

English 1120 Dr. Matthew Teutsch, Instructor
Office: Haley Center 8084 Email: teutsch@auburn.edu
Office Hours: MWF 9-10, 12-1 or by appointment

Texts and supplies

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 3rd ed. Boston: Bedford St. Martin's, 2015.

Auburn email account and memory drive (or cloud storage) to save and store work

Supplementary materials made available online and through AU Canvas

Notebook for in class writing

Course Prerequisite

To enroll in ENGL 1120 students must meet the following criteria:

- A. A grade of "C" or better in English 1100 or its equivalent

Course Description and Objectives

Joining Academic Conversations is a course designed to familiarize students with the rhetorical principles, textual practices, cultural expectations, and critical habits of mind commonly associated with academic research writing. Building on the fundamentals of college-level writing introduced in ENGL 1100: Joining Public Conversations, the course specifically provides a setting within which you will learn and apply conventions of scholarly inquiry, analysis, argumentation, and prose style; propose and complete a substantial research project that increases in length and complexity throughout the semester; use expert sources correctly and with rhetorical finesse; and craft arguments that take a position within scholarly conversations.

This course will examine education in the 20th and 21st centuries. The course topic brings coherence to the assignment sequence, and assignments will in turn aim, generally, to equip you with conceptual knowledge and practical techniques that you can continue to develop in the context of more advanced disciplinary coursework.

We will accomplish our objectives through in-class discussion, in-class writing, and several essays. Over the course of the semester, you will write three essays or the equivalent of 20-25 pages of well-polished prose. By the end of the course, you will be able to:

- Recognize and apply conventions of academic research writing;
- Read, comprehend, and methodically analyze scholarly research genres;
- Develop a coherent research project based on a relevant subject area;
- Craft arguments that can be positioned within scholarly and public debates;
- Compose inquiry-driven essays that incorporate multiple secondary sources;
- Locate, cite, and document sources in keeping with academic citation styles;
- Employ a voice, tone, and level of formality appropriate to audience expectations;
- Use digital media reflectively and for a variety of reading, writing, and research activities, including collaboration with peers.

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals both as individuals who will continue to write throughout their personal and professional lives.

Along with writing, you should start reading everything you can, from novels to academic journals to magazines to web pages. Aside from practice in writing, which this course employs extensively, reading in many modes and genres is the best way for you to improve your command of the language and to engage in rhetorical conversations. Additionally, reading provides you with a greater breadth and depth of knowledge.

Major Assignments

You can expect to complete a range of writing assignments throughout the semester, from informal exercises to formal papers to reflective notes. Taken together, these assignments support the belief that academic research writing involves much more than learning rules of grammar or formalistic conventions; it also requires us to inquire into and learn about the rhetorical and cultural expectations that come with writing for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community. Each assignment will take place within the context of three major projects and culminate in an oral presentation and final exam project.

Project I: Starting the Inquiry

- Writing Exercise: Exploratory Investigation (1-2 pages)
- Major Paper: Comparative Analysis (4-5 pages)
- Focal Chapters: *From Inquiry to Academic Writing*—Chapters 1-3 & 5

Project II: Focusing the Inquiry

- Writing Exercise: Research Proposal (2-3 pages)
- Major Paper: Multi-Source Analysis (6-7 pages)
- Focal Chapters: *From Inquiry to Academic Writing*—Chapters 4, 6, 9

Project III: Completing the Inquiry

- Writing Exercise: Annotated Bibliography (3-4 pages)
- Major Paper: Argumentative Research Paper (10-12 pages)
- Focal Chapters: *From Inquiry to Academic Writing*: Chapters 7, 8 & 10

Oral Presentation

You will present your research to the class based on the work you completed throughout the semester, with particular emphasis on the arguments you developed in Project III.

Final Exam Project: Remixing the Inquiry

Students will complete a final project that builds on the work they have completed throughout the semester but “remixes” it into a written genre or multimodal artifact that can be communicated to a non-academic audience.

Essay Grading Rubrics

Papers will be graded on organization, ideas, format, and other criteria (grammar, word choice, etc).

When turning in rough drafts and final copies, follow these guidelines:

- Rough and final drafts should follow the MLA format. An example of a paper in MLA format can be found at [Purdue University's OWL website](#).
- Essays must be typed, double-spaced, and have standard margins. The font used for your final draft should be 12-point Times New Roman.
- Pages must be numbered with your last name and page number in the upper right-hand corner (ex: Smith, 2)
- Your essays must have a title; however, do not add a title page.
- When you submit a final copy of an essay, upload it to Canvas.

Revision is a significant part of the writing process. You will be required to write multiple drafts. I highly recommend that you use resources such as my office hours and the Auburn University Miller Writing Center to assist in this stage of your writing.

Instructional Methods and Activities

1. Lecture/discussion of reading assignments
2. Prewriting and writing activities
3. Research activities and exercises
4. Use of word processing for writing activities; use of Canvas for class syllabi, announcements, assignments, documents, and notes; the Internet, and UA library databases.

Grading

You will complete a number of assignments throughout the semester, some of which will be weighted differently. Final grades for the course will be determined as follows:

Project	Writing Exercise	Major Paper	Total Percentage
Project I	5%	15%	20%
Project II	5%	20%	25%
Project III	5%	25%	30%
Oral Presentation			5%
Remix Project			10%
Essay Drafts/Online & In-class Writing/Peer Reviews			10%

Please Note: You will receive additional instruction and handouts regarding day-to-day writing assignments, major papers, peer review, and other assignments, generally, the completion of which will be essential to your success as writers in this course and beyond. Should you ever have questions about anything—this syllabus, this class, basic or any other requirements—do not hesitate to ask.

Successful completion of English 1100 requires a grade of C or above. A student who receives a D or an F must repeat the course. Grading will follow the ten-point scale.

100-90 A 89-80 B 79-70 C 69-60 D 59-0 F

Miller Writing Center

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together.

Open Classroom Policy

Discussion will be a key part of our class. As an open classroom, we will listen to the ideas of all students with thoughtfulness. You are encouraged to challenge ideas, but not each other. In this classroom, we are equal. We will adhere to a zero tolerance policy on discrimination of any kind. Keep in mind that all writing in this course is public. Other students will read essays, so please choose topics with which you are comfortable.

Attendance

Although I believe that as adults you should have control over your own education, attendance is vital in a writing course. Much of your learning and work will take place in class, and you will be involved in group work and peer review. You will also be introduced to techniques in class that can help you through the stages of the writing process. Simply put, writing cannot be effectively taught or experienced by missing the course.

You will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, doctor's visit—you must provide verification to the course instructor, in writing, no later than *one week* after the absence occurs. Tardiness is disruptive and disrespectful to your peers and to the teacher. Every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence.

Make-Up Policy:

1. Essays and assignments are due on the Due Date.
2. Late daily assignments will be failed if unexcused.
3. Excused daily assignments must be submitted on an alternate due date determined by the instructor and communicated to the student at the time the excuse is granted.

Late Essay Policy:

You have one week after the due date to turn your essay into me. However, you will not receive any comments or marks on the paper. Instead, you will just receive a grade after I read it. Essays will not be accepted more than a week after the due date.

Academic Honesty

All regulations outlined in the Auburn University Student Academic Honesty code (http://www.auburn.edu/student_info/student_policies/) will apply to this course. As a class, will spend time discussing academic honesty in general with particular emphasis on the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. You will receive a “0” for the assignment for the first instance of plagiarism. For a second instance, you will fail the course.

There are two major types of plagiarism:

1. Word-for-word copying, without acknowledgement, of the language of another writer. (Almost needless to say, having another person write or dictate all or part of one’s composition is plagiarism of this kind and clearly forbidden. But in addition students should copy no printed passages, no matter how brief, without acknowledging its source and either placing it in quotation marks or setting it aside as a blocked quotation.)
2. The unacknowledged paraphrasing of an author’s ideas. (The student should no more take credit for another writer’s thoughts than for another writer’s language. Any distinctly original idea taken from another writer should be credited to its author. If the student does not know whether another writer’s idea is distinctly original, he or she should incline to believe that it is; no fault attaches to over-acknowledge, but under-acknowledgement is plagiarism.)

Classroom Conduct

Students should conduct themselves in a manner respectful of themselves, their classmates, and me. While we may discuss controversial or potentially offensive issues, and class discussions may well involve differences of opinion, students are to conduct themselves in a professional manner.

I require all students to turn off or silence all cell phones, tablets, and computers. We will use these in class, at certain points. However, when we are not using them for classroom activities, they must be put away.

Early Alert Grade Statement

You will receive an “Early Alert Grade” one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. If your Early Alert Grade is a “D,” “F,” or “FA,” you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the “tiger i” tab, selecting “Student Records,” and opening the “Midterm Grades” window from the drop down box. If the grade appears inaccurate, please contact the instructor.

Withdrawal from the Course

No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). When approval for dropping the course under such circumstances is granted by the student’s dean, a “W” may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.

Accessibility Statement

Students who need accommodations are asked to submit their approved accommodations electronically through AU Access and to make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit the website for the Office of Accessibility: <<https://cws.auburn.edu/accessibility>>.

Tentative Schedule

(Subject to change)

Week, Class Activity, Assignment Due

Week 1	•	•
1/11	General introduction to the course. Discuss syllabus, expectations, and basics of writing and rhetoric.	Discuss course theme: Education in American Culture.
1/13	Discuss course theme.	In class assignment.
Week 2	•	•
1/16	No Class. MLK Holiday	
1/18	Introduction to Project I. Discuss habits of mind of academic writers.	Read Chapter I in <i>LAW</i> : “Starting with Inquiry” (pp. 1-15).
1/20	Discuss “Becoming Academic” narratives	Read Chapter I in <i>LAW</i> : “Starting with Inquiry” (pp. 15-28).
Week 3	•	•
1/23	<u>Focus on Craft</u> : developing strategies for reading, writing, and rhetorical analysis.	Read Chapter 2 in <i>LAW</i> : “From Reading as a Writer to Writing as a Reader” (pp. 29-42 & 53-54).
1/25	Discuss the aims and uses of a university education.	Read Edmundson: “On the Uses of a Liberal Education” (pp. 389-404 in <i>LAW</i>).
1/27	Discuss the aims and uses of a university education.	Read Menand: “Live and Learn: Why We have College” (Canvas). Due: Exercise I. Submit to Canvas.
Week 4	•	•
1/30	Discuss the aims and uses of a university education.	Read Delbanco: “What is College For?” (Canvas). View interviews with Edmundson, Menand, and Delbanco (Canvas).
2/1	<u>Focus on craft</u> : identifying claims and analyzing arguments.	Read Chapter 3 in <i>LAW</i> (pp. 55-79).
2/3	<u>Individual conferences</u> : no class meeting. Bring draft of paper, note-taking materials, and list of questions to conference.	Read Chapter 5 in <i>LAW</i> (pp. 106-128). You will sign up for times!
Week 5	•	•
2/6	<u>Individual conferences</u> : no class meeting. Bring draft of paper, note-taking materials, and list of questions to conference.	Read Chapter 5 in <i>LAW</i> (pp. 106-128). You will sign up for times!
2/8	<u>Focus on craft</u> : bring sources and complete draft of Paper I to class for workshop review.	Read Chapter 10 in <i>LAW</i> (pp. 286-311). Due: Complete Draft of Paper I (hard copy or digital version with accompanying interactive device).
2/10	No Class! Work on essays!	
Week 6	•	•
2/13	Introduction to Project II. Discuss issues in education.	Read Kozol: “Still Separate, Still Unequal: America’s Educational Apartheid” (pp. 347-360 in <i>LAW</i>). Due: Paper I. Submit to Canvas.

2/15	<u>Focus on craft</u> : identifying issues and forming questions.	Read Chapter 4 in <i>LAW</i> (pp. 81-106).
2/17	Discuss issues in education.	Watch <i>Last Week Tonight</i> clip on school segregation. (Canvas)
Week 7		
2/20	Discuss issues in education.	Read Ravitch: “The Facts about the Achievement Gap” (pp. 360-368 in <i>LAW</i>).
2/22	<u>Focus on craft</u> : finding and evaluating sources.	Read Chapter 6 in <i>LAW</i> (pp. 129-150).
2/24	Discuss issues in education. Early Alert/Midterm Grade Deadline.	Watch <i>Last Week Tonight</i> clip on charter schools. (Canvas) Due: Exercise II. Submit to Canvas.
Week 8		
2/27	Discuss issues in education.	Read Tatum: “Why are all the Black Kids Sitting Together in the Cafeteria?” (pp. 374-388 in <i>LAW</i>).
3/1	Discuss issues in education.	Read Tannen: “How Male and Female Students Use Language Differently” (pp. 368-374 in <i>LAW</i>).
3/3	<u>Focus on craft</u> : developing strategies for organizing and drafting an essay.	Read Chapter 9 in <i>LAW</i> (pp. 257-282). Due: Bring all materials for Paper II to class.
Week 9		
3/6	<u>Individual conferences</u> : no class meeting. Bring draft of paper, note-taking materials, and list of questions to conference.	You will sign up for times!
3/8	<u>Individual conferences</u> : no class meeting. Bring draft of paper, note-taking materials, and list of questions to conference.	You will sign up for times!
3/10	<u>Focus on craft</u> : bring sources and complete draft of Paper II to class for workshop review.	Due: Complete Draft of Paper II (hard copy or digital version with interactive device).
Week 10		
3/13-3/17	Spring Break: <u>No Class</u> .	
Week 11		
3/20	Introduction to Project III. Discuss education for the 21 st century.	Reading TBD. Due: Paper II. Submit to Canvas.
3/22	<u>Library Session</u> : Meet on 1st floor of RBD Library near main circulation desk.	Read Chapter 7 in <i>LAW</i> (pp. 151-198).
3/24	Discuss education in the 21 st century.	Read Jones: “Digital Access: Using Blogs to Support Adolescent Writers with Disabilities” (Canvas)
Week 12		
3/27	Discuss education for the 21 st century.	Read Carr: “Is Google Making us Stupid?” (Canvas).
3/29	<u>Focus on Craft</u> : develop strategies for persuasion and rhetorical appeal.	Read Chapter 8 in <i>LAW</i> (pp. 211-255). Due: Exercise III. Submit to Canvas.
3/30		Read Scott: “Does a university teacher need to change e-learning beliefs and practices when using social networking sites?” (Canvas)
Week 13		
4/3	Discuss education for the 21 st century.	Read Turkle: “Growing Up Tethered” (pp. 428-

		444 in <i>LAW</i>).
4/5	Discuss education for the 21 st century.	Read McGonigal: "Becoming Part of Something Bigger than Ourselves" (pp. 444-458 in <i>LAW</i>).
4/7	TBD!	
Week 14		
4/10	Discuss education for the 21 st century.	Read Steinkuehler and Duncan: "Scientific Habits of Mind in Virtual Worlds" (pp. 404-426 in <i>LAW</i>).
4/12	<u>Focus on craft</u> : drafting and revision workshop. Bring all materials to class.	Read Chapter 10 in <i>LAW</i> (pp. 286-311).
4/14	TBD!	
Week 15		
4/17	<u>Focus on craft</u> : bring sources and complete draft of Paper III to class for workshop review.	Due: Complete Draft of Paper III (hard copy or digital version with interactive device).
4/19	Remix Project and Oral Presentation workshop: bring an electronic device to develop your final projects.	<i>Class Activity</i> : develop Remix Project.
4/21	TBD!	Due: Paper III. Submit to Canvas.
Week 16		
4/24	Class presentations.	Due: Presentation.
4/26	Class presentations.	Due: Presentation.
4/28	Class presentations.	Due: Presentation.
Week 17		
	Finals Week: See Auburn University's Final Exam Schedule for Meeting Time.	Due: Remix Project. Submit to Canvas.