:50am

Reading Response due at 11:00 am on either March 15th or March 17th

Week 10

M 3/22 Peer Review - Asynchronous Class

W 3/24 **Essay #3 due at 11:59 pm** and I will assign Essay #4

F 3/26 Read “Writers Must Develop A Strong, Original Voice” by Patrick Thomas

Week 11

M 3/29 Read “You Mean I Can Just Say It That Way?” in *They Say / I Say*

W 3/31 No Class (Easter Break)

F 4/2 No Class (Easter Break)

Week 12

M 4/5 No Class (Easter Break)

W 4/7 Read “Creative Writing Is A Unique Category” by Cydney Alexis
Reading Response due by 11:00am

F 4/9 Peer Review - Asynchronous Class

Week 13

M 4/12 **Essay #4 due at 11:59 pm** and assign the portfolio

W 4/14 Read article on COVID-19 Pandemic Death Toll the link is on Canvas

F 4/16 Read articles on COVID-19’s impact on the Indigenous community (links on Canvas)

Reading Response due by 11:00 am on either April 14th or April 16th

Week 14

M 4/19 Portfolio workshop day #1 (mandatory attendance)

W 4/21 Optional Zoom Portfolio conferences

F 4/23 Portfolio workshop day #2 (mandatory attendance)

Week 15

M 4/26 Portfolio workshop day #3 (mandatory attendance)

W 4/28 Optional Zoom Portfolio conferences

F 4/30 Portfolios and cover letters due

Exams Week 5/10-5/14

No in-class final exam; you are required to schedule a Zoom meeting with me for a Portfolio conference during the specified hours.