

(**important Note:** I reserve the right to alter the terms of this syllabus in the case of cancelled classes or changes in our learning objectives.)

introduction to college writing

This is not a class about grammar and punctuation because this is not the fourth grade. Rather, as a general education requirement in written communication open to all students, English 101 focuses on recognizing rhetorical situations and responding with effective writing. A student writer in 101 should expect to establish a clear purpose and a sense of his presence/position in each work—and to create and answer questions by (re)searching, composing, and revising 20 “pgs.” in multiple genres.

This course will address rhetorical constructions of LGBT(Q) identities(!) at UofL and in Louisville. Students will write and research (through) these topics and engage with local communities throughout the semester. Our course, then, will likely include extra **discussions about our communities, historical and archival research methods, and community service learning.**

4 Major Projects

I: literacy and identity (9.8)

II: rhetorical analysis (due 10.20)

III: argumentation and digital comp (due 11.3)

IV: community engagement, service learning, reflection, and revision (due 12.6)

daily informal composing:
brainstorming,
proposals, drafts

participation:
class discussion,
peer reviews,
required
conferences

reading:
textbook &
supplemental
reading posts
on Blackboard

service learning: 3
hrs. of community
service related to
our course theme

course: 4168 | § 65
time: T|Th 9:30 – 10:45 a.m.
rm: HM 113

Michael Baumann, M.A.
he/him/his

office: HM 333
hours: T|Th 11 a. – 3 p.
(or by appt.)

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COURSE MATERIALS

Bornstein, Kate.

My New Gender Workbook: A Step-by-Step Guide to Achieving World Peace Through Gender Anarchy and Sex Positivity. New York: Routledge, 2013.

Also: Internet access (Outlook and Bb), PDF reader, M. Word, Writing tools for class activities, and funds for printing. Finally, **availability:** I will ask you, from time to time, to attend research field trips, instructor conferences, and

COURSE OUTCOMES

Our learning outcomes set by the English Department are: **rhetorical knowledge, critical thinking, writing process/es, conventions, confidence and ownership.** Additionally, I mega love this course because I think using language is powerful, but not everyone knows about it, and I have always felt like my job is to help with that. Writing, reading, and rhetoric are subjects that we can all, including me, continue to learn from and about no matter our age or level of education. Finally, writing also provides a wealth of practical applications for the rest of your education and for your future jobs that, if harnessed correctly, will lend you power and success.

Fall 2016

COURSE POLICIES

Together we'll compose our course policies concerning classroom technology use, classroom participation and respect, attending class on time, turning work in late, and professional communications outside of class. I'm also super open to negotiating these policies listed here.

communication and self-advocacy: I assume that all of us learn in different ways, so I pursue a personal goal of designing my courses as universally as possible, responding to various literacies, abilities, logics. If you are a student with specific needs (such as social anxiety that might prevent participation in class discussion, medical issues, or a request to change the color of text or provide captions for videos, etc.), you should act as a self-advocate, actively communicating with me and working with our class community to identify barriers to your full participation. Self-advocates identify deficits in the classroom environment and engage productively with the other members of the class to remedy them. Please talk to me as soon as you can about your individual learning needs and preferences; I will not know about your needs and, sometimes legally, cannot talk to you about them—unless you let me know first. On a related note, I will employ Outlook Exchange and Blackboard, the official university communications, for this course. It is your responsibility to check your university email and course module daily to remain informed of assignments, announcements, and updates. Likewise, I will check these platforms daily to respond as immediately and thoroughly as possible to your questions and concerns.

respect: I'm interested in the maintenance of a safe and productive learning environment for each member of our class, and I should share that I have completed university Safe Zone training, so I have little accommodation for disrespect: we all need to respect each other by remaining civil and courteous always. We will often enjoy opportunities to offer our opinions and beliefs; however, no purposefully racist, classist, sexist, homophobic, trans*phobic, ableist, or any other negative communication harmful to an individual or group based on sexual orientation, gender identity and/or gender expression, sex, religion, race, economic class, social status, age, military and/or veteran status, citizenship, nationality, (dis)ability, habitat, political ideology, etc. will be tolerated. Whether something is offensive or not will be determined by the people whom it might offend or their advocates.

resources: For information about diverse neurological, social, and physical abilities, please contact the [Disabilities Resource Center](#). Also, whether or not you have a documented disability, remember that other support services are available to all students. I strive to be an ally to students who, whether they are distance learners or not, could benefit from any of these exceptionally useful campus resources, links for which I've provided on Blackboard: [Office of Military and Veteran Student Services](#), [Academic Athletics Services](#), [Counseling Center](#), [LGBT Center](#), [Cultural Center](#), [Women's Center](#), [Student Recreation Center](#), and [Writing Center](#) (and more). The [Virtual Writing Center](#) and [Distance Education Library](#) may be of particular interest to you in this class.

academic honesty: Considering intellectual property, copyright, remix, citation, and plagiarism (etc.) in the context of an educational space is even more complex than the navigation of those matrices in the public sphere. I'm interested in teaching you about how future teachers and bosses will expect you to perform academic honesty and in you giving credit where credit is due. If it becomes clear to me that you have not tried to be fully honest with your academic work, we will have to consider applying the range of the university's policies. For example, the University of Louisville's plagiarism policy states: "The University defines plagiarism 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.... 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 to the College of Arts and Sciences."

grades and feedback: Since all of your writing will be submitted digitally, I will utilize Microsoft Word's "track changes" and "comments" features to provide feedback. Sometimes, though, I will provide oral/aural feedback via MP3 or MP4 files. If you find that you respond best to a particular set of modalities (auditory, textual, visual, etc.), please let me know. My feedback focuses on content more than form: instead of proofreading the mechanics of grammar, punctuation, spelling, syntax, style, and format, I will devote most of my attention to content and critical thought. This does not mean that I will not track all areas of improvement that I can or that you should not be stringent in your proofreading before turning in work. With that said, I am very much an "A for effort" grader: if you demonstrate your legitimate attempt to follow the assignments' instructions, you will generally receive high marks. You need to be a self-advocate and communicate with me as soon as you learn that you cannot complete assignments due to situations outside of your control. Using the university grading scale, I will weight grades like this: **participation = 25%, homework = 25%, major projects = 50%.**

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

grade grievances: Because of confidentiality rules, it is typically illegal for me to communicate the specifics of your attendance, performance, or grades via email. However, if you have questions or concerns about your progress in this course, please do not hesitate to ask about them. If you are not satisfied with our conversation, you may email an Assistant Director of Composition: adcquery@louisville.edu. (Obviously, since I am one of the assistant directors, I will *not* handle your grievance in such a case.)

attendance is a vital part of participation. Learning how to respond to an audience's needs in writing requires extensive interaction with people, so your physical/mental presence in class are necessary. There are 28 days in our class this semester. **If you miss 3 days, or ten percent of class, your grade will begin with a 90%. 10 days = 65%. And so on.** I excuse one absence each semester, and after that I entertain no distinction between excused/unexcused. Absences due to university-sponsored activities, health, and family issues of course are exceptional and can be negotiated in advance.

Title IX/Clery Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the [Sexual Misconduct Resource Guide](#).

English Department Student Learning Outcomes for English 101

Rhetorical Knowledge

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

- Focus on a clear and consistent purpose
- Analyze and respond to the needs of different audiences
- Employ a tone consistent with purpose and audience
- Use a variety of genres or adapt genres to suit different audiences and purposes
- Choose evidence and detail consistent with purpose and audience
- Recognizes the utility of digital technologies for composition

Critical Thinking

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

- Summarize argument and exposition of a text accurately
- Demonstrate awareness of the role of genre in the creation and reception of texts
- Provide an understanding of knowledge as existing within a broader context, including the purpose(s) and audience(s) for which a text may have been constructed
- Incorporate an awareness of multiple points of view
- Shows basic skills in identifying and analyzing electronic sources, including scholarly library databases, the web, and other official databases

Processes

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

- Reflect a recursive composing process across multiple drafts
- Illustrate multiple strategies of invention, drafting, and revision
- Show evidence of development through peer review and collaboration

Conventions

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

- Use structural conventions such as organization, formatting, paragraphing, and tone
- Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling
- Provide an understanding of the conventions of multimodal composition that comprise developing communication in the 21st century

Confidence and Ownership

In fulfilling the above outcomes, students will take ownership of their work and recognize themselves as writers who:

- Have a growing understanding of their own voice, style, and strengths
- Demonstrate confidence in their writing through frequent drafts
- Can articulate their own positions relative to those of others

Written Communication Student Learning Outcomes:

Written communication is the ability to develop and express ideas, opinions, and information in appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Understand and use writing processes, including invention, drafting, organizing, revising through multiple drafts, and editing;
2. Write clear and effective prose in several forms, demonstrating an awareness of audience and purpose;
3. Understand and use appropriate academic textual conventions of presentation, at sentence level and beyond;
4. Employ critical thinking processes, such as abstracting, synthesizing, and representing ideas, and developing complex structures for them;
5. Collect, select, and integrate material from a variety of sources into their writing, citing it appropriately.

Assessment:








1. Students will be demonstrate an understanding of writing as process through a series of writings, both in class and out of class, and collaborative work on writing in process (group work on invention, work-shopping, peer editing, etc.)
2. Students will demonstrate an awareness of audience through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing.
3. Students will demonstrate appropriate understandings of mastery of academic conventions of writing through in-class on demand writing and/or formal written exercises.
4. Critical thinking will be assessed through in-class discussions, on-demand writing, and formal written essays.
5. Students will demonstrate familiarity with the conventions of research supported writing through formal written assignments.













ENGL 101

introduction to college writing



DAY	CLASS ACTION	READING (DUE THAT DAY)	COMPOSING (DUE THAT DAY)
T 8.23	Introduction to the course: Names & pronouns Syllabus + reading schedule Group policies activity		Conference with me
I.	RHETORICAL CONSTRUCTIONS OF IDENTITY + LITERACY		
TH 8.25	Reading discussion Introduce Project I Writing workshop	Bornstein (0-xiv and 285-93) -and- https://en.wikipedia.org/wiki/Kate_Bornstein	8/26: Last day to drop/add w/ 100% tuition remission Brainstorm for Pr. I Conference with me
T 8.30	Pr. I. examples: DALN, DML, CC, IGB(?), and past students' work; Writing workshop	Malcolm X & Sherman Alexie literacy narratives	Reading response Conference with me
TH 9.1	Reading discussion Genderbread person	Deborah Brandt, "Sponsors of Literacy"	Pr. I proposal / storyboard Conference with me 9/5: Labor Day (no school)
T 9.6	Reading discussion Writing workshop	Bornstein (1-34)	Conference with me
TH 9.8	Peer review lecture In-class peer review	Elbow, "Beyond the Red Ink"	Pr. I draft for peer review 9/12: Last day to w/d w/ 50% tuition remission
T 9.13	Reading discussion	Wallace and Alexander Queer Rhetorical Agency"	9/14: Last day to apply for degree; <i>revision of reading response</i> based on readings Project I
TH 9.15	Reading discussion Introduce Project II	Bornstein (35-58)	9/12: Last day to w/d w/ 25% tuition remission
II.	RHETORICAL ANALYSIS + WRITING WITH PRIMARY RESEARCH		
T 9.20	Field trip!	<i>We'll go to the library to interact with primary texts and artifacts housed in the Williams-Nichols archive, a nationally-ranked,</i>	<i>award-winning LGBT collection (yas!). We'll rhetorically analyze these for Project II. Weee!</i>
TH 9.22	Reading discussion In-class workshop	Bornstein (59-82)	

DAY	CLASS ACTION	READING (DUE THAT DAY)	COMPOSING (DUE THAT DAY)
T 9.27	Reading discussion “What if Straight Was Gay” vid (https://www.youtube.com/watch?v=CnOJgDW0gPI)		
TH 9.29	Reading discussion Rhetorical Analysis activities	 Laura Bolin Carroll “Backpacks v. Briefcases”	 Pr. II proposal(?)
T 10.4	Midterm break (no school)	<i>Suggested reading: Alexander and Rhodes, “Queer Rhetoric”</i> 	10/4: last day to withdraw
TH 10.6	In-class Peer review 		Pr. II draft for peer review
T 10.11	Reading discussion Rhetorical analysis activities	 Bornstein (83-112)	
TH 10.13	No class—MB guest lecture / university engagement		Pr. II draft for instructor
T 10.18	Reading discussion	 Bornstein (113-50)	
TH 10.20	Introduce Project III		 Project II
III.	ARGUMENTATION + DIGITAL COMPOSING		
T 10.25	Reading discussion	 Bornstein (151-86)	
TH 10.27	Reading discussion Writing workshop	 Seth Kahn, “Ethnographic Writing” and Dana Lynn Driscoll, “Primary Research”	 Pr. III proposal / storyboard
T 11.1	Field trip!	<i>Similar to that moment during Project II, let’s go to the library to work with the Digital Media Suite and learn about other</i>	<i>composing resources and tools with a wonderful human librarian Jason Zahrndt.</i>
TH 11.3	Digital composing workshop Reading discussion	 Bornstein (186-98)	

DAY	CLASS ACTION	READING (DUE THAT DAY)	COMPOSING (DUE THAT DAY)
T 11.8	Election Day (no school)		
TH 11.10	In-class peer review 		Pr. III draft for peer review 
T 11.15	Reading discussion	 Bornstein (199-226)	
TH 11.17			Project III 
IV.	SERVICE LEARNING + REFLECTIVE REVISION WRITING		
T 11.22	Class screening of Project III Introduce Project IV	 Bornstein (226-60)	 Conference with me
TH 11.24	Thanksgiving break (no school)		 Conference with me
T 11.29	Reading discussion	 Gloria Anzaldúa "Speaking in Tongues"	 Conference with me
TH 12.1	Reading discussion Writing workshop	 Elbow and/or Murray	 Conference with me
T 12.6			 Conference with me

- Final day of classes: **12/6**
- Reading day: **12/7**
- **Final (Project IV) due: 12/12** (no exam)



= Bornstein reading



= reading posted on Blackboard



= composition (writing) due



= major project due



= instructor conference



= in-class peer review