



Course Information

English 1010.10: Seminar in Academic Writing
Semester: Spring 2018
Meetings: 5:00-6:45 Tuesday / Thursday
Classroom: Austin 102

Instructor Information

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Office Hours: Mondays 5-7 via Google Hangouts and By appointment
Pronouns: She / Her / Hers

“Intellectual humility can be understood as involving the owning of one’s cognitive limitations, a healthy recognition of one’s intellectual debts to others, and low concern for intellectual domination and certain kinds of social status. It is closely allied with traits such as open-mindedness, a sense of one’s fallibility, and being responsive to reasons. Philosophers from Locke to Rawls have seen these traits as being crucial to the kind of meaningful public deliberation that we associate with democracy. Such deliberation is rational: it responds to reasons, not force or manipulation” ([University of Connecticut Humanities Institute](#)).

Course Description

The University of Connecticut’s [First-Year Writing](#) (FYW) seminars are characterized by collaborative, student-driven inquiry. As a [general education](#) course, FYW prepares students for future academic work by asking them to use writing to enter into and contribute to active academic conversations. The instructor in an FYW seminar provides a site and offers contexts with readings, central questions, and directed discussion for the development of this ongoing work. Through cycles of writing, feedback, and reflection, students pursue writing projects in which they select and define places where they might advance the class conversation. All FYW students are required to complete at least 30 pages of polished (drafted and revised) writing, in addition to minor writing assignments.

In this section, we will apply critical and creative thinking, intellectual humility, and metacondition to explore the social nature and implications of writing. As a community of learners, we will practice college-level reading, writing, and analysis of some of the most

common types of texts you will encounter in college and beyond. These “texts” will include traditional scholarly writing as well as visual media, electronic communication, and multimodal writing. In our studies, we will pay especially close attention to rhetoric and design of course texts as well as our own writing. Throughout the semester, we will also make time for frequent reflection on our writing goals, experiences, and growth. **To ensure we’re all able to participate in each lesson, please arrive fully prepared with all texts and a laptop or tablet.**

University Standard FYW Learning Goals

In order to contextualize and coordinate the goals of our First-Year Writing seminars with the goals of other first-year writing programs across the country, we have adapted the Council of Writing Program Administrators’ Outcomes Statement for First-Year Composition (2014) to our program goals. To the basic tenets of the WPA Outcomes Statement... we have added some of the specific language and emphases we have developed for our First-Year Writing program. In our adaptation, we have stressed particular aspects of the WPA’s general goals for our specific purposes, and added some specific goals of our own. Here is our revision of the three categories: (1) Critical Literacy, (2) Academic Rhetoric, and (3) Practices and Processes. What follows, organized under each of the three categories, is a specific list of official English Department goals for learning outcomes in the First-Year Writing Program at the University of Connecticut.

Critical Literacy

- ❖ Approach reading and composing as a productive means of inquiry, critical thinking, and communicating in various contexts;
- ❖ Read and respond to a variety of different texts, developing one’s own approach and project in the contexts of this variety;
- ❖ Discern the usefulness and appropriateness of other writers’ works to be included in one’s own work;
- ❖ Recognize a writer’s aims, methods, materials, and critical vocabulary, and analyze the assumptions another writer works from;
- ❖ Engage substantively with other writers’ work, extending the “use” of other writers beyond validation or foil for an argument;
- ❖ Delineate the relationship between one’s own ideas and ideas from reading (that is, to demonstrate how one reads by way of writing, and how one writes by way of reading).

Academic Rhetoric

- ❖ Approach reading and composing as a productive means of inquiry, critical thinking, and communicating in various contexts;
- ❖ Recognize the social nature of writing, situating one’s work as part of a critical conversation;
- ❖ Cultivate productive search strategies for research (broadly defined), locating appropriate materials for academic work;
- ❖ Develop facility with writing strategies, learning to adapt the way one writes to the aims one has, the methods employed, and the materials explored;

- ❖ Respond to a variety of writing situations and contexts by making thoughtful choices about presentation, delivery, design, medium, and structure;
- ❖ Practice writing with a variety of technologies on different platforms for a wide range of audiences.

Practices and Processes

- ❖ Develop reading practices relevant to reading not simply for information, but for entering a conversation;
- ❖ Adapt writing habits that include revisiting, reconsidering, redirecting, and revising one's work over several drafts;
- ❖ Embrace peers as the most immediate audience to test one's writing on, and accept the feedback from those peers as substantive and valuable critical responses;
- ❖ Learn to offer productive, substantive feedback to peers that moves beyond simple evaluative comments or notations that are limited to advice on sentence structure and grammar;
- ❖ Apprehend the demands of writing in different modalities and with different technologies;
- ❖ Accept that writing is an ongoing practice, not a vocational skill completed by the end of a single course.

Course Learning Outcomes

By the conclusion of this course, you should be able to:

- ❖ Practice composing and writing as acts of inquiry and discovery through written, aural, visual, and video texts.
- ❖ Identify yourself as a writer who can contribute to others' knowledge and understanding.
- ❖ Analyze the context you are writing in along with other textual forms like video, infographics, respond to the situation with productive choices in approach and execution to deliver meaningful texts.
- ❖ Discover, analyze, and engage with others' ideas in productive ways through readings of complex texts.
- ❖ Use others' work responsibly and in a variety of ways, including as motivation for writing, as context to your own ideas, as a frame or method for analysis, as a way of moving your ideas forward, and as exhibits for analysis and interpretation.
- ❖ Extend your ideas to new ground in the context of others' work.
- ❖ Develop methods and strategies for the conceptual, practical, and reflective work of writing.
- ❖ Determine and analyze conventions of the discipline; decide how to address the genre expectations of a discipline's work, including how knowledge is created and how evidence is used to forward work in the discipline; includes the functional components of format, organization, document design, and citation.
- ❖ Use the principles of universal design to make your work accessible to the widest possible audience.

Required Course Texts

- ❖ Ede, Lisa. *The Academic Writer*, 4th edition, Bedford/St. Martin's, 2017.
- ❖ Additional texts will be provided on HuskyCT or in class.

Important Note: You will need to bring the course texts to class every session.

Grades and Evaluation

Your final grade will depend on your successful completion of the day-to-day work of the course (including drafts of all major writing assignments) and the quality of that work. **You cannot pass ENGL 1010 without turning in a rough and final draft of all four writing assignments.**

Graded Elements

%	Component	Due Date
15%	Major Paper #1: News and Rhetoric	Saturday, 1/27 @ 5:00PM
		Saturday, 2/3 @ 5:00PM
20%	Major Paper #2: Film and Truth - IL Introduction	Saturday, 2/24 @ 5:00PM
		Saturday, 3/3 @ 5:00PM
		Saturday, 3/10 @ 5:00PM
15%	Major Paper #3: Writing in Fields/Disciplines	Saturday, 3/24 @ 5:00PM
		Saturday, 3/31 @ 5:00PM
25%	Major Paper #4: Intellectual Humility and Multimodal Writing	Saturday, 4/14/ @ 5:00PM
		Saturday, 4/21 @ 5:00PM
		AND In-Class Presentation
15%	In-Class Writing	Periodically
10%	Participation (In-Person and Online)	Weekly

Each assignment prompt will clarify specific expectations, but generally an “A” paper will:

- ❖ Respond energetically and creatively to the readings and the assignment
- ❖ Engage meaningfully with texts in a sustained manner
- ❖ Form a cohesive final project
- ❖ Contribute new ideas or formulations that successfully enter into conversation with others' work
- ❖ Demonstrate rhetorical awareness, including knowledge of and facility with genre conventions

Your grades, including my feedback, will be available to view in the “My Grades” tab of in our course HuskyCT site. If at any point you have questions or concerns about how you're doing in the course, please don't hesitate to ask.

Grade Scale

A = 93-100	B = 83-85	C = 73-75	D = 63-65
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 86-89	C+ = 76-79	D + = 66-69	F = 59 and Below

Course Components

Participation

This is a seminar rather than a lecture course. Most of the learning in a seminar comes from the experience of making and doing rather than from “lessons provided by an expert.” Thoughtful discourse is an essential part of this class, and you will frequently work in groups of various sizes, which means you will need to be considerate of and attentive to others. It is your responsibility to keep up with the reading, to contribute to class conversation in the form of analytical comments or questions, attend class regularly and on time, and work in our course HuskyCT site several times a week. **Both in-person and online participation will be considered in calculating your weekly participation grades.**

Reading

Although ENGL 1010 is described as a writing course, the writing you do here has a very close relationship to reading. Lisa Ede says that like writing, reading “is an act of *composing*, of constructing meaning through language and images” (16). The process of writing begins with careful reading of a situation, written text, or various media. You will be reading to find ways into the conversation in which an author or text is participating. Many of these texts are multi-layered and complex, and you should expect to read most texts more than once.

Writing

As is required in every First Year Writing course at UConn, you will compose four major projects totaling the equivalent of at least 30 pages of revised, polished prose in this course. In order to accomplish this, you will be doing ample writing along the way, including in-class writing, homework assignments, and drafts of these major projects.

Revision

Each major writing project will go through a drafting process in which you shape your ideas and experiment with ways to best communicate this work. You should expect to put significant time and effort into the revision process and for projects to shift, change, and develop as you revise. Only the final projects will be assigned a grade, but all of your work will contribute to your final grade in the course.

Conferences and Peer Review

Conferences and peer review are integral to the goals of this course. Through the drafting process of each major essay, we will use small group or individual conferences during, in addition to, or

in place of regular class meetings. The quality of your involvement in these processes is a crucial factor in your participation grade in this course.

Information Literacy

ENGL 1010 provides the first stage of the University's [Information Literacy competency](#), including attention to university research and digital literacy. You should expect to use outside sources and scholarly research to inform your work throughout the semester. While all assignments will provide opportunities for developing Information Literacy skills, we will have at least one assignment that will be built with this specific purpose in mind.

Reflection

The reflective portion of the course includes any time spent on characterizing, reconsidering, or qualifying one's work. Reflection happens throughout the semester, usually in ways that complement writing projects by providing opportunities for a writer to imagine alternatives or trace lines of thought or activity.

In-Class Writing

This is the daily work of the class. During each class period you will be asked to answer discussion questions, read and revise others' work, brainstorm for a larger project, etc. I will occasionally collect this writing and review it. Each piece of in-class writing is graded on a 5-point scale. These assignments and their points will make up your in-class writing grade.

Course Policies

Attendance, Tardiness

Participation is vital to your success and learning in this course, as well as the success of each class lesson, and attendance is minimum requirement of participation. As such, tardiness and absences will negatively affect your participation grade, a cumulative grade that will be updated in HuskyCT on a weekly basis. Allowances will be made for religious observances, medical or family emergencies, and mandatory athletic commitments with advanced notice and/or a note from the Dean of Students or a medical professional. Regardless of cause or allowance, you are responsible for work missed as a result of an absence.

Submission of Work

All scaffolding, drafts, and final drafts will be submitted to our HuskyCT site. Please ensure that your document is labeled as follows, Last Name First Name – Assignment #. Do not submit submissions typed into the notes/comments boxes or PDFs.

Example: Shawna Lesseur – Major Paper 1.docx

Late Work

It is crucial that you turn assignments in on time. Failing to do so will affect your grade and limit your ability to participate in class. All formal and informal assignments must be ready to turn in to HuskyCT no later than the stated deadline. If you have a serious need for an extension, you must contact me and receive approval at least 24 hours before the due date. **There are no**

retroactive extensions. In the event of a crisis, contact me as soon as possible, and we will work out a solution.

Late Rough Drafts

Late drafts upset the schedule of revision and conferences. If you submit your draft late you will lose a letter grade from your final paper grade. Should you fail to submit a draft in time for a group conference, you will still be required to read and comment on your peers' papers and to attend the conference.

Late Final Drafts

Each day that a final draft is late will result in the loss of half a letter grade (e.g. if your paper is a "B" it will be a "B-" if it is one day late).

Incomplete Work

Incomplete work will not be accepted. Any incomplete submissions will be returned to the student and docked the full amount of points from the due date to the new submission date. Be sure to understand the assignment requirements and fulfill them to the best of your ability. If you have any questions ask for clarification early and often.

Phones, Tablets, and Other Electronics

We will use electronics regularly in class, so plan to bring your laptop or tablet to each lesson. However, please do not use electronic devices in class unless they are in the service of your note taking or in-class writing activities. Let's do our best to speak directly to one another and support a collegial environment. Excessive use of your electronics for other than educational purposes will negatively impact your participation grade.

Snow and Emergencies

In the event that class is cancelled due to snow or other University emergency, we will follow the University's official option to shift the course online, as opposed to meeting for "emergency closing make-up days." In the case of closure, be sure to check out HuskyCT site immediately.

Disability and Accessibility

The First-Year Writing program is committed to making educational opportunities available to all students. If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Center for Students with Disabilities (CSD) on the [CSD website](#) or in person (Wilbur Cross 204, 860-486-2020). They will work with you to accommodate your needs and provide me with a letter describing those accommodations. All information and documentation is confidential. Please contact me as soon as possible in the semester so that I can also make the necessary arrangements for your comfort in our classroom.

The Writing Center

The Writing Center employs tutors who work with students on their papers at any stage of the writing process—from brainstorming to reviewing final drafts to helping with specific

difficulties you may have. This service is free and highly recommended for all students. You can sign up for an appointment on the [Writing Center website](#).

Integrity and Respect

In this class, you may come into contact, and perhaps conflict, with communities whose ideals and perspectives may differ radically from your own. This will be a topic of discussion and interest, but it may also be uncomfortable, and we will seek to find meaning in those uncomfortable moments. As a class, we will maintain a sympathetic and compassionate outlook and keep an open mind throughout the course. I will post trigger warnings about any upcoming texts, but if at any time you feel triggered by course content or discussion, please alert me and we will work out an alternative.

Additionally, in accordance with UConn policies and Title IX, this course will be a designated safe space for all students, regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race, or ethnicity. If you feel you have experienced discrimination or harassment at UConn, you can find support and resources at the [Office of Institutional Equity](#). You may also contact [Student Health Services](#), [Counseling & Mental Health Services](#), and/or the [Cultural Centers](#). Please note that I am a mandatory reporter to the Office of Institutional Equity if I become aware of issues that may pose a danger to a student's health or safety.

Academic Integrity

While studying and making use of the ideas and texts of others is central to the writing we will be doing in this course, this must be done in an ethical and appropriate way. Please review and abide by the University's code on academic misconduct (plagiarism and misuse of sources), which will be distributed in class and can also be found on [the UConn Community Standards website](#); you will be held responsible for understanding these materials. Plagiarizing the work of others—passing off someone else's work as your own—is a very serious offense, and anyone found plagiarizing will fail the essay or the course. Please let me know if you have questions about what constitutes appropriate use and citation of other people's work.

Multilingual Scholarship

This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I expect you to be respectful of your colleagues in this multilingual space.



Course Calendar

Please note, specific topics and dates may need to shift as we progress through the semester. If this is the case, I will let you know as far in advance as possible. Please see HuskyCT for any necessary updates.

	<i>Lesson Topic</i>	<i>Due Before Next Class Meeting</i>	<i>Lesson Topic</i>	<i>Due Before Next Class Meeting</i>
Week #, Dates	Tuesday	Homework	Thursday	Homework
1, 1/14-1/20 <i>UNIT 1</i>	Course Introduction *In-Class Paper	Reading as Assigned on HuskyCT	What is college-level writing, reading, and revision?	Reading as Assigned on HuskyCT
2, 1/21-1/27 <i>UNIT 1</i>	Reading the News Activity *New Hunt	Reading as Assigned on HuskyCT	Article Discussion and Drafting Tips	Draft Submission, Writing Group Preparation
3, 1/28-2/3 <i>UNIT 1</i>	Writing Groups – Meeting by Assignment			Revise and Submit Paper 1
4, 2/4-2/10 <i>UNIT 2</i>	HBL VIDEO THEATER 1: <i>The Killing Fields of Dr. Haing S. Ngor</i>	Reading as Assigned on HuskyCT	HBL INSTRUCTION 1137 (URC): Information Literacy	Reading as Assigned on HuskyCT

5, 2/11-2/17 <i>UNIT 2</i>	Researching Film	Reading as Assigned on HuskyCT	HBL LIBRARY: Group Activity	--
6, 2/18-2/24 <i>UNIT 2</i>	HBL LIBRARY: Group Activity	Group Presentation Preparation	Presentations and Writing Tutorial	Draft Submission
7, 2/25-3/3 <i>UNIT 2</i>	Draft Review in Research Groups – Evidence	Draft Revision	Midterm Reflection Activities, Paper #3 Preview	Draft Submission, Writing Group Preparation
8, 3/4-3/10 <i>UNIT 2</i>	Writing Groups – Meeting by Assignment			Revise and Submit Paper 2
VAC, 3/11-3/17 <i>UNIT 3</i>	No Classes, Reading as Assigned on HuskyCT, Paper #3 Pre-Writing			
9, 3/18-3/24 <i>UNIT 3</i>	Writing in Field/Discipline	Drafting	Field/Discipline Group Activity – Bring Interview Transcripts	Draft Submission, Writing Group Preparation
10, 3/25-3/31 <i>UNIT 3</i>	Writing Groups – Meeting by Assignment			Revise and Submit Paper 3
11, 4/1-4/7 <i>UNIT 4</i>	Multimodal Writing	Reading as Assigned on HuskyCT, Drafting	Intellectual Humility	Reading as Assigned on HuskyCT, Drafting
12, 4/8-4/14 <i>UNIT 4</i>	Designing Your Text	Reading as Assigned on HuskyCT, Drafting	Bringing it All Together	Draft Submission, Writing Group Preparation
13, 4/15-4/21 <i>UNIT 4</i>	Writing Groups – Meeting by Assignment			Revise and Submit Papers
14, 4/22-4/28 <i>UNIT 4</i>	Student Presentations		1. Student Presentations 2. Close of Class	